

important impact on economic growth and social indicators.

The integration trend associated with globalization is reinforced by the improvement in information communications technology. The knowledge and acquisition of technological know-how becomes a desideration for the understanding of the principles of globalization [2].

3. Effects of globalization

Globalization has both positive and negative effect on both individuals and societies. Globalization has brought benefits mostly to developed countries in investments and capital flows, employment generation, culture and organization structure. On a general note, globalization has brought such benefits to both rich and poor nations as increased free trade and communication, increased access to technology, media, educational resources, healthcare and consumer goods.

Most of the negative effects of globalization tilt towards the less developed and poor countries of the world. Such negative effects include increased unemployment, spread of western culture (cultural imperialism) high tariffs on manufactured goods and trade imbalance amongst others.

4. Concept of Management

Management as a concept, has no single universally accepted definition. However, what is well known is that management involves;

1. People;
2. Coordination of the efforts of the group, including material resources;
3. Achieving predetermined objectives.

Drucker [3], submits that management involves administering and coordinating resources effectively and efficiently in an effort to achieve the goals of the organization. Daft in Unachukwu [8], maintains that management is the attainment of organizational goals in an effective and efficient manner through planning, organizing, leading and controlling organizational resources. Bhagwan and Bhushan as cited by Sule [7], argues that management is the process of directing and facilitating the work of people organized in formal groups to achieve a desired goal. Bateman and Snell (2004), assert that management is the process of working with people and resources to accomplish organizational goals.

The foregoing postulations are a clear indication that achieving organizational goals is not possible without effective and efficient management. The elements of management as advanced by Henri Fayol (1841-1925) include;

1. Forecast and plan (prevoyance): Examining the future and drawing up a plan of action. The elements of strategy;
2. To organize: Build up the structure, both material and human of the undertaking
3. To command: Maintain the activity among the personnel
4. To coordinate: Binding together, unifying and harmonizing all activity and effort
5. To control: Seeing that everything occurs in conformity with established rules and expressed command.

5. Education

All over the world, the importance, indispensability and linkage of education to the development of any society including Enugu State is well known. Education has always been recognized and accepted globally as a key development index to the extent that it is now generally agreed that economic and social development are increasingly driven by the advancement and application of education [9]. Education is therefore the key to the growth and development of any society.

Education is the process through which worthwhile values, beliefs, norms and attitudes of a given society are transferred from the older to the younger generation. It remains an indispensable instrument for social change. In the words of Akani [2], education is an instrument of change which empowers its recipients to be creative and become change agents useful to themselves and the society at large. In highlighting the importance of education, Rousseau avers that;

We are born weak, we need strength, helpless, we need aid, foolish, we need reason. All that we lack at birth all that we need when we come to man's estate is the gift of education. This education comes to us from the education of men, what we gain by our experience of our surrounding is education [2].

Education is a tool for national development and without education there is no society and development. Education is therefore central to the continued existence of any nation because a nation development lies on the quality of its educational system [10]. In similar vein, the Federal Republic of Nigeria (2013), maintains that education remains the most potent instrument for national development. In the light of the foregoing, qualitative and functional education for everyone and especially our future leaders become compelling.

6. Secondary Education

This is education that children receive after primary education as well as before the tertiary stage. The objectives of secondary education as enunciated in the National Policy on Education, FRN (2013:29-30), include, amongst others to;

1. Offer diversified, curriculum to cater for the differences in talents, disposition, opportunities and future roles,
2. Provide trained manpower in the applied science, technology and commerce at sub-professional grades,
3. Provide entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development;
4. Inspire students with a desire for self-improvement and achievement of excellence;
5. Raise morally upright and well-adjusted individuals who think independently and rationally, respect the views and feelings of others and appreciate the dignity of labor.

It has been noted and it is clear that the globalization phenomenon has traversed all sectors of our lives and society, including Enugu state. Enugu state with capital in Enugu is one of the 36 states that make up the Federal Republic of Nigeria. It is located in the South East Zone of the country. The extent to which globalization has impacted on the management of secondary education in the state is uncertain. This is the gap the present study intends to fill.

7. The Principal

The Cambridge International Dictionary of English are cited are cited by Babayemi [11] submits that the principal is a person in charge of a school or college for children aged between 11 and 18. In Enugu State and elsewhere, the principal is the head of a secondary school. He is the head of the school organization, the functional and instructional leader of the school.

As far as the secondary school organization is concern, the principal is many things in one. As the executive head, the principal keeps things running in order in the school. He is the chief accounting who carries the blame or praise as far as the success or failure of the school is concerned [12]. All vital records of the school are under his care.

The principal is the change facilitator, the school climate developer as well as the manager of men and materials. All vital decisions in the school, carries his

stamp of authority. To succeed as a supervisor the principal must:

1. Be true to his own idea but at same time flexible, loyal, respect the beliefs, rights and dignity of those around him.
2. Be strong willed, consistent and fair in dealing with others.
3. Be open in decision making and respect peoples' opinions on matters affecting the school system.
4. The principal must be prepared for opposition, but should handle opposition without malice.
5. He must be sincere, firm, approachable, ready to help people to solve their problems and maintain a relaxing atmosphere that will encourage, stimulate and inspire people around him to work harmoniously [11].

From the foregoing, the destiny of the school lies in the hands of the principal. His activities, positive or negative goes a long way in defining the future of the staff and students under him.

8. Statement of the Problem

Through ICT, the globalization experience has touched peoples' lives around the world in education, health, agriculture, business, and finance. The list continues. In Enugu state, Nigeria, the extent to which globalization has impacted on the management of secondary level of education is uncertain. This is the problem of the present study. This could be put in question form thus; to what extent has globalization impacted on the management of secondary education in Enugu State?

9. Research Questions

The following research questions guided the study:

1. To what extent has globalization influenced on the management of secondary education in Enugu state in the area of teaching methods?
2. To what extent has globalization influenced on the management of secondary education in Enugu state in terms of instructional materials utilization?
3. To what extent has globalization influenced the management of secondary education in Enugu State in terms of discipline?

10. Hypotheses

The following null hypotheses tested at .05 level of significance were formulated to guide the study.

1. There is no significance difference between the mean responses of male and female principals on the influence of globalization on the management of secondary education in terms of teaching methods
2. There is no significant difference between the mean responses of male and female principals on the influence of globalization on the management of secondary education in Enugu state in terms of instructional materials utilization.
3. There is no significant difference between in the mean responses of male and female principals on the influence of globalization on the management of secondary education in Enugu State in the area of discipline.

11. Method

Descriptive survey research design was adopted for the study using a researcher developed instrument, tagged: impact of globalization questionnaire (IGQ). The instrument was designed with a four point scale of Very Great Extent (VGE) 4points, Great Extent (GE) 3points, Little Extent (LE) 2points and Very Little Extent (VLE) 1point The study was carried out using all 291 principals in all the 291 public secondary schools in Enugu state. There was no sampling because the population was small and manageable. Of the 291 principals, 82 were females, while 209 were males. The use of principals for the study was as a result of their experience and strategic placing in secondary education administration and management. This places them in a vantage position to respond appropriately to issues pertaining to the impact of globalization on the management of secondary education in Enugu State.

The instrument for data collection was validated by three experts from the Faculty of Education, Enugu State University of Science and Technology (ESUT), Agbani, Enugu State. Two of the experts were from the Department of Educational Management, while the remainder was from the Department of Science and Computer Education (Measurement and

Evaluation Unit). The reliability coefficient of the instrument was determined using Cronbach Alpha. Alpha values for clusters one, two and three yielded .61, .63 and .64 respectively, while the overall value yielded .67, indicating a high reliability of the instrument for the study.

The researcher employed the services of 6 research assistants who handled the distribution and collection of the questionnaire among the respondents. The research assistants were secondary school teachers who were chosen because of their experience in secondary school administration and understanding of the terrain in Enugu State. They were trained in a one-day consultative meeting on the rationale for the study and how to distribute and retrieve the questionnaire from the respondents. The distribution and collection of the questionnaire spanned two weeks because of appointments with those that could not fill and return copies of the questionnaire on the spot.

Of the 82-questionnaire distributed among female principals, 75 were well completed and returned, giving a return rate of 91%. Also, of the 209 questionnaire given out to male principals, 193 were well completed and returned, giving a return rate of 92%. Equally of the 291-questionnaire given out to the whole respondents, 268 were returned, giving a retrieval rate of 92%.

For data analysis and decision rule, any item with mean of 2.50 and above was regarded as great extent, while any mean less than 2.50 was regarded little extent. The mean average was obtained by summing up the values of the four-point scale and dividing the value by the number of the four point scale thus,

$$\frac{4+3+2+1}{4} = \frac{10}{4} = 2.50$$

For the hypotheses, when t-calculated is equal to or greater than t-critical, the null hypothesis was rejected meaning there was significant difference between the mean scores of the respondents. Conversely, when t-calculated was less than t-critical (t-crit), the hypothesis was not rejected indicating there was no significant difference between the mean scores of both the male and female principals.

Table 1 reveals that there was a grandmean of 1.87 for male principals, as well as 1.77 for female principals. This indicates that globalization has impacted to a little extent on the management of secondary education in Enugu State in the area of teaching methods.

Table 1. Mean scores, grandmean and standard deviation of respondents on the extent to which globalization has impacted on the management of secondary education in terms of teaching methods

S/N	Items	N= 193 Male principals							N = 75 Female Principals								
		VGE	GE	LE	VLE	\bar{X}	SD	DEC.	VGE	GE	LE	VLE	\bar{X}	SD	DEC.		
		4	3	2	1				4	3	2	1					
Extent to which globalization has impacted on the following teaching methods in secondary schools in Enugu state																	
1.	Demonstration	16	28	41	108	1.75	0.99	LE	6	11	9	49	1.65	1.01	LE		
2.	Lecture method	10	21	36	126	1.56	0.88	LE	8	10	13	44	1.76	1.05	LE		
3.	Presentation method	33	41	46	73	2.18	1.12	LE	-	13	17	45	1.57	0.77	LE		
4.	Discussion method	29	35	44	85	2.04	1.11	LE	10	14	16	35	1.99	1.10	LE		
5.	Brainstorming	19	28	38	108	1.78	1.03	LE	5	12	14	44	1.71	0.97	LE		
6.	Role play	22	29	46	96	1.88	1.05	LE	9	13	15	38	1.91	1.08	LE		
GrandMean & SD							1.87	1.03	LE						1.77	0.97	LE

Table 2. Mean scores, grandmean and standard deviation of respondents on the extent to which globalization has impacted on the management of secondary education in terms of instructional materials utilization

S/N	Items	N= 193 Male principals							N = 75 Female Principals								
		VGE	GE	LE	VLE	\bar{X}	SD	DEC.	VGE	GE	LE	VLE	\bar{X}	SD	DEC.		
		4	3	2	1				4	3	2	1					
Extent to which globalization has impacted on the following usage of the instructional materials in secondary schools in Enugu State																	
7.	Diagrams	21	29	38	105	1.82	1.05	LE	-	17	24	34	1.77	0.80	LE		
8.	Charts	23	21	36	113	1.76	1.06	LE	7	12	19	37	1.85	1.01	LE		
9.	Tables	17	28	40	108	1.76	1.00	LE	6	16	20	33	1.93	0.99	LE		
10.	Flow charts	20	31	43	99	1.85	1.04	LE	-	11	13	51	1.47	0.74	LE		
11.	Graphs	22	28	37	106	1.82	1.06	LE	-	9	22	44	1.53	0.70	LE		
12.	Worksheet	15	31	40	107	1.76	0.99	LE	11	8	16	40	1.87	1.11	LE		
13.	Audio/video clips	18	26	39	110	1.75	1.01	LE	5	10	8	52	1.57	0.96	LE		
GrandMean & SD							1.79	1.03							1.71	0.90	LE

Table 2 indicates that the grandmean for both male and female principals was 1.79 and 1.71 respectively. This shows that to a little extent, globalization has

impacted on the management of secondary education in Enugu State in the area of instructional materials utilization.

Table 3. Mean scores, grandmean and standard deviation of respondents on the extent to which globalization has impacted on the management of secondary education in terms of discipline

S/N	Items	N= 193 Male principals							N = 75 Female Principals								
		VGE	GE	LE	VLE	\bar{X}	SD	DEC.	VGE	GE	LE	VLE	\bar{X}	SD	DEC.		
		4	3	2	1				4	3	2	1					
Extent to which globalization has impacted on the following disciplinary measures in secondary schools in Enugu State:																	
14.	expulsion	12	20	27	134	1.53	0.91	LE	4	9	12	50	1.56	0.90	LE		
15.	suspension	15	26	31	121	1.66	0.98	LE	2	6	18	49	1.48	0.76	LE		
16.	detention	13	29	34	117	1.68	0.96	LE	-	8	17	50	1.44	0.68	LE		
17.	corporal punishment	9	16	28	140	1.45	0.83	LE	3	7	10	55	1.44	0.83	LE		
18.	grass cutting	10	12	19	152	1.38	0.82	LE	-	5	12	58	1.29	0.59	LE		
GrandMean & SD							1.54	0.90							1.44	0.75	LE

Table 3 indicates that the grandmean for both male and female principals was 1.54 and 1.44 respectively. This shows that to a little extent, globalization has

impacted on the management of secondary education in Enugu State in the area of discipline.

Table 4. t-test of significant difference between the mean scores of male and female principals on the impact of globalization on the management of secondary education in terms of teaching methods

Respondents	N	\bar{X}	SD	Df	t-cal	t-crit	Decision
Male principal	193	1.87	1.03	266	0.74	1.96	Not Significant
Female principal	75	1.77	0.97				

Table 3 indicate that t-calculated of 0.74 is less than t-crit of 1.96 at .05 level of significance, the hypotheses was therefore not rejected implying no

significant difference between the mean scores of both groups of respondents.

Table 5. t-test of significant difference between the mean scores of male and female principals on the impact of globalization on the management of secondary education in the area of instructional materials utilization

Respondents	N	\bar{X}	SD	Df	t-cal	t-crit	Decision
Male principal	193	1.79	1.03	266	0.67	1.96	Not Significant
Female principal	75	1.71	0.90				

Table 4 reveals that the value of t-calculated at .67 is less than the t-crit of 1.96, at .05 level of significance. The hypotheses was therefore not

rejected, implying that there was no significant difference between the mean scores of both groups of respondents.

Table 6. t-test of significant difference in the mean scores of male and female principals on the impact of globalization on the management of secondary education in the area of discipline.

Respondents	N	\bar{X}	SD	Df	t-cal	t-crit	Decision
Male principal	193	1.54	0.90	266	1.00	1.96	Not Significant
Female principal	75	1.44	0.75				

Table 3 shows that t-calculated which is 1.00 is less than t-critical which is 1.96 at .05 level of significance. The hypothesis was therefore not rejected implying no significant difference in the mean response scores of both groups of respondents.

in Enugu State in the areas of teaching methods, instructional materials utilization and discipline.

12. Findings of the Study

1. Globalization has to a little extent influenced the management of secondary education in Enugu State in the areas of teaching methods, instructional materials utilization and discipline.
2. There is no significant difference in the mean responses of both male and female principals on the influence of globalization on the management of secondary education

13. Discussion and Findings

Globalization is the integration of economies and societies through the flow of information, ideas, technology, goods, services and people. The study found that globalization has impacted to a little extent on the management of secondary education in Enugu State. This is not good at all. Misra [4], Nwokeukwu and Dike (2017) and Akani [2] all agree that globalization has a lot of benefit to education, culture and commerce. The finding of the present study suggest that the positive impact of globalization is lost to secondary education in Enugu state. It could mean

that in an age of globalization that has compressed the world into a global village, secondary education in Enugu State is still operating on analogue. This is in line with Onyekwere, Okoriga and Dike [5], who lament the poor state of Nigeria's education. This becomes more worrisome in an age of globalization when access to information has been greatly enhanced.

Akani [2], espouses the indispensable place of education in human growth and development. This education must of course be of the highest quality in order to achieve its purposes. It becomes imperative that secondary education in Enugu state must reap the benefits of globalization to remain competitive.

14. Recommendations

The following are recommended:

1. Better funding of secondary education in Enugu state by all stakeholders especially the governments (both state and local).
2. Provision of requisite facilities and equipment in the various Secondary Schools especially ICT equipment, so that the students and the school in general could be better placed to benefit from the positive impact of globalization.
3. Continuous training and retraining of teachers especially in the area of ICT, so as to enhance their capacity to utilize the benefits of globalization in the classroom for the benefit of all.
4. The various governments and school authorities should continuously organize seminars and workshops for students in order to expose the negative effects of globalization. Thus, it will surely have a positive influence on school disciplinary problems.

15. Conclusion

Education remains the most potent instrument for the transformation individuals and societies. Secondary education in Enugu state and elsewhere is strategically placed in the achievement of the above mandate. It becomes therefore compelling that secondary education in Enugu State must be made qualitative and relevant in order to be able to contribute its quota in the onerous task of producing individuals who are ready to contribute for development of society.

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