Perception of Globalization on the Learning Strategies among Higher Education Studies Students

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Abstract

This study explores the changing contexts of the globalized world and their impact on the learning strategies in higher education classrooms. Globalization has influenced educational philosophy and classroom practices all over the world. The forces associated with globalization have altered the context in which educators operate, and intensely changed ones experience in both formal and informal education. The purpose of this study was to examine the quality of existing online education courses that utilize the internet as the primary instructional delivery method. The focus of this study was to find out students' perceptions on the impact of online learning on MPhil level classes in TU Kirtipur.

It highlights the challenges facing in use of ICT in higher education of in Nepal. Problems such as lack of resources (viz. qualified teachers, hardware, software, electricity and poor project implementation strategies militate against these efforts. This study recommends university authority should help to facilitate skilled manpower, stabilized electricity supply, hardware resources and software resources to enhance the use of ICT in higher education classrooms. It is argued that, to realize the policy in practice, more sustainable mechanisms need to be developed to provide ICT facilities for teachers and to train them how to use ICT in teaching activities. The study also includes some of the implications to connect on virtual classroom used in an online learning environment affected students' active participation in learning activities.

Keywords: *Perception, globalization, leaning strategies, opportunities, higher education*

Introduction

The main purpose of this study is to examine the quality of existing online education courses that utilize the Internet as the primary instructional delivery system. The focuses on this study is to understand students' perceptions of online learning experiences in higher education. The findings of this study may contribute to the literature of online education in terms of quality assurance. The results should hopefully enable institutions offering online education to assess that programs based on the findings and the recommendations in this study.

Recently, the word globalization has been referenced increasingly in the media, academic literature and everyday talk (Mundy, 2005). There has been a hot debate about globalization. Some people believe globalization is a dangerous phenomenon which has changed the world in negative ways. To them, globalization has brought undesirable consequences to society, affecting its peace. A good example of those people is Muslims who are afraid that their cultural heritage loses its identity and characteristics in the presence of a dominant Western culture. The national cultures seem at a surface level to start melting and be more homogeneous with Anglo-phone western culture beginning to dominate (Green, 2002). This is the homogenizing culture account of globalization which some also see as synonymous with Americanization or Westernization.

In the context of Nepal globalization was more facilitated after 1985 with active support and programs from World Bank and International Monitory Fund. More open to the world and privatization started. Private educational institutions flourished and more professionals and educated persons started going abroad for employment. More privately funded students started going abroad for further studies (mainly to Australia, UK, USA, Japan etc.). So, for instance, today's public interest in the English language and medium of instruction evolved from English being a secret means for the ruling oligarchs to gain connection with the world outside, to an aspiration for greater social capital among the upper class and caste to, finally, becoming a rather unrealistic aspiration for the middle class (Sharma, 2018).

In Nepal TU and KU have started online learning? At KU, KUSOED has recently revised the modality of the ODL program that was provided since 2011. The revision differentiates online classes from on-campus classes primarily in the ways of students-teacher communication, interaction and instructional delivery. Convenience and flexibility are the most common reasons for online classes (KUSOED, 2015). Likewise, TU has Open and Distance Education Centre

(ODEC) that aims at being a lead centre for e-learning in Nepal by providing resourceful e-library, conducting virtual classes, ensuring access and equity in higher education, providing professional and non-academic courses, training education professionals in e-learning, e-pedagogy, e-education and e-management, generating research based new knowledge, developing and using economically viable open and distance LMS, and developing national and international relation with ODL providers to promote higher education (Tribhuvan University Open and Distance Education Centre, 2015). Thus, both the universities have similar modality of ODL pedagogy. However, TU has an independent centre which is fully institutionalized and dedicated only to the ODL but KUSOED focuses on dual mode where ODL comes as an integrated part of regular on-campus programs with the flexibility of mode switching for students.

Information and communication technologies (ICTs) are currently being used in education to assist students to learn more effectively by providing teachers with access to a wide range of new pedagogy. These technologies are also being used to enable teachers to do administrative tasks more efficiently (Mervyn, 2002). Information and communication technology (ICT) can complement, enrich and transform education for the better. CT in education has multiplier effect throughout education system, by enhancing learning and providing students with new set of skills; by reaching students with poor or no access (especially those in rural and remote regions);

by facilitating and improving the training of teachers; and by minimizing costs associated with traditional instruction (UNESCO, 2014). Yusuf (2007) described ICT as an electronic technology used for accessing, processing, gathering, manipulating, presenting and communicating information. He emphasized that when ICTs are employed in education, they can accelerate, enrich and deepen basic skills in reading, writing, arithmetic and the sciences besides motivating and encouraging students to learn as they become more independent and responsible for their learning.

Although the government universities and schools are still waiting for funding support to adopt ICT in their teaching and learning activities, most of the private colleges and schools have already got internet facilities for teachers and students. The majority of teachers and students particularly in urban areas have access to internet facilities outside their schools in their daily life. A recent study (Rana, 2018) reported that, although private colleges and schools have their own plans to manage ICT facilities and to train their teachers to use ICT, the government does not have a clear strategy for equipping government institutions with ICT infrastructure and for training teachers to use digital technologies. This study (Rana, 2017) reported that, because the University Grants Commission develops policy and provides funding for resourcing colleges, recruiting staff and training the staff, the University Grants Commission has a significant role in overall development of universities. The following historical background of initial teacher training in Nepal also provides brief information about the role of University Grants Commission.

According to Rana (2019) have revealed that educational technologies can enhance teaching and learning processes, many practical challenges are being faced while implementing them in practice. Challenges about technology use in teaching and learning activities differ between developed and developing countries (Rana et al., 2019). Developing countries often represent contextual factors in organizational culture and societal structures which are different compared to developed countries. Technological factors such as cost, usability and appropriateness of technology, as well as management characteristics, are major challenges in developing countries (Andersson &Grönlund, 2009).

Higher education institutions in Nepal have started implementing online learning as e-learning mainly to facilitate the traditional on-campus teaching and learning activities. It is believed that online learning provides new opportunities to both the teacher and students by creating new and exciting opportunities (Pangeni, 2016).

TU has taken some initiatives to integrate information and communication technology (ICT) in higher education. TU Faculty of education offers teacher preparation course (B.ED in ICT) and Faculty of Management offer Bachelor of Information Management (BIM). Institute of Engineering has Centre for Information Technology (CIT) and Information & Communication Technology Centre (ICTC). TU established the Open and Distance Learning Center in 2015, which aims to provide access of quality higher education to mass people in Nepal through open and distance mode. The center will also support other institutions to integrate e-learning by hybridizing traditional education programs as a gradual transition to virtual learning (ODEC-TU, 2015). The Center will develop android application to assist learning (Adhikari, 2015).

This initiative endorses mobile learning formally in the Nepalese higher education sector. The Center will develop resources and train faculties to promote information and communication technology in open and distance education. In this context, mobile technology can bridge the digital divide by offering an alternative technology for learning.

In the context of Nepal, Rana (2018) argues that the lack of implementation strategies of ICT education policy, no funding for resources and ICT infrastructure, traditional culture of universities, lack of skilled workforce and political influence in the education sector are major challenges to transform traditional education systems of universities and schools. The purpose of this study is to examine the quality of existing online education courses that utilize the internet as the primary instructional delivery method. The focus on this study to find out students' perceptions of online learning and also what are the challenges to facing online classes and to suggest that problems. This study is delimited to only with higher level of students of TU. Kirtipur. Basically this study based on MPhil 18th Batch students of different subject scholars. This study focused on impact of ICT based learning strategies among higher education students' classes. Determine the population of the study a list was generated of different subject scholars. A total of 3 participants (different subject students, which 2 are Male and 1 Female student) were included in this study.

Research Questions
* In what ways does globalization bring online learning opportunities among MPhil students?
* In what ways does globalization reinforce and obstruct the opportunities for online learning?
* What are factors that have shaped the online education experience?

Methodology
This study is based on a qualitative phenomenological research design to collect and analyze data. As a qualitative method, a phenomenological study focuses on the in- depth interview and analysis of the collected data which is framed in terms of words rather than numbers (Creswell, 2012). Data are collected via in-depth interview with three different subject's Mphil scholars of T.U. Kirtipur. Where was 2 Male and 1 Female participants involved in this study. The interview was taking via phone calls and recorded. The recorded data were transcribed, coded and generated the basic, organizing and global themes systematically using thematic network analysis technique (Brown and Clark, 2006). Some secondary data were collected through literature review of related journal articles, Websites/Blogs and books, as well to explore the connection with globalization in education. Especially, focuses on impact of globalization among higher education students learning in detail in this study.

As a researcher, to maintain ethical consent, I also made our participants assure that the information provided by them to us never be misused for any other purpose than this study. It means that, in the phenomenological study, ethical issues particularly very true information and their safety are important. Realizing this issue, I protected the participant's right to secrecy (Creswell 1997) by using their pseudonyms throughout our study. In this study, collected detail about the virtual learning experiences of each participant from respective TU. Higher Education MPhil level of students. The limitation of this study was that I could not conduct face to-face

interviews due to COVID- 19 pandemic. Moreover, I could not include all of the entire groups of Mphil students limited in the certain criteria. In order to data collection tool I was used interview guidelines and when I was followed the process of data collection and adopted differently. Firstly I was co-ordinations with the different subject of Mphil level students to talk about my purpose detail and then I was took interview with the participants deeply about their virtual learning experience.

Findings of the Study

The focused on this study is to understand students' perceptions of online learning experiences in higher education in Nepal. The findings of this study may contribute to the literature of online learning conditions of quality assurance. The results should hopefully enable institutions offering online education to assess that programs based on the findings and the recommendations in this study. The findings indicate that only making technology available for teachers in the (TU.) MPhil classroom and providing essential skilled on ICT use cannot a sure the effective integration of the technology in pedagogies. However, the students had an enthusiasm to use a higher level of ICT facilities if made available in their classrooms. The study found a gap between ICT policies and the reality of ICT use in higher education. Although the educational policy in ICT emphasizes the integration of digital technology in teaching and learning, there is no clear strategy of the government and public institutions to equip the universities with ICT infrastructure, manage ICT lab and other resources how to use digital technologies for effective teaching.

Opportunities of the Online Learning

The use of ICT in the classroom teaching-learning is ery important for it provides opportunities for teachers and students to operate, store, manipulate, and retrieve information, encourage independent and active learning, and self-responsibility for learning such as online learning, motivate teachers and students to continue using learning outside school hours, plan and prepare lessons and design materials such as course content delivery and facilitate sharing of resources, expertise and advice. The students interviewed had some level of digital technology knowledge and its practice in education: "Technology can enhance their learning ideas. It can help establish interaction among students and teachers and provide opportunities for sharing their thoughts, ideas and problems with teachers and friends."

I feel great relief because this programme does not require physical presence. To me that is the most important advantage of online education. It also makes me happy that I can study in my own space; whatever time I want, I can also take a break and spend time with my children. That way I can better combine student and family life. So I feel more enjoying utilized free time and together we could run our study properly such as emergency situation. So that the online class provides opportunities for being updated subject matters and technical knowledge.

Participant "A" expressed that virtual class is an online platform where participants can communicate, interact and share presentations and learning resources in real time. These synchronous virtual classrooms can be accessed from multiple locations using a PC or a mobile device. The features of virtual classroom include video/audio, text chats, file sharing and polling features. . This study reported that the students interviewed had some level of digital technology

knowledge and its practice in education: "Technology can enhance their learning. It can help establish interaction among students and teachers and provide opportunities for sharing their thoughts, ideas and problems with teachers and friends (Gedera. 2014).

Challenges of Online Learning

The development of information and communication technology in government education is faced with many challenges. So far, ICTs have not been used as a way of acquiring new knowledge and skills in schools of Nepal due to insufficiency of curriculum content and limited access to ICT. Other challenges include inadequate funding, lack of basic infrastructure, lack of skilled workforce, traditional culture of universities, and political influence in the education sector are major challenges to transform traditional education systems of universities and schools. Similarly lack of policy formulation and implementation and the major challenge in our context is the required physical infrastructure for implementing ICT. Nepal still experiences a lag in its implementation. This continues to widen the digital device and the access to ICT facilities as a major challenge facing in Nepal (Dhital, 2018).

In the interviews, the students expressed their dissatisfaction towards their teachers' limited use of available technologies and expected that their teachers would have effectively utilized available computers and internet facilities in their experience and delivery of lessons and to give regular feedback for students' works and assessment systems. When asked about their use of digital technology, they stated that they mostly used their own mobile phones, and that few students used their personal laptop to share materials and exchange messages related to their lessons and courses.

> However, someone (participants) they expressed their dissatisfaction against the poor and unstable internet access and lack of a digital library in our university. In another aspect virtual classes becoming a little frustrating. I had a fast enough speed and internet, but somehow the audio one time sounded twice and there was an echo. Someone was giving the presentation and I missed the whole groups of it. I had technical problems on that.

Participant "B" perceptions also demonstrated that they found this activity challenging and thus, they were not relaxed when they were presenting their research thinking that they may not be able to get onto the virtual classroom. They reported that the weak internet facility limited their access to wide range o f digital information. They argued that one of the causes of teachers' limited use of technology in teaching and learning activities was the limited ICT resources. Although the students agreed the use of digital technology in education can change the way of learning in flexible mode, they rarely used internet facilities in their learning activities. Most of them expressed that they had limited knowledge and skills in accessing online resources and that they needed a more advanced level of ICT facilities for develop theirco-operative learning, encourages dialogue and creates a more engaging classroom and different states, countries or continents.

Corrective Measures for Online Learning

A long-term goal of education in Nepal is to provide citizens with the knowledge and skills they need to work for the development of the country and to integrate Nepal into the global community. To achieve this goal, the government of Nepal is working to ensure access to quality basic education for all and to develop work and job relevant education. With the expanding role of information and communication technology (ICT) in all areas of life, considers the use of and knowledge of ICT essential. Therefore aims to provide students with ICT skills and use ICT as an important tool (Dhital, 2018). ICT has been developing very rapidly nowadays. Therefore, in order to balance it, the whole educational system should be reformed and ICT should be integrated into educational activities. the influence of ICT, especially internet (open source tool) cannot be ignored in our student's lives. So, the learning activities should be reoriented and reformulated, from the manual source centered to the open source ones. In this case the widely use of internet access has been an unavoidable policy that should be anticipated by schools/ university authorities (Meenakshi, 2013).

Government has introduced ICT into the schools/ universities sector by establishing computer labs in selected schools and internet access. It is crucial to ensure that ICT is used in relevant and appropriate ways and that an ICT enabling environment is established with the institutional and professional capacity to maintain, update and use applications and features, as well as that educational facilities support the use of ICT in terms of power supplies, internet connectivity and other necessities.

Students complained that their course content was not sufficient to enable them attempt their examinations. The content was too brief and there were also no supporting links in some cases to compensate for the brief content. Although other students said that the availability of digital materials and written documents necessaries some of their courses, the majority concurred that their content was mainly made up of text in the form of pdfs. Student's response that the administrative support they receive such as physical orientation of the university, academic advice, course registration and any other relevant information that is needed for their studies was critical in assisting them to adapt to the ICT learning mode of study quickly.

In this research participant "C" complained about the inaccessibility of the ICT learning assessment at times due to internet connectivity issues. Universities should be able to provide adequate connectivity. In addition must be capable of carrying compressed multimedia objects and lab so that students can have access to the wide variety of educational materials available in different formats such as effectively. This highlights the need for strengthening institutional capacity, skills and the awareness of teachers and educational managers to maximize the impact of introducing ICT in education. It is crucial to ensure that ICT is used in relevant and appropriate ways and that an ICT enabling environment is established with the institutional and professional capacity to maintain, update and use applications and features, as well as that educational facilities support the use of ICT in terms of power supplies, internet connectivity and other necessities (Rana & Rana, 2020).

Several literatures focused on online instruction can offer new challenges and opportunities to both teachers and students. Most students do not view online instruction as a replacement for traditional classroom instruction. However, with the right subject matter, with the right teacher and facilitator, and for the right student, Internet or online courses can provide an effective educational environment that is a viable alternative to traditional classroom instruction. Online education is usually regarded as time saving and cost effective education since students do not need to drive to a classroom. Face-to-face instruction is often not guaranteed in online class. Therefore, this study especially emphasized on higher level learners experience and their perception of online classes.

Conclusion

This study shows that the ICT play vital role as a strong mediator for change among many educational practices i e conducting online exam, pay online workshop/ conference, accessing online books and journals. Thus ICT in higher education improves teaching learning process, provides the facility of online learning to thousands to thousands of learners who cannot benefit the benefits of higher education due to several opportunities, such a time, cost, geographical location. Once again ICT serve to provide the means for much of this activity to realize the potential it holds. The limited ICT infrastructure and little teachers/professors are can implement ICT knowledge and skills have impacted the expected efficient practice of available digital technology. The majority of old generation teachers in the Faculty of Education TU, who have limited ICT knowledge and skills, needed advanced professional development training to effectively use the new technology and to transform traditional pedagogy to the modern system of instruction.

Online education is here and is highly likely to stay and grow. The review of its history clearly shows online education has developed rapidly, fueled by Internet connectivity, advanced technology, and a massive market. It has evolved from 19th century correspondence programs to the 21st century's vibrant and well-designed institutional online offerings. We can well anticipate that online education will continue to increase its presence and influence higher education through a vigorous process of reshaping, refining, and restructuring. It is unlikely, however, to replace traditional higher education but merely to be an alternative. But, owing to its flexibility, accessibility and affordability, online education is gaining in popularity, especially for people who are otherwise unable to obtain education because of physical distance, time schedule , and emergency accidents unaffordable costs also.

Implications of the Study

Effective online instruction is dependent on welldesigned course content, motivated interaction between the teachers and learners, well prepared and fully supported teachers. With our thorough analysis on this matter, this study further confirms that teachers definitely and indisputably play a crucial role in online education. They facilitate individual and group discussions, respond to student questions, design course assignments, and evaluate students' learning. Technology does not and cannot replace the role and position of the teacher. However, our review indicates that online faculty in higher education have not been receiving sufficient support from their respective institutions. It is a common practice that online instructors devoted more time and

energy to online courses in comparison with their counterparts who teach in traditional class-rooms. The reality is that they teach large numbers of students in their classes, receive little to no workload relief, get insufficient support from their universities with regard to recourses and technology, and have no professional development on online education.

A long term goal of education in Nepal is to provide citizens with the knowledge and skills they need to work for the development of the country and to integrate Nepal into the global community. To achieve this goal, the Government of information and communication technology (ICT) in all areas of life, MoE (Ministry of Education) considers the use of and knowledge of ICT essential. MoE therefore aims to provide students with ICT skills and use ICT as an important tool for improve classroom delivery; increase access to learning materials; and improve the effectiveness and efficiency of educational governance and management.

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