



Globalizing Secondary Education for National Growth and Productivity

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Abstract

The paper examined globalizing secondary education for national growth and productivity. The concept of globalization was discussed, the objectives of secondary education was also highlighted. Globalization of the school curriculum, teachers quality, funding of secondary school and the learning environment was x-rayed, the challenges of globalizing secondary education was revealed in this paper, and recommendations were made such as integrating ICT into the school curriculum and adequate funding for the growth and national development of the country.

Keywords: Globalization, Secondary Education, National Growth and Productivity

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INTRODUCTION

Education is the veritable means of knowledge generation and national development and it impart knowledge through learning which brings about changes in skills, behaviours, attitudes and interest for national growth and productivity. The only way to reduce underdevelopment, poverty and economic dependency as well as political instability is by adopting holistic educational strategies through globalization of the education sector especially secondary education system which is the focus of this paper. The educational system that promotes national development must be dynamic, easily accessed by many and the curriculum must be relevant to the society and its content should be of good quality and adequate. But here in Nigeria, secondary education has been faced with the challenges that make it incapable of meeting the development needs of the nation.

This paper emphasises on the globalization of secondary education as a means to achieving national growth and productivity in Nigeria. According to Enemuo (2007) in consonance with the national objectives, the Federal Government of Nigeria enumerated the

following as the role of education such as the acquisition of appropriate/creative skills, abilities and competencies both mental and physical as tool for the individual to live in and contribute to the development of the society. In view of this, an educated individual should be creative and enterprising in order to contribute to the national development.

Concept of Globalization

Globalization is not new it has in recent years, intensified in all its ramifications and has become a very important issue for discussion in various educational fora. It has also acquired considerable emotive force being associated, rightly or wrongly, with most of the major issues and challenges currently engaging the world's attention. Globalization is a multiplicity of actions geared towards transcending the nation state as a privilege form for organising political and social life (Adejo, 2003; Abubakar, 2003).

Globalization is about an increasing interconnected and interdependent world. Some other scholars perceive globalization as an inevitable and irreversible process for world development (Jike, 2003). Globalization according to Usman (2007) remains unpopular among the developing countries because it has widened the gap between developed and less developed countries, no wonder the rich world countries and powerful developed countries of the world have captured the benefits of globalization in educational sector, while the poor countries including Nigerian educational system has been left behind (Usman, Uzoma & Mangere, 2013).

Objectives of Secondary Education

The National Policy on Education (2013) sees secondary education as the form of education children receive after primary education and before the tertiary education. The following objectives of secondary education are enumerated below:

- Raise a generation of people who can think for themselves, respect the dignity of labour and appreciate those values specified under the broad national aims and live as good citizens.
- Foster Nigeria unity with an emphasis on the common ties that unite us in our diversity.
- Develop and project Nigeria culture, art and language as well as world cultural heritage.
- Equip students to live effectively in our modern age of science and technology.
- Provide an increasing number of primary school leavers with the opportunity of education of higher quality irrespective of social, religious and ethnic background.
- Diversity of curriculum to cater for the differences in talents opportunity and roles to students after secondary schools course.
- Inspires the students with a desire for achievement and self-improvement both at school and in later life.

From the above stated objectives, it is note while to say that the secondary school graduates should be creative, entrepreneurially developed and be able to contribute to national development. Therefore as a secondary school graduate, it is expected that he/she should be able to carry out activities that are resourceful and contribute to national growth and development. But these are not seen in our secondary school, hence the paper advocates for globalization of secondary school sector in order to achieve the objectives of secondary education for national growth and productivity.

Curriculum and Globalization of Secondary Education

Curriculum is all the experiences that individual learners have in a programme of education whose purpose is to achieve broad goal and related specific objectives which is planned in terms of a framework of theory and research on past or present professional practice (Onwuka 1996). Curriculum embraces the total environment in which education takes place because it is basically concerned with the child, the teacher, the subject, the method of teaching and evaluation of learning experience. Therefore its implementation is very crucial because for good result in secondary education to be achieved, the curriculum must be effectively and properly planned (Usman, 2007).

The fact remains that the curriculum of secondary education in Nigeria was not well planned considering the target population in Nigeria. The curriculum was overloaded in the content, large classes and inadequate instructional resources. This is not in line with the international standard of secondary school curriculum because globally, the content of curriculum is not overloaded, and the teachers to implement it are also adequate and well qualified and in a conducive learning environment.

The integration of E-learning, information and communication technology, internet, open education resources in the secondary school curriculum would enhance the globalization of secondary education curriculum for the growth and productivity of the Nigerian nation.

In line with this, Apologun (2005) rightly observed that Information and Communication Technology (ICT) is the principal agent and infrastructure of globalization and often the cause of significant disparities in wealth and welfare, not just between rich and poor but also among culture, gender and age group. From the forgoing, you will agree with me that the globalized world is one that is characterized by internet super high way and connectivity giving room for a world that had fast assumed the status of a global village (Usman et al, 2013). Based on these, ICT is very essential in the secondary schools for the growth and development of the nation.

Teacher Quality and Globalization

Teachers in the secondary schools in Nigeria are inadequate and some unqualified in most cases and as such implementation of the planned curriculum becomes difficult as some did not go through teacher training institutions (Nwiyi & Uriah, 2007). They affirmed that these teachers came into teaching profession as the last resort where there are no jobs and therefore cannot offer quality and professional services since they were not trained for such purpose. Teachers are at the centre stage of teaching and learning, hence they are determinant factor in translating the curriculum into reality as to achieve the goals of secondary education.

Ukeje (1996) affirmed that teachers are the hub of any educational system, for upon their number, their quality, their commitment or devotion and their effectiveness depend on the success of the system and no education system can be stronger than the quality of its teachers. Training of teachers and their qualifications have a lot of implication for globalization or internationalisation of secondary education because the better trained and qualified a teacher is, the more prepared and likely he will appreciate the complexity of his role in education.

Periodic professional training of teachers' in secondary school need to be globalized to bring national growth and productivity by putting the right calibres of professionally qualified teachers in the classroom to manage the interactive process. The teacher who by the professional training, know, understand and appreciate the significant of the utilization of the investigation method in achieving the set objectives and non-teaching staff in the secondary schools guarantees internationalization of the secondary education system. It is very

important for the teachers and other staff to update the knowledge and skills regularly as to stand the test of time in carrying out their prescribed roles.

Funding of Secondary Education and Globalization

Education is an expensive social service and stakeholders in education, such as the government, the community, individuals, multi-national companies, private public partnership and so on. But currently secondary schools are being funded alone by government with some multi-national companies, hence the financial requirement for the schools to be globalized in nature are lacking (Nwiyi & Osuyi, 2009). This situation is worrisome as teachers are not motivated with adequate equipment, micro teaching laboratory equipments, good classrooms, libraries, relevant textbooks science laboratories among others. Generally education in Nigeria is associated with inadequate funding from the government and the public, teachers' salaries and allowances are not paid as at when due. This ugly trend jeopardizes the growth and the development of the country. To boost globalized secondary education in Nigeria, the funding system has to be improved and all the stakeholders must rise up to their responsibility as far as funding secondary education is concerned. At least the UNESCO percentage of 26% of the total budget of each year should be allocated to education in addition to the private public partnership, community sponsorship individuals who are well to do in the society, and other stakeholders in the financing of education in Nigeria. Finance is adequately required in the secondary schools to acquire infrastructural facilities to enhance effective teaching and learning which invariably would lead to the growth and development of the country.

Learning Environment and Globalization

Good learning environment connotes adequate classroom, good learning facilities, equipment in the laboratory and workshop, it also include adequate policies and practices which prohibit students and teachers harassment, examination malpractice, cultism attendance violence (Ogbodo, 2006). Good classroom management, such as good sitting arrangement, adequate utilization of educational facilities, classroom control, cleanliness in the classroom, good ventilation and lightening with air condition are what an effective teacher would organise to ensure effective teaching and learning. It is important for an effective teacher who possess good knowledge of the subject matter, the teaching skills and methods, good knowledge of the learner, good personality, resourceful, good leadership style and ability to inspire the learners to be engaged in good learning environment for more effectiveness in teaching and administration of the school for the growth and development of the society (Nwiyi, 2017). Good learning environment compliments globalization of the secondary school in Nigeria. Good features of the classroom will go a long way to enhancing the teachers' efforts in producing sound graduates who would contribute their quota to nation building like other western countries, whose educational system is already globalized and productivity is at very high level compared to the third world countries like Nigeria.

Problems of Globalization of Secondary Education in Nigeria

- The overload of the curriculum content poses much challenge in secondary schools. Large class and inadequate instructional resources and so on are impediments in globalizing secondary education as curriculum of secondary education are not adequately implemented.
- The use of ICT in teaching and learning in secondary schools is yet to be given adequate attention by all the stakeholders in education. Again its integration in the

existing curriculum on its own poses a lot of challenges as most teachers are not computer literate, this makes its implementation difficult. No wonder Apologun (2005) opined that the globalized world is one that is characterized by internet super high way and connectivity given room for a world that had fast assumed the status of a global village. The ability to adopt, adapt and implement these technologies to the country educational system falls below expectation, because one of the aims of globalization is to achieve Millennium Development Goals (MDGs) that are relevant to nation building.

- Another challenge that arises from globalization is that there is new conception and position on development economy quite different from that of the pre-cold and cold war era. This reveals why the popular position of most third world educationalist and political economists concerning dependency theory and capitalization had gradually given way to the new concept of development propagated by general globalization advocates.
- The state of the learning environment possess threat to globalization in secondary schools where some buildings have collapsed, lack of classrooms, lack of libraries and laboratory, cultism and drug related offences just to mention but a few, is the situation in the secondary schools. Some secondary school has been closed down due to cult related activities in some areas in Rivers State and such situation impedes globalization in secondary schools in Nigeria.
- Professional development of the teachers would lead to high productivity. But there is no regular professional development of teachers' to update their knowledge and skills in other for them to be effective and contribute to national development.
- Epileptic nature of Nigeria power holding company. Most communities in Nigeria are yet to be connected to national grid, therefore effective use of ICT materials and other equipment that need electricity were not being utilized for the purpose they were bought. Even the communities that are connected do not enjoy permanent electricity power supply.

CONCLUSION

Secondary education plays a vital role in Nigeria by inculcating into the citizens the knowledge, skills, attitudes, values that would enable the learner become a useful member of the society and also to contribute to the national development. Therefore its curriculum should be globalized for social, economic and political development which can lead to national growth and productivity. The teacher quality, the learning environment and the integration of ICT into the school system should be considered for the overall growth of the nation.

Recommendations

The following recommendations are made:

- All secondary schools should be made to conform to national educational standards, through the provision of adequate instructional facilities. This means that the school environment should be made conducive for learning and should be able to promote and preserve national values and cultural heritage;
- All state holders in the funding of secondary education should adequately fund the schools so that the basic school facilities that enhance teaching and learning would be provided adequately;

- The government should connect all communities to the national grid for more regular electricity supply which will enhance the teachers' professional responsibilities and globalized the school system;
- The use of ICT should be integrated into the school curriculum for effective teaching and learning which will give the teachers and students the access to knowledge exploration;
- The government and other stakeholders should avoid overloading the content of the curriculum for higher productivity.

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