University Students' Knowledge of Globalisation and Their Participation in Some Aspects of Education

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Abstract

Globalisation has brought about complex interaction among peoples across the world. An offshoot of this is the provision of wider information on all subjects particularly to students among other people. However, the poor performance of students in Nigerian Universities is an indication of inadequate information and or lack of exploration of the internet and other electronic gadgets. Previous studies have shown a symbiotic relationship between knowledge of globalisation and participation in some aspects of University Education, but there has been paucity of research on university students' knowledge of globalisation and their participation in some aspects of Education. This study, therefore, investigated University students' knowledge of globalisation and their participation in some aspects of Education. This study adopted the descriptive survey design. Subjects included one thousand nine hundred and seventy two 400 level students from five Nigerian Universities. The instruments for data collection were Test of Student Knowledge of Globalisation (TSKG) and Student Questionnaire on some Aspects of University Education (SQAUE) One research question was answered and five hypotheses were tested at 0.05 alpha level. Data were analysed using mean and standard deviation and Pearson Product Moment Correlation. The result shows only fair knowledge of globalisation of Nigerian University students. Therefore, University students should explore various avenues of globalisation in order to improve more on their academic activities.

Key Words: Globalisation, some aspects of Education, Knowledge, University Students.

Introduction

In every society, change is inevitable. Though Ritzer (2000) sees change as an orderly process, social change is an alteration in the state of society resulting in modification of old ways or in new social forms (Rose, 1975, Richard and Robert, 1986, Lauer and Lauer 2002). In view of this, globalisation is a phenomenon of change; a highly topical issue in different fields of disciplines (Ritzer, 2000; Odor, 2002; Scholte, 2004; Adenugba, 2006). The phenomenon of globalisation means different things to different people and its consequences on education policies has been going on in different fields of intellectual work for some time (Fadahunsi, 2001; Onyekpe, 2001).

Globalisation involves a process of growing inter connectedness of different parts of the world, resulting in a complex form of interactions and interdependency as well as increasing the acceptance of common values and practices by people throughout the world (Offor, 2005; Adenugha, 2006). Education is central if we are to meet the challenges of the phenomenon of globalisation (Bamiro, 2006). Thus, education in general and higher education in particular are fundamental to the construction of a knowledge - based economy in all nations (Williams, Harnett and Erich, 2004). The highest level of education in many countries is the tertiary level and universities have been the main providers of world-trained specialists in almost all fields of endeavour. Every higher educational institution engages in reading, research, disseminating of existing and new information, the pursuit of services to the community and serving as a storehouse of knowledge (Jibowu, 1997; NPE, 2004). Thus, the primary role of every university is the transmission of knowledge (Odebiyi and Aina, 2004). Extant studies in education locally and globally such as Mamphela (2004), Williams, Harnett and Erich (2004), Furniss, (2005) and Godswill (2006) attributed poor performance of undergraduate students partly to low access to information and lack of scientific teaching materials. Erwart (2007) asserts that the information and communication technology as agent of globalisation helps to gather much information that affects lives as well as influences the decision one makes. Bello-Imam and Ihebuzor, (2008) unanimously agree that through the Internet, scholars can share information as members of the global village of which the convergence of computers and Television is creating new media, altering the way society learns, thus, usage of the agents of globalisation has not been effective among the undergraduate students for their academic work. In view of this, Nwizu (2008) and Akinola, Yara and Ogunade (2005) affirm that in this age of globalisation, the Internet which is the largest data communication network in the world has not been extensively used for information and dissemination among University Students. Obanya (2004) posits that new information and communication Technologies have liberalized access to and dissemination of information and knowledge in such a way that teachers and students can now access knowledge from cyber space and use the same medium to contribute to knowledge. It is against this background that this study sought to investigate the influence of university students' knowledge of globalisation on some aspects of education. This study was guided by a research question and five research hypotheses viz: Research question: What is the level of the university students' knowledge of globalisation?

Research Hypotheses

1. There is no significant relationship between students' knowledge of globalisation and their participation in class discussion.
2. There is no significant relationship between students' knowledge of globalisation and their involvement in the execution of assignment
3. There is no significant relationship between students' knowledge of globalisation and their preparation for examinations.
4. There is no significant relationship between students' knowledge of globalisation and their performance in the university examinations.
5. There is no significant relationship between students' knowledge of globalisation and their execution of research projects.

Methodology
Design: The study adopts the descriptive research design.

Sample and Sampling procedures
The sample was made up of 1,972 university students in South Western Nigeria. The universities in South Western Nigeria were stratified into five which included conventional federal, specialized federal, conventional state, specialized state and private universities.

Instruments
The Test of Students knowledge of Globalisation (TSKG), and Students Questionnaire on some Aspects of University Education (SQAUE) was the main instruments in this study. The instruments were tested for internal consistence, reliability and the construct validity. The average item difficulty level of TSKG was determined using KR-20 formula; the reliability coefficient of 0.84 was obtained while SQAUE yielded a Cronbach alpha of 0.82 suggesting high reliability.

Procedure
The administration of these instruments was done with the assistance of research assistants who were university lecturers under close supervision of the researchers. The administration of these instruments cut across faculties and departments of each of the five universities.

Method of Data Analysis
Data collected were analysed using mean score, standard deviation and Pearson Product Moment Correlation.

Result
Research Question One: What is the level of students' knowledge of globalisation?

Table 1: University students' knowledge of globalisation

N	Minimum	Maximum	Range		$\bar{x}$	Std. Dev.
1972	7	28	21		17.13	5.56

Table I shows that the lowest score obtained by the group of students is 7 while the highest score obtained is 28. With the range of 21, the mean score of the university students in their knowledge of globalisation is 17.13 out of the total marks obtained of 30. This shows that the university students only possess an average or fair knowledge of globalisation since 17.13 is a bit above 15 which is half of the total marks obtainable.

Table 2: Pearson product Moment Correlation of Students' knowledge of globalisation and participation in class discussion

Variables	N	$\bar{X}$	Std. Dev.	R	df	Sig	Remark
Knowledge globalisation	1972	17.33	5.56	137	1971	.000*	Significant
Participation in class discussion	1972	15.38	4.50				

*Significant at P<. 05

Table 2 shows that there is a weak, positive and significant relationship between students knowledge of globalisation and participation in class discussion (r =. 137; df 1971; P < .05). This means that as students' knowledge of globalisation improves, their participation in class discussion also improves. This relationship is also significant and on this basis the null hypothesis is rejected. It therefore implies that there is a significant relationship between students' knowledge of globalisation and participation in class discussion.

Table 3: Pearson product Moment Correlation of Students' knowledge of globalisation and Execution of Assignments

Variables	N	$\bar{x}$	Std. Dev.	R	df	Sig	Remark
Knowledge globalisation	1972	17.13	5.56	171	1971	.000*	Significant
Execution of assignment	1972	15.75	4.46				

*Significant at P<. 05

Table 3 shows that the relationship between students' knowledge of globalisation and their execution of assignments is positive, weak and significant (r = .171; df = 1971; P<.05). This implies that as students' knowledge of globalisation improves, their execution of assignment also improves. Since the relationship is significant, hypothesis is rejected. It is however, concluded that there is a significant relationship between students' knowledge of globalisation and execution of assignments.

Table 4: Pearson Product Moment Correlation of students' knowledge of Globalisation and preparation for university examinations.

Variables	N	$\bar{x}$	Std. Dev.	R	df	Sig	Remark
Knowledge globalisation	1972	17.13	5.56	.227	1971	.000*	Significant
Preparation for Examination	1972	15.38	4.50				

*Significant at P < .05

Table 4 reveals that there is a positive, weak and significant relationship between students' knowledge of globalisation and preparation for examinations (r = .227; df = 1971; P< .05). Hence, an improvement in the students' knowledge of globalisation leads to improved preparation for examinations. Therefore, Ho3 is rejected.

Table 5: Pearson Product Moment Correlation of students' knowledge of Globalisation and performance in university examination.

Variables	N	$\bar{x}$	Std. Dev.	R	df	Sig	Remark
Knowledge globalisation	1972	17.13	5.56	.141	1971	.000*	Significant
Preparation for Examination	1972	15.84	4.55				

*Significant at P<. 05

Table 5 reveals that students knowledge of globalization has a positive, weak and significant relationship with performance in university examinations (r = .141; df = 1 971; P< .05). This means that with greater knowledge of globalisation, students' performance in university examinations also becomes high. Ho4 is hereby rejected.

Table 6: Pearson Product Moment Correlation of Students' knowledge of Globalisation and Execution of Research Project.

Variables	N	$\bar{x}$	Std. Dev.	R	df	Sig	Remark
Knowledge globalisation	1972	17.13	5.56	.159	1971	.000*	Significant
Execution of Research Project	1972	15.36	4.68				

* Significant at P < .05

Table 6 shows that the relationship between students' knowledge of globalisation and research project is weak, positive and significant (r =.159; df = 1971; P =< .05). This means that as students' knowledge of globalisation increases their execution of research project also improves. Hence, hypothesis 5 is rejected.

Discussion and Conclusion

It was found that the university students possessed an average level of knowledge of globalisation. This means that their knowledge of globalisation is not good enough and the implication of this finding is that the students would less likely be able to access the various avenues of globalisation especially on those aspects of education that border directly on their academic work. This finding is in line with those obtained by Nwizu (2008) and Akinola, Yara and Ogunade (2005) where undergraduate students were found to spend more time browsing on issues other than academic, research and scholarship. Another major finding of this study is that there are significant relationship between university students' knowledge of globalisation and each of the five aspects of education. These aspects include participation in class discussion, assignment, preparation for examinations, performance in the university examinations and execution of research projects. This finding is in support of Obayan (2004) that the evolution of globalisation which is important in every aspect of university education is beneficial and is directly influenced by students' level of knowledge in globalisation. In addition, this finding is consistent with those of earlier studies (Bello-Imam and Ihebuzor, 2008) which show that the agents of globalisation have not been effectively used by the undergraduate students.

Conclusion

Based on these findings, university students need to avail themselves of adequate knowledge of globalisation. Indeed, the university students should explore the various avenues of globalisation so that they could be on top of their academic pursuits. To university teachers, it is recommended that they should encourage the students to embrace agents of globalisation on any subject or issue of academic relevance.

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