An Assessment of the Impact of Globalization on the Development of the Education System in Nigeria

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Abstract

The world is a global village. Nigeria as a member of the global community cannot be isolated from globalization, which has contributed to her development and that of several nations. The demand for leverage on globalization for competitive advantage is a challenge that can be felt in all sectors of the Nigerian society, including education. This study investigated the impact of globalization on educational development in Nigeria. To achieve the intended purpose, four research questions and four corresponding hypotheses were formulated. Validated self-structured questionnaire with test-re-test reliability of 'r' = 0.87 was administered on the study sample. A total of 110 respondents were randomly selected from the study population, which comprised students of Abrose Alli University, Ekpoma, Edo State, Nigeria. Findings of the study revealed that Information and Communication Technology (ICT) globalization has improved the teaching and learning process, enhanced access to education, improved the quality of educational administration and increased access to foreign aids or intervention funds. The study recommended improved funding, provision of up-to-date facilities and employment of more professionals to plan the education system in line with contemporary global demands for optimal impact of globalization on Nigeria's education system.

Keywords: Globalization, Education System, Development, Nigeria, Assessment

Introduction

Globalization is a process of interaction and integration among the people, organisations and governments of different nations, driven by international trade and investment and aided by information technology. The changes brought about by information technology have touched every aspect of the world's system including the education sector. It has become indubitable that the era of globalization is invariably the epoch of rapid internationalization of human affairs but the impact of this process is not

evenly spread among countries of the world. Only countries who have the competitive capacity through education can bountifully reap from this process.

Education is the process of imparting and acquiring knowledge and skills about ideas, values and concepts, borne out of learning practice and experience. Knowledge can be imparted to or shared with others, particularly the younger generations, through formal and informal institutional arrangements, such as schools. The knowledge so acquired in various fields (humanities, liberal arts, science and technology) is subsequently applied to sustain the present and subsequent generations in their everyday life. Therefore, every human endeavour requires one form of knowledge or another. Routinely, it is the proper nurturing, transmission and application of such knowledge that guarantees the development and sustenance of every society (Abiodun, 2012).

Therefore, every society must generously invest in the development, building and nurturing of the minds of its youths in order to ensure that when the current generation passes on, subsequent ones are adequately equipped with requisite knowledge that will keep the society vibrant and continuously progressive. Education is here regarded as the instrument of social change which could transform the society in significant ways. However, in order to bring this ideal into reality, educational opportunity must be made available to a large proportion of the population in the society. In Nigeria there is a wide gap between the Northern and the Southern regions with regards to educational opportunities (Federal Ministry of Education, 2013).

It is arguable that globalization has affected education system in a way of bringing foreign aid to develop the educational sector in Nigeria. Recently, Nigeria received foreign aids for infrastructural development, development of human resource for learning and teacher development, ICT in teaching and learning, science and technology, and Education for All. The government of Nigeria has been working in active collaboration with International Development Partners such as the British Council, United Nations International Children Education Fund (UNICEF), Department for International Development (DFID), United Nation Educational, Scientific and Cultural Organization (UNESCO). According to Alabi (2012), Nigeria received education grants/aid of $6.799 billion in 2005, which rose to $11.781 billion in 2006 but later fell to $1.385 billion in 2007 and it was constant at $1.638 billion in 2008 and 2009 respectively.

It is obvious that the expanding trend of globalization has led to the internationalization of education. This has provoked many changes and adjustments which require that every country must develop a competitive spirit in other to be relevant. This is because 'the quality and quantity of education and training determine whether and how countries can participate in the process of globalization through involvements in global value chains, fragmentation, increased trade in finished products and migration (Mulinge & Munyae, 2015). Globalization has a very high degree of impact on virtually

every aspect of a nation's economy including education, of which Nigeria is not an exception. Globalization sometimes affects budgetary allocation to education, commercialization of other services and even revenue generation.

However, globalization presents trends that tend to destabilize the prime traditional state, thereby bringing out and taking into cognizance the dominant characteristics or tendencies of the world. (Adelabu, 2016). Globalization has posed great challenges to the education sector of various countries of the world by prompting redesign of their curricula, academic programs and administration to retain local students and also attract foreign students. These challenges are seen as two-edged sword, possessing both weaknesses as well as strengths for the educational systems around the world (Arambewela & Hall, 2019).

In this scenario, it becomes imperative that for any country to enhance its competitive advantage, it must invest in the education industry. The drive towards attaining competitive advantage propels many countries to qualitatively participate in the global development arena. Such countries, especially developing economies such as Nigeria, have not hesitated in overhauling and refocusing their education sector. This study therefore assessed the impact of globalization on the development agenda of the Nigerian state in her education system.

Objectives of the Study

The study aimed at examining the impact of globalization on educational development in Nigeria. Specifically, the objectives of the study were to:
1. examine the extent to which globalization has affected teaching and learning process in Nigeria;
2. determine the extent to which globalization has brought about access to education.
3. assess the extent to which globalization, through ICT, has enhanced the efficiency and effectiveness of educational administration in Nigeria; and
4. examine the perception of students on the success of global influence through foreign aid intervention to educational development in Nigeria.

Statement of the Research Problem

Nigeria has not been able to make the necessary overhaul like China, Brazil and Japan in her economic policies that would ensure a broad-based macroeconomic growth and keep the country at the cutting edge in the global economy (Obama, 2012). The economy is now in comatose and education is fast dwindling in standards. In most cases, the needed funds for research, infrastructural development, welfare of staff and students are unavailable, inadequate or not released. When they are released, such funds are not

utilized for the original purposes due to endemic corruption in the system. The consequences increasing frustration, incessant strike actions by teachers and complete loss of interest in academic work by students. The 1996 annual report of the Civil Liberties Organization (C.L.O) noted that, education remained in the chaotic state as it has been for a long time, most particularly, ever since the advent of Structural Adjustment Programme by International Monetary Funds and World Bank. This was in spite of the incessant strikes embarked upon by the Academic Staff Union of Universities in Nigeria to demand for a number of issues bordering on government attention to university education. (Adjibolosoo, 2017). The challenges of education in Nigeria are captured in the following scenarios:

i.   The woolly educational administration and the abstruse university in Nigeria have combined to stultify the growth of education in the country. The prevalence of uncertainty has led to the phenomenon of brain drain arising from the ever in-creasing push-pull factors for self-actualization and political sanctuary. Since globalization thrives on competition, many Nigerian professionals and academics have been drained to America, Europe and Middle East. A Committee for the Defense of Human Rights (CDHR) reported that 'there is an insidious internal brain drain in which lecturers present physically within the system are mentally and intellectually outside' (CDHR, 2019). For instance, more than 40% of Nige-rian doctors are in the Middle East, Europe and North America, and between1992 – 2000 a total of 133 academic staff left the Olabisi Onabanjo University in Ogun State (Olufemi, 2014).

ii.   The National Universities Commission (NUC) also reported that, out of a total 1,119 staff that left ten Nigerian Universities, 730 were academic staff (Nwideeduh, 2013). According to Yaqub (2017) the United Nations Economic Commission for Africa and the International Organization for Migration (IOM) reports show that 27,000 African professionals left the continent from 1960 – 1974. The figure rose to 40,000 from 1975 to 1984. Since 1990, it is estimated that at least 20,000 professionals leave the continent annually. The International Organization for Migration (IOM) estimates that over 3,000 professionals reside outside Africa and 30,000 of them have doctorates (Yaqub, 2017). The rate at which Nigerian professionals migrate to other countries for social actualization as a result of globalization have left Nigerian universities without the needed hands in critical disciplines.

iii. Despite the efforts in improving the quality of education by Nigeria government and its donors, the performance of educational institutes is yet below the expecta-tions of stakeholders such as students, parents, teachers, governments, general public and international organizations. At present, nearly 10 million school-age

children are not attending schools and more than two million Nigerian children study abroad. This is suggestive of the poor educational settings and improper implementation of policies, which may be partly due to the effect of globalization. This study was carried out to investigate the effect of globalization on educational development in Nigeria.

Research Questions

The following research questions guided this research.

i. To what extent has globalization affected teaching and learning process in Nigeria?
ii. To what extent has globalization increased access to education in Nigeria?
iii. To what extent has globalization, through ICT, enhanced the efficiency and effectiveness of educational administration in Nigeria?
iv. What is the perception of students on the success of global influence through foreign aid intervention to educational development in Nigeria?

Hypotheses

The following hypotheses were tested in this study to arrive at a specified conclusion:

H0i: There is no significant impact of globalization on the teaching and learning process in Nigeria.

H0ii: There is no significant impact of globalization on increased access to education in Nigeria.

H0iii: There is no significant impact of globalization, through ICT, on the efficiency and effectiveness of educational administration in Nigeria.

H0iv: There is no significant difference in the perception of students on the success of global influence through foreign aid intervention to educational development in Nigeria.

Literature Review

The world is dynamic. Most of the changes in the world are powered by Information and Communication Technology (ICT). The changes brought about by ICT have touched every facet of the world's system, including the education sector. This demands that curricula of higher education should be organized to meet the current trend

in world's standard. The fluidity of the labour market is greatly energized by globalization. Thus, to meet the demands of the labour market, the higher educational institutions must be duly equipped with the necessary tools that will enable them produce competent graduates. In this sense therefore, institutions of higher learning could be seen as a crucial stakeholder in the transformation of the contemporary global society.

The central goal of globalization is the attainment of the sustainable development goals (SDGs). Moreover, for these goals to be realized, the higher education sector of the educational system of Nigeria must be adequately improved in terms of quality personnel, current and 21st century books in the library with internet facilities with 24 hours power supply, good and standard laboratories, instructional strategy and content. This no doubt explains the reason many scholars have concluded that higher institutions are reservoirs of talent, knowledge and skills which can be used in various areas of human endeavour.

Globalization and education according to Kalbessa (2017) share a symbiotic relationship as each one depend on the other for sustenance, maintenance and constant development. Education fuels globalization as nations seek to become more conscious of culture, economy, ideology and general knowledge. For the goal of education to be realized, teaching and learning must be tailored towards the needs of the individual and the society. Classroom teaching, according to Etim, Akpan & Enefiok (2013), are one of the innovations in Nigeria geared towards achieving the goal of education. One of the ways of achieving the goals education is through the use of instructional materials.

Instructional materials store and transmit information or message. Nwobi, Chikwe and Opara, (2013) consider instructional material as those materials that store lessons that can be retrieved when teachers present lessons to enhance learning among students. Instructional media therefore refer to those materials used by a qualified teacher to enhance a certain classroom instruction. Instructional media must be duly planned and tailored to classroom instruction.

Impact of Globalization on Education

Globalization offers developing and underdeveloped countries the prospects of tapping into the current ideologies, patterns, techniques and processes. Globalization has impacted positively on the education system of Nigeria. According to Babalola (2017), globalization has brought innovations in teaching and learning technologies, encouraged research and training. Globalization has also improved methods of teaching-learning, man-power development and training. Education improves the choices available to one and provides the types of labour needed in a given society. As a result of the globalized nature of the world system, there has been need to plan the various sectors of the economy. Tertiary institutions perform the role of training the man-power needs of the

economy which would not have been possible if not for globalization. Oni & Alade (2018) stated that in order for Nigeria to accelerate her development, its education system must be brought to the world's class level. Thus, globalization has led to healthy competition in the education system of nations from which Nigeria is not immune.

Part of the strategies to competitively position Nigeria's education system is access to foreign aid on education. Dreher & Lohmann, (2015) pointed out that among many of the developing countries receiving aids, poverty still looms large, and underdevelopment persists while concluding that there is no robust evidence that aid affects growth. On the other hand, Alemu and Lee (2015), in their work on the comparative analysis of the impact of foreign aid on Middle and Low-Income African countries, concluded that aid has a significant positive impact on low-income countries arguing that criticisms of foreign aid is flawed.

Galiani, Knack, Xu & Zou (2014) also pointed out that foreign aid has a sizable positive effect on economic growth. Adeyeye (2013) pointed out that theft and misappropriation of development aids are thriving, too. These issues have not been taken seriously by the government to bring the concerned people under legal system through appropriate prosecution and such practices are behind the under-developed state of Nigeria. Abdu (2003) further stressed "aids may fail to help the vulnerable, as aid money can often be embezzled".

Adewole (2014) revealed that foreign aid in 2010 was spent mostly on administration, which received 26.9% of total aid. In the same year, 5.4% of aid was allocated to agriculture; 9.4% to energy and mining; 1.9% to industry and trade; and 6.8% to transportation. Amassoma (2014) also adduced that the negative impacts of foreign aid stem from the result of channeling most aid funds to unproductive use, thereby limiting the great potentials of foreign aid in promoting growth.

Methodology

Descriptive Survey research design was adopted to gather data from experts in the education sector by the use of questionnaire. The target population for the study comprised students of tertiary institutions in Nigeria, while students of Ambrose Alli University, Edo State, Nigeria were used as the case study. Using random sampling technique, a total of 110 students - 10 students from each of the eleven departments in the university - were selected as the study sample. In order to achieve the central goal of the study, four of research questions were set to guide the inquiry and hypotheses were formulated and tested at 0.05 level of significance. The researcher made use of validated self-structured questionnaire to elicit responses from the respondents and adopted test-re-test method of reliability to establish the reliability of the questionnaire. Pilot study was done by administering (20) copies of questionnaire to a sample outside the study

population at an interval of two weeks. The two sets of responses were analyzes using Pearson Pear Moment Correlation and reliability coefficient of "r" = 0.87 was obtained. Special attention was paid to content and face validity of the questionnaire.

Data Analysis

Analysis of the data generated from field study is as presented in the following tables. The analysis is in two sections: demographic data of the study respondents and data relating to the research questions.

Demographic Data of the Respondents

Table 1: Frequency Distribution of Gender of Respondents

Gender	Frequency	Percentages
Male	57	51.8
Female	46	41.8
Total	110	100

Table 1 shows that 57(51.8%) of the sample population for the study are male and 47(41.8%) of the sample population are female, this shows that there are more males in the study.

Data Relating to Research Question

Table 2: Mean ($\bar{x}$), of responses to items set to elicit response

S/N Research Question:1	Items To what extent has globalization affected teaching and learning process in schools in Nigeria?	Agree	Disagree	$\bar{x}$
1	Development of scientific research networks on globalized basis, help to empower indigenous research and development programs	93	17	2.72
2	Globalization can provides online communication tools such as chat rooms, that can help to enhance teaching and learning process in schools in Nigeria	104	06	2.54
3	Globalization enables increased access to knowledge and more collaborative and interactive learning techniques	103	07	2.59
	Globalization Provide opportunities to work	93	17	2.72

	with interaction whiteboard in the lecture room.			
4	Globalization ensure constructivist inquiry oriented lecture room	102	8	2.78
Research Question:2	**To what extent has globalization increased access to education in Nigeria?**			
5	Designing, building, and maintaining computer networks, enabling students to obtain jobs	79	31	2.68
6	Distance-learning has been enhance through networks which has increase access to education Nigeria	54	56	2.81
7	Provides easier access to more extensive and current information	61	49	2.61
8	Enhancing lecture delivery and scheme of work planning.	86	24	2.52
Research Question:3	**To what extent has globalization, through ICT, enhanced the efficiency and effectiveness of education administration in Nigeria?**			
9	Globalization brought about ICT has enhanced curricula development in Nigeria	68	42	2.61
10	Globalization enhance procurement of educational materials more cost effectively	58	52	1.65
11	Network academy programme over the internet can provides technical training course for teachers	93	17	2.52
Research Question:4	**What is the perception of students on the successes of global influence through foreign aid intervention to educational development in Nigeria?**			
12	Do you feel foreign aid has improved Information and communication technology in Nigeria education institutions?	28	82	2.66
13	Do you feel foreign aid has improved science and technology through research innovations in Nigeria universities?	32	78	2.52
14	Do you feel foreign aid has negative effects on educational development in Nigeria	38	72	2.50
15	Do you feel foreign aid has helped Nigeria to achieve Sustainable development goals SDGs 4 (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all)?	80	30	2.72

Results of data analysis presented in table 2, items 1-4, show responses by the respondents' scored a mean of 2.5 and above ($\bar{x} \geq 2.5$). This implies that globalized technology has significantly impacted teaching and learning process in Nigeria. Results of data analysis presented on table 2 items, 5-8 show, that responses by the respondents scored a mean of 2.5 and above ($\bar{x} \geq 2.5$). This implies that globalized technology has significantly increased access to education. The mean response of item 6 was considerably high ($\bar{x} = 2.81$), meaning that through global network, students have been able to access education regardless of the geographical barrier.

Results of data analysis presented in table 2, items 9-11, show that the mean of the responses by the respondents on item 9 and 11 was more than 2.5 ($\bar{x} > 2.5$) while that of item 10 was less than 2.5 ($\bar{x} < 2.5$). This implies that globalization had not significantly impacted on procurement of educational materials. However, it has enhanced curricula development and provides technical training course for teachers in Nigeria. Also the results of data analysis presented in table 2, items 12-15, reveals the mean of responses by the respondents' was more than 2.5 ($\bar{x} > 2.5$). This implies that through globalization, Nigeria have been able to develop education with foreign aid interventions.

Test of Hypotheses
Hypothesis 1

H0i: There is no significant impact of globalization on the teaching and learning process in Nigeria.

Table 3: Independent sample t-test on significant impact of globalization on the teaching and learning process in Nigeria

Items	Response	N	$\bar{x}$	SD	t-cal	t-cri	df	Remark*
To what extent has globalization affected teaching and learning process in Nigeria?	Agree	78	1.29	0.45	29.67	1.984	109	
	Disagree	32						
Total		110						

* P = Significant (p<0.05)

Results of analysis in table 3 show that t-cal (29.67) and t-cri (1.98) at degree of freedom 109 is greater. This shows that the calculated t-value of 29.67 is significant at p-

value 0.05. This implies that globalization has significant impact on the teaching and learning process in Nigeria.

Hypothesis 2

H0ii: There is no significant impact of globalization on increased access to education in Nigeria.

Table 4: Independent sample t-test on significant impact of globalization on increased access to education in Nigeria

Items	Response	N	$\bar{x}$	SD	t-cal	t-cri	df	Remark *
Globalization does not to increase access to education in Nigeria	Agree	82	1.24	0.43	30.20	1.984	109	
	disagree	28						
Total		110						

* P = Significant (p<0.05)

Results of analysis in table 4 show that t-cal (30.20) and t-cri (1.984)at degree of freedom 109 is greater. This shows that the calculated t-value of 30.20 is significant at p-value 0.05. This implies that globalization increases access to education in Nigeria.

Hypothesis 3

H0iii: There is no significant impact of globalization, through ICT, on the efficiency and effectiveness of educational administration in Nigeria.

Table 5: Independent sample t-test on significant impact of globalization, through ICT,
on the efficiency and effectiveness of educational administration in Nigeria

Items	Response	N	$\bar{x}$	SD	t-cal	t-cri	df	Remark *
Globalization does not enhance the efficiency and effectiveness of education administration in Nigeria.	Agree	69	1.32	0.51	19.50	1.984	109	
	disagree	41						
Total		110						

* P = Significant (p<0.05)

Results of analysis in Table 5 show that t-cal (19.50) and t-cri (1.984) at degree of freedom 109 is greater. This shows that the calculated t-value of 19.50 is significant at p-value 0.05. This implies that globalization, through ICT, has impact on efficiency and effectiveness of educational administration in Nigeria.

Hypothesis 4

H0iv: There is no significant difference in the perception of students on the success of global influence through foreign aid intervention to educational development in Nigeria.

Table 6: Independent sample t-test on global influence education Nigeria

Items	Response	N	$\bar{x}$	SD	t-cal	t-cri	df	Remark *
Global influence through foreign aid intervention have not significantly influence education Nigeria	Agree	64	1.23	0.43	19.50	1.984	109	
	disagree	69						
Total		110						

* P = Significant (p<0.05)

Results of analysis show that t-cal (19.50) and t-cri (1.984) at degree of freedom 109 is greater. This shows that the calculated t-value of 19.50 is significant at p-value 0.05. This implies that globalization through foreign aid intervention have significantly influence education development in Nigeria.

Discussion of Findings

From the analysis, Information and Communication Technology (ICT), globalization has a huge significant impact on the development of education in Nigeria. Findings indicated that scientific research networks on globalized basis can help to empower indigenous research and development programme. ICT provides online communication tools such as chat rooms, increases access to collaborative and interactive learning techniques and generally enhances teaching and learning process in schools in Nigeria. This finding is supported by Obeng (2014) who reported that global technology enhances the overall admission activities of higher educational institutions, making it accessible to many through electronic means. Online applications and admissions have also made travels to universities for admission unnecessary and encouraged cross-border high education.

Also Oliver (2012) stressed that global ICT has impacted on the contents of education curricula, which stems from the ways in which ICT is dominating so much of contemporary life and work. This study reported higher mean response from students in this regard. Shavinina (2014) maintained that ICT developed human mental resources, which allow people to successfully apply the existing knowledge and produce new knowledge. The findings of this study lent credence to this.

Access to education is another area in which ICT globalization has been used to develop the educational system of Nigeria, according to the finding of this study. Globalized ICT has provided easier access to more extensive and current information. Many educational institutions in Nigeria can now offer programmes at a distance. Also there has been a vast amount of research and development associated with establishing effective practices and procedures in off-campus teaching and learning rather than classroom situation. Sesan (2014) supports this assertion by reporting that students using ICT for learning purpose become immersed in the process of learning. The influence of the technology on supporting how students learn will increase access to education.

A similar finding was that globalization enhanced the efficiency and effectiveness of educational administration by providing technical training for teachers, boosting procurement of educational materials and enhancing curricula development in Nigeria. These findings have been earlier affirmed by Oliver (2012). According to Aduwa-Ogiegbaen & Iyamu (2015), the adoption of computer is increasing in schools as computer enhances efficiency. The overall mean score of 2.66 for students' perception

supports the view that foreign aid on education has affected Nigerian education sector positively. It shows clearly that students from the Nigerian education system strongly agreed that foreign aid has positive impact on the educational development in the area of Sustainable development Goals (SDGs), ICT, science and technology. However, it has been found in the study that foreign aid on education has made Nigeria to rely heavily on foreign donors. Consequently, the national budget on education has not been satisfactorily to stakeholders. The findings is in consonance with Fagbulu (2013) that stated that there was an effect of aid on human development, which was found in health and education and also showed a significant correlation in terms of human development among the lower-middle countries.

Conclusion

Globalization is a major instrument that has been shaping the education systems of world economies, including Nigeria. From this study, it can be inferred that globalization has impacted positively on the teaching and learning process, improved access to education and enhanced educational administration through foreign aid intervention. The study, however, revealed that ICT is a major part of globalization that has made much impact on Nigeria's education system in the area of administration/management, training and re-training of staff as well as comparative knowledge within the global space.

Recommendation

Since globalization has come to stay, it is necessary that Nigeria works hard to utilize globalization in such a way that it will yield more positive impacts. The study hereby offers the following recommendations:

1) Government should employ more educational planners to plan the education system in line with the best practices and demands of global trend.
2) Government should invest more in training and re-training of teachers who will in turn impart up-to-date knowledge that will meet global standards and position nation competitively in the global community.
3) Adequate funds must be provided to initiate, develop, promote, review and implement ICT policies in the Nigerian education sector.
4) Nigeria should not rely heavily on foreign aids because it makes the country more dependent on others. Rather, the country should rely on its own resources for funding of education.

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