IMPLICATION OF GLOBALIZATION ON YOUTH LITERACY AND DEVELOPMENT OF SECONDARY SCHOOL TEACHERS IN OSUN STATE, NIGERIA

Omirin, M. S.
Lecturer, Department of Guidance and Councelling
Ekiti StateUniversity, Ado-Ekiti, Nigeria

Faremi, Y. A.
Lecturer, Department of Educational Foundations and Management
Osun State College of Education, Ila-Orangun, Nigeria
E-mail: *fayisod@yahoo.com*

ABSTRACT

The forces associated with globalization have conditioned the context in which educators operate and profoundly altered people's experience of both formal and informal education. This study employed survey research design. The population for the study was the entire secondary school teachers in Osun State. Six local governments were drawn out of 30 using stratified random sampling technique. Questionnaire on implication of Globalization on Youth Literacy and Development (QIGYLD) was used to collect data. Findings revealed that globalization has significant influence on the level of youth literacy development, the policy on education has no significant influence on the youth literacy development and exposure of youth to Internet and technological facilities has significant influence on youth literacy development. Hence, youth should be well educated against Internet fraud and government should implement policies that will develop youth literacy in Nigeria.
Keywords: Globilization, youth literacy, development, secondary school, teachers

INTRODUCTION

Globalization is not a new phenomenon in the operation of the activities of the international society. Its origin cannot be divorced from the predominance of the capitalist ideology within the international arena. Globalization is often synonymous with internationalization, referring to the growing interconnectedness and interdependence of people and institution throughout the world (United State Universities, 2010). Globalization is an economic and social process. It establishes integration between countries and people from all round the world. It is also related with the creation of a connection network which makes distances even more shorter, making cultural and economic relations easier, more efficient and faster (Sim, 2007). Agenda in educational reforms as response to globalization according to Sim (2007), include marketization, privatization and decentralization on the one hand, and standardization of curriculum, assessment and a growing emphasis on nationhood on the other. William (2001) raises three elements involved in the neoliberal model of education. These are (i) making the provision of education more cost-efficient by

commodifying the product, (ii) testing performance by standardizing the experience in a way that allows for multiple-choice testing of results and, (ii) focusing on marketable skills. Globalization has impact on the nature of the agencies of "school" children, young people and adults.

> *The question we are facing now is to what extent is the educational endeavour affected by processes of globalization that are threatening the autonomy of national educational systems and the sovereignty of the nation-state as the ultimate ruler in democratic societies? At the same time, how is globalization changing the fundamental condition of an educational system premised on filling into a community, a community characterized by proximity and familiarity?* (Smith, 2002, p97).

World attention over the last few years has focused exclusively on the growing global threat directed toward social issues that are providing fertile ground for this instability, or toward training the youth, the generation of leaders to deal with the emerging crises caused by the AIDS epidemic the problems confronting us. It will demand the commitment of resources and best thinking of all sectors of society, including youth (United Nations Global Youth Leadership Summit, 2006). Jiboku (2002) cited in Eyencho (2009) defines literacy as basic communication skills that enables an individual to extend the range of his contact well beyond his immediate environment. Literacy education according to Okedare (1989) cited in Eyencho (2009) means the type of learning that is received by an individual to sharpen his communicative competence or skills, whether in or out of school, that is at the formal and informal level. Gamage and Pany (2003) have emphasise that globalization and changes in information processing during the last two decades have a great impact on education system and organizations. Globalization has brought the necessitation of schools transforming into learning communities in order to meet the expectation of their stakeholders (Pany and Cheung, 2005). "Literacy leads to logical and analytical modes of thought general and abstract uses of language, critical and rational thoughts a skeptical and questioning attitude, a distinction between myth and history, the recognition of the importance of time and space, complex and modern government, economic development and wealth". The specific objectives of this study are to:

1. Determine the influence of globalization on literacy development of the youth
2. Determine the education policy on literacy development of the youth
3. Determine the influence of the internet and technological facilities on the youth literacy in Nigeria.

The following null hypotheses were generated for the study

Ho_1: Globalization has no significant influence on the level of the youth literacy development.

Ho_2: The policy on education has no significant influence on the youth literacy development.

Ho₃: Exposure of youth to Internet and technological facilities has no significant influence on youth literacy.

METHODOLOGY

The study employed a survey research design in order to investigate the implication of globalization on youth literacy and development of education in Nigeria. The target population is the Secondary School teachers in Osun State which comprises of 30 local government areas. Six local government areas were drawn from the population using cluster sampling technique while two secondary schools were drawn from each cluster using simple random sampling technique to make a total secondary school for the study at 12. From the schools selected for the study, 20 teachers were drawn from each school using systematic sampling technique to make a total number of 240 subjects for the study. Structured questionnaire on implication of globalization on youth literacy and development (QIGYLD) that contain 24 items was used to collect data from the subjects selected. The instrument was validated by evaluation expert in Ekiti State University, Ado-Ekiti. The reliability coefficient was computed using Cronbach alpha with a reliability coefficient of 0.72. Each item was rated on four-point scale namely: Strongly Agree (SA) = 4, Agree (A) = 3 Disagree (D) = 2 and Strongly Disagree (SD) = 1. The data gathered from the study were analyzed using chi-square.

RESULTS AND DISCUSSION

Table 1: The analysis of data Globalization

Sources	df	X^2cal	X^2tab	P	Decision
Teachers	21	93.64	32.67	0.05	Rejected

Source: Fieldwork 2011

Table 2: Shows the analysis of data on the policies on education

Sources	df	X^2cal	X^2tab	P	Decision
Teachers	12	41.8	21.03	0.05	Rejected

Source: Fieldwork 2011

Table 3: show the analysis of data on the exposure to internet and technological facilities.

Sources	df	X^2cal	X^2tab	P	Decision
Teachers	15	41.92	25.00	0.05	Rejected

Source: Fieldwork 2011

From the table 1 above, it was revealed that the null hypothesis that globilization has no significant influence on the level of youth literacy development was rejected at 0.05 level of significance. Thus globalization has significant influence on the level of the youth literacy development. Based on the data analysed on table 2, the null hypothesis that the policy on education has no significant influence on the

youth literacy development was accepted at 0.05 level of significance. This implies that policy on education has no influence on the youth literacy development. It was also revealed that the null hypothesis that exposure of youth to internet and technological facilities has no significant influence on youth literacy is rejected at 0.05 level of significance (table 3). Therefore, exposure of youth to Internet and technological facilities has significant influence on youth literacy development. The findings show that globalization has significant influence on the level of youth literacy development in Nigeria. The regional youth leadership summits are being organized through an innovative collaboration between the United Nations, UNDP and the GPIW with the support of the private sector. The goal is to help young leaders develop programmes that address these issues, focusing on the Millennium Development Goals (MDGs) and provide a global platform for the voice of the next generation of leaders (United Nations Global Youth Leadership Summit, 2006).

The policy on education has no influence on the youth literacy development. Direct intervention in the governance of national educational system by trans-national agencies such as the IMF and World Bank, the impact of globalization is most felt through the extent to which politics everywhere are now essentially market-driven. It is not just that government can no longer "manage" their national economics', Smith (2002) comments to survive in office they must increasingly manage national politics in such a way as to adapt them to the pressure of trans-national market forces. Exposure of youth to internet and technological facilities has significant influence on youth literacy development. Delecruz (2009) support the idea of internet and technological facilities as a tool for facilitating youth visual literacy in an age of global media which share additional and complementary finding about the nature of new media and online sites for interaction, young people's affinity and new technologies are being used to create new educational practices that facilitate intercultural understanding and engage youth in imagining solution to serious problems affecting their lives.

CONCLUSION AND RECOMMENDATIONS

From this study, we can conclude that globalization have positive result in youth literacy and educational development in secondary school. It has been observed within the frame-work of the problem about improvement on youth literacy development through innovative measures on electronic and print media learning-aided equipment. However, it does not be without identified ills or negative implications on the social facets of life of the people and more importantly on education and youth literacy development. The mechanisms of operation of globalization has strengthened the differential levels in social stratification pattern as the socio-economic status of parents in relation to their children exposure to educational opportunities is widened every day. The rich rather getting richer, while, the poor getting poorer in the phenomenon of globalization causes.

There have not been correlative knowledge innovations and youth literacy

development which is contrary to the objectives of globalization of educational opportunities. Educational policies are not enjoying effective implementation and continuity thereby serving as bane to youth literacy development and provisions of qualitative education. The study therefore, recommends that necessary steps should be taken by the government to implement the policy that will favour rapid development of the youth and the youth should be properly educated against Internet fraud. Secondary schools in Nigeria should be provided with Internet facilities in order to stimulate quality teaching and learning process.

REFERENCES

Chin R. and **Benne, K.** (1985). *General strategies for effecting changes in human systems.* New York: Holt Rinehart and Winshon 22-45

Delecruz, E. (2009). Globalization, art, and education. Retrieved on September, 2010. From *http://netfiles.uiuc.edu/edelacru/www/section3*.

Eyencho, T. (2009). Enhancing the teaching and learning of literacy in Nigeria primary schools through sustained mother tonque policy. *Nigeria Journal of Sociology of education* III (3) 170-180

Gamage, D. T. and **Pany, N. S. K.** (2003). *Leadership and Management in Education: Developing essential skills and competencies.* Hong Kong: The Chinese University press.

Pany, N. S. K and **Chenny, M.** (2005). *Learning capacity of primary schools in Hong Kong.* Hong Kong: Chinese University Press.

United Nations Global Youth Leadership Summit (2006). Youth leadership summits. Retrieved on September, 2010. From *http://www.gpiw.org/programs*.

United State Universities (2010). Globalization of education-globalization theory, the role of education. Retrieved on September, 2010. From *http://education. State university. com/page/2010/Globalization-Education*.

Smith, M. K. (2002). Globalization and the incorporation of education. Retrieved on September, 2010. From *http://www.infed.org/biblio/globalization and education*.

Sim, F. (2007). Globalization and youth. Retrieved on September, 2010. From *http://www.slideshare.net/stepbystep/globalization-and-youth*.

Willam, T. Q. (2001). Essay: Globalization and education as a commodity. Retrieved on September, 2010. From *http://www.Psc-cuny.org/jcglobalization*.