Assessing the Impact of Global Perspective Program Towards Fostering Academic Achievement and Global Competence among Students

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Abstract: Global perspective program includes multiple constructs and themes like Globalization, Cultural diversity, Peace, Sustainability etc. While exploring these themes learners develop global competencies like knowledge, understanding, skills, attitude, values etc. The research study assesses the impact of global perspective program towards fostering academic achievement and global competence. For the present study the researcher has used experimental method. The design selected for the study was quasi experimental Pre-test – Post-test Non-Equivalent Group Design. The sample consist of an intact class of grade IX school students. The Control group and Experimental group were both from Government aided English medium schools from Mumbai, Maharashtra. The tools used for the study was Global Competence scale, designed and tested for validity and reliability. The reliability score of Cronbach's alpha was found to be 0.93 which is considered to be a good score. The findings showed significant difference in the post test scores on academic achievement as well as on global competence. The findings also revealed positive impact of the program on academic achievement and also on global competence of students. Based on the findings the study recommends and provides suggestions to implement Global Perspectives as a part of formal learning in schools in India.

Key Words: Global Perspective Program, Global Competence, Academic Achievement.

1. INTRODUCTION:

Global Perspective is a framework that includes myriad dimensions for Global Education. The framework consists of five themes, i) Globalization & Interdependence ii) Identity & Cultural diversity iii) Social Justice & Human Rights iv) Peace building & Conflict resolution v) Sustainable futures. Global Education integrates Global Perspectives in teaching, instruction, research and in curriculum. Global Education develops Global Competence (GC) in learners which includes knowledge, understanding, skills, attitude, values etc. In 2018, PISA defined GC as learner's ability in examining issues at local level, global level or even issues between cultures, potential in understanding and appreciating varied perspectives and viewpoints of people across the world, aptness in interacting with people with respect and making those interaction effective and last but not the least GC is undertaking actions responsibly for collective wellbeing and to achieve sustainability [1]

2. THEORY/MODEL :

The framework for Global Perspective is a philosophical and practical reference point for teachers, curriculum planners and policy makers at school level. The framework consists of five themes or learning emphases described as follows:
Theme 1- Interdependence & Globalization: The theme focuses on social, economic and political links between people.
Theme 2- Identity & Cultural Diversity: The theme tries to highlight meaning of culture and promoting openness towards other's culture.
Theme 3- Social justice and human rights: The theme highlights impact of inequality and discrimination, the importance of standing up for our own rights and our responsibility to respect the rights of others.
Theme 4- Peace building and conflict resolution: The theme emphasis on importance of building and maintaining positive and trusting relationships and various ways to resolve conflicts peacefully.
Theme 5- Sustainable futures: The theme explains Sustainable Development and ways to promote sustainability.

In addition to the five themes, each learning emphases has a spatial as well as a temporal dimension that teachers need to consider while teaching global perspective.

In **Spatial dimension**, learners need to see the correlation of local issues with global issues. They need to understand interdependence of people on one another. They also need to understand identity of people within their social and natural communities and to bring in change for their better future.

Temporal dimension shows connections between the past, present and future in the dynamic and changing world which impacts identity and interdependence of people and their ability to respond to global issues.

Exploration of the learning emphases and dimensions of global education will provide learners with opportunities to develop their own values, knowledge, skills and capacity to take action in order to become good global citizens.

Figure 1: Global Perspective framework for the intervention program

3. LITERATURE REVIEW:

In order to develop Global perspectives in students Ferguson, (2013) [3] identified various factors for developing Global Perspectives in students. The researcher conducted a survey on 1637 students studying in Mid-west University with the help of Global Perspective Inventory (GPI) created by Larry. Multiple regression technique was used to analyze the data and the findings showed that global perspectives of students were strongly related to sense of community factor, co-curriculum and curriculum. Another study conducted by Merill et al., 2017 [4] also implemented GPI as a survey instrument. The results of the study show significantly higher scores for international students as well as for girl students. Developing Global perspectives is important not only for students but also for teachers therefore Hamid et al., 2018 [5] conducted a study on global perspectives in teacher education in selected regions of Pakistan. They used optionaires and collected the survey data from 104 professors. The study revealed the success of B.Ed curriculum of Pakistan in promoting human rights, empowerment of women, tolerance and technological awareness. Butler & Reinke, 2020 [6] tried to assess student's attitude towards global learning, international issues and global citizenship. 80 percent students stated that learning about global issues help them to understand their place in the world and showed interest in becoming a better global citizen and around 95.2 percentage of students said that learning about global perspectives helped them to understand social issues of other cultures. They found statistically significant moderate correlation between global issues and learning construct with a p-value of $<.001$ and student show positive attitude towards global perspective curriculum. Whatley et al., 2021 [7] implemented GPI on 2000 students prior and after a short-term study abroad program. The results revealed positive association between internship and reflection.

4. AIM OF THE STUDY:

The main aim of the research is to assess the impact of global perspective program towards fostering academic achievement and global competence among students

5. OBJECTIVES OF THE STUDY :

To achieve the aim, following objectives were formulated:

i. To compare pre-test scores of control group and experimental group on academic achievement.
ii. To compare pre-test scores of control group and experimental group on global competence.
iii. To compare post-test scores of control group and experimental group on academic achievement.
iv. To compare post-test scores of control group and experimental group on global competence.
v. To compute the effect size of the treatment on academic achievement.
vi. To compute the effect size of the treatment on global competence.

6. HYPOTHESES OF THE STUDY:

To achieve the objectives of the study following null hypotheses had been formulated:

i. There is no significant difference in the pre-test scores of control group and experimental group on academic achievement.
ii. There is no significant difference in the pre-test scores of control group and experimental group on global competence.
iii. There is no significant difference in the post-test scores of control group and experimental group on academic achievement.
iv. There is no significant difference in the post-test scores of control group and experimental group on global competence.
v. There is no significant difference in the effect size of the treatment on academic achievement.
vi. There is no significant difference in the effect size of the treatment on global competence.

7. DESIGN AND METHODOLOGY :

The study undertaken by the researcher makes use of experimental method and the design selected for it is quasi experimental design. It is described as follows:

a.) Pre-test – Post-test Non-Equivalent Group Design

O1 X O2
O3 C O4

Where O1 and O3 are pre-test
O2 and O4 are post-test
X- Experimental group (Treatment given)
C- Control group (No treatment given)

SAMPLE AND SAMPLING

The sample for the study was an intact class of students of standard IX of English medium Government aided school from Mumbai. One school was selected as control group and another school from the same area was selected as an experimental group. The researcher had used Simple Random sampling technique for selecting the schools for the present study.

TOOLS FOR THE STUDY

The tool used by the researcher was 'Global Competence Scale' which was made by herself. The validity and reliability were ascertained by taking the feedback of experts in the educational field. Global Competence Scale consists of 20 items for sustainable futures and 60 items for other dimensions. The total Cronbach's alpha was 0.93 which is considered as a good scale.

DATA ANALYSIS AND HYPOTHESIS TESTING

Testing of Hypothesis 1: The null hypothesis states that there is no significant difference in the pre-test scores of control group and experimental group on academic achievement.

TABLE 1: RELEVANT STATISTICS OF PRE-TEST SCORES OF CONTROL GROUP AND EXPERIMENTAL GROUP ON ACADEMIC ACHIEVEMENT

Sr No.	Variable	Group	N	Mean	S. D	t	P (two tailed)	LOS
1.	Academic Achievement	CG	84	6.04	2.38	-14.43	<0.0001	Significant
		EG	76	16.03	5.59			

From Table 1 it is clearly evident that the p-value is <0.0001, hence a significant difference is found between CG and EG for academic achievement. Thus, the null hypothesis is rejected.

Testing of Hypothesis 2: The null hypothesis states that there is no significant difference in the pre-test scores of control group and experimental group on global competence.

TABLE 2: RELEVANT STATISTICS OF PRE-TEST SCORES OF CONTROL GROUP AND EXPERIMENTAL GROUP ON GLOBAL COMPETENCE

Sr No.	Variable	Group	N	Mean	S. D	t	P (two tailed)	LOS
1.	Global Competence	CG	103	301.42	23.01	2.1	0.03	Significant
		EG	150	293.95	33.56			

From Table 2 it is clearly evident that the p-value is 0.03, hence a significant difference is found between CG and EG on global competence. Thus, the null hypothesis is rejected.

Testing of Hypothesis 3: The null hypothesis states that there is no significant difference in the post-test scores of control group and experimental group on academic achievement.

TABLE 3: ANCOVA FOR POST-TEST MEAN OF ACADEMIC ACHIEVEMENT OF CG AND EG

Sources of variation	SS	df	MS	F-ratio	P
Adjusted Means (A)	81.04	1	81.04	5.11	0.026255
Adjusted error (B)	1394.73	88	15.85		
Adjusted total (A+B)	1475.77	89			

From Table 3 it can be seen that the p-value is 0.02 which is less than 0.05 so the null hypothesis is rejected. It can be stated that there is a significant difference found in the post test scores of academic achievements of students of CG and EG.

Testing of Hypothesis 4: The null hypothesis states that there is no significant difference in the post-test scores of control group and experimental group on global competence.

TABLE 4: ANCOVA FOR POST-TEST MEAN OF GLOBAL COMPETENCE OF CG AND EG

Sources of variation	SS	df	MS	F-ratio	P
Adjusted Means (A)	8760.25	1	8760.3	15.78	0.000137
Adjusted error (B)	53851.4	97	555.17		
Adjusted total (A+B)	62611.66	98			

From Table 4 it can be seen that the p-value is 0.000137 which is less than 0.05, hence a significant difference is found between the post test scores of student's global competence of CG and EG.

Testing of Hypothesis 5: The null hypothesis states that there is no significant difference in the effect size of the treatment on academic achievement. The technique used to test this hypothesis was calculating wolf's coefficient which is used to measure the impact of the treatment in fostering academic achievement. The effect size of the treatment on academic achievement was 4.19 which is large effect in magnitude as per wolf's coefficient table.

Testing of Hypothesis 6: The null hypothesis states that there is no significant difference in the effect size of the treatment on global competence. The technique used to test this hypothesis was calculating wolf's coefficient which is

used to measure the impact of the treatment in fostering global competence. The effect size of the treatment on global competence was 0.32 which is small effect in magnitude as per wolf's coefficient table.

8. FINDINGS AND DISCUSSION OF THE STUDY:

In the present study, a significant difference was found in the pre-test scores of control group and experimental group on academic achievement and as well as on global competence, since the two groups of the study were taken as intact group and individual students were not randomly selected. Further in the post test one-way ANCOVA technique was applied due to which the effect of pre-test has been partial out from the post test scores on each of the dependent variables. The findings showed a significant difference in the post test of control group and experimental group on academic achievement as well on global competence. The results of the study also revealed positive impact of the intervention program on academic achievement which was found to be large in magnitude for academic achievement and small but positive in magnitude for global competence. The result of the study was in alignment with the study conducted by Butler and Reinke in the year 2020[6] which showed moderate correlation for learning construct and global issues. Furthermore, the intervention program promoted human rights awareness in students which was found to be in concordance with the research done by Hamid et al., in the year 2018[5] where they were successful in promoting human rights awareness in students of teacher training colleges.

9. CONCLUSION :

Based on the findings of the study, it is evident that state run schools in India needs to introduce Global Perspectives as a new subject which can promote academic achievements of the students as well as can develop global competencies like knowledge, understanding, attitude, values, skills etc in students. The program should be implemented by using various innovative methodology where the learners gain essential knowledge & understanding and inculcate essential skills in them. The program should incorporate activities when implemented at school level for the students to learn and enjoy learning at the same instance. Further modules can be added to the program in a spiral manner and can be implemented for different age groups. Each module should consider the difficulty level of task as per the age group of the learner. Thus, to conclude the authors are further studying the impact more in details by further analyzing the data and applying more statistical technique to the data in order to provide detail interpretation on the effectiveness of the program.

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