

ADMINISTRATION OF UNIVERSITY EDUCATION FOR STUDENTS' GLOBAL CITIZENSHIP IN RIVERS STATE

Gift Uchenna Nwiyi, Ph.D
Department of Educational Management,
Ignatius Ajuru University of Education, Port Harcourt,
Rivers State.

And

Sotonye Soye Asawo
Department of Educational Management,
Ignatius Ajuru University of Education, Port Harcourt,
Rivers State.

Abstract

This study is on the administration of university education for students' global citizenship in Rivers State. Global citizenship is derived from the concept of globalization which is an idea that associates people with rights and civic responsibilities that come with being members of the World. Curriculum development and academic linkage programmes were the dimensions used to examine educational administration for global citizenship among students of the Ignatius Ajuru University of Education and the Rivers State University. The cross sectional survey design was adopted for the study and a sample of 1,625 out of the population of 32,500 students of the two universities was used for the study. The questionnaire titled "Global Citizenship and Educational Administration Questionnaire (GCEAQ)" was used for the collection of data. The data were analyzed with both descriptive (Mean) and inferential statistics (Pearson Product Moment Correlation). The analysis showed a moderate positive relationship between curriculum on Global citizenship and level of Global Citizenship and a weak positive relationship between linkage programmes and level of Global Citizenship of the two universities in Rivers State. The outcome of the study showed that even though the idea of global citizenship is understood by students, it seem not to have been fully incorporated into the school curriculum. Similarly, partnership with foreign educational agencies in the area of academic linkages is still at its infancy. The study therefore recommended that educational managers should develop and

expand the curriculum on global citizenship education and strengthen partnerships in the area of academic linkage programmes with national and international institutions. Also, concerted efforts should be made to help students engage and participate in programmes such as educational tours, excursions, etc. which are organized and financed by global agencies or foreign universities to enable the students have a global outlook.

Keywords– Educational (University) Administration, Globalization, Global Citizenship, Global Citizenship Education.

The reality of globalization has ensured that the world is today experiencing a greater level of interconnectedness and interdependence than it had ever witnessed in history. For instance, socially and culturally the connectivity is witnessed in the hybridization of cultures; economically, in increased international trade and direct foreign investments; politically, in democratization and international diplomacy, and so on. A number of issues that were formally considered as local issues have now gained global attention, thus citizens are expected to be prepared to tackle them anywhere they find themselves. Some of these issues that have assumed international proportion include governance, justice, unemployment, migration, minority rights, gender equality, hunger, water, pollution, energy, etc. The global interdependence and interconnectedness is demonstrated by the unifying goals pursued by all nations of the world such as the Millennium Development Goals (MDGs) now known as the Sustainable Development Goals (SDGs). Consequently, Holland and Holland (2010) emphasized the importance of preparing individuals in the educational environment for successful transmission into global work environments.

The importance of education and its contribution to development need not be overemphasized (Cole, 2002). All over the world, education is primarily perceived to be a significant tool for promoting national development. Ofoeze in Robert-Okah (2017) described education as the means through which human nature can be shaped in the right direction to produce a harmonious state. In Nigeria for instance, one of the goals of tertiary (higher) education as stated in the National policy on Education (FRN, 2014) is to contribute to national development. In addition to this perceived role of education for territorial advancement, there is now the broader dimension to the relevance of education in the light of globalization. With the world now a global village, there is a growing need for educating citizens of nations to contribute to issues of global significance. This is because citizens are increasingly faced with challenges and

opportunities that transcend national boundaries in the fast changing world that is narrowing rapidly into a global village. Thus, there is the need for educational systems that will equip citizens with knowledge, competencies, skills and values to enable them tackle the challenges, as well as lay hold of the opportunities that exist in the global community. This kind of education, which has a broader outlook in its curriculum, methodology, practice, ethics, etc., supports the development of global citizens whose sphere of influence goes beyond territorial borders. This type of education, known as Global Citizenship Education (UNESCO, 2014) which ensures the acquisition of knowledge and skills with global perspectives is the prime focus of this study.

Global Citizenship Education (GCE)

UNESCO (2017) describes Global citizenship education (GCE) as a form of civic learning that involves students' active participation in projects that address global issues of a social, political, economic, or environmental nature. The two main elements of the education are 'global consciousness'; the moral or ethical aspect of global issues, and 'global competencies', or skills meant to enable learners to participate in changing and developing the world. These have all resulted in the emergence of a more globally oriented and collaborative approach to education. Global Citizenship Education addresses themes such as peace and human rights, intercultural understanding, citizenship education, respect for diversity and tolerance, and inclusiveness. Education for global citizenship deals with issues of global interconnections, interdependence, and diversity of cultures, sustainable development, peace & conflict and inequities of power, resources & respect. These issues are addressed in the classroom through a wide variety of participatory teaching and learning methodologies which includes structured discussion and debate, role-play, ranking exercises, and communities of enquiry. These methods are established as good practice in education. Zahabiounet al.(2013: P 199) noted that global citizenship education includes: (1) comprehensive knowledge about world political systems, (2) comprehensive knowledge about world economic systems, (3) critical thinking skills that transcend boundaries, (4) cross-cultural communication skills, (5) provide active engagement, and (6) develop empathy.

This study aims to examine the association between administration of university education in Rivers State and global citizenship. Having examined the concept of global citizenship, it is now imperative to examine curriculum development and academic linkage programmes.

Curriculum Development and Global Citizenship

A curriculum is considered the heart of learning institutions, and schools cannot exist without a curriculum. Owo (2017) identified the curriculum as one essential record of any school. The curriculum is the sum total of all planned activities/experiences which learners are involved in under the guidance of a school. The content of a curriculum includes both course content to specific conditions under which the students relate and interact with the content of study itself. Despite the fact that the definition of a curriculum differ from one scholar to another, almost all definitions lay emphasis on the curriculum as the totality of structured contents, methods, materials, etc. which are interwoven for the learning experiences of students under the supervision of a school. Some of the experiences may not be planned for, but form part of the knowledge of the students as they interact with one another, and with elements in the physical environment. The subject content, teachers, students, interaction with knowledgeable adults, peers, materials in the school environment, etc. all make up the curriculum. Due to the importance of the curriculum in formal education, it has become a dynamic process due to the changes that occur in our society. Curriculum development is the process of improving the curriculum. Alvior (2014) defined Curriculum development as a planned, purposeful, progressive, and systematic process to create positive improvements in the educational system. Pasigui (2012) views curriculum development as the process of selecting, organizing, executing, and evaluating learning experiences on the basis of the needs, abilities, and interests of the learners and nature of society or community. Since every curriculum is aimed at developing in the learners certain competencies and abilities, the process of developing it must clearly identify the aim it is intended to achieve. Whenever there are changes or happenings around the world, the school curricula are affected. Therefore, there is a need to update them to address the society's needs.

Various approaches could be employed in the processing of developing the curriculum, but all of it sums up to the following: Analysis, which entails need and task analysis, Design, Selecting the appropriate learning/teaching and assessment methods, Formation of curriculum implementation/ evaluation committees, and Review.

With regard to global citizenship education, Zahabioun et al. (2013) suggested that curriculum should be developed around the following four objectives:

1. Recognition of other countries and awareness of their culture;
2. Awareness of global issues and the role of the United Nations in their resolution;
3. Identification of the issues related to human rights; and
4. Understanding the relationships between human and environment.

Academic Linkage Programmes

In modern times, academic linkages is a new aspect of being a university and a positive force for capacity building. Academic linkages is the development of collaborations with various national and international institutions for the purposes of improved academic pursuits. When such collaborations are made, especially in the area of joint research, synergies are generated to offer solutions to global problems. It entails joint efforts in the areas of organizing seminars, trainings, workshops, conferences, projects and job placements for students. It offers students the opportunity to bring international perspectives into the classroom to apply to work related projects, and allows teaching staff to be drawn from many countries of the world, thereby bringing the world into the classroom. Furthermore, it affords states and countries to subject it's curriculum to close scrutiny. An outdated curriculum which fails to include topics of emerging importance can be spotted. These collaborations are aimed at building stronger relationships and collaborative partnerships with other relevant local and foreign entities such as educational institutions, industries, government and non-government agencies as well as other relevant stakeholders for the realization of educational aims and objectives. The International Management Institute, Kolkata (2015) confirmed that their partnership with several universities amongst other advantages will achieve the following: exchange of visits of academic personnel, short duration courses for students and management development programmes, support students and teachers in gathering and exchanging academic and professional experience, co-operation towards the internalization of higher education, enhance the intellectual and experiential resources of the collaborating institutions, undertake joint research and publications, have executive development programmes, have bilateral consultancy, and organize conferences of international significance.

The Federal University of Technology, Owerri (2018), initiated certain linkage programmes as follows:

Inter-University Linkages:

Linkage with academic institutions is focused on initiation, planning, implementation and monitoring of linkage activities in the following areas:

- i. Initiating the mutual exchanges of undergraduates, postgraduates, Ph.D students and teachers.
- ii. Promoting the co-cultivating of undergraduate and postgraduate degrees and the development of dual degree programs.

- iii. Expanding cooperation in scientific research in common-interest scientific research fields.
 - iv. Organizing mutual visiting programs to improve the research and teaching level of doctoral students, postgraduates and staff.
 - v. Exchange the advanced teaching methods experience, the journals and publications between the two parties.
 - vi. Jointly organize international academic symposium (lectures, seminars, academic reports).
 - vii. Search and develop the cooperation programs of education and scientific research.
- Academic linkages, especially at international levels aid teaching, research and innovation, augments expertise and maximizes potential benefits and minimizes potential drawbacks. Holland and Holland (2010) opined that educators need to become international stewards who share insights and prepare learners for the future. These positions suggest that academic contacts through linkages may enhance the capacities of the students to fit in to the global community.

Administration of University Education for Global Citizenship in Rivers State

The university is a formal organization where the education (tertiary) given after secondary education is undertaken. The universities owned and managed by Rivers state are the Rivers State University and the Ignatius Ajuru University of Education, Port-Harcourt. The administrative formation and mode of operation of these institutions differ and depend to some extent on their stated objectives, the orientation of their proprietors, and the institution's area of specialization. These details are usually stated in the document which is enacted into the Enabling Law or Decree setting up the institution. Since the Enabling law is of such importance in the running of higher institutions, there is a need to ensure its currency in the face of contemporary events. The Rivers State Ministry of Education launched an education policy, which stated that the policy thrust in universities is that of developing manpower in the priority areas of Agriculture, Law, Engineering, Environmental Sciences, Science and Technology Education, Computer Sciences and Medical Sciences (Meldford, 1980 in Briggs, 2013). Over the years, this policy has not changed much, and there is no evidence of a deliberate attempt towards the introduction of global citizenship education into the curriculum.

Although specific detailed administration of these schools considered in this study is not undertaken at this stage, scholars opined that efficiency will require the improvement in the universities in Nigeria, Rivers State being no exception, in the areas of adapting curriculum and programmes to changing needs and exposure to latest technology (Briggs, 2013 & Moja, 2000). They argued that the relevance of the

curriculum to meet the changing needs of the national and international arena has not been dealt with in a serious way to ensure that social issues are tackled, and therefore opined that there should be a shift to practical application of knowledge, a shift to social development within the educational system as a strategy to address social problems such as poverty, and a shift to become a technology oriented nation. This is to make the curriculum relevant to meet the requirements of the new global economy, and for national survival. The urgency for the transition to this kind of education is expressed in the problem statement of this study.

Statement of the Problem

Many of the world's greatest challenges, ranging from health, environment, security and so on, are beyond the ability of any single nation to confront, and as such require trans-national cooperation. The World Economic Forum (2015) noted some key global challenges that require collaboration across different sectors of the world. This is buttressed by the United Nations (2018) which asserted that these issues transcend national boundaries and cannot be resolved by anyone country acting alone. The UN identified peace and peace keeping, human rights, international justice, climate change, refugees and AIDS, environment and resource security, global crime and anti-corruption, infrastructure, conflict resolution, disaster relief, atomic energy, Africa, democracy, food and health, etc., among others as some of the issues plaguing the world. These global issues pose a fresh challenge to educational administration globally. In Nigeria and specifically in Rivers State, it appears that universities are still operating with old dysfunctional models. Education is no longer just expected to address the literacy and numeracy needs of individuals by just helping them to read, write and count, but it is expected to be transformative enough to produce global citizens. Such citizens with shared values to life, cultivate a conscious care for the world that are relevant in answering the big questions asked on daily basis. It does appear that university administration in Rivers State has not fully assumed this emerging role in helping citizens to advance towards a more democratic, just, peaceful, tolerant and inclusive society. Furthermore, the curriculum of the universities appear to be very theoretical, with practical aspects of instruction lacking. Students seem not to be given the understanding, skills and values they need to cooperate in resolving the interrelated challenges of the 21st century. Developing countries like Nigeria, and particularly the universities in Rivers State seem not to have aligned their institutions towards global partnerships in the educational sector. Such partnerships, according to United World Schools (UWS, 2018) is already thriving in other climes such as UK, Hong Kong, Japan, Germany, Bahrain, Australia, and the US in the promotion of global citizenship. Thus,

there are institutions which are recognized globally and can be described as educationally brilliant in terms of their outlook, programmes and performances. As important as this is, a careful literature search on the subject matter reveals a dearth of empirical studies in Nigeria and especially in Rivers. Even though this situation poses a challenge for empirical review, it makes this study both unique and significant as this study will be useful for educational administrators in Rivers State and Nigeria in general.

Purpose of the Study

The purpose of this study is to examine how the administration of university education in Rivers State is preparing students for global citizenship. The specific objectives of this study are to:

1. Determine how the curriculum of universities in Rivers State is preparing students for global citizenship.
2. Determine how academic linkage programmes of the universities in Rivers State are preparing students for global citizenship.

Research Questions

This study provided answers to the following research questions:

1. How is the curriculum of the universities in Rivers State preparing students for global citizenship?
2. How is the academic linkage programmes of the universities in Rivers State preparing students for global citizenship?

Hypotheses

The following Null Hypotheses were tested in this study:

Ho1: There is no significant relationship between the curriculum of the universities in Rivers State and global citizenship.

Ho2: There is no significant relationship between academic linkage programmes of the universities in Rivers State and global citizenship.

Methodology

The research design adopted for this study is the cross sectional survey design. The population of the study is 32,500 students from the Ignatius Ajuru University of Education, Rumuolumeni and the Rivers State University, Nkpolu(sourced from the records of admitted students of the institutions and www.rsu.ed.ng). The sample for the study is 1,625 students, which is 5% of the population. The instrument data collection

was the questionnaire. The questionnaire titled Global Citizenship and Educational Administration Questionnaire (GCEAQ) was a modified Likert scale ranging from Strongly Agree (4 point) to Strongly Disagree (1 point) respectively (see Appendix A). Expert view was sought to ascertain validity of the instrument while the Cronbach Alpha was the test of reliability conducted, with the Alpha coefficient of 0.859 obtained as shown in table 1a. A total of 1,625 copies of the questionnaire was distributed, and a total of 1,622 copies was returned, which gives a 99.8% return rate.

Data Analysis and Results

Table 1a: Reliability Statistics

Cronbach's Alpha	N of Items
.859	14

Table 1b: Case Processing Summary

		N	%
Cases	Valid	1622	100.0
	Excluded ^a	0	.0
	Total	1622	100.0

a. Listwise deletion based on all variables in the procedure.

Source: SPSS Output

Through the aid of the Statistical Package for the Social Sciences (SPSS) version 22 descriptive statistics (mean score) was used to analyze the state of the individual variables, with inferential formula (Pearson Product Moment Correlation Coefficient and the corresponding p-value) used to examine the relationship between the variables.

Demographic Analysis

Table 2: The Gender of Respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	924	57.0	57.0	57.1

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Female	698	43.0	43.0	100.0
Total	1622	100.0	100.0	

Source: SPSS Output

Table 2 show that 57.0% of the respondents are male students, totaling 924 persons and 43.0% female students totaling 698 responded to the questionnaire.

Table 3: The Country of Origin of the Respondent

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Nigerian	1574	97.0	97.0	97.0
	Foreigner	48	3.0	3.0	100.0
	Total	1622	100.0	100.0	

Source: SPSS Output

As shown in Table 3, 1574 Nigerians and 48 foreigners responded to the questionnaire, which is 97.0% and 3.0% respectively.

Table 4: Respondents Year of Study

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Year 3	900	55.5	55.5	55.5
	Year 4	478	29.5	29.5	85.0
	Year 5	244	15.0	15.0	100.0
	Total	1622	100.0	100.0	

Source: SPSS Output

Table 4 shows the year of study of the respondents as follows: Year 3 has 900 students with 55.5%, Year 4 has 478 students with 29.5% and Year 5 has 244 students with 15.0%.

Decision rule: For a four point Likert scale, ratings ranging from 0 -1.5 is low, 1.6 -2.5 is average and 2.6 -4.0 is high.

Analysis on the Level of Appreciation of Global Citizenship by Students

Table 5: Descriptive Statistics on Global Citizenship

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Global Citizenship	1622	1.00	4.00	3.0892	.65231	-1.684	.061
Valid N (listwise)	1622						

Source: SPSS Output

In Table 5, the mean score of 3.0892 show that the level of awareness of the respondents about Global citizenship is high. This indicates that the subject of global citizenship is not unfamiliar to the students in the institutions under investigation.

Analysis on the State of the Curriculum

Table 6: Descriptive Statistics on Curriculum

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Curriculum	1622	1.00	4.00	2.5857	.74080	-.013	.061
Valid N (listwise)	1622						

Source: SPSS Output

In table 6, the curriculum used in the schools of the respondents as it relates to issues about Global Citizenship is average as shown by the mean score of 2.5857. This implies that there is still need to include more themes in courses, which could enhance the preparation of the students to fit into the global space.

Analysis on the Level of Linkage Programmes towards Global Citizenship

Table 7: Descriptive Statistics on Linkages

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error

Linkage	1622	1.00	3.67	2.1151	.60197	.713	.061
Valid N (listwise)	1622						

Source: SPSS Output

The mean score of 2.1151 indicates that linkage programmes in the institutions of the respondents is average, thus students' awareness and participation in exchange programmes is not so widespread and there is still need for the students to be introduced to the opportunities in the linkage and advancement centres for academic interactions outside the four walls of their own institutions.

Analysis Based on Research Questions and Hypotheses

Research question one: How does the curriculum of the universities in Rivers State prepare students for global citizenship?

Analysis on the Relationship between Curriculum and Global Citizenship
Table 8: Correlations between Curriculum and Global Citizenship

	Curriculum	Global Citizenship	
Curriculum	Pearson Correlation	1	.523**
	Sig. (2-tailed)		.000
	N	1622	1622
Global Citizenship	Pearson Correlation	.523**	1
	Sig. (2-tailed)	.000	
	N	1622	1622

** . Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS Output

From table 8 above, the r coefficient of 0.523 indicate a moderate positive relationship between the curriculum and level of Global Citizenship of the universities, in the institutions of the respondents. The relationship that exists between the curriculum and Global Citizenship is shown to be significant at $p = 0.000$ (NB: $0.000 < 0.001$ as shown by the significant levels in table 8). Based on this result, the stated null hypotheses is thus rejected and the alternate hypotheses accepted, meaning that there is a significant relationship between the curriculum and global citizenship.

Research question Two: How does the academic linkage programmes of the universities in Rivers State prepare students for global citizenship?

Analysis on the Relationship between Linkages and Global Citizenship

Table 9: Correlations between Linkages and Global Citizenship

		Linkage	Global Citizenship
Linkage	Pearson Correlation	1	.126**
	Sig. (2-tailed)		.000
	N	1622	1622
Global Citizenship	Pearson Correlation	.126**	1
	Sig. (2-tailed)	.000	
	N	1622	1622

** . Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS Output

From table 9 above, the r coefficient of 0.126 indicate a weak positive relationship between linkage programmes and level of Global Citizenship of the universities, in the institutions of the respondents. The relationship that exists between Linkages and Global Citizenship is shown to be significant at $p = 0.000$ (NB: $0.000 < 0.001$ as shown by the significant levels in table 9). Based on this result, the stated null hypotheses is rejected and the alternate hypotheses accepted, meaning that there is a significant relationship between linkage programmes, and global citizenship.

Discussion of Findings

The study found that the concepts of globalization and global citizenship are appreciated by students. Despite this, the two public universities in Rivers State seem not to have fully incorporated it into its curriculum, and also not taken the advantage to partner with educational agencies for the purposes of preparing students for a global outlook especially in the areas of institutional linkage and exchange programmes.

Curriculum of Higher Educational Institutions in Rivers State and Global Citizenship

The first research question sought to find out how the curriculum of the universities in Rivers State is preparing students for global citizenship. The corresponding null hypothesis, which was rejected stated that there is no significant relationship between curriculum of universities in Rivers State and global citizenship. The descriptive analysis indicated that the curriculum on global citizenship in higher educational institutions in Rivers State is only moderate even though student's

awareness of global citizenship is high. This suggests that students learn about global citizenship outside their formal education. The current curriculum of the schools is not deliberately tailored to specifically prepare students to assume their place as Global citizens. This corroborates the findings of Moja (2000) who stated that the relevance of the curriculum to the changing needs of both Nigeria and the international arena has not been dealt with in a serious way. He opined that curriculum relevance is vital for ensuring that social issues are tackled, and that higher education curriculum must be made relevant to meet the requirements of the new global economy, and for national survival. The importance of what students learn as contained in the curriculum was emphasized in a study by Oyibe&Nnamani (2016) who stated that the gateway to global citizenship is the development of responsive and responsible citizenship of international recognition. This is made possible when the content of what is studied drives them for national integration of mind, values, attitude and philosophies. The uniqueness of the course content will promote the teaching of peace education, intercultural studies and social interaction skills in order to contribute worthily to the growth of the responsible citizens that will prepare them for global citizenship. The United Nations (2015) presented not only the need for global citizenship education, but also emphasized the content of the global citizenship curriculum. This is corroborated by the empirical study of Akudolu, Ugochukwu&Oliboe (2017) who asserted that global citizenship curriculum is not implemented in just one school subject, but cuts across the curriculum, enriching and widening the dimensions of all school subjects. This suggests that preparing students to have a global outlook will require a conscious effort to include topics and themes that will prepare them in all courses, despite their specific disciplines of study.

Academic Linkage Programmes of Higher Educational Institutions in Rivers State and Global Citizenship

The second research question sought to find out how academic linkage programmes of the universities in Rivers State is preparing the students for global citizenship. The corresponding null hypothesis, which was rejected stated that there is no significant relationship between academic linkage programmes of the universities in Rivers State and global citizenship. The outcome of the inferential analysis showed that a weak positive relationship exist between the level of linkage programmes and the level of global citizenship. This implies that currently, the influence of the academic linkage programmes of the universities in Rivers State on students' global citizenship is minimal. This therefore implies that for students' global outlook to improve significantly, their participation in linkage programmes both nationally and internationally needs to be improved upon. The findings corroborates Massey (2014:94)

who stated that “Globalization requires people to coexist with others, in diverse and conflict ridden real and virtual public places. Education should help students develop sense of identity that can remain viable with multiple contexts of affiliation...” This is buttressed by Davies & Geier (2018) who illustrated the impact of academic linkages to global citizenship when they argued that if you could bring thousands of talented students from every corner of the globe to U.S. colleges and universities, you can create international understanding and change the world. Holland and Holland (2010), concluded that educators need to become international stewards who share insights and prepare learners for the future. These positions suggest that academic contacts through linkages programmes can enhance the capacities of the students to fit in to the global community.

Conclusion

The association between each of the two indicators of educational administration (curriculum and academic linkage programmes) and global citizenship in higher educational institutions in Rivers State have been examined in this study. The study concludes that there is a positive association between curriculum and academic linkage programmes, and global citizenship. However, the relationship between linkage programmes and global citizenship though positive, is low. This means that the opportunities available to students through academic linkages have not been sufficiently presented to them. The opportunities the fast-changing ‘globalized’ world offers young people are enormous, but so are the challenges also. Young people are entitled to an education that equips them with the knowledge, skills and values they need in order to embrace the opportunities and challenges they encounter. To create the kind of world that they want to live in, an education that supports their development as Global Citizens is not only essential but desirable.

Recommendations

This study therefore recommended that:

1. The managers and administrators of the universities should consciously develop and expand the curriculum on global citizenship education.
2. Educational curriculum should aim at an inclusive and quality education to include Global Citizenship Education which will ensure that learners acquire knowledge and skills needed to promote among other things, sustainable development, human rights, gender equality, and the consciousness of Global Citizenship.
3. The institutions should strengthen partnerships in the area of academic linkage programmes with national and international institutions, to provide opportunities for

students and staff members to acquire new knowledge, skills and abilities through these exchange programmes.

4. Concerted efforts should be made by educational managers to help students engage and participate in programmes such as educational tours, excursions, etc. organized and financed by global agencies or foreign universities within the country or in foreign universities.

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APPENDIX A

**“ADMINISTRATION OF UNIVERSITY EDUCATION FOR STUDENTS’
GLOBAL CITIZENSHIP IN RIVERS STATE”
(GCEA QUESTIONNAIRE)**

PART A: DEMOGRAPHICS

Sex: Male { } Female { }

Year of Study: Year 1 { } Year 2 { } Year 3 { } Year 4 { } Year 5 { }

Nationality: Nigerian { } Foreigner { }

PART B:

NB: Please tick against the option in the box that represents your opinion. The options, are: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

Section 1: Global Citizenship Scale

ITEM	SA	A	D	SD
I have the Sense of identity, self-esteem, empathy, commitment to social justice and equity.				
I have Value and respect for diversity, Concern for the environment and commitment to sustainable development				
I have the belief that people can make a difference and can belonging to many communities				
I have a sense of Social responsibility and Global knowledge				
I have responsibilities to my community				
I give my time to making a difference for someone				
I work with others to make my communities better places				
I have the power to make a difference in my community				
I am willing to act for the rights of others				
I participate in activities that contribute to the common good				
I have a civic responsibility to the greater public				
I value opportunities that allow me to contribute to my community				

Section 2: Educational Administration Scale

ITEM	SA	A	D	SD
I have taken a course on democratic values and political identity				
I have taken a course on Fairness, Equity and Social Justice				

Academic Scholarship

I have taken a course on diversity and minority rights				
My University has a conference, seminar and workshop center				
I am aware of the operations of this Center				
I have a functional ICT center in my university that I utilize quite often				
I have participated in an educational exchange programme				

Thank you for your kind participation.

Researcher