THE ROLES OF GLOBALISATION ON EDUCATION IN NORTHERN NIGERIA: THE BENEFITS, THE CHALLENGES, AND THE WAY FORWARD

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Abstract- Globalisation transformed Educational spaces into a tiny environment of imparting and acquiring knowledge at our finger tips. Even though Globalisation has past many phases but the 21st century Globalisation appeared different in all human's history. Now our Libraries, Colleges, Universities and other centres of learning were transformed to digital and electronic one with millions of peoples accessing them at their living room in the same time and the same level. Globalisation beautified educational spaces in all sense of human ramification. The Paper intends to explore how and why our Institutions of learning are becoming a mere centres of acquiring certificates instead of imparting and acquiring knowledge. though, the revolutions of information and communication technology (ICT) contributed lots in boosting educational development and to some instance has immensely affect the effectiveness of sound education in those days by mishandling these new gadgets. Therefore, the paper will look on how to address these serious issues. The paper has adopted the secondary source of data collection in its framework for analysis. The findings of this research will be of importance especially in understanding the scientific roles of Globalisation on education in Northern Nigeria in particular and other parts of the globe.

keywords- Globalisation, Education, Information And Communication Technology, Northern Nigeria.

INTRODUCTION

The waves and dynamic nature and characteristics of Globalisation left no one single stone unturned, the Regions, Nations and Ethnics boundaries were curtailed through the use of information and communication technology (ICT). Therefore, the World metamorphosed into a "Global Village." The trend shaped and continued reshaping traditional economic, social, political as well as educational system and policies around the globe. As such, Northern Nigeria will not to be an exception as a part and parcel of the global system. The major force behind Globalisation is the fast growing of current worldwide infrastructure of information and communication technology which is empowered and controlled by those who control capital at the centre[1]. No wonder the method of teaching, learning and traditional model of Books uses are substituted due to the highest accessible global telecommunication network driven by accessibility to internet. Therefore, with this massive worldwide telecommunication connectivity, (Globalisation) the Paper will examine how Globalisation influenced education in general and Northern Nigeria in particular and its challenging phenomena in the new information age.

CONCEPTUAL FRAMEWORK

For the purpose of understanding the focus of this paper, there is need to define these two important concepts, which are Globalisation and Education. The Concept of Globalisation is not a new one but the current World integration and unification by ICT gave it new focus and dimension among World Leaders, Scholars and Students alike to explain the development or underdevelopment of various part of the globe. Globalisation generally, entails or encompasses increasing interaction and integration of peoples, cultures, economies, politics and all other institutions across the globe under one umbrella. Globalization is thus shorthand for a cluster of interconnected phenomena, and you will find the term used to describe a process, a policy, a predicament, or the product of vast invisible international forces producing massive changes worldwide (Kegley C.W and Blanton H.S 2011). Globalisation is about increasing interconnectedness and interdependence among the world's Regions, Nations, Governments, business, Institutions communities, families and individuals. It fosters the advancement of a "global mentality" (elitist mentality) and conjures the picture of a borderless world through the use of information technology to create partnership and to foster greater financial and economic integration. (Igwe and Ogbonnaya D. quoted Obadan 2013).

Globalisation is about the interconnectedness of people and businesses across the world that eventually leads to global cultural, political and economic integration. It is the ability to move and communicate easily with others all over the world in order to conduct business internationally (Fox P. and Hundley S. 2011). By and large, Globalisation has been conceived in distinctive ways by people. Whereas, some individuals and groups believe the trend as a welcome development in the world as it portends vast payback to humanity culturally, politically, socially. For others, the course is an evil package wrapped up in deceiving and erroneous dreams like the global village, global trade, free markets, improved world peace and other pleasant acronyms.

Finally, Globalisation as a phenomenon is not new in international relations as Ebimano S. cited Scholte and Steve (2009) involve three far-raching historical changes. ie

[1] See, eg. Arghiri Emmanuel Dependency theory

i. Treaty of Westphalia 1648 which spilt out "States system" is based on absolute sovereignty and which must be respected by one another, and so also shared a "Universal core value" as a guiding principle of States action toward one another and failure to abide by this principle it is also an aggression against the international community as a whole. (Globalisation)
ii. States' sovereignty as a universal culture. State has the capacity to make laws and enforce such laws with all governmental apparatus must conform to international standards with respect to international human rights codes of the UN (Globalisation) in essence the national interest of states dominated the global scene. Furthermore, if states were to be left entirely unchecked the political leaders could likely turn to autocrats, dictators or even forcefully encroach to other territorial integrity for example, US and Britain heavily attacked Saddam Hussein (Iraq) in 1990 and 2002
iii. Driving forces of Globalisation. The forces include Computer-data flows, electronic money and information transfers, migration, troops movement, telecommunication and satellite images, international focus on the UN as the focal point of global government.

The concept of Education on the other hand lacked precise meaning; hence, the term was defined and explained differently by Scholars and philosophers alike. The aggregate of all the processes by which a child or young adult develops abilities, attitudes and other forms of behavior which are of positive value to the society in which he lives (Fafunwa 1974). Education is generally seen as a formal process of instruction, based on a theory of teaching, to impart formal knowledge (to one or more students)." However, the process of learning can occur, with or without formal institutional education. "Knowledge accumulation and the accumulation of skills for using ICTs will occur increasingly outside the traditional institutions of formal education. Learning in the workplace, and through collaborations that sometimes span the global and at other times involve tightly nit local communities with similar interests, will become more commonplace[2]

THE IMPLICATIONS OF GLOBALISATION ON EDUCATION IN NORTHERN NIGERIA AND THE WAY FORWARD

Globalisation no doubt led to the unification and internationalization of education. The phenomena posed many changes and adjustments on educational sector globally. Therefore, the sector evoked competitiveness among Nations and World regions in order to cope and sustain this new trend. The quality and size of a country educational sector determine the level of development and also facilitate global value, migration and increase trade. Education has affected many areas of human life. It is undergoing constant changes under the effects of globalization. The effects of Globalisation on education brought rapid developments in technology and communication across the world of ideas, values and knowledge. (Inuwa. M quoted Odion, 2000). With information revolution the knowledge expanded throughout the world; as such people have much access as possible. The formal institutions of education that we know today are being less relevant as requirements to the emerged knowledge societies.

Hitherto, Academician and Scholars often saw themselves as wise "mentors" delivering lectures or providing information, knowledge and wisdom to the keenly awaiting students, these students with full empty minds eagerly wanted to fill it with new ideas. However, if that case was ever true, the monopoly and hoarding of knowledge has become things of the past and world's store of knowledge is increasing at unmeasured level. We the representatives of the peoples of the world…declare our common desire and commitment to build a new kind of society, the Information Society…in which new technologies, in particular information and communications technologies (ICTs), become an essential tool [sic], accessible to all, for the attainment of a more peaceful, prosperous and just world based upon our common humanity in all its diversity.[3]

With the advent of current Globalisation, the educational system in Northern Nigeria was transformed tremendously. The mode of acquiring and disseminating information for university education changed from physically available prints to e-materials with virtual reality (Oladimeji O et'al 2012). As a result the only ways to accelerate academic prosperities is only the use of ICT. The institutions of high learning were almost all fully interconnected directly or indirectly, students are now applying the programmes online and receiving vital information either through e-mail or cell-phone. So also, these IT knowledge and internet connectivity in the Northern Nigerian institutions provided a forum for a presenter to participate in any location of the world conference, speak with members of the audience and engage in debate by using a variety of tools. ie audio, live web, other applications (spreadsheets, java animations, etc.) Furthermore, members of the audience can pose questions to the presenter, who can choose whether or not to reply the question off-line, or set the question to the whole seminar. The Internet has provided Nigerian scholars,

[2] Cogbum L.M of Centre for information society development in Africa. file:///C:/Users/A.B.H/Desktop/GLOBALIZATION,%20KNOWLEDGE,%20EDUCATION%20AND%20TRAINING.html (Accessed, 27 January, 2015.)

[3] See. World summit on the information society, Global information infrastructure commission, 2003.

researchers, individuals, and their institutions an opportunity to present their ideas and research findings. Thus, they also serve as an alternative for publishing materials, in print media as well as other contributions. These new technologies go beyond providing an electronic version of what is available in print media. It may include other contributions available only in electronic form. (Kamba A.M 2008).
Nigeria has made a number of reforms in education generally and in Northern Nigeria in particular. (Almajiri integrated model schools in Northern Nigeria 2014).
In spite of these reforms, Nigeria has continued to face many serious challenges that have obstructed development in educational innovations and excellence. Education requires a lot of activities on the side of the Students, Teachers as well as the Government. Joint efforts are required on the part of Students, Teachers and Government to enable education to progress. There must be facilities for the efforts of the students and teachers to yield the desired results. Therefore, the provision of adequate infrastructure is a challenge which Nigeria in general and Northern Nigeria in particular has to tackle.
Despite the huge effort made by government in providing ICT facilities more efforts are needed in conjunction with the increasing number of students. With inadequate ICT infrastructure Students and Teachers instead they should engage into rigorous researches rather than they use to remain adamant and engage into mishandling this ICT facilities.ie pornography, cybercrime, plagiarism. etc. The economic disparity in Nigeria coupled with high purchase cost of most electronic teaching devices has become an impediment in the wheel of progress. Many schools, colleges and even universities in Northern Nigeria cannot and have not made conscious effort to purchase ICT devices due to shortage of funds. Many educational professionals are not ICT compliant whereas the few that have the knowledge and computers do not even have access with internet connectivity in their offices, laboratories and classrooms for effective research and teaching.
Another challenge of education in the age of Globalisation in Northern Nigeria therefore is unavailability of technicians and experts to repair the available gadgets within the shortest possible time. Education is therefore challenged with the responsibility of bridging the digital gaps among the citizenry in Northern Nigeria. So also another challenge is how to set up consistent cost effective internet connectivity. Furthermore, other challenge of Globalisation on education in Northern Nigeria is the provision of uninterrupted electricity power supply. The attempt by the Government to achieve uninterrupted power supply has proved abortive. Uses of the Internet for academic activities afford the opportunity for Northern Nigeria to wake from its information coma. Several studies have shown that publications are rapidly migrating to the Internet (Kamba M. quoted Byork and Turk 2008)
These challenges of Globalisation on education in general and Northern Nigeria in particular will be addressed and handled if some measures or steps are taken both from the Government and other stakeholders. Government should team up with the Civil Society organisation and private sector to provide reasonable and sustainable access to ICT. As a matter of necessity, Universities, Colleges and other Institutions of higher learning should have internet accessibility in the offices, laboratories and classrooms.
Moreover, Government should make stronger and sufficient efforts in restoring the quality of the educational system as it were before and provide the much needed infrastructure and resources to support classroom teaching and laboratory instructions. Update courses and seminars should be organized for teachers to enable them upgrade themselves in ICT. Information and communication technology should of necessity be built into the syllabus of every subject and course.

CONCLUSION

Globalisation in the 21st century transformed the entire international system to a new phase or dimension in all human life, education inclusive. Therefore, all stakeholders in education in Northern Nigeria must wake up to catch the train of Globalisation as the system is very competitive and challenging. The traditional mode of acquiring education is no longer effective. Therefore, all hands must be on deck to exploit the benefits and potentials of information technology. Though globalisation has negative consequences particularly on the developing countries let us harnesses its positive side to contribute to the development of knowledge and enrich the research findings. Furthermore, the efforts will enhance complete restructuring and transformation of Northern Nigeria economic, educational, technological sectors etc.

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