

## Globalization And Higher Education In Nigeria

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*Globalization is a multi-dimensional concept which can be complex in its definition. It connotes a method where all political, economic, cultural and social activities start operating at an international level. Globalization is an integration of the economy of a country with the economy of other countries, under conditions of free flow of trade and capital and movement of persons across borders. Higher education comprises all the schools attended after secondary education. They include studies at universities, colleges of education, polytechnics etc. This paper explains the concept of globalization, higher education, Information Communication Technology Education (ICTE) was addressed and its relevance to advancing knowledge and skills needed for effective functioning of higher education in this era of globalization. The paper enumerates the challenges of ICT in Nigeria and the prospects of higher education in the face of globalization were equally explained.*

**Keywords:** Globalization, ICT and higher education

## **Introduction**

Globalization is the process by which businesses or organizations develop international influence or start crating on an international scale. It describes the way countries and people of the world interact globally without boundaries, limitation and without restriction. This will entail free flow of trade globally. Globalization is the process of interaction and integration among people, companies and governments worldwide (<https://en.wikipedia.org/wiki/Globalization>). Globalization is the spread of products, technology, information, jobs across national borders and cultures in economic terms. It describes independence of nations around the globe fostered through free trade, it is also regarded as the free market of goods, services and people around the world.

Globalization is a multi-faceted concept which includes changes from the new information technologies and opening up of markets to new concepts which mean shrinking space, shrinking time and disappearing borders affecting people's lives more deeply, more intensely and more immediately than ever before (UNDP, 1999). This global approach will make our societies increasingly multi-cultural, more intercultural; as the interaction among cultural groups intensifies it will force a shift in our educational and development priorities. Globalization comes with opportunities and threat to every nation's culture and education system. On one hand it removes barriers and creates new technologies and possibilities for intercultural dialogue, but on the other hand it raises an expectation of possible danger of a new global imperial regime in which one political economic and communication culture is unilateral favoured over and above all others. It is not unexpected that the opportunities and rewards of globalization will spread unequally and inequitably. At least three global trends, the inequality, population movement and the new Information Communication Technology poses a serious challenge to the twenty first century higher education system in Nigeria.

## **Concept of globalization**

Globalization is about the interconnectedness of people and businesses across the world that eventually leads to global cultural political and economic interaction. It is the ability to move and communicate easily with others all over the world which can be for business purposes or academic purposes. Globalization is a relatively new concept coined in the 1970s. Inventions like airplane telephone and internet are attributed to globalization. Due to the increased demand in the high technology industry around the world, the business world has high potential for generating huge profits globally. So globalization is an important concept for students of higher education. Globalization is an important concept for students in higher education to enable them understand and appreciate, because of the demand in business and industry to hire people who can work with people of other nations and cultures and if need be trained independently and internationally to promote their business. Globalization affects education in two ways; first is that globalization increases the demand for education especially university education and this increases pressure on the whole system for higher quality schooling, often producing perverse educational consequences particularly from the stand point of equity.

Globalization has been regarded as the integrating of the economy of a country with the economics of other countries under conditions of free flow of trade and capital, including the movement of persons across borders. IMF defines globalization as the “growing economic interdependence between countries through increasing volume and variety of cross-border transactions in goods and services and international capital flows and also through widespread diffusion of technology. It should be noted that globalization cannot be seen simply as a higher form of internalization; it is a more turbulent phenomenon which transcends national borders. Globalization is not merely an economic phenomenon as advocated or perceived by many but it is multifaceted and one that engenders method/process of learning. It affects every aspect policy education, trade, leisure etc. Globalization is the key factor, driving the changes we have witnessed and experienced today. These are technological changes and the removal of obstacles to world trade and movement of human capital which drives globalization. According to Amarachi & Ofuru (2019) globalization refers to the network of the world-wide communication system otherwise known as the cybernetic devices which have reduced the world into a global village. These include technology, electronic mail (e-mail), faxes, internet, cellular mobile phones, the World Wide Web, amongst others. These devices increase information flow. This implies that the revolution has intensified the process of globalization. Rosenau in Amarachi & Ofuru (2019) regards globalization as a process of change rather than a prevailing condition. Roseau opined that there is a difference between “globalization” and “globalism”. Globalism refers to the aspiration of a state of affairs where values are shared by people in the world; neither is “globalization” the same thing as “universalism”, as universalism refers to encompasses all humanity.

### **Concept of higher education**

Higher education is otherwise referred to as tertiary education. The National Policy on Education (2004) defines tertiary education as the education given after secondary education, in universities, colleges of education, polytechnics, monotechnics, including those institutions offering corresponding courses Jaja (2014). Okoli (2017:9) opined that the development of higher education in Nigeria started with the establishment of Yaba Higher College in 1932 as a residential school with 41 students until 1934 when it was formally opened with 91 students enrolled by the governor sir Donald Cameron. The initial courses offered at Yaba College were civil engineering, medicine, agriculture, survey and teacher training for secondary schools, later commerce forestry and veterinary science were included. The student were awarded Yaba higher college diploma at the end of the courses. The diploma had no international recognition.

### **Information communication technology**

Information and Communication Technology (ICT) is an integral aspect of globalization. ICT refers to the technologies tools and resources used for broadcasting, telecommunication and all forms of computer mediated communication (Ojon, n.d). The Nigerian tertiary education must be ICT *compliant* to meet the challenges of the 21<sup>st</sup> century. The FRN (2004) emphasizes the significant role of ICT in advancing knowledge and skills for effective functioning in the modern world. The role of ICT in tertiary education cannot

be overemphasized the relevance of ICT to education includes the following:

- i. ICT helps to promote fundamental changes in teaching and learning methods thereby helping to overcome the barriers of time and place as technology introduces new choices and opportunities for students and teachers through endless research and learning on the internet.
- ii. ICT provides students with practical and functional knowledge of the computer, the internet and other associated gadgets that will have positive effect on future experience and make them more competent, rational and comfortable in this era of globalization.
- iii. ICT helps students to react intelligently to future changes, expand information and live successfully in a changing world.
- iv. ICT through its multimedia facet creates room for students to acquire new knowledge, foster inquiry and exploration of facts and adopt new approaches to teaching and learning.
- v. It helps to accelerate the learning process, increase teachers' efficiency and effectiveness and promote remedial instruction and enrichment of materials, thus guaranteeing higher quality standards in education..
- vi. ICT facilitates student's acquisition of skills and potentials for active participation in the teaching/ learning process.
- vii. It also helps to enrich the curriculum by replacing the existing face-to-face instruction.
- viii. ICT is a tool for learning that enables students to efficiently and effectively access digital information for the purpose of investigating issues and solving problems.

Asiliman (1990) further outlines the relevance and application of ICT to education which include:

- i. ICT provides resources and the pedagogical effective independent learners.
- ii. It places all learners on an equal footing, given the right hardware, software and curriculum activities.
- iii. It motivates students to embark on learning exercise.
- iv. It increases productivity by the use of Microsoft word for processing elements and telecommunication system, World Wide Web, GSM, which can make students and learners to be more active and productive in the classroom.
- v. It encourages individualization of instruction by making students to operate at their own ability, interest and pace.
- vi. It is effective and increases educational profits by the speeding productions, storage, and retrieving, communicating, downloading, expensive education materials scattered all over the world on the internet.

Olatunji (2006) laments that the current classroom situation has negatively affected the realization of national aspirations. In spite of the advancement in science and technology, the method of teaching in most classrooms has not change. Competency-oriented learning has many consequences for the content and organizational the educational process as well as for the role of both the students and their teachers. He went further to say that education in

these modern times has become too specialized, compartmentalized and fragmented. The current teaching methods in Nigeria higher institutions has failed to develop all the powers and faculties the human persons needs for the realization of national aspirations. While science and technology is changing at an amazing pace, the same cannot be said of our classrooms. Our classrooms have remained basically “chalk and board” affair with students seated in rows copying volumes and ready to ‘dish’ them out in many cases verbatim during final examinations. Technology has not affected the classroom of many institutions in developing countries including Nigeria (Osaat 2015). IMF definition of globalization as the growing economic interdependence between countries through increasing the volume and variety of cross border transactions in goods and services and of international capital flows and also through the move of widespread diffusion of technology globalization can be identified by the following features:

- ❖ The business expands all through the world.
- ❖ Goods and services are bought and sold from all countries of the world.
- ❖ Difference between domestic and international market comes to an end.
- ❖ Products are planned and developed keeping in mind that the market is the whole world.
- ❖ Manufacturing and distribution can be done at any part of the world based on feasibility and *viability*.
- ❖ Out sourcing of goods and services can be done (BBA mantra 2019). For globalization to be effective certain conditions are required.
- ❖ Quotes and tariffs must be removed; freedom must be given to business and industries.
- ❖ Bureaucratic hurdles should be removed.
- ❖ Rules and regulations of control should be liberalized.
- ❖ Money and capital markets should be developed.
- ❖ Suitable globalization strategies must be adopted.
- ❖ It is essential to have administrative support for government a (BBA mantra 2019).

### **Globalization and education**

Globalization is the force responsible for the changes taking place in higher education across the globe. Globalization has given rise to knowledge economy. It is impossible to make higher education immune to the globalization processes. Rooijen (2013) opined that globalization is seen as a threat to higher education as it can lead to the communalization of higher education for these reasons:

- One government after the other withdraws taxpayers funding for non-nationals, telling foreign students to cover their own cost.
- Well known foreign institutions set up branches in other countries and many upset the status-quo of national systems by allowing institutions to offer their programmes in franchise.
- E-learning is now being offered at a global scale and hence can through its economics of scale become highly competitive in terms of price/cost whilst being more convenient for mature student especially.

### **Effects and challenges of globalization on higher education in Nigeria**

Globalization and trade liberalization coupled with rapid advances in information and communication technology have resulted to unprecedented intensification of market competition worldwide. The governments of many countries have made competitiveness a high priority in their strategic planning and policy formulation for development plans (Njoku, 2011). Organization and institutions seem to optimize the workforce through comprehensive human capital development programmes not only to achieve business goals, but most importantly is for a long-term survival and sustainability. In response to the changes, most firms have embraced the notion that human capital has a good competitive advantage that will enhance higher performance (Njoku, 2011). There is a growing realization that many of our social systems and organizations are being faced with the new realities of the emerged information/knowledge age. These new realities are touching the lives of every individual, every family and every community, and the host of organizations in our public and private sectors including overall society. Faced with these new realities, our systems have to transform as other societies have transformed. They have to keep in pace with their constantly changing environment. Thus, it is important that we understand what these transformations, realities are, grasp their implications and apply our understanding of these implications to the transformation of our systems. We will need to also learn how to recreate our systems and redesign them so that they will accommodate the emerged new realities. (Njoku, 2011). He went further to say that it is obvious that the kind of schooling we offer today in Nigeria cannot possibly prepare students for this new world as a result we must:

- Change our outdated educational system;
- Explore the educational implication of new realities;
- Envision new images of systems of learning and human development that are built around the learner experiences level and
- Transform our systems by designs that are bringing or changing the new image to life and guiding education into it.

Schools should be made compatible with the global society. In this century, an educational person should be able to think and learn in a computational environment. Most of our schools do not teach our students these abilities now. So a major change ought to be made in the way our schools function at present (Njoku, 2011). Realizing these changes in economic and social life, there is need for a shift in content delivery and the pedagogy used at the higher education level. In order to fit into the global area, it is necessary for the Nigerian university education institutions to place a high value on ICT-based technology like e-learning since it has great potential to supplement traditional learning. This gives the individuals opportunities for individualized instruction which offers them the opportunities for individualized instruction which offers them the opportunity to take more responsibilities for their own learning (Kwache, 2007).

### **Challenges**

There are a number of challenges militating against the smooth application of ICT in Nigerian public universities as highlighted by Okoli (2015) which include:

- a. Limited/poor information infrastructure;
- b. Lack of inadequate ICT facilities in universities;
- c. Frequent electricity interruption;
- d. Non-integration into the school curriculum;
- e. Poor ICT policy/project implementation strategy;
- f. Inadequate ICT manpower or dearth of technical support staff in the universities;
- g. High cost of ICT facilities/ components;
- h. Limited university budget
- i. Lack of limited ICT skills among lecturers;
- j. Lack of poor perception of ICT among lectures and administrators;
- k. Inadequate educational software;
- l. Poor management on the parts of university administrators and governments;
- m. Lack of maintenance culture and
- n. Lack of interest in ICT application/ use on the parts of students,

### **Prospects of public university education in Nigeria**

Despite the enormous challenges facing public higher education in Nigeria there are still prospect for survival and advancement which include:

#### **Establishment of virtual library**

Virtual library is being introduced to the library system worldwide. The industrialized world is creating virtual libraries because of the high value placed on the availability of information. The increasing acceptance of virtual library might be due to the diverse information that they contain. With virtual library, the quality of academic library collections will be increased, staff and students be able to access data base for teaching and research. Also, accessibility to recent publications will be enhanced. Virtual library will improve the quality of teaching and research in higher institutions through provision of current e-books, journals and other library sources. This will enhance scholarliness, research and life-long learning through the establishment of permanent access to shared virtual archival collections; provide guidance to academic libraries on ways of applying appropriate technologies for the production of virtual library resources and to advance the use and usability of globally distributed network of library resources. Virtual library has an opportunity to address the paucity of teaching and research materials in the libraries of higher institutions in Nigeria as well as giving room for sharing of research outputs with the global community amongst other institutions and the local researchers. Virtual library is an enhanced access to national and international library and information resources for teaching, learning, research and pleasure via the digital technology thereby making Nigeria a true and active member of the global village polity. The uniqueness of the virtual library is that it is space less since it requires the conversion of target library collections into electronic format and placed on the internet to be accessed by anybody, anywhere.

#### **Creative and Innovative teaching and learning**

With e-learning, teaching and learning of curriculum content could be more creative and innovative in preparation for the 21<sup>st</sup> century global knowledge society.

**E-learning offers flexibility**

A more responsible education system would adapt to the needs of all learners whenever and however they need to learn. Wide range of curriculum content deployment to learners, this *will* make the philosophical framework of Nigerian education to be ascertained on the level of equity. NPE (2004) recognize equal educational opportunity for all citizens and with e-learning, the goal can be achieved.

**E-learning achieve better value**

Education leaders, evaluators and classroom lecturers and teachers can develop innovative ways of deploying their resources, exploiting e-learning alongside with other teaching methods to improve quality and economies of scale.

**Generate a professional workforce and fulfilled citizens**

E-learning would enable a community, m and a workforce to be professionally qualified. It would have a high proportion of people capable of continually updating their knowledge and skills. E-learning will help in managing knowledge transfer and contribute to practitioner knowledge in all its forms. This will improve unity as stated by NPE (2004).

**Conclusion**

Globalization has polarized the world into super rich and super poor. Even in Nigeria globalization has created rifts in various segment of the country. The free flow of persons orchestrated by globalization has *given* rise to brain drain. Globalization has brought great challenge to education; education is no longer seen as educating for manpower development of citizens of a country but impacting for global relevance. The paradigm shift from traditional teaching of using chalk and black board to an innovative delivery should be adopted by the teacher through the use of technology of ICT, internet, video conferencing and projector. Globalization through trade liberalization has opened the way for African resources to be carted away through unequal trade by the exchange of raw materials. Nigeria has also benefited from ICT resulting from globalization, though developed economies benefit removal of trade restriction.

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