

**THE IMPACT OF GLOBALIZATION ON THE
EDUCATION SYSTEM IN NIGERIA: A CASE STUDY OF
TERTIARY INSTITUTIONS IN IMO STATE NIGERIA**

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ABSTRACT

The world today is gravitating towards a boundary less economy called a global village. This is driven by the rapid development in information communication technology summarized with the concept of globalization. Globalization has permeated every sectors of the society and the education system is not an exemption. This work therefore addresses the impacts of globalization on educational system with selected tertiary institutions in Imo State. Three research questions were raised as a guide to this study while data generated through the questionnaire were analyzed using Non-parametric Kruskal Wallis test. The statistical software package known as MINITAB version 15.0 was used for the analysis. The use of Bartlet's test of homogeneity of variance shows variation in the data, and the test for normality assumption rejected the null hypothesis. The outcome reveals the following: Globalization has a positive impact on the availability of educational services in Nigeria; Globalization has a positive impact on the accessibility of education services in Nigeria; and Globalization has a positive impact on the academic performance of Nigerian students.

Keywords: Globalization, ICT, Education System, Kruskal-Wallis test, Policy Implementation, Tertiary Institutions

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1. Background to the Study

The term globalization is derived from the word globalize. This refers to the emergence of an international network of social and economic systems, which no doubt impacts on educational systems of nations. One of the earliest known uses of the term globalization as a noun was in 1990 in a publication entitled towards new education. Here it denoted a holistic view of human experience in education (Oxford English Dictionary Online).

The story of university education in Nigeria and indeed in Imo state today has been largely a story of mixed fortune. Something indeed, does seem to be changing in the field of education in our various universities, and those changes have been at work over a long period of time. These can be phenomenal change through close interaction and integration of world cultures.

While smith and smith, (2002) maintain that the idea of globalization in recent usage refers to the interpenetration and interdependency taking place among the multi-facet people within diverse cultures due to technological innovations rendering the barriers of space, time, national border and, sovereignty ineffective and promoting the intermingling of ideas and people in such a way that a sort of uniformity can be identified among the diverse groups that occupy the global space.

Globalization has been a celebrated concept since the turn of the 21st century, from the abstract point of view; it is hard to concretize its definitions. It is a new phenomenon that is fast becoming a household word. It affects all facets of life universally, scientifically and technologically. It also affects world's culture, economic, environmental, social and human disciplines and it is gradually changing the original concepts in most disciplines. In its broadest sense, globalization refers to intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa (Giddens, Anthony 1991). The education system is not immune to this all encompassing effects of globalization.

According to Marwa (1999), globalization is the latest technological effort reducing the physical distance among nations and societies of the world through information transfer at speed that is hitherto unknown in information technology. The world is now seen as a 'global village'.

The major controlling force behind globalization is information and communication technology. In the same way, it has been upheld that the current worldwide infrastructure driving force is also information and communication technology which empowered by those who control, capital. As we live in a continuous shifting state of realities in which the only predictable constant is the inevitability of more changes. This is the basic element of our information and communication technology with the development of microprocessor in 1973 and proceeds into the foreseeable future.

A noticeable rise in new teaching and learning opportunities beyond the traditional model of "book teacher" now abound of information and communication technology. No doubt on a global scale, the nature of learning and teaching is fast changing. This is due to partly the increasing interaction from more accessible global telecommunication networks driven by the content of the internet. Distance learning now have now options which are driving the shift from the traditional learning communities schools, colleges, universities) towards unrestricted lifelong

learning possibilities. The shift from teacher centered to learner centered means that teachers at all levels need to be complaints with new technologies in education which is just information and communications technology. This is so because education and training need to keep up with the advances at new technologies. It is with respect to the above views that this research work well try to look into the impacts which globalization.

It is with respect to the above views that this research work will try to look into the impacts which globalization will have on the Nigerian educational system. Thus it becomes imperative to x-ray how the Nigerian universities will be able to position well in order to benefit from the positive sides of globalization towards educational development. At the end of this research work, it would have been known if tertiary institutions in Imo State will be able to benefit from the positive effect of globalization vis a vis the awareness and preparedness to be observed from the study.

2 Statement of the Problems

Could the numerous problems facing education in Nigeria be solved through imbibing the habits globalization is dishing to its adherents. These problems include: lack of capacity, underfunding, brain drain, lack of technological facilities and general lackadaisical attitude of various levels of government towards the infrastructural needs of the education sector others include the understaffing of the institutions as well as the problems of being unable to manage the negative sides of the impact of globalization.

Moreover, in instances where the positive sides of globalization have been built into the educational system, accessibility due to high cost and lack of social security programmes that supports students becomes an issue to be solved.

Lack of adequate preparation before the adoption of globalization, its numerous social platforms that provides easy communication and virtual friends leads to student's distraction thereby affecting their academic performance.

It is in line with the above that this research work will try to look into the impact of globalization on educational system in Nigeria. It becomes inoperative to x-ray how the Nigerian educational system will be able to position well in order to reap the benefits from the positive sides of globalization.

3 Scope of the Study

This study is limited to the impact of globalization on educational system in Nigeria, and a study of selected tertiary institutions in Imo State.

4 Purpose of the Study

The purpose of this study is to investigate the major impacts (positive and negative) which globalization has on tertiary institutions in Nigeria. The following specific objective will be examined:

- a) To find out how globalization has impacted on the availability of education services in Nigeria.
- b) To examine the impacts of globalization on the accessibility of education services in Nigeria.

- c) To x-ray the impacts of globalization on the academic performance of Nigerian students

5. Significance of the Study

This study will prove to be of great significance to the policy makers in the Nigeria education sector as well as those who are managing the tertiary institutions in Nigeria. To a large extent, it will act as a guiding light on the level of preparedness of the education to be involved in this all important phenomenon. The study will provide reasonable clues on what can be done to make our universities and other tertiary institutions to position well as Nigeria battles to realize the federal government policy of “vision 2020.

The outcome of this research work will be of immense use to various governments and non-governmental agencies that provide funds and grants for educational purposes, as it will make them to channel importance towards those facilities that are information and communication technology (ICT) compliant. This is in view of the fact that ICT is a major fueling factor for globalization. With adequate and up to date ICT equipments, power supply for our various tertiary institutions likewise among others, research and collaborative researchers and snaring of ideas will blossom among and between our institutions and the ones outside our borders.

6. Research Questions

To guide this research, the following questions are raised.

1. What are the impacts of globalization on the availability of educational services in Nigeria?
2. What are the impacts of globalization on the accessibility of tertiary education in Nigeria?
3. What are the impacts of globalization on the performance of students in our tertiary institutions in Nigeria?

7. Review of Related Literature

7.1 Introduction

This chapter is concerned with the review of related literature on the impact of globalization on educational system in Nigeria in general and Imo State in particular. As a result, several works and ideas of scholars will be looked into based on the theoretical models and framework, empirical studies, positional presentations, and propositions in about the topic as well as the conclusions drawn.

7.2 Theoretical Models/Framework

A phenomenal revolution through close interaction and integration of cultures is rapidly impacting on the entire world. This change branded globalization is propelled by information and computer technology (ICT) which in turn is catapulted by information revolution or technology (IT). Economic Commission for Africa (2000) remarked that globalization refers changes occurring at global level, which occurring at global level, which in several ways have not been in the control of individual nation states and their governments. A few other notable definitions of globalization suffice here.

According to Wikipedia “one of the earliest known usages of the tem as a noun was in 1930 in a publication entitled *Towards New Education* where it is denoted a holistic view of human experience in education (Wikipedia Retrieved 12 December 2012).

Globalization is the integration of national economies, culture, social life, technology, education and politics. It is the movement of peoples, ideas and technology from place to place (Chang, 2008). Globalization is unresolved as a social process in which geography obstacles to social and cultural arrangements lose importance and where people are becoming increasingly aware that they lose importance. (Waters, 1995).

Globalization is an intensification of worldwide social relations which link distant localities in such a way that local happening are shaped by events occurring many miles away and vice versa is well known (Giddens and Anthony, 1991).

Marwa (1999) argues that globalization is all about greater interaction among countries and people. He however fears that this integration is dangerous in many ways because of disparities existing between developed and developing countries particularly as it concerns information and communication technologies, the engine that powers globalization. In line with this, Chang (2008) fears that globalization is a sugar-coated bitter pill which has reduced developing countries to more appendage of Western superpowers.

From these, globalization can be defined as a concept that gradually all nations of the world are consciously gravitating to and upgrading to the International Best Practices (IBP) in virtually every aspect of human Endeavour and discipline.

Generally, two contrasting paradigms kick off the debate on globalization as a form of integration and secondly as a form imperialism. Western scholars such as Mojah (2004) and Ndiritu (2005) have the later perspective. In their arguments, globalization is a metaphor for imperialism since there are several inequalities in the globalization process to the detriment of the developing countries.

Whichever side of the divide anyone decides to follow, a crucial issue now is that globalization has come to stay and it is bringing sweeping changes we cannot wish away.

It is worthy of mention here that globalization has deep economic dimensions, which has commercial conquest, dominations and trade. It is clear that the bottom line principles of globalization are integration, liberation and privatization (Cogburn and Adeya, 1999) which have impacted on government policies worldwide and particularly as it concerns higher education. As a result, Gilbert (2007) has reasoned that these developments mean an uncontrolled process of globalization in education system and at the same time offer new perspectives to solving educational problems. Influence of new technologies in education which come with the globalization has made education to be more concerned with critical thinking and self directed learning opportunities which will no doubt serve the individual over a life time.

7.3 Impacts of Globalization on Education System

The polarization of the impact of globalization amongst the scholars notwithstanding, the two sides of the argument holds some complementary views for assessing the gains and losses one side perceives that the emerging globalization negatively impacts cultural diversity, while the other perceives that the impact will prove to be a positive one. A political theorist, predict Jameson presents this two completing future versions. One of corporate-dominance monoculture

where nations and cultural groups alike are deprived of autonomy and identity, while another is of a vibrant celebration of pluralism in which various cultural groups are in direct and harmonious contact with one another-free from limiting political forces such as national government.

No doubt, globalization has had a variety of impacts on cultural diversity, whether those interactions result in positive or negative consequences is primarily dependent on the vantage point of the individual assessor. Below are a few points and links that highlight both perspectives, giving a starting point to the issue.

The multinational corporations have given the largest impetus to globalization which encourage consumer culture, standardized products and values as well as exploitation of material desires the often erroneous assumption that the values and ideologies of the “global north” will provide a suitable frame work for the knowledge economics of the developing “Global South” .

According to Smith and Smith (2002), as institutions seek to make human practices more efficient, controllable and predictable, homogenization of processes may result in the promotion of mono-cultural and a feeling of loss of identity.

The increased availability of commercial media and the social median can draw out the local cultural influences. The plethora of local languages definitely adds complexity to the task of educating citizens this is one of the negative impact of globalization on education in Nigeria. By this it implies that to maintain cultural diversity, allowances should be made for the multitude of local languages. It takes time for Nigerian children to be able master multiple native languages.

No doubt global awareness has been on the increase with a tempo that approaches the speed of light given the fact that new technologies and the internet access are fast transforming the world many institutions of renowned reputation are now offering graduate and post graduate programs through the internet and more students are benefiting even by registering in more than one programme and different universities at the same time. The positive sides of globalization recognize that in the history of mankind, there have never been many periods of time when greater communication between cultures has led to a flowing of more creativities as we are witnessing today through the social media and cheap internet access.

Most analysts of tertiary education in Nigeria take time to analyze the history, causes of decline and strategies for revival by focusing upon the adequacy of government finding, the abandonment of the tertiary institutions by the intelligentsia more so, the students that finally are able to make it with the way thing are found wanting academically they argued. Many have argued that one noticeable effect of globalization is brain drain which saw intellectual professionals and skilled labours migrating to the globalization north. This brings about irreparable loss to the stock of highly skilled populations of the country of origin.

7.4 Globalization and the Future of Nigerian Universities

As a modern instrument of easy flow of labour, capital, ideas etc without restriction across the globe, globalization impacts on intellectual transfers across borders of sovereign nations to the

benefit of the global north. This no doubt has put the future of Nigeria tertiary institutions at stake.

It becomes imperative to discuss two levels of brain-drain here. They are the internal and the external brain-drains. Level one internal brain-drain is otherwise known as wage propelled is the situation where state owned tertiary institutions see their intellectuals move to other federal tertiary institutions due to high wages and other fringe benefits as perceived by the migrants. On the other hand, external brain-drain as influenced by globalization was affected by globalization was affected by the need for exposure to western ideas and availability of modern educational facilities for teaching and research, huge financial reward and conducive socio-economic and political atmosphere for intellectuals to operate. Amos (2007) posits that Olabisi Onabanjo University has been experiencing depletion and degradation of academic staff outflow within or outside the country, basically due to greener pasture or enhanced condition of service.

Outflow of intellectuals from Nigerian tertiary institutions poses a great threat to the future development of education in Nigeria. This research opines that this outflow considered here as negative impact of globalization can be positive if our intellectuals migrating to Global north are induced to, or advocatively made to equalize the importance of repatriating back to Nigeria the following:

- i. Ideas for future development
- ii. Fund for economical and or educational investment
- iii. New technologies for education.

In addition, if the efforts of the migrated intellectuals are to be sustained towards this move, the governments in power should endeavour to take serious their ideas, their repatriated capital funds and new technologies that follows. This is turning disadvantages into advantages.

7.5 Globalization, Policy Implementation

A sound and well organized education system inherited from the British colonial masters was being implemented in the first generation universities in Nigeria. A saying that “the white man left too early in Nigeria...” Tend to hold some water when viewed with the most disorganized way the colonized now independently free nations handled the educational process especially after a civil war and the military incursions. The sound educational process inherited made Nigeria’s University of Ibadan the foremost of the first three best universities in Africa. The rest are: University of Khartoarn, Sudan, Makerere University Uganda.

From the 1990’s things began to deteriorate and degenerate towards extreme negativism. One strike after another, denial of funds or embezzlements of numerous degrees, over population lack of planning, decaying infrastructure, hostile environment etc set in and drive the educational system to a point of near collapse.

The secret of the globalized north lies in their increasing value of education, their continuous investments in research and educational processes and their worship of intellectuals as well as law and order. They see it as the most potent weapon to any individual, community or nation for development, sustainability and survival in the face of uncertainties. Their efforts towards education power their agriculture, military, transportation, commerce just to mention a few. But

in Nigeria today, when we look at our agricultural network, we could easily notice the deficiency glaring at us from our educational system. While the best brains are found in critical sectors of their agriculture, the poorly developed or mere illiterates soured our agricultural sectors, construction industries, commerce, transportation just to mention a few. Bulk of our agricultural equipments relies on the primitive methods. Most of our farmers are ignorant of the improved seedlings. This is as a result of our educational sector to do a proper job and propel implementers to follow same.

7.6 Theoretical Framework

The theory of globalization is quite heterogeneous since inception as many authors tend to differ in their respective explanations. Hence it becomes important to systematize those somewhat diversified views of globalization authors.

According to *hyperglobalists*, globalization is seen as illegitimate and irrepressible historical process, which leads to a world order based on the market and supernatural institutions. It is seen as presenting a new era in the development of civilization without precedent in the course of human history. This process is referred to as progressive and social desirable. It also stressed that the intensity and dynamics of current changes in the economy lead to changes in core framework of social action (Held, Mc Graw, 2007).

Globalization inexorably destroys all previously established hierarchical structures because of the self-enforcing growth of global markets and technological progress. The role of nation-state in this context is also significantly diminishing. The multinational corporations tend to concentrate vast resources, and become the main carriers of economic activity on a global level. This also tends to create a global civilization in which the market is integrated on the world level. Multinational companies are becoming major actors in the economic process and international institutions substitute the role of nation-state. They have fundamental influence on the economy and represent natural response to the “borderless” economy that is characterized by homogenous consumer tastes.

Hyperglobalists conceive globalization as a process, which has the internal logic and predictable outcome, the global society based on a fully integrated market in other words; all the variety of heterogeneous culture withdraws in front of the unique social pattern, based on markets and institutions derived from the radically liberal cultural framework. In this sense, a well-known assumption about the “end of history” is generated, which implies that the modern, global capitalism with framework represents the last word at socio-economic evolution. Next we consider the views of transformationalists.

Transformationalists (Giddens, Scholte, Castells, Walerstein) are more moderate in their emphasis of ubiquity and linearity of the globalization process, as well as assessing of progressive of its effects. But they do not accept skeptic’s thesis about globalization either. They acquire that the indisputable fundamental changes in the organization of society that globalization brings are the growing overall integration and acceleration of socio economic dynamics through “compression” of space and time.

However, their approach is multidimensional, taking into account mechanisms of globalization other than economic ones. In this sense, a sociologist of modernism Anthony Giddens considers globalization as a phenomenon shaped by forces of “modern capitalism” politics, military power, and industrialism (Giddens and Anthony, 1990). These forces are the sources of dimensions of globalization. The four basic dimensions of globalization are:

- i. World capitalist economy
- ii. System of national state
- iii. World military order
- iv. International division of labour

The specified dimensions of modernity have enabled western countries to become the leading force in the world spreading dimensions of modernity, according to Giddens to all countries in the world is identical as the process of globalization.

However, another sociologist of modernity, Beck, believes that the unintended effects of modernity forces are global risk and the new global threat. In order to overcome the risks and then diminish the threat, as important dimension of reality, it is necessary to create institutions of democracy and cosmopolitan confidence, without it, globalization represents only a façade for the game of imperialist powers.

There are also opinions that the liberal economic policy, which is inseparable from globalization, creates political backlash by groups, whose interests are negatively affected. It is hard to predict how much and in what direction this political backlash will influence future developments in the global economy.

The world system reached its asymptotes and cannot get back into equilibrium. Therefore the world system is in the situation of bifurcation-there are alternative routes to new structure, each of them has its own path of cyclical rhythms and secular trends, it is however, impossible to predict which of the alternatives stems will be established, because the choice is a function of numerous particular choices.

In terms of progressively and outcomes of globalization, the transformationalists take up more moderate position when compared to hyperglobalists. Globalization is not linear progressive in character, but represents a stream of capitalistic development, subject to cycles and probabilism. The underlying influence of globalization on socio-economic trends is not questioned, but it is find effects are considered uncertain. This view points out the fact that understanding of globalization is not deterministic. Next, let us consider the views of skepticismists.

The *Skepticismists* theoreticians expressed skepticism with regard to ubiquity of the process of globalization. This third group is too critical of globalization process. They emphasize that the level of integration and openness of today’s economy is not unprecedented international trade and capital flows were more important relative to GDP in the pre-1914 period (the first wave of globalization) than in the contemporary economy. Also instead of a destructible character of globalization in relation to the hierarchy and the nation-state, they emphasize the significant role of national economies in pursuing economic liberalization and promotion of cross border activity. The creation of regional blocks as the essential characteristic of the world economic

offers argumentation that the world economy is less integrated than as is in the late nineteenth century.

7.7 Empirical Framework

The Nigerian educational system in general and Nigerian tertiary institutions in general have been bedeviled with several factors which have made it difficult for the system to be able to turn out qualified leaders of today and tomorrow and those that can be captains of industries tomorrow. In Nwabueze's (2006) analysis he opined that these problems emanated from poor funding, bad planning, poor policy implementation, understanding and lack of qualified manpower as the main challenges crippling the educational sector of Nigerians.

Supporting Nwabueze, Abdulkarim (2009) maintains that Nigeria educational policies are not synonymous to each other and even if they serve, does not put in proper practice rather managed by unfocused, under staffed with no mechanized implement as well as absence of funds.

Cleveland (1999) remarked that Nigeria needs world class higher institutions bearing in mind that the first step in building an economy that generates dividend of globalization is the presence of international competitive educational system.

Information revolution is a crucial factor in this era of globalization which no doubt is shaping and reshaping the education process. Corgburn and Adeye (1999) have noted that the driving force behind the current information revolution is the new technologies that go with information and computer technology (ICT).

According to Emeagwali (1997), studies have shown vast evidences that Africa has the lowest web visibility and presence. This has become a major challenge facing Nigeria and other developing on global south in their quest for information revolution. This has long brought up the challenges of digital divide between the global north and global south. Akanni (2008) opined that a sure way to respond to the challenges of globalization and information revolution is the provision of virtual library services in all higher institutions in Nigeria.

According to National policy in Education 2004, higher education is expected to contribute to national development through high level relevant manpower training, development and inculcation of proper values for the survival of individual and society as well as develop the intellectual capacity of individuals to understand and appreciate their local and external environment.

7.8 Summary

Globalization is a mega phenomenon that is significantly shaping contemporary educational systems all around the world as well as the world economies among others. This has created a paradigm shift in learning process in tertiary institutions in this millennium. As such, globalization must be subject to intensive theoretical debate in contemporary socio-economic theory.

Hyperglobalists tend to comprehend globalization as a unique lawful, natural and progressive process of unification of world economy, while Transformation lists views globalization as a

process that has produced and is producing uneven and uncertainty in terms of results and as a result they insist on its multidimensionality. Skeptics challenge the effects, ubiquity and sustainability of globalization. The impacts of economic globalization are reflected in the integration of world economy, through trade, investment and financial flows. Also, globalization is characterized by a tendency towards unification replacement of the existing heterogeneous culture patterns with the unique framework eligible for the functioning of global markets.

Registered flows of globalization seemingly give support to neoclassical picture of atomic economic based on the principles of individualism and maximizing behavior. Perfect mobility of factors of production and a powerful information-communication potential of modern technology, as well the growing influence of individualistic ideology create the impression of eligibility of neoclassical approach to economy. However, such a conclusion can be premature. Despite evident that the unification impacts of globalization modern economy continues to be a pretty stable and evolutionary system of hierarchy, in which variability presents at every level, as an essential condition for the survival of the system as such.

8. Research Methodology

This section explains the methods the researchers will use in carrying out this study. To facilitate this, the researchers have employed only those data and questions that are significantly related to the objectives of the study and based on these.

As was stated earlier, the focus of this study is to access the impact of globalization on academic system and in doing this, the work is divided into; design of the study, area of the study, population of the study, the sample and sampling techniques, instrument of data collection, validation of instrument, method of data collection, administration of instrument and method of data analysis.

9. Sample and Sampling Technique

Simple random sampling was used to select three tertiary institutions, which are as follows; Federal University of Technology, Owerri (FUTO), Imo State University, Owerri (IMSU) and Federal Polytechnic Nekede, Owerri (FEDPONEK). 150 questionnaires were administered to each of the tertiary institution, which includes both the lecturers and third year undergraduate students. The administration was based on haphazard sampling technique, and the contact number of the respondents was collected for easier recovering of the questionnaires.

10. Instrument for Data Collection

The instrument which the researchers will be used to collect data is the four point Likert scale questionnaire which will be distributed to the respondents. The respondents are expected to answer each of the questions in the questionnaire by ticking in each of the boxes that is appealing to them. The four point Likert scale are as follows; Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D).

11. Validation of Instrument

This questionnaire was entirely subjected to the project supervisor and expert from measurement and evaluation that made necessarily corrections where mistakes were made. It was thoroughly validated for adequacy, clarity and logical presentation of information as it was been entailed in this study.

12. Method and Techniques of Analysis

The researcher tallied the responses to the research questions, the frequencies and mean scores computed. Aham (2000) defined data analysis as the conversion of raw data into useable information.

13. Kruskal-Wallis Test

The Kruskal-Wallis Test may be describe thus:

Suppose that we have k samples of sizes N_1, N_2, \dots, N_k , with the total size of all samples taken together being given by $N = N_1 + N_2 + \dots + N_k$.

Supposing again that the data from all the samples taken together are ranked and that the sums of the ranks for the k samples are R_1, R_2, \dots, R_k . If we define the statistic as in equation (13) then it can be shown that the sampling distribution of H is very nearly a chi-square distribution with $k - 1$ degrees of freedom, provided N_1, N_2, \dots, N_k are all at least 5.

Consider the sampling scheme where n integers are selected at random, without replacement, from the first N integers, 1 to N. Let X_i be the ith integer selected (Opara et al; 2013), and let

$$T_n = X_1 + X_2 + \dots + X_n \quad \dots \quad (1)$$

be the sum of the integers selected. The expected value of T_n is given by

$$E[T_n] = E[X_1 + X_2 + \dots + X_n] = \frac{n}{N} [X_1 + X_2 + \dots + X_N] \quad \dots \quad (2)$$

$$= \frac{n}{N} \left[\sum_{i=1}^N X_i \right] = \frac{n}{N} \frac{N(N+1)}{2}$$

$$\therefore E(T_n) = \frac{n(N+1)}{2} \quad \dots \quad (3)$$

and the variance of T_n is given by

$$Var(T_n) = E(T_n^2) - [E(T_n)]^2 \quad \dots \quad (4)$$

where

$$E(T_n^2) = E [X_1 + X_2 + \dots + X_n]^2 \quad \dots \quad (5)$$

$$= E [X_1^2 + X_2^2 + \dots + X_n^2 + 2X_1X_2 + \dots + 2X_{n-1}X_n]$$

By symmetry

$$= E [X_1^2 + X_2^2 + \dots + X_n^2] = \frac{n}{N} [X_1^2 + X_2^2 + \dots + X_N^2] \quad \dots \quad (6)$$

also,

$$E [2X_1X_2 + \dots + 2X_{n-1}X_n] = \frac{n(n-1)}{N(N-1)} [2X_1X_2 + \dots + 2X_{n-1}X_n] = \frac{n(n-1)}{N(N-1)} [X_1 + X_2 + \dots + X_N]^2 - (X_1^2 + X_2^2 + \dots + X_N^2) \quad \dots \quad (7)$$

(7)

Adding Equations (6) and (7), and substituting the result, and equation (3) into equation (4), we have

$$Var(T_n) = \frac{n(N+1)(N-n)}{12} \quad \dots \quad (8)$$

A version of the central limit theorem implies that

$$Z = \frac{T_n - E(T_n)}{\sqrt{\text{Var}(T_n)}} \quad \dots \quad (9)$$

has an approximate standard normal distribution when n is of at least moderate size, say $n > 5$. In this paper, we shall replace T_n with R_i , the sum of the ranks for group i. Then

$$Z = \frac{R_i - E(R_i)}{\sqrt{\text{Var}(R_i)}} = \frac{R_i - n_i(N+1)/2}{\sqrt{n_i(N+1)(N-n_i)/12}} \sim N(0, 1) \quad \dots \quad (10)$$

And so

$$Z^2 = \frac{\left[R_i - n_i(N+1)/2 \right]^2}{\sqrt{n_i(N+1)(N-n_i)/12}} \sim \chi^2_{(1)} \quad \dots \quad (11)$$

But, since the R_i 's are not independent, an adjustment is needed when summing, and one degree of freedom is lost. The weighted sum of the Z^2 's for all k groups is

$$\begin{aligned} T &= \sum_{i=1}^k \frac{N-n_i}{N} \frac{\left[R_i - n_i(N+1)/2 \right]^2}{\sqrt{n_i(N+1)(N-n_i)/12}} \\ &\sim \chi^2_{(k-1)} \quad \dots \quad (12) \\ &= \frac{1}{N} \sum_{i=1}^k \frac{R_i^2 - \frac{2R_i n_i(N+1)}{2} + \frac{n_i^2(N+1)^2}{4}}{n_i(N+1)} \\ &= \frac{1}{N} \sum_{i=1}^k \frac{4R_i^2 - 4R_i n_i(N+1) + n_i^2(N+1)^2}{4} \cdot \frac{12}{n_i(N+1)} \\ &= \frac{1}{N} \sum_{i=1}^k \left[\frac{12R_i^2}{n_i(N+1)} - 12R_i + 3n_i(N+1) \right] \\ &= \frac{1}{N} \sum_{i=1}^k \frac{12R_i^2}{n_i(N+1)} - \frac{12}{N} \sum_{i=1}^k R_i + \frac{3(N+1)}{N} \sum_{i=1}^k n_i \\ &= \frac{12}{N(N+1)} \sum_{i=1}^k \frac{R_i^2}{n_i} - \frac{12}{N} \frac{N(N+1)}{2} + \frac{3(N+1)}{N} N = \frac{12}{N(N+1)} \sum_{i=1}^k \frac{R_i^2}{n_i} - 6(N+1) + 3(N+1) \\ \therefore T = H &= \frac{12}{N(N+1)} \sum_{i=1}^k \frac{R_i^2}{n_i} - 3(N+1) \dots (13) \end{aligned}$$

If there are many ties, and $n_i > 5$, use the test statistic

$$T(\text{ties}) = \frac{1}{S^2} \left[\sum \frac{R_i^2}{n_i} - \frac{N(N+1)^2}{4} \right] \quad \dots \quad (14)$$

where

$$S^2 = \frac{1}{N-1} \left[\sum_{\text{all ranks}} R(X_{ij})^2 - \frac{N(N+1)^2}{4} \right] \dots (15)$$

under H_0 , $T(\text{ties}) \sim \chi^2_{(k-1)}$

The decision rule is to reject the null hypothesis if $H \geq \chi^2_{(k-1)}$, where k is the degrees of freedom.

14. Data Presentation

This section presents and analyses the data collected for this study. The presentation and analysis are according to the research questions and hypothesis.

Research Question I

What are the impacts of globalization on the availability of educational services in Nigeria?

Table 1: Responses on Research I

Questions	SA	A	U	SD	D
1	29	43	24	16	38
2	21	57	13	14	45
3	37	56	10	17	30
4	42	49	10	13	36
5	53	54	8	12	23
6	46	52	11	15	26
7	54	58	9	13	16

Hypotheses I

The null and alternative hypotheses are;

H_0 : Globalization does not have impact on the availability of educational services in Nigeria

H_1 : Globalization has impact on the availability of educational services in Nigeria

Using the MINITAB software package to run the data in Table 1, we have the result below;

$H = 27.94$

From the chi-square table, $\chi^2_{4,0.05} = 9.488$ at 5% level of significant.

Since the H value is greater than the chi-square tabulated, we reject H_0 and conclude that Globalization has impact on the availability of educational services in Nigeria

Research Question 2

What are the impacts of globalization on the accessibility of tertiary education in Nigeria?

Table 2: Responses on research question 2

Questions	SA	A	U	SD	D
8	43	50	16	19	22
9	46	59	19	9	17
10	55	61	12	8	14

Hypotheses II

The null and alternative hypotheses are;

H_0 : Globalization does not have impact on the accessibility of tertiary education in Nigeria

H_1 : Globalization has impact on the accessibility of tertiary education in Nigeria

Using the MINITAB software package to run the data in Table 2, we have the result below;

$H = 11.16$

From the chi-square table, $\chi^2_{4,0.05} = 9.488$ at 5% level of significant.

Since the H value is greater than the chi-square tabulated, we reject H_0 and conclude that Globalization has impact on the accessibility of tertiary education in Nigeria

Research Question 3

What are the impacts of globalization on the performance of students in tertiary institutions in Nigeria?

Table 3: Responses on Research Question 3

Questions	SA	A	U	SD	D
11	47	57	14	18	14
12	45	53	19	23	10
13	54	50	17	19	10

Hypothesis III

The null and alternative hypotheses are;

H_0 : Globalization does not have impact on the performance of students in our tertiary institutions in Nigeria

H_1 : Globalization has impact on the performance of students in our tertiary institutions in Nigeria

Using the MINITAB software package to run the data in Table 3, we have the result below;

$H = 12.56$

From the chi-square table, $\chi^2_{4,0.05} = 9.488$ at 5% level of significant.

Since the H value is greater than the chi-square tabulated, we reject H_0 and conclude that Globalization has impact on the performance of students in our tertiary institutions in Nigeria

15 Conclusion

From the findings made, the researchers conclude as follows;

- i. Globalization has impacts on the availability of educational services in Nigeria. This is made manifest in the rapid adoption of technology in Nigeria's educational system.
- ii. Globalization through cost efficiency has improved the accessibility of educational services in Nigeria.
- iii. The performance of Nigerian students has improved as a result of globalization.

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QUESTIONNAIRE

1. Globalization has impacts on students emotional intelligence.
SA A U SD D
2. Globalization impacts on students' imaginative ability.
SA A U SD D
3. Globalization impacts on students' self-confidence.
SA A U SD D
4. Globalization impacts on students' satisfaction academic advising and tutoring.
SA A U SD D
5. Globalization impacts on students' academic self-concept.
SA A U SD D
6. Globalization impacts on students' ability to be in control of academic outcomes.
SA A U SD D
7. Globalization impacts on students' self-esteem.
SA A U SD D
8. Globalization impacts on the availability of teaching materials in Nigeria Tertiary Institutions.
SA A U SD D
9. Globalization affects the availability of teaching staff in tertiary institutions.
SA A U SD D
10. Globalization impacts on the efficiency of academic and non-academic staffs in tertiary institutions.
SA A U SD D
11. Globalization impacts on the cost-effectiveness of educational system.
SA A U SD D
12. Globalization impacts on the degree of government investment in the educational system.
SA A U SD D
13. Globalization impacts on the financial support received by students.
SA A U SD D