

# Contribution of Globalization in Tanzania Secondary Schools

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**Abstract.** *This academic paper aimed to study the contribution of globalization in Tanzania secondary schools. The study used literature reviews from biometrics and altimetry sources to gather details. The findings of study showed ten contributions of globalization in Tanzania secondary schools. namely; government financial support, inclusive education, strength internet services, strengthen power supply, improve learning infrastructures, provision of in service training, curriculum change, intercultural skills, enhance critical thinking abilities, unlimited access of information. The study recommend that constant professional training should be given to teachers, provision of global education facilities to enhance learning such as computers, iPad, tablets, television, radios, printers, projectors, smart phones and change the education policy to meet the world's demands. The study concluded that however the globalization have showed the positive contribution in other side created educational inequality between developed countries and developing countries, urban education and rural education system, gender inequality, stable economy families and unstable economic families education system*

**Keywords:** Tanzania, Globalization, Secondary Schools

## Introduction

According to Rukagile (2019) defined Globalization refers as increasing process of interdependence and interconnectedness between different political, social and economic components of the world as seen as the global village. The major reason of globalization advancement of technology, growth of trade and competition, advancement in science and technology, social and political liberalization. Brock-Utne (2013) defined globalization as the means of capital driven market economy leading to some few winners and very many losers. The aspects of globalization including Information Communication, movement of people, free market, finance, the role of intellectual property and privatization. The history of globalization started during the mercantilism (1500-1750) where merchants were shift from one country to another and cross border until overseas countries looking for bullionism such as copper, diamond and gold. Ranjan (2023) highlighted that the concept of globalization is not new. Many scholar described that globalization started in 14<sup>th</sup> Century beside India the globalization took its path in 1991 and for this reason the India economy is growing significantly because via globalization India integrated into global economy.

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The globalization in education means the increasing mobility of students and teachers across the world, and the need for educators to be inclusive. ([www.bolton.ac.uk](http://www.bolton.ac.uk)). From the globalization in education there is interconnectedness and exchange of ideas, knowledge and resources across borders. It helps students to acquire and utilize the knowledge all over the world. The quality of education has been increasing day after day due to globalization. Majority of Africa developing countries compare the form of education system with developed countries then modify, correct, and renew their education system and cope with them. The globalization enforces education system appears then same almost all countries in the world. In 1988 World Bank Document: Educational policies for Sub-Saharan Africa: Adjustment, Revitalization, and Expansion became the bible for donors' policy in education sector in Africa. Is from this idea the education for all (EFA) strategy commenced. In 2020 the concept of globalization seen as investing in peoples' knowledge and skills to promote development and was referred as learning for all (Brock-Utne, 2013)

Why globalization in Tanzania secondary schools?

1. The majority of scholars have been explain the advantages of globalization in tertiary and University education level while in secondary schools has been forgotten and globalization has been taught as the topic in form four class as civic subject in ordinary secondary school (Rukagile, 2019; Lugalla & Ngwaru, 2019; Tan, 2019; Tan et al., 2021; )

2. According to United Republic Tanzania (2022) report on population census 9,361,667 (15.2%) is age between 13-19 years. This is teenagers group and majority of them are secondary school students. Not only that but also this age is voiceless and vulnerable, cannot advocate themselves, we'll being of society depends on investment in development of children, this age preparing for tertiary education and this age have great dream to accomplish them. The globalization must be clear to them unless they will misinterpret the concept of globalization affect the upcoming generation.

3. Teachers' stagnation in adoption new changes in integrating in pedagogy with globalization era in Tanzania secondary. These factors influence the authors to address the contribution of globalization in Tanzania secondary schools

### Research objectives

To study the contribution of globalization in Tanzania secondary schools

### Research question

What are contribution of globalization in Tanzania secondary schools?

### Statement of problem

Beside the concept of globalization is not new in Tanzania still few studies have been done on its contribution towards Tanzania secondary schools. Hence this project aimed to study the contribution of globalization in Tanzania secondary schools

**Methodology.** The study used literature reviews from biometrics and altimetry sources to gather details. These are secondary data found in various articles, websites, e-books and school library. The data has been presented in narrative form. The picture also has been used to conceptualize the contribution of globalization in all aspect of life.

**Literature review.** This study has been guided in the following literature reviews:

Tickly (2004) the globalization contributed to multiple culture diversity and only developed countries benefiting than postal lower income countries

Geo-Jaja & Zajda (2014) they argued that globalization bring about social injustice.

Tan et al (2021) globalization led to funding education projects on the infrastructures needs such as classrooms and teaching aids.

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Stewart (1996) explained the globalization contributed to the growth of economy and increase the opportunities for those countries with good education system but widen the gap for countries with weak level of education system.

Watson (2001) described the globalization strengthen the use of English proficiency and great influence in the change of education policy and curriculum in various counties

Brock-Utne (2023) the penetration of globalization led to inequality in using English language. However all countries have their own lingua franca the spread of globalization strengthen the use of English language

Lugalla & Ngwaru (2019) globalization contributed to inclusion and equity in education especially people with special education needs in Tanzania

Rukagile (2019) defined globalization as increasing process of interdependence and interconnectedness between different political, social and economic components of the world as seen as the global village.

**Findings and Discussion.** This paper find that the contribution of globalization in Tanzania secondary schools occurs in the following ways:

**Government financial support and Improve learning infrastructures.** Through the globalization Tanzania government receive a lot of financial support in building secondary school. Tanzania launched secondary education program II which involve the construction of vital schools infrastructures in 883 secondary schools, 647 dormitories, 101 houses of teachers, 25 administration building, 43 library and renovation of college education. Is due to globalization the number of secondary have been increased from 4,708 schools in 2015 to 5,402 schools in 2020. The government continued to offer leadership allowance for head teacher, student compensation, and school operating grants and 1.22 trillion shillings was provided for funding free primary education

**Inclusive education.** The inclusive education has been defined in 2030 United Nation agenda under the line of 4<sup>th</sup> Sustainable Development Goal as “left no one behind” furthermore the inclusive education when all children under the school age are schooling regardless social economic status, geographical location, cultural diversity, gender, disabilities and vulnerable condition. Before globalization majority of schools dominated by male students. The influence of globalization lead to some of schools having even more female students than male students particularly Mbeya region, Kilimanjaro region and Bukoba region. To favor disabilities students all schools infrastructures design in such a way that enable them to move gently. (Geo-Jaja & Zajda, 2014)

**Strength internet services.** The use of internet play significant role on shaping communication modality. The use computers, smartphones, iPad and tablet catalyzed the use the use of internet. Teachers, tutors, lecturers and students use them for different purpose including prepare lessons, display school timetable and communicating with parents. School administrators use the internet to pass information and various administrative task. Via internet teacher prepare e-content, present their lesson in YouTube video, conducting video conferences, zoom and Google meeting. Today some schools have connected with Local Area Network.

**Strengthen power supply.** It is not obvious easy for the country to practice globalization without strengthen the power supply. The number source of power supply. For example geothermal power, solar power, biogas energy, hydroelectricity power and wind power. The invasion of globalization strength the power supply. The generation of electricity capacity has been increased to 1.602.3MW in 2019/2020 from 1,308MW in 2015/2016. The number of people connected to national grid increased 2,766,745 in 2020 from 1,473,217 in 2016 and over all access electricity rate raised from 67,8% to 78.4% in same period. In urban 99.6 % of population connected with electricity while house hold only 39.9%. Moreover only 30. 4% of people electrified with solar photovoltaic. The in rural area also the access of electricity increased from 49.3% in 2016 to 69.6% in 2020. In 2020, 10,018 villages have electricity in which 2,018 villages have electricity in 2015.the number of villagers per household raised from 16.7% in 2016/2017 to 24.3% in 2019/2020 the learning facilities like television, radio, computers, smart phones, printers, projectors and radio needs constant power. Today 68.9% of secondary schools have power supply

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**Provision of in service training.** The globalization come with a lot of changes including teaching and learning methods, teaching and learning facilities, and change of the mind of teachers. Today integration of education and Information Communication Technology become the hottest topic on the table. In Tanzania recently studies showing the majority of teachers use them in teaching and learning. In 2022/2024 all teachers of secondary schools were given tablet to enhance learning and teaching process. The number of technological enhanced learning courses have been given via Warsha, conferences and seminars

**Curriculum and education policy change.** Since Tanzania regained her independence took a lot of measures to improve her education system. Including socialism and self-reliance, education act 1978, National Training policy 1995, integration of Information Communication Technology policy with 2003, National Education Policy 2014, Fee Free Education Policy 2016 and Tanzania New Education Policy 2023 (John, 2023). All of these changes made to ensure the education system meet the global demand ultimately practices what is called globalization

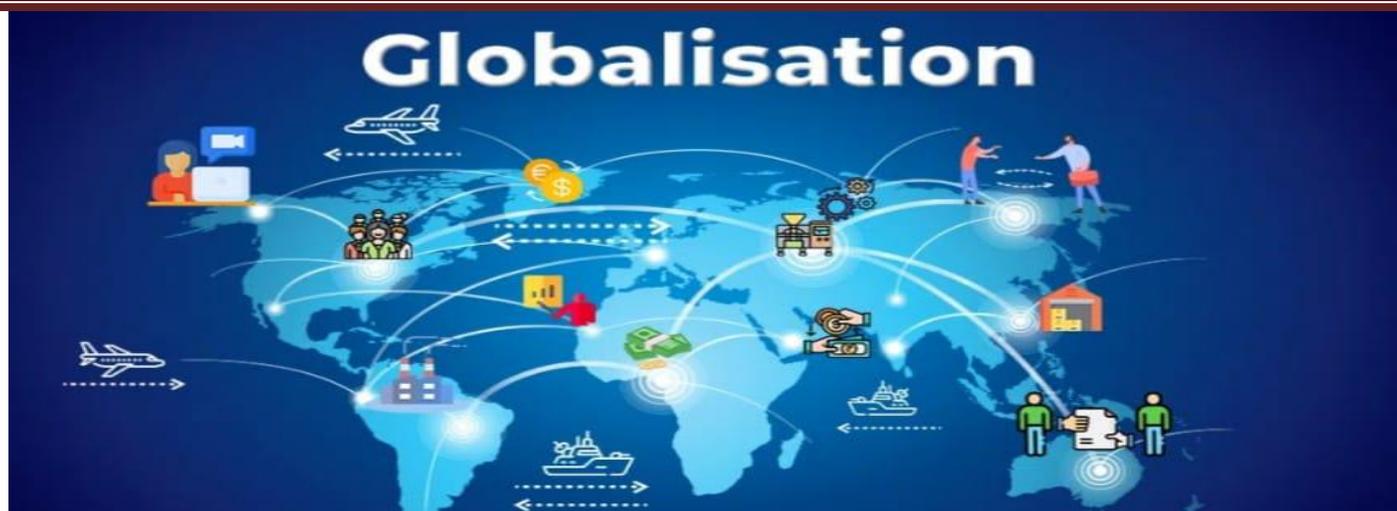
**Intercultural skills.** Via globalization there is culture diversity occur. Student interact from diverse background and culture few of which might be international students living multicultural world formed in the residential schools, the students need to develop culture understand and empathy towards peers and clubs. Global education promotes respect for future, religions, language and traditions. These are crucial for building social harmony.

There majority of secondary school students incoming in Tanzania and majority of secondary schools students studying abroad. Different private international secondary schools have been open name few of them: Iringa International school in Iringa; United World College East Africa in Arusha; Black Rhino Academy International School in Karatu, Dare salaam International Academy in Dare salaam, Aga Khan Mzizima Secondary School in Dare salaam; International schools of Tanganyika; Kwanza International school, Feza International School; Joyland International School; Laureate International School; RTI International school; Excel International School; Genesis School; St. Mary's International School; Braeburn Dare Salam International School; Cambridge International Education Consult; Kulaya Language School, Hazina International School and The Latham School. The presence of these international schools help increased competition with local schools on rising the education quality. Local teachers learn various teaching techniques and organization or institutional culture.

**Enhance critical thinking abilities.** The world clouded with the number of various problem such as corruption, technology, environmental problems, diseases and war. School is platform where showing the passes of solving these problems. When the students try to solve different global problem they share their ideas, thoughts, and opinion worldwide. By doing so they increase critical thinking abilities.

**Unlimited access of learning materials.** The teachers, tutors, lectures and students access have access to access the learning materials from various sources. By doing so students can access the learning materials anyplace and anytime. Students are not compel to know what teachers want them to know. Hence they find other source of materials. Furthermore students select what wants to study and adopt democracy in learning hence learner centered approach exercised. In other hand privatization and liberation of education motivate many education stakeholder to builds schools, college and university. Many students have access with education compare prior globalization era. By doing so the competition take party and improve the quality of education

**Communication and collaboration.** Another key benefit in which globalization play key significant also is communication and collaboration. Today Tanzania is multilateral state. Majority of international companies operate in Tanzania. International project and organization operate in Tanzania including India, China, USA, England, Scandinavia countries. Via globalisation Tanzania can not use only Swahili language in teaching and learning process because English language is international language and is used almost all over the world. The secondary school is institution where students can strength their communication network and integrate in global economy



Picture showing the concept of globalisation

**Recommendation.** The study recommend that constant professional training should be given to teachers, provision of global education facilities to enhance learning such as computers, iPad, tablets, television, radios, printers, projectors, smart phones and change the education policy to meet the world's demands.

**Conclusion.** The study concluded that however the globalization have showed the positive contribution in other side created educational inequality between developed countries and developing countries, urban education and rural education system, gender inequality, stable economy families and unstable economic families education system. Precaution must be take particularly developing countries because it has observed that developed countries benefit more than developing countries. Globalization become the weapon for developed countries to practice what is called contemporary colonialism. Developed countries use their doctrine and agenda towards Africa countries and continue to be under control in aspect of them.

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