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A Sociological Discourse of Immanuel Wallerstein Concepts of Collective Conscientisation On Globalisation and Attitude of Nigeria University Students in the Schooling System.

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Abstract
The early writings of Auguste Comte, Emile Durkheim and Immanuel Wallenstein placed a premium on Science; of which today, Information Communication Technology as an integral part of science in the twenty – first century has gained ground in the academic fields.

However, the attitude of Nigeria University Students to ICT as an agent of globalisation is an indication of inadequate information and lack of exploration of the ICT in the school system. This study, therefore, investigated Immanuel Wallenstein concepts of collective conscientization

on Globalisation and Attitude of University students towards ICT in the school system. This study adopted the descriptive survey design. One thousand, nine hundred and seventy two students from five Nigerian Universities were sampled. The instrument for data collection was Nigeria University Students Attitude to Globalisation (r = 0.71). Data were analysed using mean and standard deviation. The result shows fair attitude of ICT as an agent of globalisation of Nigerian University students. Therefore Nigerian University students should make use of ICT in order to improve their attitude to academic work.

Key words: Information Communication Technology, attitude, school system.

Introduction

Education has become an inevitable instrument for development and it is highly rated in every country especially in Nigeria, and this has created an awareness of the general public about the importance and the value of education to every given society. In view of this, change in education sector has become paramount with the emergence of information and communication technology –which is the agent of globalisation. Bello-Imam and Ibuhuzor (2008) on ICT highlights thus:

> The technological revolution of electronics is completely changing. The conducts of information and communication. Information Technology (IT) is providing almost more information than people can cope with. Through Internet, scholars can shape information to members of the global village. The convergence of computers and television is creating new media and altering the way our society learn, bringing information to the majority of scholars (pp.561-562).

This statement clearly reveals that there is need of urgent re-revolution of information and communication technology which will help professional teachers to become effective in employing different teaching methodas and to make the students become active learners. Bello-Imam and Ihebuzor (2008) maintained that through the internet, scholars can share information as members of the global village.

In the same vein, Ihuah (2006) asserts that the revolution in information and communication has no doubt reduced the world and made the world a truly global village and as a feature of globalisation, the interchange of ideas help to spread beneficial information, culture, education and commerce, it also promotes negative values. Thus, Awake (2005) reveals that more than half of the students who use the Internet, for instance, as an agent of globalisation have occasional unpleasant experience

by being confronted with irritating mails or with pornographic images or other inappropriate information.

Odor; (2002); Wolf; (2001); Onyekpe; (2004); and Koun 2005 maintain that parents are worried about the dangers of the phenomenon of globalisation which has resulted in online child pornography in the digital age.

Education is central if we are to meet the challenges of the phenomenon of globalisation (Bamiro, 2006). A traditional role of education has been to promote democracy, good citizenship and to improve the economy by developing the manpower needed in any society. Thus, education in general and higher education in particular are fundamental to the construction of a knowledge-based economy in all nations (Williams, Harnett & 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. Also, university graduates are future leaders of any given society (Wazha, 2002). Thus, the National Policy on Education (NPE, 2004) states that the aims of higher or tertiary education are:

1. the acquisition, development and inculcation of the proper value orientation for the survival of the individual and society;
2. the development of the intellectual capacities of individuals to understand and appreciate their environments;
3. the acquisition of both physical and intellectual skills which enable individuals to develop into useful members of the community; and ·
4. the acquisition of an objective view of the local external environments (section 5, subsection 32: pp.34–35).

In achieving these objectives, higher educational institutions are to engage in teaching, research, disseminating of existing and new information; the pursuit of services to the community and serving as a storehouse of knowledge (Jibowo, 1997; NPE, 2004). Thus, the primary role of every university is the transmission of knowledge (Odebiyi & Aina, 2004).

World system theory was primarily developed by Immanuel Wallerstein in response to the many new activities in the capitalist world –economy during the mid 1970s (Wallerstein, 1976; Ritzer, 2000). The world system theory is the most sophisticated approach to patterns of global equality (Giddens, 1991). Wallerstein (1996) argued that from the sixteenth century onwards, there developed a world system –a series of economic and political connections stretching across the globe based on the expansion of a capitalist world economy. Neubeck and Glassberg (2005) maintain that 'the world system means that all nations are connected to each other'. That, a world system is an international social system of cultural, economic,

political, education connections and so on; and these are organised around the exchange of goods and services. Thus, in a world system, it means that nations may eventually trade goods and services, sharing common goals as well as history and heritage. The world-system approach, therefore, sees all the networks of global economy as linked, in proportion to their particular position in the international division of labour with technological innovation (Offor, 2005). Barton and Hunchuck (2007) also stress the strengths of world system theory thus:

(1)   World system theory stresses an approach that begins with the abstract (monothetic) and moves toward the interpretation of particular events (idiographic)

(2)   That capitalist processes which attempt to maximise profits by improving the efficiency of production, economies of scale and the accumulation of capital are the root of the world system.

(3)   The world system is evolutionary rather than linear model of progress.

(4)   The world system is cyclical.

(5)   The model is holistic in that the world system is the unit of analysis and that it is viewed as a complex system.

(6)   The recognition that the availability of high quality resources may place limits on economic, social and political shifts in the system.

(7)   That the world must be seen as an ecological system as well as an economic one.

(8)   The world is stochastic in character.

From the list of strengths of world system, the notion of the world as a single social system has been developed on the foundation work of Immanuel Wallerstein. Thus, Wallerstein views the world as a single world system (global village) that exists beyond the boundaries of individual nations and that is based largely on economic processes. On this premise, all other social systems such as economic, politics, culture, education and so on are encompassed. In other words, the holistic form of the world system recognises the structuralist functionalist view of social systems. World system theory argues that globalisation does not constitute a new phenomenon and that even as at the turn of the twenty – first century, the capitalist world economy is in crisis; therefore globalisation is a reality for a very long period in terms of social, economic and political processes resulting in greater interconnectedness through technological innovation (Rumford, 2001). Thus, globalisation of the world economy can bring immense benefit to the countries that are able to harness the development of their material and human resource endowments.   World system theory therefore suggests that the phenomenon of globalisation is a manifestation of a set of processes with a long historical time span. The implication of this theory is that the phenomenon of globalisation is a historical event but suddenly pronounced as a result of information communication technology that makes the world to become a global village. Thus, one could argue that

agents of globalisation such as radio, television, the Internet and other electronic gadgets are responsible for the interconnectivity of the world. Therefore, the world system approach to globalisation creates awareness through its agents; whereby an individual will have access to information in terms of education, culture, economy and the polity as a result of increased acceleration of information communication technology which readily assists and influences every student to have access to information in their aspect of education .The criticism against this theory is that it glosses over the specifics of globalisation as a multi – dimensional phenomenon involving a complex interplay of economic, political and cultural as well as technological processes.

Research Question: What is the University students attitude towards Globalisation ?

Methodology

Design : The study adopts the descriptive research design.

Sample and Sampling Procedure

The sample was made up of one thousand nine hundred and seventy-two thousand Nigerian University students in South Western Nigeria taken into consideration federal, state as well as private Universities.

Instrument Used for the study

The instrument used was a questionnaire designed by the researcher after literature review. The instrument titled "Nigeria University Students Attitude to Globalisation" (NUSAG) was utilised in collecting the data for the study.

Validity and Reliability of the Instrument

The face validation method was used in determining the validity of the instrument. The instrument was subjected to the scrutiny of experts in the fields of education as well as measurement and evaluation at the University of Ibadan, Ibadan. The internal consistency of the instrument was determined using participants at the University of Ilorin. The reliability coefficient calculated using the Cronbach Alpha was 0.71.

Procedure for the study

The researcher trained research assistants in each of the Universities on the procedure for administering the instrument, The instrument for the study is Nigeria University Students Attitude to Globalisation (NUSAG)

Data Analysis

Data collected were analysed using descriptive statistics. The descriptive statistics was employed to provide answers to the research question.

NO	Statement	SA (4)	A (3)	D (2)	SD (1)	MEAN	STD.DEV
1	I am not fully in support of globalisation	413 (20.9)	254 (12.9)	598 (30.3)	707 (35.9)	2.18	1.14
2	I see globalisation as another form of colonisation	309 (15.7)	387 (19.6)	768 (38.9)	508 (25.8)	2.75	1.01
3	I perceive globalisation as a phenomenon that promote Western culture	532 (27.0)	763 (38.7)	513 (26.0)	164 (8.3)	2.16	0.92
4	Globalisation enhances information technology with greater impact on education	986 (50.0)	743 (38.7)	106 (5.4)	137 (2.9)	3.31	0.86
5	To me globalisation as a phenomenon assist the developed world get richer while developing country remain poor.	415 (21.0)	406 (20.6)	805 (40.8)	346 (17.5)	2.55	1.01
6	I am sure that globalisation is a concept of marginalisation.	238 (12.1)	537 (27.2)	781 (39.6)	416 (21.1)	2.30	1.94
7	I support globalisation because it dictates rules and regulations to guide economy, politics and education.	458 (23.2)	887 (45.0)	418 (21.2)	209 (10.6)	2.81	0.91
8	I have a feeling that globalisation is beneficial to the whole world.	848 (43.0)	775 (39.3)	166 (8.4)	183 (9.3)	3.16	0.93
9	Discussion on issue of globalisation is fascinating.	588 (29.8)	964 (48.9)	236 (12.0)	184 (9.3)	2.99	0.89
10	I think myself not only as a citizen of my country, but a citizen of the world.	712 (36.1)	753 (38.2)	288 (14.6)	219 (11.1)	2.99	0.98
11	I hate the phenomenon of globalisation because it encourages pornography.	366 (18.6)	511 (25.9)	723 (36.7)	372 (18.9)	2.56	0.99
12	I see the phenomenon as a way of increasing crime rate among student	355 (18.0)	511 (25.9)	717 (36.4)	389 (19.7)	2.58	0.99
13	I dont derive joy from the discussion of globalisation	357 (18.1)	379 (19.2)	732 (37.1)	504 (25.6)	2.70	1.04
14	I feel a definite, positive reaction to globalisation, it is interesting.	636 (32.3)	938 (47.6)	227 (11.5)	171 (8.7)	3.03	0.89
15	I will like to read more related topics about globalisation in the future.	701 (35.5)	827 (41.9)	238 (12.1)	206 (10.4)	3.03	0.95
16	I perceive globalisation brings about exploitation of human activity.	471 (23.9)	691 (35.0)	555 (28.1)	255 (12.9)	2.30	0.97
17	When I hear the word globalisation I have a feeling of dislike.	380 (19.3)	351 (17.8)	793 (40.2)	448 (22.7)	2.66	1.03
18	I noticed that the era of globalisation has brought improvement in science and technology.	1039 (52.7)	651 (33.0)	135 (6.8)	147 (7.5)	3.31	0.89
19	I study the concept of globalisation because I know how useful it is.	643 (32.6)	966 (49.0)	188 (9.5)	175 (8.9)	3.05	0.88
20	I perceive that there is only one civilisation namely the western one	442 (22.4)	820 (41.6)	428 (21.7)	282 (14.3)	2.72	0.97

* Values in Parenthesis are percentages.

Table of Results shows that students' mean scores on seventeen items out of the twenty items range between 2.55 and 3.31. These mean scores are high compared with the maximum obtainable mean score of 4.00. Also, they ranked high above the 2.50 mid-point of the likert scale. For instance, the students agreed that globalisation enhances information technology with greater impact on education (Item 4; =3.31), - they supported globalisation because it dictates rules and regulations to guide economy, politics and education (Item 7; =2.81), - they had feeling that globalisation is beneficial to the whole world (Item 8; = 3.16), - they agreed that discussions on issues of globalisation is fascinating (item 9; = 2.99), - they thought of themselves not only as citizens of their country, but as citizens of the world (item 10; = 2.99), - they felt definite, positive reaction to globalisation, because it is interesting (item 14; = 3.03), - they would like to read more related topics of globalisation in the future (item 15; = 3.03), - they noticed that the era of globalisation has brought about improvement in science and technology (item 18; =3.31), - they studied the concept of globalisation because they know how useful it is (item 19; = 3.05), and - they perceived that there is only one civilisation namely the western one and it is universally valid due to the process of globalisation (item 20; = 2.72).The remaining three items, that is, items 3, 6 and 16 with mean scores 2.16, 2.30 and 2.30 respectively have low mean scores below the 2.50 mid-point. With a weighted average of 2.77, the students generally obtained a moderately high mean score on the entire instrument. Therefore, the University students' attitude to globalisation is fairly good or fairly positive. It can be said that the University students' have a moderately good attitude to globalisation.

Discussion

The findings of this study showed that globalisation and its agents (ICTs) are accessible to students; and students possessed a moderately positive attitude to globalisation. The ICTs, the agents of globalisation include radio, television, internet and other electronic gadgets are responsible for interconnectivity of the world. Rumford, (2001) agrees that globalisation has become a reality for a very long time and the greatest interconnectedness through information and communication technology. This is in line with Bello-Imam and Ibuhuzor (2008) that technological revolution of electronics is completely changing the conduct of information and communication in the school system. The study further discovered that students have been used to interacting with the internet and other agents of globalisation. According to Olusola (2005), improved attitude to globalisation has the tendency to improve students attitude to their academic work. The implication of this finding is that it would not be difficult for University students to really tap the good side of globalisation for the

purpose of their University education and subsequent careers in academic-related disciplines and life generally, condidering the fact that students have already developed a moderately positive attitude to globalisation.

Conclusion and Recommendations

The paper assessed the extent of Globalisation on the attitude of Nigeria University Students. It further deciphered the implication of the findings on the importance of Information and Communication Technology to Nigeria University Students. The result showed that the Nigeria University students fairly had positive attitude to Information and Communication Technology as an agent of Globalisation.

The following recommendations were therefore made, based on the findings of this study:

The University students should develop good attitudes to agent of globalisation; this will help them to become a truely member of the global village.

Each University should have positive attitude towards globalisation by equipping their University with massive electronics gadgets for effective teaching and learning.

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