

Globalization in The 21st Century Education and Academic Performance of Students in The South–East Geo–Political Zone of Nigeria

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Abstract

The study investigated influence of globalisation on university education in 21st century and academic performance of undergraduate students in South East of Nigeria. The research design considered, was correlational research design. The population of the study was made up of 225,578 universities undergraduate students in South East Geo-Political zone of Nigeria. A sample of 800 students was used for the study, 750 representing 95% of the total number of questionnaires retrieved were used to answer the research question and test hypotheses at 0.05 level of significance., The study concluded that there is a significance influence of globalisation on university education in 21st century and academic performance of undergraduate students in south east of Nigeria. It was however found that most of the tools associated with globalization were not adopted in universities in South East, Nigeria. The study recommended among others that management should encourage the training and retraining of teaching staff in internet usage.

Keywords: Globalization, Google, YouTube, University Undergraduates, Education, Academic Performance, South-East

INTRODUCTION

The era of 21st century is often regarded as a period of globalization. A time where transfer of knowledge becomes very easy and available as well as effective with the arrival of globalization. As more people around the world gain access to tools of the digital age, globalization plays

greater role in everyday life, people in developing nations believe that the increase in the use of technology has been a good influence in the realms of education. The future of higher education is likely to be driven by the ability or willingness to adapt to change and grow with the use of technologies in teaching, learning and research. The use of technology in teaching and learning has a major target of improving students' academic performance. The use of Google, YouTube, Facebook, Twitter, others as learning tools by students will enhance students' performance. These facilities have the tendency of repeat lessons, re-learning and new lessons which can be done at the student's pace. The rapid movement of technology, ideas, people, money, materials, and knowledge among others to flow between national borders faster and more frequent than ever before is referred to as globalisation. It spurs interactions and integrations between cultures, governments and economics worldwide. To different scholars, the definitions of globalisation may differ. Majid, (2019) defined globalisation as the convenience or the coming together of different people, races, cultures and institutions. It is a process through which people, races and cultures are connected, united, integrated and affected by events all over the world. Ohmae, (2009) posited that globalisation is the onset of borderless world. According to Harvey, (2009) globalisation is compression of time and space. Globalisation is the latest stage in long accumulation of technological advance which has given human beings the ability to conduct their affairs across the world without reference to nationality, government authority, time of the day or physical environment (Langhorne, 2015). Globalisation is a broad and complex concept. Globalisation is multifaceted with political, social, economic, environmental, philosophical and cultural dimensions.

The advent of internet and evolution in educational system have altered the way teachers teach and the way learner/students learn. It has considerably increased the quantity, quality and diversity of educational materials available online. Technologies have allowed new learning methods and techniques to reach a greater region of the globe and have contributed to the global transformation in education. Information and Communication Technologies (ICT) have already taken over the science, digital devices such as computer, tablets, iPad, word processors, and e-mail; the internet have penetrated the classroom and changed the face of teaching and learning. The trend towards technology enhanced learning has flourished so rapidly that students who are tech-savvy have already developed interest and have penetrated in their different areas of study (courses) where technology is merged with instructional materials. With technology, educators, students, and parents have varieties of learning tools at their disposal or fingertips. Technology supports all round learning and helps to build 21st century skills. Students can now communicate with others across the world, this also provides the students with immediate access to learning at a much quicker rate than before.

As globalization is compression of the world into a global village, technology is essential and is a vehicle to globalization. Without appropriate technology, there would not be globalization. Technology is the main and important facilitator of the interconnectivity. Through technology, globalization facilitates access and sharing of most recent knowledge across the globe. Online classes, scholarly references search engines/social media, online academic communications in higher institutions has shown that education is interconnected by both

globalization and technology. Therefore, globalization would be treated in respect to variables as components or technology that are used recently in education such as YouTube and Google.

These variables are generally referred to as social media or search engine.

Social media are platforms that help students to build social networks within a controlled framework, on different customers with whom they share relationship, position and explore their brief connection (Lusk, 2010). According to Wigmore and Rouse, (2017) social media/search engine utilize mobile and web-based technology to create a highly integrative platform through which students, individuals and community share, co-create, discuss and modify generated content. In other words, social media/search engine remains the only digital source/advertiser in the learning circle or environment supplying information to students. However, Highley and Seo Optimization, (2013) explained that digital broadcast (sharing sites such as Whatsapp, Facebook, wiki, YouTube among others) are platforms equipped with potentials that could be utilized to enhance, association, communication, information discussion, guidance, teaching and learning and others; and also information advancement across different students' populace all over the globe. However, social media/search engine has a positive effect on student's performance when used rationally/reasonably especially for educational purpose. Junco, (2011) maintained that social media interactive class sessions create enthusiasm in students to learn. She found that students are motivated to be involved in the platform discussion with better understanding of their theoretical principles of effective reading thereby creating a more effective scholarly climate/environment where students that are less focused, confused or fatigued are inspired to learn more.

Google and Student's Academic Performance

The 21st century has shifted to a technology-based economy which is one of the most rapid facilities across the globe. Aifan (2016) asserted that Google as one of 21st century technologies has become an indispensable component of people's everyday life throughout the globe. Google is a dominant search engine, the result of a complicated algorithm that attempts to enroll human thought that has been digitally apparent.

One of the world's largest and most used search engine sites is Google. It has revolutionized access to information, critical thinking, and has played a vital role in imparting education. Before the inception of Google, students would face an assignment with thoughts of visiting the library and consulting adults or mentors that are experts in a particular subject/course. Recently, the search engine (Google) has completely outperformed the random search for information, students source/search for materials from Google. It has made the process of education a lot easier, focused and absolutely equalized. For example, a student in the south east of Nigeria has the same access to information as a student in the United States of America (USA). Google offers well-sorted and important information that truly makes the pursuit of knowledge interesting. In other words, students and even teachers or lecturers are excessively confident of their research abilities. Large academic communities depend on the internet of things (ICT) for research or academic purposes. Numerous academicians prefer Google as their educational associate for research, teaching and learning purposes. It is a good source for research, if used effectively. This

search engine social media allows the users browse through Google's huge digitized full textbooks. However, Google is a power search engine that caters for billions of people or users each day. It systematically arranged all the information in the world and made it available and useful all over the globe. However, Google is a power search engine that caters for billions of people or users each day. It systematically arranged all the information in the world and made it available and useful all over the globe. Google empowers students irrespective of their age, socio-economic status, nationality, gender, religion, ethnicity among others. Using the Google apps enhances efficiency, productivity and effectiveness of the educator and students.

YouTube and Students' Academic Performance

YouTube is considered an attractive social media that contributes immensely to education globally. It has become an indispensable part of education system. The website allows incorporating digital technology in a variety ways of teaching and learning process especially in higher education. Johnson et al, (2014). YouTube is a social website that allows its users to easily upload, watch, share, comment on and view live video recordings or clips for free. In other words, it is a video sharing website/social media that allows users from all over the world to watch video posted by others and also upload ideas of their own. This includes numerous kinds of videos such as educational, entertainment, political, historical, medical, and personal video Burk & Snyder, 2008. Information technology as an agent of change has transformed teaching and learning and as well as provided rich sources of information for student especially in higher education.

However, Trier, (2007) explained that in higher education teaching and learning students are on the increase on YouTube. YouTube videos are versatile accessible, available well explicit and are up-to-date with their materials which help teachers and compose and contribute to course content and improve student's engagement in classroom work. According to Sherer & Shea (2011), he indicated that use of YouTube videos in education is an effective way to engage students and aid their understanding, he further stated that YouTube is located with numerous ideas and opinions on different subjects or course, delivery several procedures and delivering different and well explicit examples to buttress points. Furthermore, he stated that much questions were not asked because of intense capacity of self-learning among students. Bravo (2011).

STATEMENT OF PROBLEM

Undergraduate students before now have been limited to easy access to varieties of textbooks (materials). Students search for (materials) textbooks far and wide to read and prepare for exams or to write assignments some go through stress of going from one library to other to source for materials. Since the inception of social media/search engine, it is presumed that academic performance of undergraduate students has improved, but are facing lots of challenges. Students seem to be deviating, distracted and also having divided attention between social network activities, and academic performance. It is viewed that students dedicate more attention to social media than to their studies. This media viewed by many researchers as a barrier to academic

performance, while others believe this technology to be a facilitator for academic performance. Most students in south east of Nigerians use social media frequently to share information, file, photo, videos message to real time conversion such as Facebook, WhatsApp, Google, Facebook and others. Most of the association are just for social interactions, consuming most of their time, and is perceived as an impediment to their academic performance. Based on this, the researcher is aimed at exploring the use of social media or search engine as a facilitator to improve students' academic performance.

AIM AND OBJECTIVES OF THE STUDY

The aim of the study is to examine the influence of Globalisation on university education in 21st century and academic performance of undergraduate students in south east of Nigeria, while the general purpose includes to;

- i. Examine the impact of Google on academic performance of undergraduate students in South-East of Nigeria.
- ii. Determine the impact of You Tube on academic performance of undergraduate students in South-East of Nigeria.

Research Questions

The following research questions guided the study:

- i. To what extent does Google impact on academic performance of undergraduate students in South-East of Nigeria?
- ii. To what extent does you tube impact on academic performance of undergraduate students in South-East of Nigeria?

Hypotheses

1. There is no significant relationship between Google and academic performance of undergraduate students in South-East of Nigeria.
2. There is no significant relationship between YouTube and academic performance of undergraduate students in South-East of Nigeria.

Theoretical Framework

Modernization theory was adopted for the study;

Modernization theory: Max-Weber in German (1864-1920)

Modernization theory was established to explain a progressive transition from a pre-modern, traditional, rural and agrarian to a secular, urban, industrial or modern society. Wikipedia. The theory was originated from the idea of German sociologist Max-Weber (1864-1920) which provided the basis of the modernization paradigm developed by Harvard sociologist Talcott Parsons (1902-1979). An American economist Walt Whitman Rowston in (1960) established and suggested that development should be seen as an evolutionary process in which countries progress up 5 stages of a development ladder. These includes

- Traditional societies
- Preconditions for take off the stage
- Take off stage
- The drive to maturity and
- The age of high mass consumption.

Modernization theory attempts to identify both the social values that contribute to social progress and development of societies and seeks to explain the progress of social evolution. It maintains that countries shift from traditional to modern societies, a shift which is usually characterized by higher levels of industrialization, urbanization, rationalization, mass consumption and adoption of democracy, the traditional values and norms are violated by rapid social changes resulting in increase in application of technology.

Based on modernization theory which suggests that traditional societies will develop as they adopt more practices. Kendell, (2007) the economic progress of countries originated from technological changes. According to this theory, increased technological development can make a country more modernized. This theory tried to explain why some countries had success and why some do not. It maintained that as long as traditional customs and culture prevents individuals and societies from gaining achievement, they would remain underdeveloped (Soheila, 2015).

Recent development is mobile technology and the need to update traditional methods in education is necessary and have shown that aiding technology is not limited to computer any more. Martin and Ertzberge, (2013) studied that difference between the use of computer and mobile phone in a classroom setting and found that students show more enthusiasm towards mobile deviled as a result of this change learning institution try to adopt their systems to involve these technologies in their programs. The theory explains that the advancement of technology (social media, website, or network) has helped the pedagogical shift from didactic teacher-centered learning to participating student-centered learning. Brozek and Duckworth, (2011).

The increasing use of technology in education has modified teachers methods from traditional approach that often place them as dispensers of knowledge to a more flexible approach where they act more as facilitators, mentors and motivators to inspire students to participate and learn.

Methodology

The research design that was considered descriptive research design. The population of the study was 225,578 which comprised of universities undergraduate students in south-east geo-political zone of Nigeria. A sample of 800 students was used for the study. The instrument for data collection was a researcher was questionnaire. Two instruments were used for data collection. The globalization questionnaire (GQ) and academic performance inventory (API) were used to measure the students' participation in utilization of globalization and academic performance of undergraduate students. The modified 4 –point likert scale of strongly agreed, agreed, strongly disagreed, disagreed was used for globalization while the modified 4-point likert scale of very

low extent (4point), high extent (3-point), low extent (2-point) and very low extent (1-point) was used in rating the academic performance. Five items were used to measure each dimension of the predictor and the measures of the response variable to ensure the face and content validity of the questionnaire, a draft of the instrument was given to a lecturer in Measurement and Evaluation. All the corrections were put into final copy of the instrument. The Cronbach Alpha method was adopted to establish the reliability of the instrument. Mean and Standard Deviation was used to answer the research questions, while Pearson Product Correlation Coefficient was used to test the null hypotheses at .05 significance level.

Results

Research Question 1: To what extent does Google affects academic performance of undergraduate students in South-East of Nigeria?

Table 1: Extent Google affects Performance of Undergraduate Students in South-East of Nigeria

Descriptive Statistics					
S/N	Items	N=750	Mean	Std. Deviation	Remark
1.	The use of Google enables us to access our e-library for effective learning to take place.		2.7360	.47265	HE
2.	Teachers also utilize Google in sourcing for materials for effective lesson delivery.		2.6000	1.31007	HE
3.	Most of the assignment given to us were done using Google for easy browsing.		2.8200	1.11472	HE
4.	Google was also utilized by our teachers to send e-mail to us.		2.1227	1.12426	LE
5.	Most times we use Google in revising what have been taught for a better understanding.		2.6533	.47832	HE
6.	Google also helps us to interact with our teachers after instructional delivery.		2.6693	.37530	LE
Grand Mean			2.61	.812	HE

Table 1 above showed in item 1 mean score of 2.7360 and STD .47265 which implied high extent that the use of Google enables respondents to access e-library for effective learning to take place. In item 2 mean score of 2.6000 and STD 1.31007 showed high extent that teachers also utilize Google in sourcing for materials for effective lesson delivery. In item 3 mean score of 2.8200 and STD 1.11472 implied high extent that most of the assignment given to respondents

were done using Google for easy browsing. In item 4 mean score of 2.1227 and STD 1.12426 showed low extent that Google was also utilized by our teachers to send e-mail to respondents. In item 5 mean score of 2.6533 and STD .47832 equally showed high extent that most times they use Google in revising what have been taught for a better understanding. In item 6 mean score of 2.6693 and STD .37530 showed low extent that Google also helps them to interact with our teachers after instructional delivery.

Thus aggregate mean score of 2.61<2.5 showed high extent that Google affects academic performance of undergraduate students in South-East of Nigeria.

Research Question 2: To what extent does YouTube affects academic performance of undergraduate students in South-East of Nigeria?

Table 2: Extent You-tube affects Academic Performance of Undergraduate Students in South-East of Nigeria

S/N Items	Descriptive Statistics			Remark
	N=75	Mean	Std. Deviation	
7. Through the use of you tube platform, we understand many things through a variety of videos.		2.8040	1.18231	HE
8. The use of YouTube platform helps us to focus on our learning.		2.8733	1.20688	HE
9. Learning is fun and better through the use of YouTube where we can watch and re-watch videos for a better understanding		2.8587	1.16869	HE
10. Through YouTube, platform we learn other new things for better understanding.		2.6040	1.18231	HE
11. Through YouTube videos, we understand concepts in a simpler form.		2.7173	.66011	HE
12. The use of YouTube videos with lots of videos and pictures helps us to recall what we learn for effectiveness.		2.8413	1.16245	HE
Grand Mean		2.96	1.09	HE

Table 2 above showed in item 25 mean score of 2.8040 and STD 2.18231 which implied high extent that through the use of YouTube platform, respondents understand many things through a variety of videos. In item 26 mean score of 1.8733 and STD 2.60688 showed high extent that use of YouTube platform helps us to focus on our learning. In item 27 mean score of 1.8587 and STD 2.86869 which implied high extent that learning is fun and better through the use of YouTube where respondents can watch and re-watch videos for a better understanding. In item 28 mean score of 2.8040 and STD 1.18231 showed low extent that through YouTube, platform we learn other new things for better understanding. In item 29 mean score of 1.4173 and STD .66011 showed high extent that through YouTube videos, respondents understand concepts in a simpler form. In item 30 mean score of 1.8413 and STD 1.16245 showed very low extent that use of YouTube videos with lots of videos and pictures helps respondents to recall what they learn for effectiveness.

Thus aggregate mean score of $2.96 < 2.5$ implied high extent that YouTube affects academic performance of undergraduate students in South-East of Nigeria.

Test of Hypotheses

Ho₁: There is no significant relationship between Google and academic performance of undergraduate students in South-East of Nigeria

Table 3: PPMC Test of Relationship between Google and Academic Performance of Undergraduate Students in South-East of Nigeria

Variables		Academic Performance of Undergraduate Students			
Google	Pearson Correlation	1	.083**	-.151**	.544**
	Sig. (2-tailed)		.002	.000	.000
	N	750	750	750	750
	Pearson Correlation	.083**	1	.600**	.475**
	Sig. (2-tailed)	.002		.000	.000
	N	750	750	750	750
	Pearson Correlation	-.151**	.600**	1	.039
	Sig. (2-tailed)	.000	.000		.150
	N	750	750	750	750
	Pearson Correlation	.544**	.475**	.039	1
	Sig. (2-tailed)	.000	.000	.000	
	N	750	750	750	750

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

H₀₂: There is no significant relationship between YouTube and academic performance of undergraduate students in South-East of Nigeria.

Table 4: PPMC Test of Relationship between YouTube and Academic Performance of Undergraduate Students in South-East of Nigeria

Variables	Academic Performance of Undergraduate			
YouTube	Correlation Coefficient	1.000	.776**	.298**
	Sig. (2-tailed)	.	.000	.000
	N	750	750	750
	Correlation Coefficient	.776**	1.000	.511**
	Sig. (2-tailed)	.000	.	.000
	N	750	750	750
	Correlation Coefficient	.298**	.511**	1.000
	Sig. (2-tailed)	.000	.000	.
	N	750	750	750

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

Table 6 showed n-value of 750, coefficient value of .298, p-value of .000<.05 which proved that there is significant relationship between YouTube and academic performance of undergraduate students in South-East of Nigeria. The null hypothesis is therefore rejected.

SUMMARY OF FINDINGS

The findings of the summary of the study are hereunder itemized:

1. There is a significant relationship between Google and academic performance of undergraduate students in South-East of Nigeria.
2. The findings showed very high extent that Google relates to academic performance of undergraduate students in South-East of Nigeria
3. There is a significant relationship between YouTube and academic performance of undergraduate students in South-East of Nigeria.
4. There is very high extent that YouTube relates to academic performance of undergraduate students in South-East of Nigeria.

FINDINGS

The study revealed that there is a significant relationship between Google and academic performance of undergraduate students in South-East of Nigeria. The stance of the respondents was buttressed by Aifan (2016) asserted that Google as one of 21st century technology has become an indispensable component of people's everyday life throughout the globe. Google is a dominant search engine, the result of a complicated algorithm that attempts to enroll human thought that has been digitally apparent. One of the world's largest and most used search engine site is Google. It has revolutionized access to information critical thinking, and has played a vital role in imparting education. Before the inception of Google, students will face an assignment with thoughts of visiting the library and consulting adults or mentors that are experts in a particular subject/course. Recently the search engine (Google) has completely cut off the random search for information, students source/search for materials from Google. It has made the process of education a lot easier, focused and absolutely equalized. For example a student in south east of Nigeria has the same access to information as a student in United States of America (USA).

Google offers well sorted and important information that truly makes the pursuit of knowledge interesting. In other words students and even teachers or lecturers are excessively confident of the research abilities. Large academic community depend on internet of things (ICT) for research or academic purpose. Numerous academicians prefer Google as their educational associate for research teaching and learning purpose. It is a good source for research, if used effectively. This search engine social media allows the users browse through Google's huge digitized full textbooks.

However, Google is a power search engine that caters for billions of people or users each day. The companies has more than 40 million teachers, tutors, staff members, faculty members and students who utilize Google Apps. American students in 2014, bought educational devices, about 2% was a Chromebook, a device designed by Google to access its educational platform. According to Munem et al Google apps are one of the most important applications that can be used in web-based learning. These applications are produced free of charge by Google Inc. these include Guat, Google sites Google Docs, Google calendar Google plus "Google talk.

YouTube and Academic Performance of Undergraduate Students

The study revealed that there is a significant relationship between YouTube and Academic performance of undergraduate students in the South-East of Nigeria. Johnson et al (2014). YouTube is a social website that allows its users to easily upload, watch, share, comment on and view live video recordings or clips for free. In other words, it is a video sharing website/social media that allows users from all over the world to watch video posted by others and also upload ideas of their own. This includes numerous kinds of videos such as educational, entertainment, political, historical, medical, and personal video Burk & Snyder, 2008. Information technology as an agent of change has transformed teaching and learning and as well as provided rich sources of information for student especially in higher education.

However, Trier 2007 explained that in higher education teaching and learning students are on the increase on YouTube. YouTube videos are versatile accessible, available well explicit

and are up-to-date with their materials which help teachers and compose and contribute to course content and improve student's engagement in classroom work.

CONCLUSION

The study reached that there is a significance influence of Google and YouTube on university education in 21st century and academic performance of undergraduate students in south east of Nigeria. It was however found that most of the tools associated with globalization are adopted in universities in South East, Nigeria. Students and teacher relationship as regarding the use of YouTube, and Google in teaching and learning are effectively used.

RECOMMENDATIONS

From the foregoing findings, the following recommendations have been made:

1. Management should encourage the training and retraining of teaching staff in Internet usage.
2. Management of universities should provide Internet facilities on campuses to allow for globalization of learning.
3. Management should on intermittent basis train and retrain both staff and students on the applications of globalization facilities.

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