
**EMPIRICAL ASSESSMENT OF THE INFLUENCE OF GLOBALIZATION ON
TRADITIONAL TEACHING AND LEARNING PRACTICES IN CULTURALLY
SENSITIVE ENVIRONMENT: CASE STUDY OF PUBLIC SECONDARY SCHOOLS
IN BORNO STATE**

Mohammed Ali Gajiram, Ph.D.

Ramat Polytechnics Maiduguri, Nigeria

Email: mohammedaliGajiram@gmail.com

08065476355

Omar Babale Adamu, Ph.D.

Yobe State University Damaturu, Nigeria

ORCID ID: 0009-0009-3732-1143

Email: umarulfaruku@gmail.com

08026267574

Mohammed Ali Kukawa, Ph.D.

Borno State University Maiduguri, Nigeria

Email: a.kukawa2020@gmail.com

08036118582

Gambo Muhammad Garba

Taimako Community Development Initiative, Damaturu Yobe State

Gamgar13@gmail.com

08061572497

Correspondence Author: Omar B Adamu, Email: umarulfaruku@gmail.com, Phone;
08026267574

Abstract

Globalization is speeding up vis-vis technological advancement and significantly influencing how teaching and learning are delivered in schools. However, underserved communities are still caught up in the web of traditional educational practices and yet to immensely benefits from globalization-induced practices. Based on this, the study evaluates the impact of globalization on traditional teaching and learning practices in culturally sensitive environments like Borno state. With globalization fueling pedagogical changes through technology, standardized curricula and global-inclined learning practices, Borno state faces both opportunities and challenges. The study adopted a descriptive survey design, involving the deployment of structured questionnaire to 300 educators across 15 public secondary

schools in urban, semi-urban and rural areas of the state. The sampling was done to capture all social context in Borno. Findings reveal that adoption of global educational practice is very low in Borno State. This implies that the state is still rooted in traditional systems for teaching and learning. Furthermore, the barriers to effective integration of global teaching and learning methods include infrastructure deficit, inadequate educator training, and cultural resistance. The study argues for global practices to be fully embraced; it needs to be combined with traditionally and culturally inclined. The study made case for large-scale investments in infrastructure, capacity building programmes for educators and curriculum overhaul to ensure globalization fortifies local learning structures in Borno.

Keywords: Globalization, Education, Learning, Teaching, Educators, Schools, Pedagogy, Curriculum

Introduction

Globalization refers to the growing interconnectedness of systems, structures, countries, and societies through innovation and technology (Zali, 2024). In the education sector, globalization manifests through knowledge exchange, standardization of curricula, integration of digital tools, and increased mobility of students and teachers across borders (Rahimi & Oh, 2024). These trends create dynamic learning environments where traditional boundaries are blurred, giving rise to what Held and McGrew (2023) describe as a global education culture. Within this context, learners are increasingly equipped with the skills, values, and competencies needed to succeed in a knowledge-driven, fast-paced, and competitive world.

Globalization has thus emerged as a powerful force reshaping educational systems worldwide. Its influence on traditional learning practices, particularly in culturally rich and historically rooted regions such as Borno State, Nigeria, requires careful investigation. On one hand, globalization facilitates the exchange of ideas, pedagogical models, and technological innovations that can improve teaching and learning practices (Ahmed & Garba, 2020). On the other hand, critics caution that globalization may erode indigenous knowledge systems and weaken traditional educational practices that have sustained communities for centuries (Aliyu & Okonkwo, 2023).

The adoption of Western-style education within Nigeria exemplifies this tension. While these changes aim to equip learners with skills relevant to a globalized knowledge economy, they often neglect the cultural and contextual needs of local learning systems (Danjuma et al., 2023). Moreover, globalization tends to deepen educational inequalities. In conflict-affected and infrastructure-deficient regions such as Borno, the benefits of globalization are unevenly distributed. For instance, while digital technologies have enhanced learning outcomes globally, they simultaneously exacerbate the digital divide in Borno, where access to even basic technology remains a major challenge (Ibrahim & Abubakar, 2022).

Recent evidence shows that globalization in Nigeria is taking diverse forms, including the adoption of educational technology, virtual classrooms, school management systems, and hybrid curricula that combine national and international standards (Adedokun-Shittu, 2023). In Northern Nigeria, however, globalization is largely driven by humanitarian organizations and donor-funded initiatives focused on teacher training, non-formal education, and the introduction of basic ICT infrastructure (UNICEF, 2023). These interventions have brought elements of global standards into local educational systems, but the impact remains limited compared to more urbanized regions.

While globalization provides opportunities for improved access to global knowledge, pedagogical innovation, and inclusive education through assistive technologies (Olatunji & Bello, 2023; Ayonovna, 2024), its application in culturally sensitive environments such as Borno presents unique challenges. The erosion of indigenous languages, cultural values, and traditional teaching methods—including Islamic schooling and oral knowledge transfer remains a pressing concern (Danjuma et al., 2023). Compounding this issue, poor internet connectivity, inadequate digital literacy, and high poverty rates contribute to persistent educational inequalities (Olowu & Musa, 2020; UNICEF, 2023).

Given Borno's long history of traditional education systems, including Qur'anic schools and apprenticeship models, the incursion of globalization raises key questions about cultural sustainability, identity preservation, and equitable access to learning. While globalization may enhance learning outcomes and prepare students for global citizenship, it risks displacing localized pedagogies and exacerbating socio-cultural divides. Thus, balancing modernization with cultural preservation is a central concern for policymakers, educators, and communities.

The present study seeks to empirically assess how globalization is influencing traditional learning practices in Borno State. It explores the extent of globalization's influence, the level of adoption within schools and communities, and the forms of resistance or adaptation that emerge. Findings from this study are expected to inform policies that promote inclusive, culturally responsive and contextually relevant educational systems in an era of rapid globalization.

The central objective of this study is to evaluate the impact of globalization on teaching and learning practices within traditional educational frameworks in Borno State. Specifically, the study aims to:

5. Assess the current state of global educational practices in public secondary schools.
6. Identify barriers to the integration of global teaching methods.
7. Propose strategies that combine global best practices with traditional, culturally relevant educational frameworks.
8. Examine teachers' perceptions of globalization-induced changes in pedagogy

To achieve these objectives, the following research questions guide the study:

5. To what extent have global educational practices been adopted in the public secondary schools of Borno State?
6. What infrastructural deficits and cultural factors act as barriers to adopting global teaching methods?
7. How do Teachers perceive the integration of global practices with traditional learning approaches?
8. What strategies can be implemented to achieve a balanced educational system that honors local traditions while integrating modern practices?

Literature Review

Theoretical Review

Modernization theory provides a framework to evaluate the impact of globalization on educational practices in Borno state, known for its high cultural sensitivity and deeply rooted traditions. The theory posits that societies evolve from primitive-inclined structures to more secular, urbanized and industrialized systems fueled by technological advancements, cultural norm shifts and increasing exposure. The theory argues that transition from traditional norms and practices to modern systems is governed by innovation, industrialization and civilization (Soheila, 2015).

With respect to education, modernization theory posits that as societies adopt new technologies and global standards, traditional teaching and learning practices gradually give way for technologically driven approaches. For instance, the increased use of technology in education has shifted teachers from being the only custodian of knowledge to facilitators through approaches like inquiry-based learning. This pedagogical revolution aligns with the modernization theory's posture that traditional systems and practices must conform to modern demands to stay relevant (Omar, 2024).

Empirical Literature and Gaps

A few studies have appraised the effect of globalization on educational development in Nigeria. A study by Olatunde and Oluranti (2023) on the assessment of globalization effect on the development of education system in Nigeria, argues that Nigeria cannot be isolated from globalization which has immensely contributed to the growth of nations. Deploying structured questionnaires to 110 academic faculty at Ambrose Alli University, findings revealed globalization through ICT integration has enhanced the teaching-learning process, widened access to education and improved quality of educational administration. Another study by Aniykwa et al. (2012) focused on globalization and context of higher education in Nigeria focusing on three tertiary institutions – University of Lagos, Yaba Polytechnic and Federal College of Education, Akoka. The participants comprise 720 individuals including lecturers and students. Findings revealed that globalization has positively impacted higher education in

terms of access to information, collaboration and networking among faculty members and students.

Furthermore, Quainoo et al. (2022) appraised the impact of globalization on education in Nigeria to ascertain whether it is a blessing or curse. This exploratory study by these scholars concluded that education systems including Nigeria are under pressure to produce individuals who can compete adequately in the global marketplace. As such, they concurred globalization has positive impact on education at all levels. Anka (2021) examined the impact of globalization on higher education in Nigeria and Pakistan. Findings showed that globalization has significantly enhanced learning opportunities, academic linkages, and higher education enrolment in both countries while also promoting indigenous knowledge and driving educational reforms. This study emphasizes the role of globalization in equipping students for participation in global economy.

Chukwuailo et al. (2014) examined the role of globalization in tertiary education system in Nigeria using Imo State University as case study. Findings revealed that globalization has positive impact on accessibility and availability of educational services in Nigeria

Review of empirical studies show a few gaps. Firstly, most studies focused on the impact of globalization on higher education system, leaving scanty or no evidence on K-12 level of education in Nigeria. Secondly, all these studies drew their case studies from urbanized areas. However, gaps remain in understanding how globalization play out in underdeveloped and culturally sensitive environments like Borno state. The study fills this gap by focusing specifically on the impact of globalization on teaching and learning practices in public secondary schools in Borno, where traditional education systems often negate globalization-led systems.

Methodology

The study adopted the descriptive survey design in the process of collecting data. The choice of this design was informed by its effectiveness in describing a particular phenomenon as they occur naturally. The research was conducted across three Local Government Areas (LGAs) to capture urban, semi-urban and rural contexts. Specifically, the Maiduguri Metropolitan Council (MMC) was picked as an urban area due to its relatively high social exposure. Biu LGA was selected to capture semi-urban Biu LGA was selected to capture semi-urban settings while Gwoza LGA was selected to represent rural settings. This geographical distribution allows for a comparative understanding of how globalization affects education across stratum of development within the state.

The study adopted a multi-stage sampling technique. Five public secondary schools were selected in each LGA, giving a total of 15 schools across the three LGAs. In each school, 20 educators were purposively selected, leading to a sample size of 300 educators. The purposive sampling technique was adopted to ensure that only teachers with relevant experience in public secondary school education and familiarity with evolving teaching and learning practices were chosen to participate in the study.

A structured questionnaire was designed and deployed to get participant's opinions on the influence of globalization on traditional teaching and learning practices in public secondary schools, as well as the challenges and opportunities associated with it. Data collected from the field were analyzed using descriptive statistical tools. This method is quite effective in summarizing patterns in a dataset to enable the researcher to draw inferences on the level of influence of globalization on educational practices in Borno.

Results and Discussion of Findings

A total of 300 educators were selected for the study, however only 288 participated. This translates to 96 percent response rate. Table 1 below shows the demographic characteristics of the educators.

Table 1: Demographic Attributes of Participants

		Frequency	Percentage
Gender	Male	103	36%
	Female	185	64%
Teaching Experience	Less than 5 years	53	18%
	5-10 years	175	61%
	Above 10 years	60	21%
Educational Qualifications	SSCE	10	3%
	NCE/OND	62	22%
	HND/B.Ed./B.Sc.	152	53%
	PGDE/M.Ed./M.Sc.	64	22%

Source: Field Survey (2025)

From Table 1, majority of participants are female educators. With respect to experience, over 80 percent are experienced educators with at least five years in education. On academic qualifications, over 70 percent hold either a first degree or equivalent or postgraduate certifications.

Section A: Impact of Globalization on Traditional Teaching and Learning Practices

This section elicited information from participants to ascertain how globalization in terms of technology, foreign curricula and global ideologies, is impacting how teaching and learning are being undertaken in selected public secondary schools in Borno.

Table 2: Frequency of Use of Digital Tools (Smartphones, Tables, Computers)

Option	Frequency	Percentage
Never	81	28%
Rarely	139	48%
Often	55	19%
Always	13	5%

Source: Field Survey (2025)

Table 2 presents the frequency of use of digital tools among educators in the study area. Result shows that 48% hardly use these tools even as 28% stated they had never used them. Only 19% use these tools often and five percent reported regular use of these digital tools. The result implies that the integration of digital technology tools and resources into teaching and learning practices is very low among public secondary schools in Borno state. This corroborates the position of Danjuma et al. (2023) that poor integration of digital tools into the educational system in Borno is attributable to poor access to digital devices, poor technical know-how of educators and weak digital infrastructure. As such, globalization is yet to take firm roots in Borno State owing to resource constraints.

Table 3: To what extent has your School Curriculum incorporated International Content in Recent Years

Option	Frequency	Percentage
Not at all	76	26%
Small Extent	121	42%
Moderate Extent	51	18%
Great Extent	40	14%

Source: Field Survey (2025)

From Table 3, a significant number of respondents (42%) indicated that international content has been integrated into their school curricula to a small extent. On the other hand, 26% reported zero integration at all, while another 18% and 14% reported a moderate and great degree of integration respectively.

The findings implies that the influence of globalization on curriculum development in public secondary schools in Borno state is still minimal. This aligns with Bali et al. (2024) whose findings show that despite growing global focus on 21st century learning, majority of Nigerian government-owned schools are struggling to catch up due to inadequate educator training and shortage of resources. Vitalis et al. (2024) also argue that challenges besetting many public schools in Nigeria in aligning with international curricula is hinged on ineffective policy implementation. The implication of this finding is that while there is growing global emphasis

toward global curriculum alignment, it remains uneven in poorly resourced environments like Borno and without proactive actions, quality of education in public schools in the state may deviate grossly from global standards.

Table 4: Impact of Global Educational Trends on Teaching Methods

Option	Frequency	Percentage
No impact – I still use only traditional methods	51	18%
Minimal impact -I have made slight adjustments	132	46%
Moderate impact -I blend global trends with traditional methods	80	28%
Significant impact -I am adopting global teaching approaches now.	25	9%

Source: Field Survey (2025)

Table 4 shows the perceived impact of global educational trends on teachers' instructional methods. Majority indicated minimal impact, acknowledging making slight adjustments to their teaching approaches. 28% reported moderate impact, meaning they are combining global practices with traditional methods while nine percent noted full adoption of global teaching methods.

The result suggests that while some degree of integration is occurring, a sizable number of teachers in Borno are still adopting traditional methods. Global teaching methods such as student-centered learning, inclusive pedagogy, or standardized assessment is barely noticeable in the study areas. This underscores the importance of reforming the Borno educational system alongside investments in educators' capacity development to align teaching and learning practices with global standards. This finding is consistent with Olugbade et al. (2024) whose study unraveled that adoption of global instructional approaches would remain limited in the face of systemic and cultural barriers.

Table 5: Source of Influences of your Teaching Approach

Option	Frequency	Percentage
Traditional/cultural /religious systems	85	30%
School policy	32	11%
National/state policy	118	41%
Global practices	53	18%

Source: Field Survey (2025)

Table 5 presents the sources influencing teachers' instructional methods in public secondary schools in Borno. Almost half of the participants identified national or state educational policies as most influential. Traditional, cultural or religious systems ranked second at 30%. Additionally, 18% indicated global practices as the primary force influencing their teaching method while 11% cited school policy.

This finding implies that cultural and local frameworks still influence instructional approaches in public secondary schools in Borno state. This finding supports Soheila (2015)'s position that deeply rooted traditional norms often impede innovation in public learning institutions. Similarly, Obiora and Uche (2024) highlighted that despite growing global exposure in Nigeria, most schools especially government-owned ones still embrace traditional pedagogical systems.

Table 6: Preference for Global Teaching Approaches vis-à-vis Traditional Methods among Students

Option	Frequency	Percentage
Students still prefer traditional approaches	63	22%
Students equally prefer both	107	37%
Students prefer global approaches	85	30%
I have not noticed any difference	33	11%

Source: Field Survey (2025)

Table 6 presents teachers' observations regarding students' preference between global and traditional instructional methods. Data shows that 37% of participants believed students prefer both approaches equally. Another 30% observed students preferred global teaching methods while 22% believed students still prefer traditional approaches and 11% have not observed any difference.

The result suggests a gradual preference for globalization-driven learning methods and students are receptive to interactive and technology-enabled learning tools. However, traditional methods of learning is still preferred by some learners. Studies such as Parveen and Ramza (2023) found that global teaching methods has a positive effect on learner's motivation to learn and academic outcomes. The finding underscores the need for educators in Borno to be adaptive by combining traditional pedagogical practices with modern styles to cater for varying learner preferences.

Section B: Opportunities and Challenges associated with integrating Global Educational Practices into Traditional Education Systems in Borno

This section elicits information regarding participants' views on the opportunities and challenges around incorporation of global education practices into education systems in Borno. Items in Section B are structured on a five-point rating scale from strongly disagree (1);

disagree (2); neutral (3); agree (4) and strongly agree (5). Items with mean point above 4.0 are classified as general agreement; items between 3.0 – 4.0 are grouped in neutral category while those less than 3.0 are grouped under disagreement category.

Table 7: Summary Statistics

Opportunities	N	Mean	Remarks
The integration of global practices improves student engagement and interest in learning.	288	4.31	Agree
Global teaching methods (e.g., interactive learning, use of technology) enhances teacher creativity and innovation.	288	4.24	Agree
Access to global educational resources improves student academic performance.	288	4.12	Agree
Exposure to global content prepares students better for national and international opportunities.	288	4.05	Agree
Challenges			
Lack of infrastructure (e.g., electricity, internet, computers) hinders the adoption of global teaching practices.	288	4.32	Agree
Teachers in Borno lack adequate training to implement global educational methods effectively.	288	4.21	Agree
Global educational content sometimes conflicts with local cultural or religious values.	288	4.08	Agree
Deeply rooted traditional norms make it difficult to fully utilize global teaching resources in the classroom.	288	4.03	Agree

Source: Field Survey (2025)

From Table 7, respondents alluded that integration of global practices improve student's motivation to learn. This implies that student-centered approaches are potent in engaging learners, which aligns with Woods & Copur-Gentuck (2024)'s position. Similarly, participants generally believe global teaching methods enhance creativity and innovation. This is supported by Fackler et al. (2021) that global pedagogical trends enable teachers to innovate and deliver personalized instruction to learners. Additionally, participants agreed that access to global educational resources impact academic performance and that exposure to global educational content prepares students for future opportunities. This aligns with Morris et al. (2024) position

that globalization equips learners with requisite exposure needed to thrive in today's globalized and interconnected academic and work environment.

Despite these opportunities, several challenges persist. Participants concurred that the absence of infrastructure in the form of power, internet connectivity and digital devices is a significant obstacle. This finding aligns with Aliyu and Okonkwo (2023)'s position that infrastructural weakness is a barrier to adoption of global teaching and learning methods in many schools. Participants also concurred that teachers do not have adequate training, which keeps hindering their capacity to implement global practices effectively. Furthermore, participants agreed that global content could negate local cultural and religious values. They also indicated that traditional norms often obstruct the use of global methods in classrooms. Studies such as Ahmed and Garba (2020) observe strong resistance to globalized-driven methods in schools in rural areas in Northern Nigeria.

The finding suggests that while educators acknowledge the benefits of globalization, domesticating global learning and teaching methods alongside sound policy support would drive adoption in public secondary schools in Borno. As such, there is need to strike a balance between globalization and cultural preservations. Although teachers acknowledge the benefits of global educational practices, they should be blended contextually, supported with the right infrastructure, and infused in culturally responsive pedagogical structures.

Conclusion

This study evaluated the impact of globalization on traditional teaching and learning practices in public secondary schools in Borno State, Nigeria. The findings reveal that while globalization is beneficial to education systems in terms of better student engagement, better academic performance, improved teacher innovation via global best practices, its infusion into educational system is currently minimal. Most public secondary schools in Borno are influenced either by national policies or cultural values. These schools are faced with obstacles such as infrastructure deficits, inadequate teacher training and cultural resistance to foreign curricula. Majority of participants advocated judicious infusion of globalized practices into local educational systems to facilitate effective adoption. The study emphasizes the importance of a blended and culturally sensitive approach to reforming the education system in Borno state.

Recommendations

Based on the study's findings, the following recommendations are proposed:

1. Invest in Educational Infrastructure: Allocate budgetary resources to upgrade technological resources and ensure reliable connectivity in schools.
2. Enhance Teacher Training: Develop specialized programmes that focus on modern pedagogical techniques while incorporating traditional strengths.
3. Curriculum Reform: Undertake a comprehensive review of curricula to integrate global knowledge without compromising local cultural identity.

4. Stakeholder Engagement: Involve Teachers, parents, and community leaders in the planning and implementation of educational reforms to foster a sense of ownership and cultural respect.
5. Policy Alignment: Ensure that educational policies are aligned with global best practices while remaining attuned to the unique cultural contexts of Borno State.

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