Impact of Globalization on Higher Education in Nigeria

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Abstract
This paper examines the relevance of globalization in higher education in Nigeria. Higher education has witnessed series of reforms which are meant to improve the system and enhance its capability to produce competent personnel for national development. Globalization is a change occurrence at global levels most especially in education system to improve its service delivery. Ten (10) item questions of 4 likert scale were developed and distribute to lecturers/facilitators at Research Institutes (30), Colleges of Education (34) and University (40) to check the influence as well as positive impact of globalization in the education sector. A total of one hundred and four (104) questionnaires were admitted in all. It was discovered that globalization has a great influence on information dissemination of knowledge, and skill acquisition with mean (x)score of 6.18 and also 3.64 mean score were respondents strongly disagreed with the assertion that globalization has not promoted indigenous knowledge. Conclusively, globalization in this millennium has shifted the paradigm of teaching learning process in higher education and has widely enlisted the views of researchers and scholars to global trends internationally.

Keywords: Impact, Globalization, Higher Education, Nigeria.

Introduction
Globalization refers to changes occurring at global level which in several ways have not been in control of individual nation, states and their governments. Globalization is the integration of national economics, culture, social life, technology, education and politics. It is the movement of people, ideas and technology from place to place, (Yan 2005, Oniekwu 2006, Chang, 2008). Researchers traced the genesis of globalization in Africa to the period of slave trade which resulted to colonization and Christian missionary activities in Africa. Generally, two contrasting paradigms ignite the debate on globalization – as a form of integration and as a form of imperialism. Western Scholars such as Wallerstern cited in Chang (2008) propagate the former while scholars from Africa and other developing countries such as Moja (2004) Nderitu (2005) and Chang (2008) have the later perspective. They argue that globalization is a metaphor of imperialism since there are several inequalities
in the globalization process to the detriment of the developing countries Mojah (2004) argues that the global restriction of the economy has had major impact on higher education since educational resources emanating from the global information environment are more supplicated in developed economics than in developing countries.

Higher education institutions compete more fiercely than ever before to recruit students and pursue more aggressive transformational education activities. The global economy is promoted as being a 'knowledge economy' which is used to justify ongoing attempts to increase participation rates in higher education. Higher education provides the logical extension to basic education for all. The university is equally development tool for Africa……. It holds the key to something we all want and heed African answers to African problems the capacity to address the most pressing issues both at the theoretical and practical levels. In the academic world, information technology has a great impact in the service delivery of the achieving the goals of higher education to national development. The tertiary institution is also crucial part of building expertise in various areas of need. There is need therefore to key into the global trend in the system so as to align with the set goals and meet up or improve on the standard of education system especially in higher education in Nigeria.

Statement of the problem
Education and more particularly higher education is seen as a major foundation in implementing the complex process of globalization with the advent of globalization, advanced information technology and revolution in higher education, services in higher education have already been expanding beyond what it was in the past decades higher education as a consequences has moved from a peripheral to a central position in the responses of government to globalization, it is a key factor in developing countries. It is against this background that the study sought and knows the impact of globalization and its challenging roles in the higher education in Nigeria education system.

Objectives
The objectives of this paper are to:
1. Find out how globalization has influenced Nigerian higher education
2. Identify the impacts of globalization in the educational revolution of higher education.
3. Impact of globalization in the service delivery of scholars and researchers in higher education system.

Research Questions
The following research questions guided the study;
1. To what extent does globalization influence the quality of research/scholarly output in Nigerian higher education?
2. To what extent does globalization help in improving learning process in Nigeria higher education?

Literature Review
Globalization is a phenomenon that is multi-dimensional and multifaceted. It has economic, political, socio-cultural and educational implication (Obilade, 2003, Yan 2005). It is the transformation of domestic matter to a matter of international concern. Yau (2005) argues that globalization is all about greater interaction among countries and people. Chang (2008) fears that globalization is a sugar coated bitter pill which has reduced developing countries to mere appendage of western super powers.
Undoubtedly, globalization has deep economic dimensions; conquest, dominations and trade. The underlying principles of globalization are integration, liberalization and privatization (Ogburn and Adiya 1999) which have impacted on government policies particularly as it concerns higher education. Therefore, Gilbert (2007) has reasoned that these developments mean an uncontrollable process of globalization in education system and can at the same time offer new perspectives to solving educational problems. Education is more concerned with critical thinking and self directed learning opportunities which will serve the individual over a life time. Floyd (2007) remarked that Nigeria needs world-class higher institutions, bearing in mind that internationally competitive education system is the first step in building an economy that generates that dividend of globalization. Emeagwali (2004) and Yau (2005) posit that critical infrastructures must be in place for education system to be able to achieve its set goals as stipulated by the National Policy on Education (FGN 2013). These infrastructures include computers and internet connectivity, sustainable power supply, human capacity development and the political will by the government. According to Ite (2014) contact, collaboration communication and educational resources have provided veritable environment for linkage programmes between and among universities. This has definitely added values to higher education globally.

Several challenges however, face Nigeria and other developing countries in the management of higher education. According to Obanya (2004) challenges faced in the globalization in higher education are highlighted as follows:

**Dynamic Nature of the World of Work**
Initially, higher education programmes were tailored to meet specific requirements of the job market. Some programmes were well sought after because of their employability value. Specialization was encouraged early in the educational career so that students could concentrate on the subjects that were considered relevant to their areas of specialization in the course of tertiary education. The scenario is changing for a number of reasons.

- Market economy paradigm of promoting human happiness has gained world-wide currency since the fall of Soviet Union and Berlin wall.
- Responsibility for wealth creation has shifted from the state to the private sector.
- Competitiveness has become a golden rule of private sector generated economic activities. The new world-of-work scenario has come as a disruptive technology to higher education. This has led to a shift in methods and centres for knowledge creation and to the emergence of ‘corporate university like Nigeria’s Lagos Business school and other forms of industry-related specialized institutions like the financial institutions training centre – also in Nigeria. Within institution of higher education and also at the systems level, responses to the challenge of the rapidly changing needs of the world of work have taken variety of forms.
- Increased corporate involvement in the governance of institutions.
- Development of common core programmes that expose students to different ways of knowing before any specialization is introduced.
- Organizing teachers to operate as teams for development of more integrated disciplines.
- Building the core generic skills (analytical power, communications, intra-personal/interpersonal skills, team spirit IT fluency) etc. into all teaching learning programmes
- Systematic training in pedagogy for all categories of tertiary level teachers.
Funding Crisis in Higher Education
The funding of education is a problematic issue worldwide and more acute in higher education.

- First, there is the issue of education competing with other sectors for scarce government resources in cases on which government is the major provider.
- Secondly, higher education is competing with basic education which is believed to yield a higher social rate of return (as against higher education yielding more of private returns i.e. the individual beneficiary gaining more from higher education than society.
- Thirdly, governments all over the world tend to have costly projects that tend to take precedence over education in the allocation of resources.

Digital Revolution
New information and communication technologies have liberalized access to and dissemination of information and knowledge. They have helped in creating virtual realities translated into virtual institutions, virtual classrooms etc. their impact on higher education has encompassed teaching, research, public service and management. Information Technology fluency has become a major requirement for both lecturers and managers. Lecturers and students can now access knowledge from cyber space and use the same medium to contribute to knowledge physical and temporal distances between places and among institutions are no longer barriers to collaboration and networking distance learning /education has become further enriched as it can be delivered on line, while the learner now has access to on-line facilities elsewhere to supplement whatever his/her own institutions has provided. Higher education has attempted to get firmly on-line by

- Creating websites that help to make information on their programmes, facilities and structures accessible to wider world through the World Wide Web.
- Investing in IT as a management, information and teaching research tool.
- Intensifying distance education programmes and so reaching out to a wider range of students.
- Creating learning and research communities through electronic networking with institutions in other parts of the world.
- Using IT to reinforce partnerships with industry and society at large

Nigeria shares problems and challenges with the rest of the world through

- Rapid expansion of students
- Dwindling resources especially financial resources
- A total dysfunction of the system as seen in the trend towards ‘educating for the world of no work

Methodology
The design of this study was descriptive research of the ex-post facto. The population of the study was 104 (random, sampling and cutting across different professionals institutions and universities). The instrument for data collection for the study was questionnaires of 10 items just to ascertain the impact of globalization on higher education with a four point modified likert scale of strongly agree (SA) agree (A) disagree (D) and strongly disagree (SD) was designed and administered on different occasions to academic staff of Research Institutes (30) Colleges of Education (34) and universities (40). The data was analyzed using descriptive statistics of weighed frequency and charts.
Population
The population of the study comprises of all facilitators/lecturers of research institutes and institutions of higher learning in Nigeria.

Sampling technique: Random sampling was used to select lecturers in colleges of education and universities including training and research fellows of research institutes, 30 facilitators in research institutes; 34 lecturers in colleges of education; 40 university lecturers across the country. Face validity of the instrument was strengthened by experts drawn from measurement and evaluation (institute of education) university of Ibadan. Reliability of the instrument Cronbach alpha method was used and the reliability yielded a coefficient of 0.85.

Research Question 1: To what extent does globalization influence the quality of research/scholarly output in Nigerian higher education?

Table 1: influence of globalization on research and education

<table>
<thead>
<tr>
<th>SN</th>
<th>Subject</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Collaboration among researchers (within and outside) has been improved by globalization.</td>
<td>20</td>
<td>44</td>
<td>20</td>
<td>20</td>
<td>5.22</td>
</tr>
<tr>
<td>2</td>
<td>Globalization provides educational opportunities in Nigeria for researches.</td>
<td>22</td>
<td>36</td>
<td>28</td>
<td>18</td>
<td>5.18</td>
</tr>
<tr>
<td>3</td>
<td>Instructional dissemination is improved by globalization</td>
<td>26</td>
<td>46</td>
<td>18</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>Globalization has improved information dissemination in education sector.</td>
<td>20</td>
<td>54</td>
<td>30</td>
<td>20</td>
<td>6.18</td>
</tr>
<tr>
<td>5</td>
<td>Indigenous knowledge is not promoted by globalization.</td>
<td>0</td>
<td>14</td>
<td>60</td>
<td>30</td>
<td>3.68</td>
</tr>
</tbody>
</table>
Research Question 2: To what extent does globalization help in improving learning process in Nigeria higher education?

Table 2: Impact on Education Revolution

<table>
<thead>
<tr>
<th>SN</th>
<th>SN</th>
<th>SA</th>
<th>A</th>
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<th>SD</th>
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<tbody>
<tr>
<td>6.</td>
<td>Globalization has encouraged shift in traditional method of teaching and learning process.</td>
<td>14</td>
<td>54</td>
<td>20</td>
<td>16</td>
<td>5.26</td>
</tr>
<tr>
<td>7.</td>
<td>Globalization has improved remarkably education system through improved technology.</td>
<td>30</td>
<td>46</td>
<td>20</td>
<td>8</td>
<td>5.88</td>
</tr>
<tr>
<td>8.</td>
<td>Nigerian scholars are becoming more prominent and there is value added skill through web visibility.</td>
<td>16</td>
<td>48</td>
<td>21</td>
<td>16</td>
<td>5.22</td>
</tr>
<tr>
<td>9.</td>
<td>Communication and collaboration among Nigerian researchers are becoming more effective.</td>
<td>18</td>
<td>50</td>
<td>20</td>
<td>16</td>
<td>5.4</td>
</tr>
<tr>
<td>10.</td>
<td>Use of internet in research studying is an important tool in assessing prominent information or proper education system analysis.</td>
<td>12</td>
<td>62</td>
<td>18</td>
<td>12</td>
<td>5.42</td>
</tr>
</tbody>
</table>
Findings and Discussion
The findings were presented following the manner in which research objectives were posed as follows.

It was discovered from table I & II that there was great influence on information dissemination of knowledge and skill acquisition in higher education through globalization with mean (x) of 6.18. Also, instructional dissemination through facilitation research methodology etc. has been greatly improved too through globalization with mean (x) of 6.00.

It can be deduced also that globalization has really promoted collaboration among Nigeria scholars, researchers and policy makers from combination of tables I and II. Indigenous knowledge has been promoted and shift in traditional method of teaching and learning process has been greatly noticed. The use of modern technology i.e. internet, web visibility has added more value to the quality of researches carried out in the education sector analysis. This brings about a posture charge in the achievement of the set educational goals.

Globalization has opened up a wider horizon for co-researchers not only in Nigeria but also in other developing countries. Internationalization of resources has permitted researchers and scholars with different culture and locations to show-case what is obtainable in their environment. Scholars in Nigeria can as a result of globalization, today access simultaneously resources in other universities without traveling to the physical location.

Learning opportunities have improved remarkably in Nigeria since the advent of information technology and globalization process. The ubiquitous learning resources on the web have spurred scholars to take collaborative strides in the pursuit of knowledge. More importantly is its influence in distance learning in which a learner can register as a student at his/her base and receive instructions online.

This paper has also found that globalization has had great influence on the promotion of indigenous knowledge. This was rated negatively by respondents with mean score of 3.64 in
table 1 when they were asked to indicate whether globalization does not promote indigenous knowledge. Nigerian higher education has greatly improved through globalization and this is obvious in the trend in improvement of higher education through enrolment rate, graduation rate and level of manpower development. Its also having a positive impact on the national development and economic planning thus moving education sector to a revolutionary higher degree of scholastic improvement, through improved information dissemination, service delivery, policy making, curriculum improvement and capacity building of both scholars and researchers in education.

Conclusion
In this millennium there is a shift in learning process in higher institutions. The shift is due to the globalization trend and alignment thus not only situating higher education learning in the physical environment alone but also on virtual, online and electronic system. Globalization and education revolution is increasingly changing the learning process in higher education through improved infrastructural facilities to improved educational resources. This has changed the needs and uses of scholars and researchers in higher institutions in Nigeria and thus affected their service delivery positively in response to the contemporary situation.

Recommendations
1. Education stakeholders should commit to assuring quality of global provision of higher education through awareness in different field.
2. Investment in areas of research and ICT that will enhance teaching learning process on higher education is needful.
3. Proper funding in higher institutions in Nigerian to attain the status of becoming a global brand. Partnership with other institutions of similar goals can be encouraged.
4. The news of Nigerians in importation of policies in education should be minimized and socio-cultural, political and economic environment should be considered before any idea is introduced into the education system.
5. New policies on education should cut across the three tiers of the system (primary, post primary and tertiary/higher education).
6. There should be continuity of set goals and objectives of education administrations even if there is change in power.
7. Before globalization can take place facilities (human and physical funds) should be made available for execution.
8. Infrastructures should be made available to enhance practicability of adopting facilities.
9. Training and retraining of lecturers/facilitators is carried out intermitted for all of them to benefit from ICT facilities.
10. National Orientation Agency (NOA) should be proactive by keeping the public informed about the latest happenings in globalization trends in higher education.

References


