GLOBALIZATION AND CHANGING EDUCATIONAL POLICIES AND PRACTICES IN NIGERIA

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Abstract

The purpose of this study was to review the literature on globalization and the various ways globalization is altering the face of education and education policies in Nigeria. Globalization is reshaping our lives in terms of its' impact on global markets, agreements, and traditions. It is also now constantly analyzed in the context of education and education systems. The study concentrated on different perspectives of globalization and identified factors that have an impact on both education and its policies in Nigeria. Globalization has also been constantly analyzed in the context of education and education systems. Globalization has been described in recent times as a fashionable theoretical stance; however, authors have been warned that care must be taken when applying the term to education as there is no clear agreement amongst social theorists on the exact meaning and implications of the concept of globalization. Hence, this study reviewed the literature on globalization and the various ways globalization is altering the face of education and education policies in Nigeria. The study concentrated on different perspectives of globalization and identified factors that have an impact on both education and its policies in Nigeria. The study reviewed empirical articles collected from different sources such as newspaper reports, magazines, conferences and journal articles. From the analysis of the literature reviewed the study contended that the Nigerian educational system has responded to

globalization in various ways, but the most prevailing has been through changes in curriculum and policy development. Further investigation of the sector revealed that these changes have not been smooth but there have been various challenges in terms of incoherent policy development and application. In addition to the choice and organization of curriculum content, and interpretation, in the development, distribution and use of teaching materials, and the relevance of the curriculum to societal requirements.

Keywords: Globalization, Education, Curriculum Content, Teaching and Learning, Public Policy and Practice, Nigeria

INTRODUCTION

Globalization comprises multiple changes that affect social, economic, technology and culture. Its meaning varies depending on the lens through which one looks at it (Stromquist and Markman, 2014). A useful definition of the term is the one by Gibson-Graham (2006), which stated that globalization is a set of processes by which the world is rapidly being integrated into one economic space via increased international trade, the internationalization of production and financial markets, the internationalization of a commodity culture promoted by increasingly networked global telecommunications systems. Oke et al. (2016) argued that globalization has resulted to increase in world trade and the internationalization of manufacturing and financial markets. They researchers added that globalization has resulted to objective changes which has led to the alteration of peoples' subjective perception of the world they live in and their place in it (Webb et. al., 2006; Akomolafe, 2022; Wubante et al., 2022). A universal characteristic of these objective changes as argued by Tomasevski (2003), is the way recent developments in telecommunications are resulting in economic and cultural activities which can take place on a planetary scale in real time.

Held and McGrew (2003) posited that the outcome of the activities of globalization is an increasing, deepening and acceleration of global integration in all aspects of the present-day social life. The consequences of globalization are however not only economic, the effects also include changes in global culture which deeply affect educational policies, practices and institutions (Teferra and Attach, 2003).There is no single viewpoint of the results of globalization on teaching and learning in educational institutions (Tomlinson and MacPherson, 2007). In fact, globalization has resulted in new ways to transform both public and private education, with the resultant need for governments to give priority to teaching ethics. Thomas (2005) mentioned that globalization encourages competition and strategic alliances amongst competing firms which is almost always a precondition for success. In addition, it has also resulted in a new era

in higher education, the resultant effect is cross-border relationships, global flows of people, information, knowledge, technologies, products, financial capital which is creating reinvention of new policies and support systems (Egounleti, 2022; Dawit, 2022).

Further, competition to develop markets, to advance innovations, and to grow highly skilled workforces has shifted attention of work to professional flexibility and continuous renewal of personal capabilities (Teferra and Attach, 2003). Globalization has led to large organizations now accepting quality assurance policies and adopting management strategies that rely on the measurement of the performance of employees in order to be more competitive (Tripp, 2004). The education sector is not left out either as similar principles are also being adopted here. For Dawit (2022), to ensure answerability and transparency, standards testing and other systems are being used to make a stand against traditional public education in many countries; schools, teachers and students are assessed, tested and required to perform under the watchful eyes of regulatory agencies in order to receive funding (Thomas, 2005).

African countries are also not left out of the effects of globalization, since their independence, most of these countries have faced numerous problems in implementing educational policies that would encourage economic and social development (Otara, 2012). The difficulties faced by these countries though there is no single explanation and differ considerably are mostly political (Scanlon and Moumouni, 2012). The educational system in Nigeria like in other African countries has gone through various stages of development and changes as well (Bola, 1998). A thorough analysis indicates that one of the main challenges the country has is inconsistency in policy development and implementation due to continual changes in the political environment. This study concentrates on Nigeria as a case study and considers the following sub-topics to better understand the concept of globalization and its' impact on changing educational policies in the country. The study particularly looks at the concept of globalization and defines it as worldwide integration; it looks at changing educational policies, the effects of globalization or worldwide integration on education, on education reform agenda, globalization as standardization, perspectives of global education curriculum and changes in educational curriculum in Nigeria from 1842 until recent. The study concluded with recommendations from findings made for policy and implications for educational leadership and management.

REVIEW OF RELATED LITERATURE

The Concept of Globalization

Winkler and Yeo (2007) described globalization as a concept used to describe the ongoing geo-political order. The authors added that it is a combination of multinational and domestic systems, which permits the economy, politics, culture, and world view of one country

to penetrate another (Teferra and Attach, 2003). Researchers posited that the consequences of globalization include reorganization of manufacturing, global markets, and the integration of financial markets (Teferra and Attach, 2003). Globalization through competition and rivalry reduces the time and space aspects of modern social relations. However, as there is no precise accepted definition, care has to be taken not to make the term "the cliché of our times," the big, all-encompassing word that offers little substantive insight into the contemporary human condition (Thomas, 2005). Three theories connected with globalization have been proposed to provide a more systematic assessment of the term: these are hyper globalizers, transformationalists, and skeptics (Verspoor and Bregman, 2007).

Hyperglobalizers perceived globalization as a period where; nation-states become impossible business units in a global economy (Tomlinson and MacPherson, 2007). It was further argued that it is a period when modern economic and political interdependence result in the undermining of the importance of the nation-state.   Proponents of this theory suggest that, contemporary globalization describes a regime in which people universally are subject to the dictates of the international marketplace (Welmond, 2002). As a result of the demands of the international market, the role of the conventional nation-state in moderating economic activities are reduced in importance, while transnational linkages regulate the gathering and movement of capital within a borderless economy. The transformationalist school of thought suggests that globalization is the reagent for unmatched economic, social, and political transformation (Vespoor and Bregman, 2007). The school points to advances in technology and telecommunications which enable people in one part of the world to easily access information about events in another part, thousands of miles away. One of the effects of this change in global relations they argue is the fact that governments and societies across the globe now have to adjust to a world which no longer has a clear distinction between international, domestic, external and internal affairs (Tomlinson and MacPherson, 2007; Shu'ara & Amin, 2022).

Globalization and Changing Education Curriculum

Most studies on globalization seem to focus on its economic effects rather than on its social consequences (Rinne et al., 2002; Tatto, 2006; James & Jonah, 2022). However, Locke et al. (2005) suggested that the legacy of colonial education in West Africa indicates that colonialism itself was a globalizing force. Colonial education contributed to globalization through a diffused model, the introduction of specific forms of educational structure similar to that found in Europe (Onakpa & Alfred, 2022; Amusat et al., 2022). Through colonial education in regions of Africa, Christianity became a universal religion and helped to position English and other

European languages as the medium of instruction. This form of education also helped to provide the basic skills that allowed educated Africans to partake in colonial administrative and economic systems. Ohanyelu (2022) argued that colonial education played such a critical role in Africa by unintentionally helping to create a new class of individuals within the region able to articulate, in the colonizer's own language, a dialogue of resistance to colonial oppression. One of the unanticipated consequences of colonial education is the rise of African nationalism (Thrupp, 2001; Amaihian et al., 2022).

Thrupp (2001) stressed further that the inherited colonial education systems still in use on the continent has invariably introduced a class of elites who serve as agents of globalization. Most are involved in various capacities in various non-governmental organizations (Tatto, 2006). As earlier argued, globalization has mostly been described in terms of changes in international economy, politics and culture. But ignoring this narrative, one can subsequently argue that the term is a movement from a Fordist workplace orientation to that of internationalized trade and consumption. Globalization has resulted in a reduction in the role of nation-states, loss of sovereignty, and the emergence of global hegemony of transnational media and entertainment corporations (Thrupp, 2001). The consequence of this is standardization of economies, policies and culture, resulting in a new norm for competitive corporations, ideas, and the media. These changes in international culture also invariably impact educational policies, practices, and institutions worldwide (Bourdieu, 2006). However, attempts to analyze and understand the multiple and complex effects of globalization on education indicates that there is no single straight jacket view of the consequences of the globalization process on teaching and learning in schools and other education institutions. Globalization has however created new opportunities to transform education in such a way as to integrate world cultures through increase in communication networks and reduction in restrictions on individual movement (Abdi and Cleghorn, 2005). At the same time, globalization seem to be creating tension between those benefiting from it and those who perceive that they are being marginalized by the market values created and the consumer cultures that are typical to many societies, especially in those areas that suffer from lack of development. The challenge in these areas is for public education to give more priority to teaching ethics and a sense of global responsibility that go beyond the bounds of the knowledge economy.

Furthermore, globalization increases competition due to the fact that productivity and efficiency have become ways of describing successful economies. Wolf (2005) suggested that to be competitive in the new global economy, corporate and service organizations push for some degree of equality in management policies and commit themselves to management strategies that are based on performance management of employees. Rinne et al. (2002)

opined that education systems are not far behind either, as similar policies are now being used to test standards in many educational institutions, and alternative forms of financing are now being used to challenge conventional public education in many countries (Tatto, 2006; Wolf, 2005). To ensure accountability and transparency and in a bid to get more funding, many educational institutions, their teachers and students are now constantly measured, tested and asked to perform under the watchful eyes of external inspectors. Education ministers now constantly compete to determine whose students can perform the best in international students' assessment programs. Klette (2002) argued that the introduction of international test comparisons and league tables have been amongst the strongest pretexts for school reforms in many countries. Hence, making schools, teachers and students compete amongst themselves have invariably helped to improve the quality of education (Hoogvelt, 2001).

Research on education reforms, curriculum development and experiences on structural adjustment programs indicates that governments need to understand that there is more than one way of improving education (Klette, 2002). Additionally, the need to realize that the major condition for sustainable evolution of public education and cultivation of democratically functioning nation-states is to focus on the kind of reform that is based on the principle of development rather than on creation. Wolf (2005) suggested decentralization, privatization and improving efficiency of education as policies that could be used to promote market-based reform and thereby characterize the intrinsic nature of globalization of education. Globalization it is argued is helping to mobilize education reforms through curriculum improvement worldwide, though the reasoning behind these reforms seem to vary from one system of education to another, and from one country to another (Hoogvelt, 2001). There is however no one common divisor for these reforms, a closer analysis of the basic values, assumptions and purposes of various education reforms does however identify some typical trends. Taylor and Henry (2000) mentioned some of the reforms are the following: equity-oriented, restructuring-oriented, financing-oriented, and standardization-oriented reforms. The reforms agenda mentioned here are discussed briefly below;

Globalization and the Education Reforms Agenda

Education Equity-Oriented Reforms: Proponents of these reforms focus on enhancing education's political role in society by creating democracy, social mobility, social equalization, and equal opportunity (Welmond, 2002). The reforms are beneficial and focus on raising the equity of economic and social opportunities by focusing on equal access for all students to good basic education and shifting public spending from higher to lower levels of education (Taylor and Henry, 2000). These reforms help to enhance education beyond knowledge and skills in

main subject areas such as integrated curriculum, emphasis on professionalism, and extending high-quality basic education to low income groups (Sinagatullin, 2006).

Education Restructuring: Proponents of this type of reform focus on education reforms as an internationally normalized social and political system based on global shared culture. Stephens et al. (2007) reported that by enhancing delivery in this way, most schools will be able to amend their system structures to the requirements of international economic standards and climate. As a result, a decentralized education management system will provide schools with more decision-making authority. Further, restructuring education by privatizing education management, vouchers and other solutions might be the way forward (Cullingford and Gunn, 2005). Another form of restructuring here that can also be helpful to schools is to realign the length of compulsory and secondary education to international standards using internationally recognized values; encouraging a curricula reform that reflects changes in society (Abdi and Cleghorn, 2005).

Education Financing: Stephens et al. (2007) mentioned that this kind of financing tend to focus on increasing educational cost-effectiveness by reducing public spending on education. Taylor and Henry (2000) argued that education financing helps to reform education through increase in pupil-teacher ratio, increasing school network and rationalizing education management. By decentralizing education management, schools can introduce local level accountability structures to improve cost-effectiveness (Bourdieu, 2006).

Education Standardization: This suggested that there is a need to reform education through setting unified standards for teaching and learning and conducting external monitoring and testing to make sure these standards are achieved. Stromquist and Monkman (2000) argued that quality of education can then be enhanced through setting higher standards and closer standardized monitoring and evaluation of student achievement and teacher performance. Taylor and Henry (2000) opined that under education standardization therefore, education quality can be improved through performance-related pay and pre-determined performance standards. There is also a need to create performance standards for both students and teachers and to have indicators in place that help to assess the achievement of these standards.

Globalization as Standardization

An effect of globalization or worldwide integration is a rise in competition, not only in trade, but also in education (Lauder and Brown, 2006). The assumption is that business

opportunities and the free movement of skills and people are promoting efficiency and effectiveness in both private production and basic public services. Morgan (2005) argued on the previously adopted education policies and curriculum models, values, principles and management models of the early market economy of the 20th century. They further added that curriculum models were based on Frederick W. Taylor's scientific management theory. Further report indicated that a response to the global economic integration, political and cultural processes, education systems are looking for both governance and operational guidance from the business world. Leading to an increase in the number of private education providers, resulting in more school choices within public education. Milanovic (2002) opined that the influence of the business world on education has also resulted in the decentralization of decision making resulting in schools and teachers been made culpable for teaching and learning.

Oke et al. (2016) posited that higher productivity is argued to be one of the main causes of increased competitiveness in most countries. It is argued that in areas where results matter the most, standards are used to determine the quality of results. In most European countries, outcomes-based education reforms have been the most popular, followed by standards-based education policies (Bourdieu, 2006; Oke et al., 2016). These types of education reforms have helped to shift attention from educational inputs to educational outcomes. As a result, policy-makers and education reformers are now of the opinion that by emphasizing competition among schools and setting clear and high enough performance standards, teachers and students will be able to improve both the quality of education as well as students' learning outcomes. Tripp (2004) argued that the enforcement of external testing systems to assess how these standards have been achieved has resulted from standards-oriented education reforms.

According to Tomlinson and MacPherson (2007), reforms such as financing and standardization-oriented ones have been the main focus of discourses in education policy and reform agendas more than have those on equity and restructuring-oriented reforms. Based on these dominant reforms, schools and teachers are now expected to improve their teaching and learning quality at the same time as when they are also required to spend more of their time on non-teaching activities despite the shrinking education budgets. In addition, students' test scores in standardized academic achievement tests are also commonly used as sole justification for personal success or failure (Bourdieu, 2006). Large-scale standards-driven researches on education reforms suggest that a need for a change of course is necessary. For example, in England, Wales, New Zealand, some provinces of Australia, Japan, Singapore, and even in the United States there are now growing concerns about the appropriateness of

standardized reforms and its real contributions in educating and preparing young people for the knowledge economy (Bourdieu, 2006).

Effects of Globalization on Education

Cullingford and Gunn (2005) opined that various arguments in the education literature exist on the effects of contemporary globalization on the structure and processes of education. They authors reported further that some of these arguments are based on the difficulties faced when trying to disentangle the consequences of the processes of globalization and those of the accompanying global political ideology of neo-liberalism on education (Cullingford and Gunn, 2005; Oke et al., 2016). Although, Bourdieu (2006) argued that the direct impact of globalization on school curriculum pedagogy is small. There is little proof that this assessment differs after 10 years. For example, though there have been attempts in most countries to inject more global consciousness into the content of school curricula, these have generally remained very low status add-ons (Rambla, 2006). Among the issues of concern is the influence from processes associated with worldwide integration that is now making a marked impact on teaching styles. However, Cullingford and Gunn (2005) continued to argue that, whilst the direct effects of globalization on curriculum and pedagogy have been small, the more general influences of economic re- structuring and associated economic and political ideologies have been great.

Changing Educational Policies in Nigeria

Christian missionaries to Nigeria in the 19th century introduced curriculum development when they set up Christian schools and teaching methods (Ajayi, 1963; Adeyinka, 1983). Christian missionaries mostly managed and controlled the school curricula between 1842 and 1882. The missionaries were the ones that decided the objectives, syllabi and styles of teaching; they also decided on the subjects to be included in the curricula (Adeyinka, 1983). Schools during this period were opened mainly for selfish reasons not to train the populace, they were for the reasons of training teacher-catechists, lay-readers and cooks, and to allow young Christian converts to learn basic instructions in the English Language so that they could be more useful in the missionary work. Adeyinka (1983) posited that the initial intention was to confine their activities to the provision of primary education, local adherents of the various Christian denominations however later agitated for the opening of secondary grammar schools.

The period between 1882 and 1925 marked a major trend in education in Nigeria, this marked the development of the education curriculum. Rambla (2006) posited that it was during this period that the colonial government began to show interest in the development of the school curriculum when it passed the Education Act which provided for a Board of Education to control

the development of education at all levels in English speaking West African Countries (Ajayi, 1963; Adeyinka, 1983). The first Nigerian Education Act was passed in 1887, and a separate Board of Education was constituted. This Act provided for' Assisted' and' Non-Assisted' schools and gave the Nigerian Board of Education the authority to control and direct the development of education in the country. Tow in government grants schools were encouraged to improve their curriculum by employing more qualified staff to teach most subjects available in the school curriculum of the period in order to record a higher percentage of passes in those subjects (Ajayi, 1963).

Lewis (1962) stressed that between the years 1925 to 1952, the colonial government at the time observed that there was too much emphasis on the academic curriculum and that the education system was not adapted to the needs of the people. It was observed that most people during this period would rather study the academic curriculum rather than technical or agricultural ones due to the belief amongst people that pupils and students that followed this curriculum had used their qualifications to gain entrance to Universities and other higher institutions of learning, and in effect were able to get attractive white-collar jobs (Ajayi, 1963). As a result, education in Nigeria was recommended to be adapted to the needs of the people (Adeyinka, 1983). Thus, in subjects like History, Geography, Biology and the like, emphasis should be on African countries rather than on European countries.

The West African Examinations Council (W.A.E.C) was created in 1952, to examine and approve curriculum development and to examine schools for the purposes of accepting them and their pupils as independent candidates for the Cambridge Overseas School Certificate, later known as the West African School Certificate Examination (Rambla, 2006). Agitators for Independence would later in 1960 the year of Nigerian Independence, demand for the British colonial rulers to again change the educational system from the 8-6-2-3 system (8 year primary, 6 year secondary, 2 year higher school certificate and 3 year university) to the 6-5-2-3 (6 year primary, 5 year secondary, 2 year higher school certificate and 3 year university) resulting in reducing the number of years at the primary and secondary school levels. By the late 70s and early 80s however, this curriculum would again be changed to the 6-3-3-4 system (6 year primary, 3 year junior secondary, 3 year senior secondary and 4 year university education) as the former system was criticized for lacking in vitality and relevance.

These changes were recommended based on the American system of education, policymakers at the time felt that the Japanese were successfully able to copy this American system after the Second World War and so Nigeria should be able to do the same. To effectively implement the new curriculum change the Military government at the time, in 1979 took overall the primary and secondary schools in the country leading to a lot of confusion at the

time (Rambla, 2006). The Universal Basic Education was later introduced in 1988 and recently, following the decision of the government in 2008, the Nigerian Educational Research and Development Council (NERDC) re-structured and re-aligned all extant primary and Junior Secondary Schools' curricula into a 9-year Basic Education curricula emphasizing value re-orientation, poverty eradication and employment capabilities in learners (Igbokwe, 2015). However, in view of global best practice and national concerns, the national curricula were revised again in 2012.

Implications for Educational Leadership and Management

Rambla (2006) put forward that no general answer to the question of how globalization affects educational policy and practice because globalization impacts economies, political decisions and cultures and which subsequently respond to global trends. Oke et al. (2016) added that education is therefore one of the main contexts of globalization and has led to such trends as privatization, more choices and the decentralization of educational systems. The authors opined further that with globalization has come a need for a global educational curriculum which has resulted in the need to focus on issues beyond teaching methods or location to an understanding of such alternative opinions which focus on content and the delivery mode (Dale, 2005; Rambla, 2006).

Globalization has resulted in a global curriculum which can be viewed as a symbiotic concept with a cosmopolitan community. Taylor and Henry (2000) mentioned that such cosmopolitan community has resulted in our understanding and possession of inclusive ethics, shared philosophical relationship or a structure that includes not just different regions, but nations, and, different communities of people who experience education through schooling. In the opinion of Giddens (2003), the inclusiveness of the world of education has resulted to the global cosmopolitan educational community of people from different nations, perspectives and beliefs bound by an essential relationship of mutual respect. Giddens stressed further that as educators interested in the value of global education, there exist the need to seek to foster the kind of transactional work needed to promote growth and meaning making in a global society (2003). Hence, the need arises to ensure that all communities that make up schools are cosmopolitan in nature. Within this broader concept as Gidden (2003) suggested, there is the need to seek to balance the student as a" being, half hidden in a cloud of unknowing with the larger social aims of becoming critical citizens of the global society". Cosmopolitanism, within global education, is the ideology that all human ethnic groups belong to a single community based on shared ethics (Dale, 2005).

METHODOLOGY

The purpose of this study was to review the literature on globalization and the various ways globalization is altering the face of education and education policies in Nigeria. Globalization is reshaping our lives in terms of its' impact on global markets, agreements, and traditions. It is also now constantly analyzed in the context of education and education systems. The study reviewed empirical articles collected from different sources such as newspaper reports, magazines, conferences and journals articles. The study results were discussed in the next section and conclusions and suggestions for future researchers proposed.

CONCLUSIONS AND SUGGESTIONS

This study reviewed extant literature on the concept of globalization's impact on changing educational policies and practices in Nigeria. The study emphasized on different perspectives of globalization as seen in the literature and identified key factors that may have had an impact on education in Nigeria. In this study, the authors reviewed empirical literature and articles collected from different sources such as conference and journal articles, newspapers and magazine, internet sources and brochures. The findings from the investigation showed that the Nigerian educational system has responded to the forces of globalization in different ways over the last few decades. In addition, these have been through changes in curriculum issues and other areas of educational development. The dynamic nature of the curriculum process led to the history of curriculum development for basic education in Nigeria.

Analysis of the sector revealed that one of the main challenges faced in the country is the problem of incoherent policy formulation and implementation. This has invariably led to issues in selection and organization of curriculum content, curriculum implementation and evaluation, the development, distribution and use of teaching materials, and the relevance of the curriculum to the needs of society. Thus, making it necessary to transform the curriculum for all the educational levels in the country. Also, reforming education as we are aware is not an easy task, a good reform must take into consideration all relevant parameters for example; national needs, wider consultations, commitment, reliable statistical data, practicability, sustainability and quest for development that would make their form desirable and useful to the society. Finally, the authors in this study suggested to future researchers and policy makers in the education sector to adopt a more scientific approach or methodology to validate the variables that have emerged in this study. Future authors could either adopt a qualitative, quantitative or mix methodology in their research so as to collect verifiable data from selected respondents regarding globalization and changing

educational policies and practices in Nigeria, and or in other countries. The need for the validation is to test if the variables found in this study are applicable to a wider variety of contests and attest to the authenticity of the findings.

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