

Globalization and the Context of Future Higher Education in Nigeria

¹Blessing E. Anyikwa, ²Maltha N Amadi and ¹Perpetua Ememe

¹Department of Adult Education, Faculty of Education, University of Lagos

²Department of Education Administration, Faculty of Education, University of Lagos

Abstract: The importance of globalization in context of higher education cannot be over-emphasized. Globalization has influenced the educational philosophy and classroom practices all over the world. Over the past two decades, significant economic and political changes have affected education. The forces associated with globalization have altered the context in which educators operate and profoundly changed the landscape of experience in both formal and informal education. Thus this study was conceived to examine the impact of globalization and the context of future of Higher education in Nigeria. In conducting the study, a descriptive survey design was used. The Population covered all the Federal Higher Institutions in Nigeria. A multi-stage random Sampling Technique was used to select the respondent for the study. In all, a sample size of 600 Students, 120 lecturers was used from the three higher institutions in Lagos, namely; University of Lagos, Yaba College of Technology and Federal College of Education. Five research questions were developed to guide the study. Questionnaire designed by the researchers was the major instrument for data collection. Data collected were analyzed using descriptive statistics. Findings from the investigation revealed that globalization has positively impacted on Nigeria higher education in terms of access to information, collaboration and networking among faculty members and students, better and faster scholarly communication among researchers as well as students throughout the world. Based on the findings it was recommended among other things that higher education in Nigeria should try to embrace these new technologies through retraining, retooling and then adopt new strategies which would improve information services delivery that would meet internationally acceptable practices.

Key words: Globalization • Education • Higher Education • ICT

INTRODUCTION

The term globalization was coined by Reiser and Davies in 1944 to refer to the process of integrating societies by removing geographical and political constraints [1]. In the recent times, it is one of the most important issues that have attracted global attention among academicians, researchers, businessmen, policymakers, politicians, social workers, etc. Globalization has great relevance in the context of higher education (HE). It is especially important in the modern technologically advanced world where progress of individuals greatly depends upon the level of specialized knowledge and skills. Although education is a fundamental human right, societies around the world are not uniform in terms of providing educational facilities to impart the required knowledge and skills to its members. Globalization of higher education is answer

Corresponding Author: Blessing E. Anyikwa, Department of Adult Education, Faculty of Education, University of Lagos

to this constraint to a large extent [2]. The fundamental objective of globalization of higher education (HE) is to help rapid and more extensive diffusion of technology, knowledge and ideas across societies. It helps in disseminating advances in education and technology to cross boarder societies and makes members of societies skilful and competent to meet the growing demands of labour market. It also contributes to establish global standards for maintaining quality education [3]. Globalization of higher education (HE) in the Nigerian educational system will have some mixed impacts. While it will help in improving quality of education and creating a knowledge society for a knowledge economy, it will have adverse effects on the social and cultural landscape. According to [4], education is understood as the totality of the formal, informal and non formal processes that discipline the human mind to think in a way that makes the human person functional and autonomous in a dynamic environment. As such, education is a lifelong process that begins before and also transcends the formal schooling system. Education is expected to help learners identify, enhance and utilize their rationality, reativity, social and moral powers in a manner that fulfils learners individually as well as facilitate national development. Such empowerment would lead to independence or autonomy in thought, belief and action.

While population growth and demand for access to higher education are exceeding the capacity of institutions to deliver, it has at the same time raised expectations of people that access to education is their right. This disparity brings an added urgency to the efforts of governments and institutions to resolve in order to avoid further social unrest. Though efforts are being made by relevant government agencies to bring education into the forefront, a close look at government policies as regard to higher education reveals that the government has fallen below expectations in its stated and implied goals. It also does not adequately prepare learners and teachers for the challenges and opportunities available in a globalized context. The opinions of the researchers are that higher education in Nigeria mainly focuses on what to think, believe and do rather than how to think. According to [5], learners and teachers alike seem to be more concerned with content, examinations and certification in a mechanical and technical sense rather than transformation in the sense of humanizing and liberating the individual.

Section B sub-section 59 of the Nigerian National Policy on Education [6] articulates the goals of tertiary education in the country to include:

- Contribute to national development through high level relevant manpower training;
- Develop and inculcate proper values for the survival of the individual and society;
- Develop the intellectual capacity of individuals to understand and appreciate their local and external environments;
- Acquire both physical and intellectual skills which will enable individuals to be self – reliant and useful members of the society;
- Promote and encourage scholarship and community service;
- Forge and cement national unity; and
- Promote national and international understanding [7].

World Bank [8] in clarifying the above stated objectives of universities pointed out that “teaching and research” are the “intellectual functions” of the higher education and are in connection with the education mission or “education function” which incorporates “cultivation of the mind” and the “transmission of basic ideas and concepts”.

The Nigerian higher education system is comprised of universities, polytechnics and colleges offering programmes in areas such as teacher education, sciences, social science, agriculture, etc. It is the largest and most complex higher education system on the continent [1]. There are over 180 public universities, polytechnics and colleges of education and approval has recently been granted for the opening of 9 universities. The demand for greater access to higher education continues unabated due to its social benefit, especially in a society in which social mobility depends largely on the level of education acquired. Nigerian higher education institutions operate at a higher capacity than they were originally established for, yet

the demand for access continues to rise. High unemployment rate among graduates, particularly in their specific fields of training, remains a problem, but this has not served as a deterrent to those seeking admission into institutions of higher learning.

The need for higher education is partly based on the fact that those with higher education qualifications have a better chance of securing a job in a tough market compared to those without higher education qualifications. Such surpluses make the system wasteful because training is obviously not matched to the needs of the economy. The higher education system has been criticized for being inefficient and ineffective, making it irrelevant to the needs of a new democracy [9]. For the most part, major issues in higher education are similar to those in most countries around the world. There are also issues that are unique to the Nigerian context that impact negatively on the activities of higher education institutions.

Statement of the Problem: Over the years, Nigeria has been plagued by frequent political unrest. This political instability has generated negative effects on the education system. Although education has been in crisis for many years, the situation has recently been made worse by frequent strikes staged by students, faculty members and teachers. Much of the difficulty lies in the fact that the sector is poorly funded leading to shortage of material and human resources for education; lack of qualified teachers; a brain drain from the public sector; few instructional inputs, shortage of classrooms and a host of other problems leading to poor adoption of globally focused experience in higher education delivery in Nigeria.

It is in the light of this that the paper seeks to investigate globalization and the context of future higher education in Nigeria.

Purpose of the Study: The main purpose of this study is to examine the impact of globalisation in the context of future of Higher Education in Nigeria. Specifically, the study will examine:

- The extent to which globalization provides educational opportunities to non-Nigerians in higher education in Nigeria
- The extent to which globalization helps in improving teaching and learning resources in Nigeria Higher Education
- The extent to which globalization influences the quality of research/ scholarly outputs of teachers in Nigerian Higher education
- The ways in which Nigerian higher education responded to the issue of globalization
- Barriers/challenges faced by Nigerian Higher institutions in the process of globalization in Nigeria

Research Questions: The following research questions guided the study.

- To what extent does globalization provide educational opportunities to non-Nigerians in higher education in Nigeria?
- To what extent does globalization help in improving teaching and learning resources in Nigeria Higher Education?
- To what extent does globalization influence the quality of research/ scholarly outputs of teachers in Nigerian Higher education?
- In what ways has the Nigerian higher education responds to the challenge of globalization?
- What are the major barriers/challenges faced by Nigerian Higher institutions in the face of globalization?

MATERIALS AND METHODS

Research Design: The study adopted a descriptive survey research design. This method was deemed the most appropriate design for this study because it involves selecting samples from a large population to discover the relative incidence distribution and interrelations of some important variables.

Population: The population of the study comprises students and lectures of all federal institutions of higher learning in Nigeria

Sampling Technique and Sample Size: In selecting the respondents, a multi - stage sampling procedure was employed in the study. Three institutions (University of Lagos, Federal College of Education (FCE) Akoka and Yaba College of Technology, all based in Lagos) were purposefully selected based on ownership Structure- Federal. Thereafter, a listing of all the faculties in the 3-selected institutions were done, 2 faculties were selected randomly from the three institutions under survey. Finally 200 students and 40 lecturers each were randomly selected from the three institutions. In all, 720 respondents formed the sample size for the study. Questionnaire constructed by the researchers was the major instrument used for data collection. The questionnaire was divided into two sections: A and B. Section A contains the demographic information of the respondents while section B is a close ended questions with few open ended questions designed in line with the relevant research questions.

The face validity of the instrument was strengthened by experts/colleagues drawn from Faculty of Education, University of Lagos. A pilot study was later conducted with 50 students from Lagos State University, Ojo to revalidate the instrument. With respect to reliability of the instrument, Crombach alpha method was used and the reliability yielded a coefficient of 0.85.

Procedure: With the help of trained research assistants, the researchers administered the questionnaire to the subjects in their various institutions. The 720 questionnaires were careful administered to the respondent. Out of the 720 questionnaire administered, 700 were completely filled and retrieved from the respondents given it a 97.2% return rate. The administration of the instruments lasted for about 2 weeks.

Data analysis: The data was analysed with descriptive statistics involving the use of frequency, percentages and mean and chart.

RESULTS

Table 1 presents the concept of globalization and educational opportunities in Nigeria higher education. The result from the table shows that 73% of the respondents admitted that globalization has encouraged online learning/distance learning programme in some Nigeria Universities. Also, 59.8% of the respondents also admitted that globalization has attracted some foreign students in Nigeria schools.

Furthermore, 77.4% of the respondents consented that globalization has led to introduction of new programmes to cater for new needs in the new globalized economy. Also, 70% of the respondents also admitted that globalization has open door for new areas of research in Nigeria higher education while 30% were of the opposite view.

In a similar reaction, 69.2% of the respondents were of the view that globalization has brought competition in higher education in Nigeria. Finally, 67.7% of the respondents also consented that globalization has led to development/expansion of educational services in the Nigeria higher education.

Table two presents the role of globalization and quality of teaching and learning resources in higher education in Nigeria. The result shows that 68% of the respondents consented that globalization has encouraged a shift from traditional route method of teaching and learning in higher education. Similarly 64.1% of the respondents also admitted that provision of rich material for teaching and learning in higher education has been made possible as a result of globalization. Also, 61.6% of the respondents admitted that the internet has served as an important tool in accessing information from diverse views/nations which makes learning comparative. In a similar vein, high percentage (63.7%) of the respondents admitted

Table 1: Globalization and Educational Opportunities in Nigeria higher Institutions

S/N	Variables	F(%)	F(%)	F(%)	F(%)	x
1.	Globalization has encouraged online learning/Distance learning in some Nigerian Universities	296 (42.3)	215 (30.7)	82 (11.7)	107 (15.3)	3.0
2.	Globalization has attracted some foreign students in Nigeria Schools	199 (28.4)	220 (31.4)	225 (32.1)	56 (8.0)	2.81
3.	Globalization has led to introduction of new programmes	157 (22.4)	388 (55.4)	90 (12.9)	65 (9.3)	2.91
4.	Globalization has also open door for new areas of research/ Teaching	205 (29.3)	285 (40.7)	118 (16.9)	92 (13.1)	2.86
5.	Globalization has led to competition in the Nigeria higher Education	228 (32.6)	256 (36.6)	147 (21)	69 (9.9)	2.92
6.	Globalization has led to development /expansion of educational Services	183 (26.1)	291 (41.6)	121 (17.3)	105 (15)	2.78

Keys: 4= Strongly Agree, 3= Agree, 2= Disagree, 1= Strongly Disagree. Note: figures outside parentheses are frequency distributions; (ii) figures in parentheses are percentage distributions

Table 2: Globalization and quality of teaching and learning resources

S/N	Variables	4F(%)	3F(%)	2F(%)	1F(%)	x
1.	Globalization has encouraged shift from traditional method of teaching and learning	332 (47.4)	144 (20.6)	63 (9.0)	161 (23.0)	2.92
2.	Globalization has provided rich material for teaching and learning in higher education	219 (31.3)	231 (33)	131 (18.7)	119 (17)	2.78
3.	Internet has served as an important tool in accessing information from diverse views/nations which makes learning comparative	179 (25.6)	249 (35.6)	187 (26.7)	85 (12.1)	2.75
4.	Electronic information storage and retrieval has improved teaching and learning	180 (25.7)	266 (38.0)	136 (19.4)	118 (16.9)	2.72
5.	Access to Information via the internet has improved quality of teaching & learning	334 (47.7)	218 (31.1)	107 (15.3)	41 (5.9)	3.20
6.	Globalization has created opportunity for computer assisted instruction (CAI)	405 (57.9)	175 (25)	66 (9.4)	54 (7.7)	3.33
7.	Globalization has created opportunity for computer assisted learning (CAL) among students	205 (29.3)	334 (47.7)	99 (14.1)	62 (8.9)	3.16

Keys: 4= Strongly Agree, 3= Agree, 2= Disagree, 1= Strongly Disagree. Note: figures outside parentheses are frequency distributions; (ii) figures in parentheses are percentage distributions

that storage and retrieval of electronic information has improved teaching and learning in higher education in Nigeria in recent times. Regarding the role of ICT in the teaching and learning in higher education in Nigeria, 78.2% of the respondents consented that access to information via internet has improved the quality of teaching and learning in Nigeria higher education while . In a similar view, 72.9% of the respondents admitted that globalization has created opportunity for computer assisted teaching while 27.1% of the respondents disagree with assertion. Finally, 77% of the respondents admitted that globalization has created opportunity for computer assisted learning in higher institutions in Nigeria.

Table 3 shows the impact of globalization on the quality of research/scholarly outputs of teachers in Nigeria Higher education. The result from the tables shows that 76.6% of the respondents admitted that globalization promotes collaboration among teachers and researchers across the world with a mean value of 3.09. Similarly, 81.9% of the

Table 3: Globalization and the quality of research/scholarly outputs of teachers in Nigerian Higher education

S/N	Variables	4F (%)	3F (%)	2F (%)	1F (%)	x
1.	It promotes collaboration among researchers across the world	277 (39.6)	259 (37)	118 (16.9)	46 (6.5)	3.09
2.	It promotes networking across globe by both students & teachers	286 (40.9)	287 (41)	82 (11.7)	45 (6.4)	3.16
3.	It promotes desire to gain valuable international experience	281 (40.1)	256 (36.6)	120 (17.1)	43 (6.1)	3.11
4.	Globalization helps to promote standard and quality in research	316 (45.1)	220 (31.4)	117 (16.7)	47 (6.7)	3.15
5.	Globalization exposes researchers/teachers to international issues	283 (40.4)	304 (43.4)	63 (9.0)	50 (7.1)	3.17
6.	Globalization helps in the dissemination of research work across the globe	287 (41)	309 (44.1)	43 (6.1)	61 (8.7)	3.17
7.	Globalization promote plagiarism and piracy	180 (25.7)	307 (43.9)	124 (17.7)	89 (12.7)	2.83
8.	Globalization helps researchers to contribute on international issues and discovering	23 (33.4)	186 (26.6)	189 (27.0)	91 (13)	2.80

Keys: 4= Strongly Agree, 3= Agree, 2= Disagree, 1= Strongly Disagree. Note: figures outside parentheses are frequency distributions; (ii) figures in parentheses are percentage distributions

Table 4: Nigerian Higher Education response to globalization

S/N	Variables	4F (%)	3F (%)	2F(%)	1F(%)	x
1.	Participation in international conferences/seminars	272 (38.9)	283 (40.4)	88 (12.6)	57 (8.1)	3.10
2.	Exchange Programmes/dissemination of research materials (Student/faculty mobility)	274 (39.1)	252 (36.0)	116 (16.6)	58 (8.3)	3.06
3.	Curriculum changes and developments	309 (44.1)	214 (30.6)	135 (19.3)	42 (6.0)	3.13
4.	Policy changes in favour with international students	274 (39.1)	296 (42.3)	58 (8.3)	72 (10.3)	3.10
5.	Internationalization of higher education to improve the substance of teaching, learning and research in Nigeria	273 (39.0)	287 (41)	55 (7.9)	85 (12.1)	3.07
6.	Higher investment in ICT resources for teaching and learning	113 (16.1)	155 (22.1)	210 (30)	222 (12.1)	2.22

Keys: 4= Strongly Agree, 3= Agree, 2= Disagree, 1= Strongly Disagree. Note: figures outside parentheses are frequency distributions; (ii) figures in parentheses are percentage distributions

respondents admitted that globalization promotes networking across the globe by both students and teachers of higher education in Nigeria. Also 76.7% of the respondents was of the view that globalization promotes standard and quality of research in higher education. Regarding the role of globalization on international issues and politics, 83.8% of the respondents were of the view that globalization exposes researchers/teachers to current issues on the international arena. In the same vein, 85.1% of the respondents with a mean value (3.2) also admitted that globalization has helped in the dissemination of research work across the globe. However, 69.6% of the respondents admitted globalization has promoted plagiarism and piracy at higher education. Finally, 60% of the respondents also admitted that globalization helps researchers to contribute on international issues and new discovering.

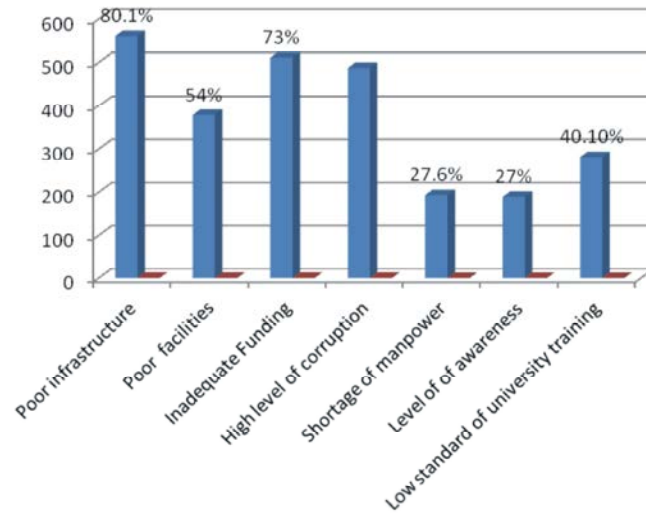


Fig 1: Challenges/Barriers of Higher Education in the process of globalization

Table 4 shows Nigerian higher education response to globalization. The result from the table revealed that 79.3% of the respondents admitted that Nigerian higher education respond to the issue of globalization through its participation on international conferences and trainings. Also, 75.1% of the respondents were of the view that higher education in Nigeria has responded to globalization through students/faculty mobility for different.

Furthermore, 74.6% of the respondents also admitted that higher education responds to issue of globalization through curriculum changes and development to comply with current demands in the international level. Other areas identified includes; policy changes in favour of international students with an average mean of 3.1, internationalization of some programmes of higher institutions with a mean value of 3.0 and also investment in the area of ICT for teaching and learning.

Fig 1 above show challenges of higher education in Nigeria in the process of globalisation. Key among the challenges are the issue of poor infrastructure (communication gadgets, ICT tools like the internet facilities, online libraries, journals etc), poor funding, poor facilities, high level of corruption, low standard of university training, inadequate manpower and poor level of awareness.

Discussion of Results: Globalization is a theme that is at the centre of debate by education policymakers, scholars, professionals and practitioners worldwide. It is a concept that provokes intense debate and examination. The study examined the impact of globalization in the context of higher education in Nigeria. The finding shows that there is a significant influence of globalization on educational opportunities in Nigeria higher Institutions. Globalization has led to expansion of higher education horizons, establishment of new programmes/educational services, delivering of degree online etc. 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 locations.

The finding also shows that globalisation has influenced the quality of teaching and learning in higher education in Nigeria. This finding is supported by [10] who noted that information revolution has encouraged shift from traditional method of using chalk-board and other local instructional aides to facility teaching and learning and since then web viability of Nigerian scholar is becoming more prominent.

The result also revealed a positive response from higher education to the issue of globalisation. Nigeria higher education seems to have responded well in their quest for globalised higher education in Nigeria. There have been efforts on the part of Nigerian Universities in introducing programmes in line with recent developments in the world, online programmes, participation on international conferences, local and international research collaborations, as well as investment in ICT and lots more pointing to fact that they have accepted this new development.

Finally, the study identified some of the challenges of higher education in Nigeria in the process of globalisation. Key among the challenges are the issue of poor infrastructure (communication gadgets, ICT tools like the internet facilities, online libraries, journals etc), poor funding, poor facilities, high level of corruption, low standard of university training, inadequate manpower and poor level of awareness.

Summary of Results: There is a large influence of globalization on the quality of teaching and learning resources

- Teaching method and materials
- Access to materials
- Computer assisted learning
- Computer assisted teaching

Globalization Has Given Rise to Many Educational Opportunities:

- Online learning and distance learning opportunities
- Attracted foreign students
- Introduction of new programme
- Open doors for new Research areas/opportunities
- Competition in Higher Education
- Expansion

Globalization Has Impacted on the Quality of Research and Scholarly Output:

- Promotes collaboration
- Networking
- International experience/exposure
- Contribution to knowledge on the international level

Higher Education and Their Response to Globalization:

- International conferences/seminars
- Exchange Programmes/dissemination of research materials (students and faculty mobility)
- Curriculum Changes/developments
- Investment in ICT
- Internationalization of programmes

Challenges:

- Poor Infrastructure
- Poor facilities

- Inadequate Funding
- High level of Corruption
- Shortage of Manpower as result of brain drain
- Poor level of awareness
- Poor training standard of some Universities

Recommendations: The following recommendations were made based on the findings from this study:

- That higher education community should develop a policy framework and guiding principles for the provision of globalised higher education, based on relevance, ethics and mutual respect, similar to those that exist increasingly in the developed world. These principles will aim to be inclusive to allow and encourage all institutions of the diversified higher education sectors to adhere to them.
- In addition, it is recommended that all stakeholders in higher education business should commit to assuring the quality of global provision of higher education in an increasingly diverse higher education arena and raising the awareness of stakeholders, especially students, on emerging issues in their different field. This position should aim to establish the conditions under which the globalization of higher education will benefit all.
- Furthermore, there is a need to utilize global social networking (internet) forums to infuse a stronger international platform in forming and building relationships, in order to establish an appropriate balance between global and local curriculum content in all aspects of learning programmes, for example, articles, textbooks, case studies and other means of teaching
- In similar vein, more international guest lecturers to instil a global culture in teaching and research should be encouraged. There should be purposeful focus on joint publications with international authors. Hence, there is a need to develop the global mindset of local students to be able to become real global citizens, in order to create global academic cultures within Nigerian higher institutions
- Proper funding of Higher education is a must, if higher education institution in Nigeria will attain the status of becoming a global brand. There will be need for such institutions to form a strong partnership with other higher private institution
- Investment in areas of research and ICT and other facilities that will enhance globalization of higher education will go a long way

CONCLUSION

It is clear that new opportunities and new challenges face higher education in its role as actor and reactor to a more globalized society. In response to these developments and trends, international and supranational frameworks are being reviewed or developed by different intergovernmental bodies across the globe. It has been acknowledged however that Universities as the specialized institution of higher learning with competence in education, has a critically important role to play. Higher education in Nigeria has the responsibility to help develop appropriate frameworks, build capacity and facilitate the implementation of these policy and regulatory frameworks at the national and international level.

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