



GLOBALIZATION, EDUCATION AND NATIONAL DEVELOPMENT

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Abstract

Globalization has impacted education around the world in many important ways either positively or in negative ways. Yet the term “globalization” is relatively new, and its meaning or nature, conceptualization, and impact remain essentially contested within the educational research community. In many countries there have been transformations of the educational policy, practice and technology so that locally-based knowledge and skills can be integrated with the demands of the global workplace. Some questions also arise regarding whether its influence on human communities and the world should be conceived of as mostly good or mostly bad, which have significant implications for debates regarding the relationship between globalization, education and development of a Nation. This paper examines the importance of a globalized educational sector on the development of a Nation.

Keywords: Globalization, Education, Development, National.



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Introduction

Contemporary society has been rightly described as a global village in which there is increasing interconnection between nations, people and societies. Even with globalization, one obvious reality of today's world is the disparities between and within societies in terms of development (Yusuf & Noah, 2008). Every society must therefore generously invest in the development, building and nurturing of the minds of its youth through the modern day education, 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 (Yusuf & Noah, 2008).

Conceptualization

Globalization simply means close economic relationship of the entire world's countries through increase transfer of goods and services, capital, technologies and manpower. The pace of this kind of globalization has increased rapidly over the course of the past decades. And in all probability this rapid pace will continue in the coming decades too (Thiess, Copyright © 2017, Scholarly Research Journal for Interdisciplinary Studies

2011).According to Cheng (2000), globalization may refer to the transfer, adaptation, and development of values, knowledge, technology, and behavioral norms across countries and societies in different partsof the world.

Modernizers emphasize the idea of a ‘high skill, high wage economy’ in which the upgrading of educational standards (due to globalization) is seen as central to the delivery of social justice and economic growth,Brown &Lauder(2006) thus leading to national development.Education is the process of imparting and acquiring knowledge and skills about ideas, values and concepts, borne out of learning practice and experience. The latter can be imparted to or shared with others, particularly the younger generations, through formal and informal institutional arrangements, such as schools (Yusuf & Noah, 2008). Therefore, every human endeavour requires one form of knowledge or another, it is the proper nurturing, transmission and application of such knowledge that guarantees the development and sustenance of every society from day to day (Abiodun, 2002).

Development has been defined severally by scholars, for instance, Marsh (1996) conceived the concept as huge changes in the lives of people and societies. These changes relate to the astronomical record of economic growth and technological breakthrough since theend of the 19th century. He further sees the concept as a progression from one condition to another. That is, from underdevelopment to development; in simple terms, of modern values, thoughts, ideas and cultural practices (Marsh, 1996).

Theoretical perspective on globalization

There are two schools of thought that argue two extreme accounts of globalization and its impact. These are referred to as the hyperglobalists and the skeptics. Both views provide a distinct perspective on globalization. Hyperglobalists generally recognize the globalization phenomenon as an element with positive economic, social and political outcomes. Globalization is considered a process which involves interconnectedness and shapes global integration. Globalization represents a new phenomenon whereby international law has predetermined the conclusion of the nation-state (Essays, 2018). Optimists promote the idea that globalization established a single global market capable of managing itself. In contrast, skeptics’ argue that a discussion on globalization condemns the characteristics of globalization supported by the hyperglobalists (Hirst and Thompson, 2000). Skeptics reject the notion of a ‘new’ globalization and argue that globalization is not unique and has been a

longstanding phenomenon. However, skeptics do not oppose globalization altogether but oppose it in its current form (Essays, 2018).

Characteristics of Globalization that can be linked to Education

Economic Terms which is the increasing economic interdependence of national economies across the world through a rapid increase in cross-border movement of goods, service, technology and capital. Political Terms can take place above the state through political integration schemes such as the European Union and through intergovernmental organizations such as the International Monetary Fund, the World Bank and the World Trade Organization. Political activity can also transcend national borders through global movements and NGOs. Civil society organizations act globally by forming alliances with organizations in other countries, using global communications systems, and lobbying international organizations and other actors directly, instead of working through their national governments.

Cultural Terms refers to the transmission of ideas, meanings and values across national borders. This process is marked by the spread of commodities and ideologies, which become standardized around the world. Mass consumption serves as a facilitator between different people and cultures around the globe as a result of the exponential growth of the human population (Altbach & Knight, 2007). The major institutions contributing to global educational discourses and actions are the World Bank, the Organization for Economic Cooperation and Development, the World Trade Organization, the United Nations, and UNESCO. International testing, in particular the Trends in Mathematics and Science Study (TIMSS) and Programme for International Student Assessment (PISA), and instruction in English as the language of commerce are contributing to global uniformity of national curricula. Critics of current global trends support educational alternatives that will preserve local languages and cultures, ensure progressive educational practices that will protect the poor against the rich, and protect the environment and human rights (Spring, 2008).

Information Technology and Globalization

Information technology is a driving factor in the process of globalization. Improvement in the early 1990s in the computer hardware, software, and telecommunication greatly increased people's ability to access information and economics potential. While advancement in internet – based tools over the past five to ten years such as social networking websites, twitter, and other web 2.0 application are changing the way people use and share information

for personal, political, and commercial purposes (Etim, Akpan&Ibok, 2013). Information Technology has been a catalyst for global integration. Information technology is used in nearly every aspect of life in contemporary industrial societies (Etim 2006).

The Information, Communication & Technology revolution (ICT) has enormous implications for school curriculum planning and implementation. The revolution in knowledge production, distribution and management perhaps implies the death of the traditional curriculum. School curriculum contains the contemporary complexity and vibrancy of ICT. The paradigm shift which globalization with its attendant post modernist tendencies in education entails may necessitate the emergence of curriculum models and education policies which emphasize interdisciplinary courses open ended systems, Socratic dialogue, multidimensional assessment and multiculturalism (Misra, 2012).

The Use of Computer in Teaching: Computer have become an inseparable part our lives to a great extent, particularly in the field of education. Computers have taken over the field of education, bringing over its influence in every possible manner (Webopedia, 2005). These very machines, which were once used only in research laboratories and government offices, have now become a common sight in schools across the world.

The Internet: The internet is now what once used to be the library (TileNet, 2006). It is easier to access, along with being a convenience and fairly reliable source of information. An internet user has access to a wide variety of services: electronic mail, file transfer, vast information resources, internet group membership, interactive collaboration, multimedia displays, real-time broadcasting, breaking news, shopping opportunities, and much more (Etim, 2006). With internet, tests have also become online, making assessment procedures easy for teachers and professors. There is no questioning the impact of computers in education; their usage has completely revolutionized the way education is imparted, received, communicated and processed (Dowling, 2006).

Interactive White Boards

The digital whiteboard is electronic interactive version of the standard dry-erase board, capable of presenting dynamic lessons and connecting to the internet and the computer. It can be a powerful tool to bring interactivity into the classroom. Interactive activities can offer numerous cognitive benefits to the students, since they supplement the typical didactic approach to pure observation with the added component of hands-on “doing”. These activities can help with visualization of abstract concepts and can provide an

added cognitive dimension by allowing students to view ideas through motion and music (Peley, 2011).

Mathematical Software

Computer, together with specialty software such as mathematical or mat lab can be used effectively to enhance mathematical instruction at the high school level. That kind of software is particularly excellent not just because of its vast functionality but because of the store of knowledge that the community supporting it possesses (Peley, 2011).

Globalization, Education and National Development

Globalization and education are highly interrelated from a historical view. At the most basic level, historical processes that many identify as essential precursors to political-economic globalization during the late modern colonial and imperialist eras influenced the development and rise of mass education. Thus, what we commonly see around the world today as education, mass schooling of children, could be regarded as a first instance of globalization's impact on education. As in many non-Western contexts traditional education had been conceived as small-scale, local community-based and as vocational or apprenticeship education, and/or religious training (Reagan, 2000). In much of Africa, Asia, the Middle East, and the indigenous Americas and Australasia, institutionalized formal schools emerged for the first time within colonial or (often intersecting) missionary projects, for local elite youth and children of expatriate officials.

The effect of globalization on culture and educational system is a major concern. Some people see it as a threat to traditional institutions such as the family and the school, another argument sees benefits in overturning traditional and developing modern attitudes. Effective education systems are the foundation of opportunities to lead a decent life (Bakhtiari, 2011). Ensuring that all children have adequate access to education is essential public sector function for countries at all income levels. The large difference in opportunities in education between countries is one of the basic causes of global inequality. People can only contribute and benefit from globalization if they are endowed with knowledge, skills, and values and with the capabilities and rights needed to pursue their basic livelihoods (Bakhtiari, 2011). They need employment and incomes, and a healthy environment. These are the essential conditions which empower them to participate fully as citizens in their local, national and global communities. In Nigeria, as well as elsewhere in the developing world, globalization has enormous impacts on virtually all aspects of life including education. Such impacts

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include low budgetary allocation to education, visible decay or total collapse of infrastructures, discontinuation of service, commercialization of other services and policy of cost recovery and revenue generation, all of which seems to be the features of educational system in contemporary Nigeria (Yusuf & Noah, 2008).

The main reason economic globalization comes in for such a broad variety of judgments is that its benefits and disadvantages are unequally distributed. For threshold countries, globalization offers a unique opportunity to escape from underdevelopment, reach the living standard of the west and thus enjoy a better way of life. For the developed economies of the west on the other hand, first and foremost globalization brings with it the danger of decline, particularly in terms of standards of living and employment with all its negative social effects (Thiess, 2011). Globalization brings with it a general rise in income levels; the way such higher income is distributed is markedly uneven. The main beneficiaries will be those highly skilled workers favoured by labor markets where high skills are at a premium. This means that the income gap between highly skilled and non-skilled workers will further widen. Thus to reduce the income gap, we must reduce the number of low skilled people (Thiess, 2011).

What both these considerations indicate is that it is essential that we step up our efforts in the education sector. Societies which save on education save at the wrong end. The impact of the globalized environment on education and development in Nigeria is very profound. The educational fortune of the Nation must be raised in order to bring about sustainable development. Education must be emphasized on as the tool for development at the national and sub-national levels. The observed pattern of budgetary allocation to education revealed that Nigerian governments (both state and Federal) did not consider education expenditure as a matter of policy priority. It becomes obvious then that the pattern of government support for education in Nigeria may not sustain the target of making education as prime source of sustainable development in the country (Yusuf & Noah, 2008).

Conclusion

The context of Globalization of higher education needs to be inculcated from the following different important angles like, Socio-Economic, Political and Academic which pertains to the allocation of the Education resource and degree of efficiency in the same. Internationalization of higher education where mutual sharing of knowledge, skills and research generally takes place with the objective of mutual benefit and also aimed at national and global development should also be addressed.

The following educational reforms will be needed in order to gain more from a globalized educational sector

1. **Content of Education:** the Curriculum need to be upgraded because the modern advances in information technology have revolutionized among others, the content of knowledge and the process of educational transaction.
2. **Productivity Orientation:** the basic objective of globalization is to enhance productivity and to make the educational system an instrument in preparing students who can compete in the world markets as productive members of the society.
3. **Internationalization of education** has become a worldwide phenomenon because of the entry of World Trade Organization (WTO) and the inclusion of educational services under the General Agreement on Trade and Services (GATS) which has given a boost to the internationalization of higher education which the nation can take advantage of.
4. **Finance related issues:** In order to be a part of global configuration, the requirement of funds for social services including education will increase manifold. A major problem besetting the educational sector in Nigeria is the low funding. Education in modern world is a capital intensive one. There could be no education without funding, therefore adequate fund must be made available and must be expended appropriately.
5. **Emphasis on Science and Technological Education.** A major tool of development of any nation, society or region is science and technology. They are the pillars of the well being of every nation as well as the source of economic and social development (Abiodun, 2002). In view of the importance of this form of education to overall development, it is suggested that deliberate efforts should be made to develop science and technological education.
6. **Education through Information Technology:** In view of the recent and on-going development in communication and Information Technologies, it is now possible for teachers and learners to interact without face to face or physical contact (Yusuf & Noah, 2008). Distance learning programmes should be encouraged, targeting both local and international students.
7. **Scholarship Programme:** Scholarship programme should also be instituted to cater for the educational need of the underprivileged, special groups and international students.

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