

Chapter 2

Influence of Globalization on Mathematics Content, Teaching Methods, and Resource Materials in Colleges of Education in Oyo State

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ABSTRACT

The chapter examined the influence of globalization of mathematics contents, teaching methods, and resource materials in colleges of education in Oyo state. One hundred mathematics students—46 from Emmanuel Alayande College of Education and 54 from Federal College of Education (Special), Oy—were sampled for the study. Descriptive survey type of design was adopted for the study. Three questionnaires were used: influence of globalization on mathematics content questionnaire (IGMCQ, $r = 0.87$), influence of globalization on mathematics teaching methods (IGMTM $r = 0.78$), and influence of globalization on mathematics resource materials (IGMRM $r = 0.89$) scales. Three research hypotheses were tested in this study. The data were analyzed using frequency count, for descriptive statistics. Chi-square statistics was used to test the hypotheses. The results show that there is no significant association between globalization and mathematics contents, teaching methods, and resource materials.

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INTRODUCTION

Globalization is a contemporary term used in various ways. To most scholars, globalization refers to the ideological and structural changes that are directed towards an understanding of the interconnection, especially trading, of people in different parts and areas of the world. The present form of globalization involves a combination of broad, cultural, economic, political, and technological forces that are changing the ground rules for human interaction on a worldwide scale (Kachur & Harrison, 1999).

Globalization is a recent phenomenon with its root in trade and commerce. It is a process of free exchange of goods and capitals across globe. The advancement of science and technology, revolution leading to the INTERNET, fastest means of transportation, have made the whole world a “global village” and globalization a new impetus. This means that globalization is a process wherein geographic distance becomes a factor of diminishing importance in the establishment and maintenance of cross border economic, political and socio-cultural relations. There is an emergence of global mass culture or a single world civilization. It has created a knowledge-based society. There is a shifting from a “real” community to a “virtual” community. The impact of globalization on Mathematics education is quite obvious. (www.geoiirj.com, 2012).

Globalisation processes have linked education to technological and economic development. For instance, global collaboration is essential for moving Mathematics education forward in this globalised world and at the same time avoiding the colonialism of the past and allowing the discipline to play its role in bridging the ever-increasing gap between countries (Atweh & Clarkson, 2005, Udofa & Udo, 2013).

Globalization has reinforced the utilitarian approach to school Mathematics and the Western bias in the prevailing Mathematics curricula, as well as helped to globalize pervasive Mathematical ideologies. In most instances, a new-found status that Mathematics is enjoying in this era of globalization is not well deserved, as school Mathematics can no longer be considered culturally, socially, politically, nor economically neutral. In particular, school Mathematics is increasingly critiqued as a cultural homogenizing force, a critical filter for status, a perpetuator of mistaken illusions of certainty, and an instrument of power (Smith, 2000). With such concerns, it is becoming more evident that Mathematics learning and education have implications for building just and democratic societies. This is the reason why the culture of

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