

THE EFFECT OF GLOBALIZATION ON THE TERTIARY IN THE RIVERS STATE OWNED INSTITUTION

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Abstract

The study investigated the effect of globalization on the tertiary in the Rivers State owned institution. The study adopted Survey research design. Two research questions and two hypotheses were formulated to guide the study. This design was adopted because it looks at and describes the attributes of interest of a phenomenon as they are. The population of the study comprised all 2400 level 400 students in Rivers State owned Universities. The sample size of 300 students were selected for the study through simple random sampling technique. The instrument titled of Globalization and Tertiary Institution Questionnaire (GTIQ) were used for data collections. The instrument is divided into two pans: A and B. Part A is the personal data section while Part B is the core items selection. The core item section is divided into 3 clusters. The response options used on the instrument in cluster one is strongly agreed. (SA) Agreed (A) strongly disagreed (SD) disagreed (D). Copies of the instrument and the research questions and hypothesis were given to them to read and make corrections in terms of the formatting and relationship of the items to the research questions. The reliability of the instrument was 0.89. A set of 30 copies was administered on the respondents once. After coding and collating, the Cronbach's Alpha reliability method was used to calculate the reliability coefficient which give the value of 0.89. The data or the study was collected by personal hand delivery of the instrument to the respondents. Research assistants were trained and used for the data collection. The data collected from the instruments were analyzed using mean, standard deviation and analysis of variance(ANOVA).the result showed that globalization have significant on the tertiary in the Rivers State owned institution. The researcher recommended that more studyon the effect of globalization on the tertiary in the Rivers State owned institution should be conducted.

Keywords: Effect, Globalization, Rivers State, Owned an Institutions.

Introduction

Globalization is described as 'the flow of technology, economy, knowledge, people, values and ideas across borders. Globalization affects each country in a different way due to each nation's individual history, traditions, cultures, resources and priorities (Frank, 2020). The term "globalization" represents the international system that is shaping most societies today. It is a process that is "super charging" the interaction and integration of cultures, politics, business and intellectual elements around world (Altbach, 2020). Driven by technology, information and finance, a full spectrum of views exists, some praising, some disparaging, as to the value of globalization. However, most observers believe that the ability to harness the good from globalization and avoid the bad lies in the cultivation of knowledge. Globalization is a multi-dimensional phenomenon and a multifaceted process with economic, social, political and cultural implications for higher education (Sampson, 2021). According to Idungafa (2021) globalization has always been an integral part of higher education life. Higher education is essential to promoting sustainable human development and economic growth. The pressures of globalization make it urgent for educators to devote substantially more resources to the tertiary education sector and also reform it at both the level of individual institutions and the system as a whole

Globalization is the word used to describe the growing interdependence of the world's economies, cultures, and populations, brought about by cross-border trade in goods and services, technology, and flows of investment, people, and information (Idungafa, 2021). It is the process of interaction and integration among people, companies, and governments worldwide. Globalization has accelerated since the 18th century due to advances in technology, transportation and communication. Higher education drives, and is driven by, globalization, a phenomenon of increasing worldwide interconnectedness that combines economic, cultural and social changes. (Sampson, 2021). Higher education trains the highly skilled workforce and contributes to the research base and innovation capacity that increasingly determines competitiveness in the knowledge-based global economy (Frank, 2020). With its central role in cross-cultural encounters, higher education fosters mutual understanding and helps to build global networks for the future (Frank, 2020). At the same time, cross-border flows of ideas, students, faculty and financing, coupled with developments in information and communication technology, are changing the environment for higher education. This implies both increased collaboration and competition between countries and institutions on a global scale.

Globalization has multiple definitions. Globalization is defined as "an ongoing process of the flow of capital, information, labour, technology, and goods across national boundaries to form an interconnected global economy (Sampson, 2021). One important feature of recent economic globalization is financialization, in which financial instruments are used to facilitate the exchange of goods and services beyond geographic constraints. There are three aspects of globalization: economic globalization, political globalization, and cultural globalization." (Wu, 2017). In the last more or less 50 years' Globalization had an influence on the world. It includes the increase of homogenous consumer tastes, the extension of corporate power and the expansion of the gap between wealth and poverty (Guttal, 2020). There is a wide range of opinions on the powers, origins and nature of Globalization. Some claim that it is a natural result of economic, technological and scientific development and that it cannot be reversed. Others argue that Globalization is controlled by the desire for material

wealth. Capitalism is providing an ideology and a useable framework for it. For them Globalization is originated in at least the industrial revolution in Europe and it is seen as a capitalist process (Guttal, 2020). Globalization affects virtually every nation or region in the world. The phenomenon is driven, first, by technological advances reducing the cost of transportation, mobility and communication, and second, by deliberate political decisions to reduce or even to eliminate man-made barriers to international mobility (Sampson, 2021).

Globalization trends and innovations in the instructional technologies are widely believed to be creating new markets and forcing a revolution in higher education. Much of the rhetoric of “globalists” has presented a simplistic analysis of a paradigm shift in higher education markets and the way nations and institutions deliver educational services (Tam, 2017). Globalization does offer substantial and potentially sweeping changes to national systems of higher education, but there is no uniform influence on nation-states or institutions (Idungafa, 2021). All globalization is in fact subject to local (or national and regional) influences. A growing body of case studies point to the complexity of globalization in influencing the future of higher education. The objective of this analysis is to provide a framework for a more encouraging, and a more nuanced, understanding of this phenomenon and the true influence of globalization and the future path for higher education (Sampson, 2021; Wu, 2017 and Tam, 2017).

Higher institution has become a huge enterprise. World-wide tens of millions of students are enrolled in more than 15,000 public institutions, and a growing number of private institutions (Weber, 2018). Governing and managing higher education systems at all relevant levels (especially system level, central institutional level, faculty and department level, program level) has become a profession on its own (Guttal, 2020). However, the possibilities for higher education leaders and managers at all relevant levels inside and outside the higher education institutions to prepare and train themselves with respect to the governance and management side of their job are limited, especially concerning the threats and challenges of its global dimensions (Guttal, 2020). Global initiatives promoting greater corporate social responsibility has made specific references to education as a sector or as an issue for the proper management of higher education.

Globalization is all around in today’s society. Everyday someone in the world is using a reference to global markets, threats, environment etc. in conversations between academic persons, advertisers, politicians and so on (Scholte, 2018). The process of Globalization influenced a lot of people and areas around the world. One area is Higher Education and especially the institutions of Higher Education. Researching the impacts of globalization on education is an ongoing process in the field of international Higher Education (Guttal, 2020). Globalization is a challenge for universities and other institutions around the world that is growing and growing. It does not only bring positive aspects and opportunities to the field of Higher Education, it also carries a lot of concerns within Higher Education institutions (Weber, 2018).

Firstly, this essay will give some definitions of the term Globalization and review different interpretations of what Globalization is about. Secondly this essay will explore the different impacts and effects of Globalization on Higher Education and especially Higher Education institutions nationally and internationally. Globalization is connected with the development of education, international trade, and the global distribution of the production of goods and services, through the reduction of barriers to international trade, such as tariffs,

export fees, and import quotas, and the reduction of restrictions on the movement of capital and on investment (Idungafa, 2021).

Globalization has accelerated processes of outsourcing and offshoring. Transnational corporations can exploit small and medium-sized enterprises intensively and at the lowest possible cost, at a world level, due to outsourcing (scholte, 2018). The small and medium enterprises may find it difficult, though, to resist global competition and ensure their workers' rights. Transnational corporations cannot easily be held responsible for human rights violations when the corporation is legally incorporated in one state while it conducts its operation in another state. Globalization has also had an impact on the privatization of public utilities and goods such as water, health, security, and even prison management (scholte, 2018). Recently other goods, such as seeds or medicines, have been considered as economic goods and integrated into trade agreements. Globalization has contributed to the development of corporate social responsibility and the concern for the accountability of non-state actors, such as transnational corporations for their activities, particularly when impacting negatively on the environment, on communities(Altbach, 2020 and Wallerstein, 2020).

Globalization effected the Higher Education system in various ways. One of such way is the beginning of Globalization and its historical impact on Higher Education. The concept of Globalization can be traced back to 500 years ago, when the capitalist world economy started and since that time there was a cycle of beginning, a cycle of development and today there is a cycle of crisis (Wallerstein, 2020). But on-going from the year 1945 there is “a typical Kondratieff cycle of the capitalist economy, which has had as always two parts: an A-phase or upward swing or economic expansion that went from 1945 to 1967–73, and a B-phase or downward swing or economic contraction that has been going from 1967–73 to today and probably will continue on for several more years.” (Wallerstein, 2020). Ever since universities were established they were seen as global institutions regarding the common language which was Latin by the time they were founded. Additionally, they were meant to teach an international variety of students as well as the professors who came from different countries (Altbach, 2020). Globalization has an impact on education and through that education undergoes constant changes. There have been huge developments in technology and communications which effects the learning systems worldwide. The innovation in knowledge, ideas and values are changing the roles of students and teachers as well as constructing a transformation from industrialization to a society which is information-based.

Globalization has brought a lot of effects to Higher Education. For example, Universities that completely ignored Globalization and excluded themselves from economic and societal innovations had a lot of difficulties and challenges to overcome and that raised the inequalities in education which exist in today's Higher Education system(Wallerstein, 2020). Especially focusing on developing countries and on smaller academic systems, is widening the area of inequality. This is because of the Universities which are seen as powerful, they rule the making of knowledge and the distribution of it. Meanwhile the less powerful Universities which have for example fewer resources and lower academic standards than other Universities just follow the more powerful institutions. An additional advantage for the powerful Universities is that they use one of the top languages English (Altbach, 2020).

Furthermore, in today's world it is harder to get the status of a big player in international Higher Education because now it requires a lot of resources for Research

Universities and for example in the scientific research field, Universities should invest a lot of money in laboratory endowments. Additionally, there are costs like internet, technology, library (Altbach, 2020). For universities in countries that do not have the financial capital to afford these, it is barely possible to get on the list of powerful Universities. The Universities and other institutions in western countries are open for new technologies whilst the developing countries cannot cope with it. They are not strong enough to embrace the new technologies in their educational program due to a shortage of infrastructure and financial resources(Wallerstein, 2020). This is a paradox since the developing countries try to engage their citizens into aspiring more education while the provision of basic services is limited.

Robertson (2019) argues that there are “five key challenges which have followed: (i) widening access whilst managing aspirations and the loss of value of credentials given the positional good nature of higher education credentials; (ii) the pedagogical challenges inherent in massification, a focus on competencies, entrepreneurship, and relevance to industry, whilst ensuring the development of ‘critical’ future citizens; (iii) the pressure to engage in regionalizing and globalizing higher education projects as solutions to problems (internal governance issues; sustainability issues; global challenges) whilst ensuring local relevance, managing charges of imperialism and the valorization of the regional and the global over the national interest; (iv) the rapidly growing role of the (transnational) for-profit sector in delivering components of higher education provision and issues of quality and accountability; (v) the changing role of the public intellectual and production of public knowledge in universities, in the face of increased private sector activity, the role universities in commercial activity (consultancy, IP, consumer led provision).”

Globalization is associated with the development of communication networks, with knowledge and with an ideological discourse around globalization, as a necessary step towards global happiness(Wallerstein, 2020). Globalization has led to the development of common lifestyles and consumer habits. Cultural globalization also impacts on media coverage, bringing human tragedies to our urgent attention and mobilizing the conscience of the world in the light of massive population flows(Guttal, 2020). "Media globalization" has also led to massive monopolies controlling our key global media outlets, with all the risks of bias and lack of objectivity that this may imply. Globalization has enhanced the development of a different sense of community, for example the existence of digital communities(Wallerstein, 2020). It has also encouraged exchange and excellence in the arts and created the impulse for the emergence of new musical genres and fusion cooking. Cultural globalization has sensitized increasing numbers of us to be concerned with what we consume, for example the working and environmental conditions under which the products we purchase are produced(Weber,2018).With globalization, intercultural dialogue has become a need for both international solidarity as well as universal human rights respect(Weber, 2018). Not least, globalization has triggered the development of cultures of resistance to globalization and movements for a "different world

According to Idungafa (2021),globalization has had consequences on the levels and conditions of employment and on the social rights of workers. Global competition, accompanied by relocations and off-shoring, push companies to move production to countries where salaries and social protection of workers are lowest(Wu, 2018). As a result, trade unions and workers in wealthier countries are "forced" to accept less favourable conditions, what is often referred to as social dumping. Trade unions have been among the most

concerned and vocal critics of globalization processes. The European Trade Union Conference, for example, has called for a framework that supports sustainable development. This should include: a multilateral framework to protect migrants, a multilateral framework to promote social protection, a multilateral framework to promote dignified and fair work as a key tool for reducing poverty, a multilateral framework for protecting the rights of education, workers, safety, health, gender equality and the full autonomy of students(Wu, 2018).

Globalization led to international student mobility and program mobility(Weber, 2018).The leading embodiment of cross-border Higher Education is the international student mobility. Three million students went abroad in 2007, which is three times higher than three decades ago. Around 85 percent of the students are going abroad to the OECD countries but around 2.5 million students are from none OECD states. In 1998, when the Bologna process started, students from Asia were the only students who were disaffected to study in Europe. Around 49 percent of Asian students went to North America whereas just 28 percent went to Europe. A lot of countries had a significant increase in the mobility of students, for example Australia which became number five in the top countries hosting students from abroad (Lakrin, 2019).

The second main form of cross-border Higher Education is the program mobility(Wallerstein, 2020). According to Wallerstein (2020) students participate in a Higher Education course from a foreign Higher Education institution while staying in their home country. These innovations signaled the start of the transformation of Higher Education in the long-run(Idungafa, 2020). Program mobility includes a distance education, which can be accessed in the form of e-learning or internet training. It can be accomplished by face-to-face sessions in partner institutions(Altbach, 2020). Partnerships between Higher Education institutions, with the basis of a not for profit cooperation, are the usual and most popular shapes of the program mobility from Higher Education institutions(Lakrin, 2019).

Higher Education has gone through a lot of changes in the past centuries and a main rationale for that was Globalization(Wu, 2017). For example, the modern University exists out of characteristics from different countries of the world and developed a lot since the last 100 years regarding to science and society. Furthermore, there have been innovations through Globalization in the curricula, subjects, learning and teaching technologies. A massive outcome of Globalization was the opening of the borders, which cleared the way for student mobility and program mobility(Wallerstein, 2020). The number of students who went abroad to study is three times higher than it was 30 years ago. Additionally, it is now possible to take courses in a foreign Higher Education institution without leaving the home country. But there are also some challenges Globalization brought to the Higher Education system. For example, the inequalities grow steadily with the powerful Universities gaining more power and the Universities with fewer resources fell behind. Through the massification, the Universities are challenged with pedagogical issues and quality insurance(Sampson, 2017).

Globalization changes the way institution, nations, businesses and people interact. Specifically, it changes the nature of teaching activity among institutions, expanding institution, opening global educational knowledge chains and providing access to educational resources(Wallerstein, 2020).Changing the way institutional communication occurs among nations institution and also promotes the cultural exchange of ideas. It removes the barriers set by geographic constraints, political boundaries and political economies. Based on this fact

the present study intends to investigate the effect of globalization on the tertiary institution in the Rivers State owned institution

Purpose of the Study

The specific purpose of this study are:

To determine the effect of globalization on the tertiary institution in the Rivers State owned institution

Research Questions

The following research questions were formulated to guide this study:

1. What is the effect of globalization on the tertiary institution in the Rivers State owned institution?
2. What is the effect of the flow of technology on the tertiary institution in the Rivers State owned institution?

Research Hypotheses

The following hypothesis were tested at 0.05 level of significance

1. There is no significant effect of globalization on the tertiary institution in the Rivers State owned institution
2. There is no significant effect of the flow of technology on the tertiary institution in the Rivers State owned institution

Research Method

The study adopted Survey research design. Two research questions and two hypotheses were formulated to guide the study. This design was adopted because it looks at and describes the attributes of interest of a phenomenon as they are. The population of the study comprised all 2400 level 400 students in Rivers State owned Universities. The sample size of 300 students were selected for the study through simple random sampling technique. The instrument titled Globalization and Tertiary Institution Questionnaire (GTIQ) were used for data collections. The instrument is divided into two parts: A and B. Part A is the personal data section while Part B is the core items selection. The core item section is divided into 3 clusters. The response options used on the instrument in cluster one is strongly agreed. (SA) Agreed (A) strongly disagreed (SD) disagreed (D). Copies of the instrument and the research questions and hypothesis were given to them to read and make corrections in terms of the formatting and relationship of the items to the research questions. The reliability of the instrument was 0.89. A set of 30 copies was administered on the respondents once. After coding and collating, the Cronbach's Alpha reliability method was used to calculate the reliability coefficient which give the value of 0.89. The data of the study was collected by personal hand delivery of the instrument to the respondents. Research assistants were trained and used for the data collection. The data collected from the instruments were analyzed using mean, standard deviation and analysis of variance.

Result

Research question 1

What is the effect of globalization on the tertiary institution in the Rivers State owned institution?

Table 1: Mean and Standard Deviation of the Effect of Globalization on the Tertiary Institution in the Rivers State Owned Institution

| Variables | N | Mean | Standard Deviation |
|-----------------------|-----|-------|--------------------|
| Globalization | 150 | 42.15 | 11.36 |
| Tertiary institutions | 150 | 35.61 | 14.02 |

N=300

The data in Table 1 above shows that the mean scores of the effect of globalization is 42.15 with the standard deviation of 11.36 while the mean score of the tertiary institution is 35.61 with the standard deviation of 14.02. This indicates that globalization has an effect on the tertiary institution in the Rivers State owned institution.

Research question 2

What is the effect of the flow of technology on the tertiary institutions in the Rivers State owned institution?

Table 2: Mean and Standard Deviation of the Effect of the Flow of Technology on the Tertiary Institutions in the Rivers State Owned Institution

| Variables | N | Mean | Standard Deviation |
|-----------------------|-----|-------|--------------------|
| Flow of technology | 150 | 45.50 | 11.39 |
| Tertiary institutions | 150 | 35.67 | 14.12 |

N=300

The data in Table 2 above shows that the mean scores of the effect of the flow of technology is 45.50 with the standard deviation of 11.39 while the mean score of the tertiary institution is 35.67 with the standard deviation of 14.12. This indicates that the flow of technology has an effect on the tertiary institution in the Rivers State owned institution.

Null Hypothesis 1

There is no significant effect of globalization on the tertiary institution in the Rivers State owned institution.

Table 3: Analysis of Variance of the Effect of Globalization on the Tertiary Institution in the Rivers State Owned Institution

| Source of variation | Sum of Squares | Df | Mean Square | F | p-value |
|---------------------|----------------|-----|-------------|--------|---------|
| Between group | 35.771 | 1 | 35.771 | 550.32 | .024 |
| Within group | 13.004 | 299 | 0.65 | | |
| Total | 47.776 | 300 | | | |

N=300, Significant at .05 alpha levels

The result presented in Table 3 above shows the analysis of variance of the effect of globalization on the tertiary institution in the Rivers State owned institution. The analysis indicates that the F-value of 550.32 obtained at 1 and 299 degrees of freedom had an associated p-value of .024, which is less than 0.05 alpha level. Therefore, the null hypothesis which stated that there is no significant effect of globalization on the tertiary institution in the Rivers State owned institution was rejected. Hence, there is a significant effect of globalization on the tertiary institution in the Rivers State owned institution

Null Hypothesis 2

There is no significant effect of the flow of technology on the tertiary institution in the Rivers State owned institution

Table 4: Analysis of Variance of the Effect of the Flow of Technology on the Tertiary Institution in the Rivers State Owned Institution

| Source of variation | Sum of Squares | Df | Mean Square | F | p-value |
|---------------------|----------------|-----|-------------|--------|---------|
| Between group | 35.771 | 1 | 35.771 | 450.52 | .011 |
| Within group | 13.114 | 299 | 0.700 | | |
| Total | 48.885 | 300 | | | |

N=300, Significant at .05 alpha levels

The result presented in Table 4 above shows the analysis of variance of the effect of flow technology on the tertiary institution in the Rivers State owned institution. The analysis indicates that the F-value of 450.52 obtained at 1 and 299 degrees of freedom had an associated p-value of .011, which is less than 0.05 alpha level. Therefore, the null hypothesis which stated that there is no significant effect of the flow of technology on the tertiary institution in the Rivers State owned institution was rejected. Hence, there is a significant effect of the flow of technology on the tertiary institution in the Rivers State owned institution

Conclusion

Based on the finding of this study, it was concluded that there is a significant effect of globalization on the tertiary institution in the Rivers State owned institution. This is so because it was revealed that communication as a subset of technology has a significant effect of globalization on the tertiary institution in the Rivers State owned institution

Recommendation

Based on the finding of this study, it is recommended that

1. Government should provide funds for tertiary institution for proper installation of information and communication technology
2. Information and communication technology should be properly integrated into higher institution to improve globalization
3. Globalization should be seen as a main driver of knowledge and development and properly integrated into educational system.
4. Effective information and communication technology should be properly implemented to enhance performance of students in tertiary institution.

5. Globalization should be seen as the life wire of tertiary institution and properly integrated to higher institution to improve performance

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