Integrating The Nigerian Education Sector into The Global Education Space: Economic Implications of Lecturers Exposure and Practices

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Abstract: The need to tap from the global education space has attracted the attention of stakeholders in recent times. This study, therefore, investigated the integration of the Nigerian Education System into the Global Education Space. Three research questions and one hypothesis guided the study. The study used the descriptive survey research design. The population comprised 7,683 academic staff in the five federal Universities in the South-East, Nigeria, while the sample was a total of 380 academic staff who were selected using the multi-stage sampling approach. A 25-item validated instrument titled Global Education Scale has used to elicit information from the respondents. The instrument's reliability was determined using the Cronbach Alpha method, and a coefficient of 0.71 obtain. The stated research question answer using mean and standard deviation, while the hypothesis test using Pearson Product-Moment Correlation statistics at 0.05 level of significance. Findings revealed that the level of exposure and practices on global education among lecturers was significantly low, and a significant relationship exists between the Nigerian education system and global education. Therefore, the government increases allocation to education adequately trains lecturers on global education, and the Nigerian education system should be integrated into the global education space to tap every benefit across the globe.

Keywords: Nigerian Education Sector, Global Education, Economic Implication, Lectures Exposure.

1. INTRODUCTION

The world has interconnected in many ways beyond human imagination. Most countries now strive to ensure that their students have the necessary skills to compete favorably with their counterparts across the globe and work in the global market. This necessitated the need for countries to monitor the global market's needs and train their students to meet those demands so that they can work with international counterparts and compete in the global marketplace. Similarly, most developed countries identified that the demands and challenges of the future require specific important characteristics like flexibility, adaptability, and innovation which are missing in the school system of developing nations even though schools in developing nations also transfer knowledge like their counterparts in developed economies of the world [1] (Sarina & Heather, 2013). However, it is the skills of applying this knowledge in a new context that has become important in the 21st century. Although, comparative education has encouraged an exchange of ideas and information between countries leading to increasing global interaction, access to more robust, faster, and more distributed global communication, and an increased understanding of our economic, political and environmental interconnectedness [2](Guellec & Cervantes, 2001). It is only recently that most nations started emphasizing global education. Therefore, it necessitates integrating Nigeria's education system into the global space to ensure that students and the nation significantly derive maximum benefit from global learning.

Global education can be seen as the ability of countries to know about the events happening across the globe and infuse such into the curricula. Global education provides training for responsible citizenship in a rapidly connected society [3] Morris (1977). Global education defines as a joining or working with the societies and systems of the world for lifelong development [4]. Similarly, the Michigan Department of Education (1979). This development comes from social, cultural, racial, economic, linguistic, technological, and ecological aspects. Global education refers to learning simple concepts and principles about different countries of the world with the desire to make accurate decisions to improve the education system worldwide.

Education systems worldwide, guided by their national goals and mission statements, aspire to meet the 21st-

century teaching and learning standards. The focus worldwide is on global education, which has made the need to tap from the global education space inevitable and somehow imperative. Global education brings to the fore the following generation teaching and learning with tools and technologies that will prepare students with the knowledge, skills, disposition to be successful in a globally competitive space and to have teachers who can promote these competencies (Bybee&Fucus, 2006; Hayden, Ouyang, Scinski, Olszewski, & Bielefeldt, 2011). Becker (1982) defines global education as an effort to help individuals see the world as a single system. Thereby, one sees themselves as a participant in that system under their tools, methods, knowledge, skill, and disposition on teaching towards attending the global standard of education.

The importance of integration of a country's education system into the global education space cannot overemphasizes as the benefits include; developing lectures skills and teaching methods to be gainfully engaged in collaborating with global peers and also highlights active and competent lecturers as good citizens of the world earning them job opportunities and appointments all over the world. Global education space (GES) is central to building the next generation by improving the overall quality of education, setting standards to match the global education standard. Furthermore, GES helps enhance self-awareness of one's own identity and helps the connection with the broader world in education.

It appears that despite the aforelisted benefits of integrating Nigeria's education system into the global space, most lecturers in Nigeria does not expose to global education, and their practices do not show their readiness to be integrated into the global education space. Therefore, this study investigated lecturers' level of exposure and practices towards integrating Nigeria's education system into the global education space.

The integration of the Nigerian Education System into the global education space requires that lecturers have to be professional. Lecturers are exposing to new technologies and standards in teaching. Therefore, the system should also ensure that they practice the same during teaching and learning. However, most lecturers are not exposing to this professional training that will earn them the competencies and skills required to convey in their teaching the standards needed to earn them integration into the global education space. This problem notices at the tertiary level of education and all levels of the education system in Nigeria. Thus, unless this trend has quickly reverse, teachers and lecturers will continue to teach with traditional teaching methods. The lack of skills and expertise to handle 21st-century classrooms means lecturers cannot compete for jobs outside the country's border. Students become unemployable because they lack the skills needed in the global market, there will be a high unemployment rate. As a result, students will not be able to compete favorably with their counterparts in other countries,

poor student achievement and engagement with school, fall in the standard of education, increase in crime rate, and destruction of government properties. As a result of the previous, the researchers sought to determine the level of lecturers' exposure and practice to guarantee Nigeria's education system integration into the global education space.

The study guides by the following research purposes, which aimed explicitly to: determine lecturers level of exposure to global education practices, examine lecturers' practices on global education, explore challenges faced by lecturers in integrating Nigerian education to global education space and investigate whether global best practices and Nigerian education system are significantly related.

2. METHOD

The study used the descriptive survey research design. The population comprised 7,683 academic staff in the five Federal Universities in South-East Nigeria. In comparison, the sample was a total of 380 academic staff selected using the multi-stage sampling approach after determining the minimum sample size through Taro Yamane's formula for determining the minimum sample size. First, the simple random sampling technique was used to select similar faculties in the universities. After this, the proportionate stratified random sampling technique was used to determine the number of qualified students to participate in each institution. After that, the faculties in each institution were classified into Science and Arts/Humanities. Thus, the researchers selected six (three in each group) faculties in each institution. Lastly, the simple random sampling technique was used to select the actual participants in each faculty. A 25-item validated instrument titled Global Education Scale designed on a 4-point modified Likert-type scale was used to elicit information from the respondents. The instrument's reliability was determined using the Cronbach Alpha method, and the coefficient of .71 obtained proved the instrument was reliable. The instrument was administered with the help of two trained research assistants who were trained for two weeks. Research questions one and two were answered using mean and standard deviation (a grand mean of 2.50 and above was considered high), research question three answered using frequency and percentage, while the hypothesis test using Pearson Product-Moment Correlation statistics at 0.05 level of significance. The data analysis was carried out with the IBM Statistical Package for the Social Sciences (SPSS) version 23.

3. RESULTS

The following are the findings on the Research Questions

Research Question 1: What is lecturers' level of exposure to global education practices?

Table 1 Lecturers' Level of Exposure to Global Education Practices

S/N	ITEMS	Mean	SD
1	I have knowledge about education system of other countries.	2.14	1.02
2	I learn about different pedagogies used in developed countries.	2.26	1.12
3	I attend international conferences to learn about education system of other countries.	2.32	1.15
4	I make friends on social media in order to learn about different cultures.	2.65	1.31
5	I learn about roles played by citizens in developed countries.	2.36	1.13
	GRAND MEAN	**2.34**	

NB: A grand mean of 2.50 and above is high

Table 2 Lecturers' practice of global education in Nigerian higher institutions

S/N	ITEMS	Mean	SD
1	I use teaching methods learnt from other countries in lesson delivery.	2.00	0.98
2	I consult materials of different countries before going to deliver lessons.	2.56	1.79
3	I teach students importance of mutual solidarity and interdependence.	2.01	0.99
4	I incorporate respect for different cultures in lesson delivery process.	2.15	1.09
5	I encourage students to develop responsibility for human and national roles.	2.63	1.31
	GRAND MEAN	**2.27**	

NB: A grand mean of 2.50 and above is high

Table 3 Challenges of Integrating Nigerian Education to Global Education Space

S/N	ITEMS	F	%
1	Inadequate funding	359	94.47
2	Strict curriculum content	327	86.05
3	Inadequate teaching facilities	312	82.10
4	Rigid education system	307	80.79
5	Exchange of wrong information on social media	287	75.53

Field Survey, 2021

Table 4 Global Best Practices and Nigerian Education System

Variable Dec	Mean	SD	N	df	r	p	Rmk
Global Best Practices	12.32	3.12					
			380	378	.44	.002	sig Reject Ho1
Nigerian Education System	10.01	2.68					

Sig @ P<.05

The information in Table 1 shows the mean and standard deviation of each of the items. A grand mean of 2.34 revealed that the level of exposure of lecturers to global education was low. It means that the lecturers in South-East Nigeria have not been exposing adequately to global education.

Research Question 2: To what extent do lecturers' practice global education in Nigerian higher institutions?

The information in Table 2 shows the mean and standard deviation of each of the items. For example, a grand mean of 2.27 revealed that the level at which lecturers practice global education in South-East Nigeria was low. Thus, the lecturers in South-East Nigeria do not sufficiently practice global education in delivering their services.

Table 3 shows participants' responses on the challenges lecturers face in integrating Nigerian education into the global education space. The study participants have to rate the best challenges facing lecturers in integrating Nigerian education into the global education space. Information in Table 3 shows the significant factors that affect the effective integration of Nigerian education into the global education space are; Inadequate funding (F=359; %= 94.47); Strict curriculum content. (F=327; %=86.05); Inadequate teaching

facilities (F=312; %=82.10); Rigid education system (F=307; %=80.79); and Exchange of wrong information on social media (F=287; %=75.53).

A Pearson Product-Moment correlation statistics determine the relationship between global best practices and the Nigerian education system among academic staff in South-Eastern Nigeria. The information in Table 4 shows that a weak, positive and significant relationship exists between global best practices and the Nigerian education system (r(380)=.44; df=378; p<.05). Therefore, the null hypothesis was rejected, which stated no significant relationship between global best practices and the Nigerian education system. Thus, there is a significant relationship between global best practices and the Nigerian education system among academic staff in South-Eastern Nigeria.

4. DISCUSSION

The analysis of the first and second research questions revealed that lecturers' level of exposure and practice in global education was low. Therefore, the lecturers in South-East, Nigeria are not adequately exposed to or practice global education. The observed low level of lecturers' exposure or practice of global education may be due to the challenges

identified in this study. Therefore, the lecturers in South-East Nigeria do not sufficiently practice global education in delivering their services. Lecturers' level of exposure and practice on global education was low This finding aligns with [5] I Purnamasari (2020) findings that. It also supports the findings of [6] Arif (2017) study, which found that a low level of exposure and practice on global education among lecturers.

The finding of the third research question revealed that the significant factors that affect the effective integration of Nigerian education into the global education space are; inadequate funding, strict curriculum content, inadequate teaching facilities, a rigid education system, and exchange of wrong information on social media. Thus, certain observable factors affect the effective integration of Nigerian education into the global education space. [7] Ica Purnamasari (2010) similarly observed that certain factors affect the effective integration of global education in the school system.

There is a significant relationship between global best practices and the Nigerian education system among academic staff in South-Eastern Nigeria. The findings of this hypothesis agree with the findings of a study by [8] Sendil (2017), who found that a significant relationship exists between global best practices and the Nigerian education system. Similarly, it supports findings, which found a significant relationship between global best practices and the Nigerian education system.

5. CONCLUSION

Globalization has created the need for global citizens who have a keen awareness of our time's political, economic, social, and environmental concerns. Moreover, our interconnected world demands that we understand our country and an understanding of nations, cultures, languages, and religions around the globe.

Interconnectivity of the world has opened countries to issues across the globe, making it easy to exchange ideas and information about education between countries. Global education is a concept that transcends borders and aims at building friendly relations and improving the quality of education across the globe. Therefore, lecturers have to be aware of global issues and develop the right skills needed to prepare learners for various tasks in the global world. Issues in the 21st century are more complicated than before, and the ability of lecturers to unravel such issues and encourage people to deal with global issues will help solve issues in society. Adequate professional development should provide lecturers to expose them to global education and aid such practice in their service delivery. Similarly, the Nigerian education system should be integrated into the global education space to tap every benefit across the globe.

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