

IMPACTS OF GLOBALIZATION ON THE EDUCATIONAL SYSTEM OF NIGERIA

ONYEKWERE, NWOKEUKWU¹; OKORINGA NEWYEAR² & DIKE HAPPINESS³

Department of Educational Management,
Faculty of Education,
University of Port Harcourt,
Nigeria.

Email: ¹mandivworld@yahoo.com, ²Okoringa23@yahoo.com, ³ahappysolo@gmail.com

ABSTRACT

The world in general is a community (international); Nigeria as a part of this globalized community is not in isolation of globalization. Globalization has contributed to the development of several nations including the Nigerian system. The impact of globalization can be felt in all sectors of the Nigerian system including the educational sectors. However, globalization has both negative and positive impacts. Thus, this paper is going to x-ray the positive and negative impacts of globalization on the Nigerian educational system and the possible ways through which the negative impacts of globalization on the Nigerian educational system could be addressed, the role of globalization in higher education, globalization and access to education, the contribution of globalization in the development of instructional media, as well as the role of globalization in bridging technological gap.

Keywords: Globalization, Education, System

INTRODUCTION

Education has been seen by many as the process of facilitating learning, knowledge, and a means through which skills are acquired. Fafunwa (1974) sees education as the aggregate of all the processes by which the child or young adults develop abilities, attributes and other forms of positive values to the society where they live. However, according to Abiodun (2012), it is the proper nurturing, transmission and application of such knowledge that guarantees the development and sustenance of every society from day to day.

The term 'system' has severally been defined by many scholars. System, according to Hall and Fegen (1956) is a set of objects together with the relationship between the objects and their attributes. While Griffiths (1964) sees a system simply as a complex of elements in interaction. The systems approach therefore emphasizes that it is the whole, the combinations and relationship of parts that will provide the insight into the changes that occur in the course of interactions. The educational sector is a system within a larger system. Therefore, it must interact meaningfully with its environment in order to realize its goals.

According to Adelabu (2006), globalization presents trends that tend to destabilize the prime traditional state, while at the same time bringing out and taking into cognizance the dominant characteristics or tendencies of the world. Udida, Ebuara, Ozurumba and Ude (2007) saw globalization as advances in technology. Shenka and Luo (2004) refer to globalization as the growing economic interdependencies of countries worldwide through the increasing volume and variety of cross-border transactions in goods and services and of international capital flows, as well as through the paid and widespread diffusion of technology and information. Its features include integration, change and interaction.

From the definitions given by the above mentioned scholars, we can see that the features of globalization include integration, change and interaction. Informed by the above features and elements of globalization, we can now provide a definition that will guide us in this paper. Globalization could be seen as the process of integration and interaction between diverse groups, governments, systems and nations. It is principally aimed at the homogenization of various sectors (political and socio-economic) of the globe. Globalization in the past was greatly aided by trade. But presently, globalization has been to a very large extent aided by information technology. Globalization has impacts on the environment, culture, human being, political, cultural and economic development.

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. The low budgetary allocation is seen both at the Federal, State, and local levels. As a result of globalization, education services such as catering, accommodation and transportation have been commercialized. Globalization has also led to the development of new courses of study such as computer studies, tourism, e.t.c.

GLOBALIZATION AND HIGHER EDUCATION

We live in a dynamic world. Most of the changes in the world are powered by information technology. The changes brought about by ICT have touched every aspect of the world's system including the educational sector. It is therefore necessary that the curriculum of higher education be organized to meet the 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 education centres must be duly equipped with the necessary tools that will enable them produce competent graduates. In this sense therefore, higher institutions could be seen as a key tool for transforming a society.

The central goal of globalization is the achievement of the millennium development goals. 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, instructional strategy and content. This no doubt explains the reason why many scholars have concluded that higher institutions are reservoirs of talent, knowledge and skills which can be used in various areas of national endeavour.

Globalization and education according to Kaegon & Nwikina (2015) share a symbiotic relationship as each one depend on the other for sustenance, maintenance and constant development. Education in their words fuels globalization as nations seek to become more conscious of culture, economy, ideology and general knowledge.

GLOBALIZATION AND ACCESS TO EDUCATION

Education has been said to be the key to national development. If education is to continue serving as the key to national development, it must have to moderate the negative impacts of globalization on the system and possibly convert these threats from globalization into opportunities for the development of the individual learner. However, the greatest challenge lies on maximizing the positive effects and minimizing the negative effects of globalization particularly in the current world situation where the economic growth of most underdeveloped nations like Nigeria has been very slow. The resultant effect of this is inequality in terms of access to education.

Mastery of traditional knowledge and acquisition of new skills required by the global society is necessary for a society to be fully integrated into the world's economy. Globalization entails sharing of new information and communication technologies across the globe. However, there has been an unequal sharing of knowledge amongst economies of the world. This unequal access to education has brought inequalities in the rate of wages and salaries and has brought about unequal distribution of income, thereby making it difficult for the uneducated and unskilled to compete with the global market. There is thus a need for underdeveloped countries particularly Nigeria to invest more in education and training. This will help bridge the gap in educational opportunities.

GLOBALIZATION, TECHNOLOGICAL GAP AND EDUCATION

Knowledge and information happens to be the major tool for productivity in today's global economy. Moreover, connectivity is the key to global competitiveness. The globe is so networked that it is capable of accumulating and integrating all that it regards as valuable, but at the same time it switches off parts of the world that do not fit into it.

Technological capability is a necessity for all countries. All countries, particularly Nigeria, need ICT infrastructure for development. People must have access to these ICT facilities in order to be creative and productive in this technologically advanced world.

Globalization has brought about the Global Distance Learning Network (GDLN), which is a typical online distance learning program. Developing countries such as Nigeria need to incorporate such programs more fully into their educational system because it reduces the need for expensive physical structure (buildings). Knowledge has become a key resource in economic growth over the years.

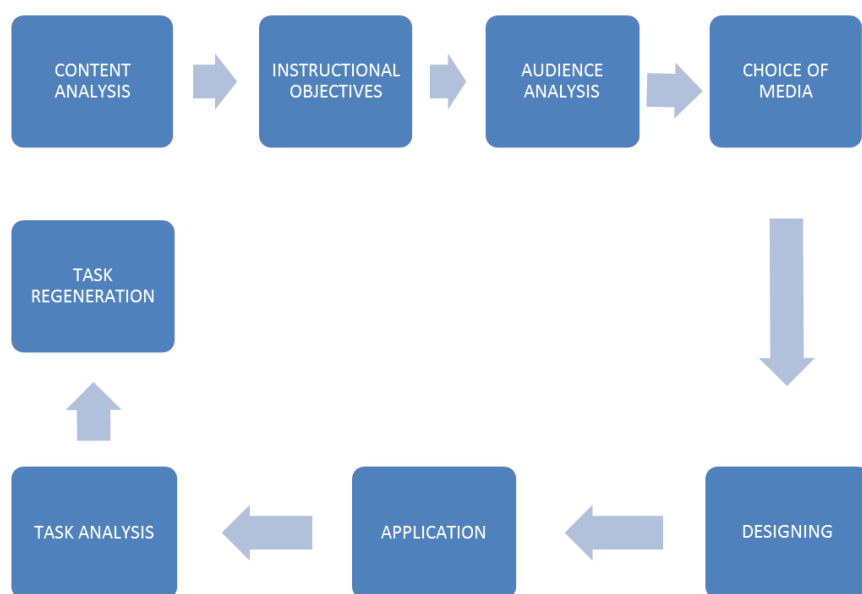
Hence, if any society must survive, it must invest in its human capital by providing adequate education and training for its citizens. Education and training has currently been spearheaded by information technology. Thus, all nations particularly the developing nations must be abreast with technological changes.

GLOBALIZATION AND INSTRUCTIONAL MEDIA

For the goal of education to be realized, teaching and learning must be tailored to the needs of the individual and the society. Classroom teaching, according to Etim (2006), are one of the innovations in Nigeria geared towards achieving the goal of education. One of the ways of achieving the optimum result in education is through the use of instructional materials.

Instructional materials store and transmit information or message. Ibe-Bassey (1996) sees instructional material as those materials that stores lessons that can be retrieved when teachers present lessons to enhance learning by students. Instructional media therefore refers to those materials used by a qualified teacher to enhance a certain classroom instruction. Instructional media however must be duly planned and tailored to a class instruction. The model below could be followed in planning an instructional media for a class instruction.

ONYEMS INSTRUCTIONAL MEDIAL



Source: Author

The first step in designing an instructional material is to analyse the content to be taught. This will give the teacher an idea of what the instructional media should look like. The next is to identify the objectives to be achieved at the end of the lesson. The next stage involves identifying the nature of your audience in terms of their make-up (characteristics). The next step involves choosing an instructional media that will match your audience. Having selected the media, you then design or develop the media. The next step involves the application of the already designed media into the teaching-learning process. The next stage is task analysis which involves evaluating the success of the media. While the last stage is task regeneration, which involves reintegrating the objectives that were not met during the application process.

There have been modern innovations of instructional media in recent times which are largely a product of globalization. Some of these innovations include; still pictures, audio recordings, motion pictures, models, programmed and computer-assisted instruction, pictures, charts, posters, cartoons, the white board and black boards, overhead projectors and LCD projectors, etc. All these contribute to the realization of the goals of the educational system.

POSITIVE IMPACTS

Globalization offers developing and underdeveloped countries the prospects of tapping into their ideologies, patterns, techniques and processes. Globalization has impacted positively on the educational system of Nigeria in the following ways:

1. **Innovations in education:-** According to Babalola (2007), globalization has brought innovations in teaching and learning technologies, encouraged research and trading. Globalization has also introduced the problem based method of teaching-learning.
2. **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. The tertiary institutions perform the role of training the man-power of the economy which would not have been possible if not for globalization.

3. **Increased knowledge:-** Globalization has made it possible for people to enrol for programs online and acquire knowledge via the internet.
4. **Harmonization of educational curriculum:-** Globalization has made it possible for the educational curriculum of Nigeria to be harmonized with the curriculum of other African countries, thus making it possible for the Nigerian students to receive the same knowledge with their counterparts in other parts of Africa.
5. **Competitive international education system:-** Oni and Alade (2008) stated that in order for Nigeria to accelerate her development, its educational system must be brought to the world's class. Thus, globalization has led to healthy competition in the education system of nations of which Nigeria is not immune.

NEGATIVE IMPACTS

Although globalization has had positive impacts on the educational system of Nigeria, it has impacted negatively on its system in the following ways:

1. **Increased educational finance:** Globalization has brought about numerous changes in the Nigerian educational system. Some of the changes require huge amounts of financial resources. Hence, globalization has increased the cost of financing education in Nigeria which has made it difficult for the Nigerian government to adequately fund education.
2. **Culture:-** In the traditional system of education, students were taught to promote their cultural heritage, take active participation in family and community affairs, and were even taught proverbs. Sadly, globalization has changed all of these by imposing Western values, norms and standards without due consideration to our socio-political, cultural and historical background.
3. **Unhealthy competition:-** The quality of Nigeria's education is now increasingly being compared with other international countries. Nigeria in a bid to meet up with expectations has resorted to borrowing in order to provide standardized education that would meet the world's standard. Its output too is now being compared with the output of other countries, thereby making it possible for graduates of Nigerian institutions to secure gainful employment since they do not meet up with the expectation of the global world.
4. **Examination malpractice:-** In a bid to reform our educational system, Nigeria has embraced international testing and national assessments through various examination bodies. These bodies employ standardized tests in their assessment, such as West African Examination (WAEC), National Examinations Council (NECO), Graduate Management Admission Test (GMAT), and Test of English as a Foreign Language (TOEFL). The use of such standardized tests has given rise to desperate attitudes in students as they now indulge in examination malpractice. More recently, it has been discovered that these ones engage in malpractice using their electronic gadgets which

happen to be a product of globalization. The resultant effect of such is that these ones come out of school half-baked or even completely raw i.e. unreformed.

CONCLUSION

Globalization is a major instrument that has been shaping the educational systems of world economies including Nigeria. From the foregoing, it can be seen clearly said that globalization has had both negative and positive impact on our educational system.

Since globalization has come to stay, it is necessary that Nigeria works hard to preserve its cultural heritage. The economy should be proud of its culture.

By applying the points given above, Nigeria will be able to utilize globalization in such a way that it will increase the positive impact and minimize the negative impact.

THE WAY FORWARD

Although the Federal Ministry of Education is not completely ignorant of the negative impacts of globalization as identified above, there is need to grant assiduity to the following suggestions:

1. The government should employ more educational planners to plan the educational system in line with the demands of the global world.
2. Electronic gadgets should not be allowed in an examination and access to Google or any other information site should not be allowed during computer-based tests (CBT).
3. Traditional norms and values of the Nigerian system should be incorporated into the educational curriculum.
4. Students should be encouraged to develop good reading culture.
5. The government should invest more in the training of teachers who will in turn impart appropriate knowledge that will meet the world's standard in the minds of learners.

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