



## **GLOBALIZATION THROUGH BUSINESS EDUCATION IN TERTIARY INSTITUTIONS IN NIGERIA: CHALLENGES AND OPPORTUNITIES FOR INFORMATION AND COMMUNICATION TECHNOLOGY**

**<sup>1</sup>NWAEKETE JOHN O.**

Email: [johngom18@gmail.com](mailto:johngom18@gmail.com)

Phone: 08038651404

**<sup>2</sup>EGBULE COLLINS .N.**

School of Business Education

Federal College of Education (Technical) Asaba, Delta State

E-mail: [egbule.collins@yahoo.com](mailto:egbule.collins@yahoo.com)

Phone Number; 08037934626

### **Abstract**

*The study assessed the challenges and opportunities for Information and Communication Technology in the globalization of the tertiary business education programme in Nigeria. Two research questions guided the study. Descriptive survey research method was adopted for the study. The population of the study comprised 122 business education lecturers in Delta State tertiary institutions. Instrument used for data collection was a questionnaire validated by three experts in education. The Cronbach alpha coefficient for the three clusters yielded coefficient values of 0.80 and 0.84 for section B and C respectively with over-all coefficient value of 0.82 which indicated that the instrument was deemed reliable for the study. The data collected from the respondents were analyzed using mean, standard deviation. t-test used for hypotheses. Finding of the study revealed that high costs of ICT hardware, lack of funds to acquire ICT tools, incessant electric power supply, lack of capacity to manage ICT integration in the business education programme and poor attitude of lecturers towards the use of ICT for teaching among others are the challenges inhibiting the integration of ICT for globalization of business education programme in tertiary institutions in Nigeria. Findings also revealed that opportunities for ICT integration for globalization through business education programme in tertiary institutions in Nigeria are ICT improves the efficiency and effectiveness of business educators, facilitates information exchange among business educators nationally and globally, among others. The onus is for policy makers and administrators of the programme to adopt strategies for mitigating the challenges hampering the integration of ICT in the tertiary business education programme. It was recommended that Government in conjunction with administrators of business education programme should engage in public private partnership initiatives in the area of funding, capacity building, e.t.c for the integration of ICT in the business education programme.*

**Keywords:** *Globalization, Business Education, Tertiary Institutions, Information and Communication Technology*



## **Introduction**

Globalization is a concept that has steered discussions and debates around the world. It's tough to define an abstract concept in concrete terms. Globalization has to do with the existence of relationship between different parts of the world, as well as the reciprocal influence that societies have on one another. Ikpeasu (2017) defined globalization as the process by which people, ideals, and things move across the globe, encouraging more connection and integration between cultures, education, government, and the economy. Globalization has improved worldwide communication, engagement, and idea exchange among people of various backgrounds and nations. Globalization affects many aspects of life, including education (Nwamuo & Adeleke, 2015). Innovations in technology have completely revolutionized the way things are done in all sectors of the economy including education. According to Lubeck, Cheng, Myszkowski, Doedijns, Drew and Snow (2015), globalization has resulted in the expansion of the global environment as well as diversifying processes to meet the diverse needs of people. The consequences of globalisation on education are the changes it brings in the learning systems around the world. It has brought about changes in ideas, values, and knowledge, changing the roles of students and teachers, and generating a shift in society from industrialisation to an information-based society (Hrehová & Teplická, 2020). This is made possible through information and communication technology. Information and communication technology (ICT) play an important part in all sectors of modern civilization. ICT has altered how we communicate with one another, find needed information, work, do business, connect with government authorities, and manage our social lives.

ICT (information and communication technology) have been hailed as potentially strong enablers of educational change and reform. ICTs are a collection of technological tools and resources that are used to communicate, as well as to create, disseminate, store, and manage data. Computers, the Internet, broadcasting technologies (radio and television), and telephones are examples of these technology. The application of Information and Communication Technologies (ICTs) in educational technology is referred to as ICTs in education. E-learning, blended learning, and open and distance learning are all examples of this. The objective of ICT's is to convey the values, information, and skills that students require for long-term success in a multinational corporate world that is constantly changing technologically and economically. The majority of today's market is built on enhanced informatization. ICT is one of the most important links in students' growth in order for them to be more competitive in the education industry. Students will lose the struggle for future competitiveness if they do not have well-applied ICT knowledge. For this reason, it is critical that ICT be fully integrated into education programmes like the business education programme and that student are able to take advantage of all of the benefits of new technology in their business education courses.

Business education as a course of study that prepares individual for business and entrepreneurial life need to be in the position to utilize the opportunities provided by ICT to ensure that their students are adequately prepared for the global business environment (Ikpesu, 2017). Ogunleye (2014) noted that business education as an academic programme is essentially geared towards preparing its recipients for the task of teaching business courses, work life and for self employment. It is therefore imperative that as the world of business becomes globally competitive that the business education programme would be at the forefront leading the innovative processes in the business environment through the integration of technology in activities. However, these appear to be an uphill task. According to Ogunleye, the business education is hampered in their bid to integrate technology in their bid to integrate technology in their processes. Some of the challenges have to do with issues related to infrastructural deficit which has to do with lack of ICT tools and gadgets to facilitate ICT integration in the business education programme. Lack of capacity to handle the ICT facilities is another challenge that has



made it difficult to integrate ICT in the business education programme. Other issues relates to poor funding, cultural factors, lack of administrators' commitment and issues related to electricity among others (Ohaka & Akpomi, 2018). It is therefore imperative that efforts are made by stakeholders in the business education programme to ensure that these challenges are mitigate so as to improve the capacity of business education to produce competent business leaders in the global business market.

In order to be innovative, business education programs must invest in the human resources and distribution mechanisms required to compete in a world characterised by hyper-competition, technological transformation, and inventiveness (Smit, 2017). Ohaka (2015) opined that the opportunities provided by the integration of ICT in the business education programme is that it helps to develop distant business education with national and global contents, develop a system of collecting and disseminating information in business education, and encourage the core principles of lifelong learning in skill acquisition and character moulding in business education through knowledge and career global interconnectivity among others. This seems to indicate that ICT is a veritable tool for globalizing the business education in tertiary institutions in Nigeria. The researcher therefore empirically sought to investigate the challenges and opportunities for Information and Communication Technology in the globalization of the tertiary business education programme in Nigeria.

### **Statement of the Problem**

Advancement in technology has brought about drastic changes in business processes and practices. Technology has made the world a global village and has diffused some of the barriers faced in the traditional business environment. This change means that business education programme in Nigeria need to update content to meet with the demands of the changing business environment. Positioning business education for globalization requires the full integration of information and communication technology in the curriculum content and process of the programme. However, doing this appears to be a daunting task for the administrators of the business education programme. It seems that the programme inability to integrate technology in their programmes in tertiary institutions in Nigeria, appear to have contributed to the high rate of unemployment witnessed in the country. The failure of Nigeria's tertiary business education programme to provide students with the skills needed for global business start-up and entrepreneurship is reflected in the country's rising youth unemployment rate. The researcher is worried that business education programme in tertiary institution would lose relevance if this situation continues to persist.

### **Research Questions**

The following research questions guided the study:

1. What are the challenges inhibiting the integration of ICT for globalization through business education programme in tertiary institutions in Nigeria?
2. What are the opportunities for ICT integration for globalization through business education programme in tertiary institutions in Nigeria?

### **Method**

The Study adopted the descriptive survey research design. The study was carried out in Delta State. Delta State has twenty five local government areas with six tertiary institutions offering business education programme namely; Delta State University, Abraka, Federal College of Education (Technical), Asaba, Federal College of Education (Technical), Agbor, Federal College of Education, Morsuger and Federal College of Education, Warri. The population of the study comprised all the 122 business educators in Delta State tertiary institutions. Instrument



used for data collection was validated by 5 experts on four point rating scale questionnaire titled, “Questionnaire on the Challenges and Opportunities for the Integration of ICT for Globalization of Business Education Programme in Tertiary Institutions in Nigeria (QCOIICTGBEPTIN)”. The instrument has two parts-one and two. The instrument contained 20 items in two sections of A and B according to the research questions. Section A contains 10 items on the challenges inhibiting the integration of ICT for globalization of business education programme in tertiary institutions in Nigeria while Section B contains 10 items the opportunities for ICT integration for globalization of business education programme in tertiary institutions in Nigeria. The instrument was structured on a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The Cronbach alpha coefficient for the two clusters yielded co-efficient values of 0.80 and 0.84 for section B and C respectively with over-all co-coefficient value of 0.82 which indicated that the instrument was deemed reliable for the study. Out of the 122 questionnaires distributed, 101 were returned. This amounted to 83% questionnaire return rate.

Data collected for the study were analyzed using mean, standard deviation and t-test for hypotheses at 0.05 level of significance. The mean value was used to provide answers to the three research questions while standard deviation was used to determine the harmony in opinions of the respondents. Any item with mean rating above 2.50 was regarded as agree while any item below 2.50 is agree. The t-test was used to test the null hypotheses at 0.05 level of significance. The t-test was used to test the hypotheses. Where the calculated t value is less than critical value of t the hypothesis was accepted. On the other hand, where the calculated t value is greater than or equal to the critical t value the null hypothesis was rejected.

## **Results**

### **Research Question 1**

What are the challenges inhibiting the integration of ICT for globalization through business education programme in tertiary institutions in Nigeria?

**Table 1: Respondents Mean Ratings on the Challenges inhibiting the Integration of ICT for Globalization through Business Education Programme in Tertiary Institutions**

<b>S/N</b>	<b>Items</b>	<b>Mean</b>	<b>SD</b>	<b>Remark</b>
1.	Lack of ICT tools	3.58	0.78	Agree
2.	Lack of capacity to manage ICT integration in the business education programme	3.57	0.75	Agree
3.	High costs of ICT hardware	3.78	0.89	Agree
4.	High costs of contents product development	3.53	0.87	Agree
5.	Lack of commitment towards ICT integration in the business education programme.	3.40	0.81	Agree
6.	Incessant electric power supply	3.65	0.88	Agree
7.	Lack of funds to acquire ICT tools	3.69	0.90	Agree
8.	Embezzlements of funds provided for the integration of ICT in the business education programme	3.48	0.72	Agree
9.	Poor attitude of lecturers towards the use of ICT for teaching	3.30	0.75	Agree
10.	Network connectivity issues	3.55	0.76	Agree
<b>Cluster mean</b>		<b>3.55</b>		<b>Agree</b>

Data in Table 1 reveal that the respondents opine that items 1-10 with mean ratings ranging from 3.30 to 3.78 and standard deviations ranging between 0.72 to 0.90 are challenges inhibiting the integration of ICT for globalization of business education programme in tertiary



institutions in Nigeria. The Cluster mean of 3.55 indicates that high costs of ICT hardware, lack of funds to acquire ICT tools, incessant electric power supply, lack of ICT tools, lack of capacity to manage ICT integration in the business education programme, network connectivity issues, high costs of contents product development and lack of commitment towards ICT integration in the business education programme as well as poor attitude of lecturers towards the use of ICT for teaching are the challenges inhibiting the integration of ICT for globalization of business education programme in tertiary institutions in Nigeria.

### **Research Question 2**

What are the opportunities for ICT integration for globalization through business education programme in tertiary institutions in Nigeria?

**Table 2: Respondents Mean Ratings on the opportunities for ICT integration for Globalization through Business Education Programme in Tertiary Institutions**

S/N	Items	Mean	SD	Remark
1.	Encourages the core principles of lifelong learning in skill acquisition	3.21	0.72	Agree
2.	Accentuates learning culture in business education	3.12	0.71	Agree
3.	Facilitates in the retrieval of business information globally	3.22	0.76	Agree
4.	Facilitates information exchange among business educators nationally and globally	3.33	0.78	Agree
5.	Improves the efficiency and effectiveness of business educators	3.38	0.80	Agree
6.	Helps to equip business education with national and global business contents	3.17	0.74	Agree
7.	Avail students the opportunities to acquire necessary business skills in from any part of the world	3.38	0.81	Agree
8.	Makes it easier for business education students to interact with their peers in other parts of the world.	3.22	0.78	Agree
9.	Emphasizes important aspects of learning thereby discouraging rote learning among students	3.10	0.73	Agree
10.	Increases students involvement in the teaching and learning process	3.23	0.81	Agree
<b>Cluster mean</b>		<b>3.23</b>		<b>Agree</b>

Data in Table 2 reveals that the respondents opine that items 1-10 with mean ratings ranging from 3.10 to 3.38 and standard deviations ranging between 0.71 to 0.81 are opportunities for ICT integration for globalization through business education programme in tertiary institutions in Nigeria. The Cluster mean of 3.23 indicates that the opportunities for ICT integration for globalization through business education programme in tertiary institutions in Nigeria are that ICT improves the efficiency and effectiveness of business educators, facilitates information exchange among business educators nationally and globally, facilitates in the retrieval of business information globally, increases students involvement in the teaching and learning process as well as it accentuates learning culture in business education among others

### **Discussion of Findings**

Findings revealed that high costs of ICT hardware, lack of funds to acquire ICT tools, incessant electric power supply, lack of ICT tools, Lack of capacity to manage ICT integration in the business education programme, network connectivity issues, high costs of contents product



development and lack of commitment towards ICT integration in the business education programme as well as poor attitude of lecturers towards the use of ICT for teaching are the challenges inhibiting the integration of ICT for globalization of business education programme in tertiary institutions in Nigeria. This finding seems to indicate a lack of commitment in terms of material and human resources in the business education programme in tertiary institutions. This is in agreement with Authors like Ogunleye (2014) who reported that business education is finding it difficult to compete in the global market because of difficulties faced by administrators, government, teachers and students in adapting to the changes by adapting technology in the teaching and learning processes in the business education programme. In the same vein Ikpesu (2017) stated that the challenge of globalizing business education through technology integration is visible in the lack of provision of funds, lack of quality teachers and experts to handle ICT integration and high cost of technology.

Findings also revealed that the opportunities for ICT integration for globalization through business education programme in tertiary institutions in Nigeria are that ICT improves the efficiency and effectiveness of business educators, facilitates information exchange among business educators nationally and globally, facilitates in the retrieval of business information globally, increases students involvement in the teaching and learning process as well as it accentuates learning culture in business education among others. This finding appears to show that ICT holds a lot of promise in positioning the business education for the challenge of globalization. The finding agrees with the position of Ohaka (2015) who held that the integration of ICT in the business education programme provides a lot of opportunity for the development of business education students and their lecturers. In the same vein Ohaka and Akpomi (2018) found that the integration of ICT in the business education programme enhances the scientific research and data computation of business educators by upgrading their analytical abilities which includes the ability to resolve complex problems. Ohaka and Akpomi further averred that exposure to ICT allows learners in business education to develop skills that will give them an edge in an ever-increasing technology-saturated learning and teaching environment.

### **Conclusion**

Based on the findings of the study, the researchers conclude that positioning business education for globalization can be attainable through ICT. The researchers believe that ICT provides a tool for which the business education programme can facilitate knowledge sharing and development in the field of business globally. However, certain factors like lack of capacity of lecturers, poor funding and lack of ICT infrastructure threatens the globalization of the tertiary business education programme in Nigeria. It is therefore imperative that efforts are put in place by stakeholders to mitigate these challenges.

### **Recommendations**

The researchers made the following recommendations based on the findings of the study:

1. Government in conjunction with administrators of business education programme should engage in public private partnership initiatives in the area of funding, capacity building, maintenance and provision of support service for the integration of ICT in the business education programme.
2. Curriculum planners in the business education programme should adopts new contents in business education that would improve business education students' knowledge of the use of technology in business. Consideration should be given to emerging technologies like crypto currency, block chain and Artificial intelligence.



### References

- Hrehová, D. & Teplická, H. (2020). The informational communication technology is a tool of global education. *SHS Web of Conferences*, 74, 06008. <https://doi.org/10.1051/shsconf/20207406008>
- Ikpesu, O.C. (2017). Globalizing business education curriculum experiences in Nigeria higher education for enhanced students' employability. *European Journal of Business and Innovation Research*, 5 (5), 47-57.
- Lubeck, J., Cheng, B.S., Myszkowski, G., Doedijns, G., Drew, D. & Snow, S. (2015). *Future trends in business education*. Executive Core LLC
- Nwamuo, B.E. & Adeleke, O.D. (2015). *Globalization and higher education in 21<sup>st</sup> century Nigeria*. A Paper presented at the 3RD School Of Education And Humanities International Conference on the Future of Higher Education in Africa held at Babcock University August 24-26, 2015
- Ogunleye, I.O. (2014). The challenges of the deployment of information and communication technology (ICT) in business education programme. *Multidisciplinary Journal of Research Development*, 22 (1), 1-8.
- Ohaka, N.C. (2015). *Information technology: Tool for socioeconomic development*. (Unpublished Diploma project) submitted to department of Information Technology Academy, Rivers State University (ITA, RSU) Port-Harcourt.
- Ohaka, N.C. & Akpomi, M.E. (2015). Information and communication technology (ICT): A potent tool for problem-solving in business education program. *International Journal of Innovative Information Systems & Technology Research*, 6(4), 9-17.
- Smit, E. (2017). *The future of business education*. <https://qbsn.org/future-business-education>