

Review

Globalization and its impact on Vocational Education

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Abstract

This paper presents globalization as a veritable instrument for individual and national existence. This is made possible through its importance on Vocational Technical Education. To justify this assertion, the meaning of the term globalization was discussed. Its agencies economically vis-à-vis the third world nations, vocational technical education globalization and the consequences of Globalization were discussed. The discussion revealed that though the term brought many advantages to the third world countries, bad influences were also identified. The paper therefore recommends among others that any innovation being introduced into the country should be scrutinized before adoption and negative importation should be condemned.

Key words: Globalization, vocational education, trade

INTRODUCTION

A common household word today is the term globalization. It is derived from global which according to the Encarta Dictionary means the entire world. To Azuka (2011), the term took over from the brick and mortar system of doing business (marketing inclusive) in a local environment and make it to go haywire. As a result of this development physical presence and geographical location which hitherto characterize the traditional method of carrying out business activities becomes a thing of the past. It is thus a system of thinking global and acting local.

Globalization is the product of advances in communication, transportation and information technologies. It is a broad term associated with global society in which economic, political, environmental and cultural event in a part of the world quickly become so important in other part of the world. Hence Mbaezue (2010) sees the term as the growth of Multinational Corporate and Transnational Corporations that turns the world to a global village.

To meet up with the challenges of the day adoption of globalization into every facet of the economy is inevitable. This write-up therefore focus on the meaning and background of globalization, agencies of global economic governance, globalization and the third countries, globalization of vocational technical education, consequences of globalizing vocational technical education in Nigeria, conclusion and recommendation.

Meaning and Background of Globalization

Kotler and Armstrong (2010) defined globalization as the intensification of worldwide social relations which links distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa. It is thus an advanced technology meant to bring together all nations, continents, institutions, religions and economies as a whole for global unity, growth and stability. It is the intentional sharing of nation's culture, political system, religious beliefs and system of technological approach and importation on education among other nations without bias.

According to Ayomike (2009), globalization affects all aspect of life in the world. For instance, science, technology, culture, economies, education, environment, social and political are globalization oriented. To Egbe (2008), the major

dynamics of change in the 21st century is globalization. He maintains that globalization consists of revamping of geography in such a way that social space will no longer be wholly mapped in terms of territorial places, distances and territorial borders in a paper titled: "The impact of Globalization on science and technology in sub-Saharan African countries".

To Kotler and Armstrong (2010), the terms is also seen as the growing interdependence of the world's people in their increase in interconnectedness and interdependence among the world's region, government, technologies and that which affects the world either positively or negatively.

Going memory lane, globalization has been used by economists since 1980s although it was used in social science in the 1960s. However, the concept did not become popular until later half of the 1980s and 1990s. The earliest written theoretical concepts of globalization were done by an American Entrepreneur-turned minister Charles Taze Russel who coined the term corporate giant in 1987 (Ayomike 2009).

The era of globalization was in operation during the Roman Empire, the Parthian Empire and the Han Dynasty, the Silk Road started in China, reached the boundaries of the Parthian Empire and continued onwards towards Rome. The Islamic Gold Age is also an example, when Muslim traders and explorers established early global economy across the Old world resulting in a globalization of crops, traders, knowledge and technology. This followed the Mongol Empire when there was greater integration along Silk Road.

The first era of Globalization is traceable to the nineteenth (19th) century. According to Jones and Wadhvani (2007), it was a period characterized by rapid growth in international trade and investment between European Imperial Powers (EIP), their colonies and later the United States. It was in this period that areas of the sub-Saharan Africa and the Island pacific were incorporated into the world system. The 'First Era of Globalization' began to break down at the beginning of the 20th century with the First World War. This First Era of Globalization later collapsed during the Gold standard crisis and great depression in the later 1920 and early 1930. In late 2000s much of the industrialized world entered into deep recession. Some analysts say the world went through a period of de-globalization after years of increasing economic and technological integration.

Globalization and Trade Mechanism

Kotler and Armstrong (2010) stressed that the unequal exchange and desperate exploitation in the global capital economy has been viewed through two co-existing mechanisms of exploitation, i.e. the interconnection between the trade in oil and the trade in arms which is the most prominent expression of the mechanism of desperate exchange. In relation to oil, desperate historical exchange has appeared as successor mechanism to unequal exchange instituted consciously by the United States imperialism to re-channel oil revenue toward the North.

The two mechanisms function conjunctionally in the appropriation of the level of exploitation of the third world countries in the globalization exercise. Both mechanisms refer to unjust trade relations between North and South. At this moment, these mechanisms have dramatic negative effects on countries in Africa. In respect to unequal exchange, calculations of the financial losses suffered by sub-Saharan Africa due to this mechanism have been recorded. The environment and capital resources suffered by these countries conjoint due to the trading mechanism of desperate exchange and unequal exchange have been very grave. In Nigeria, it is vital to note that globalization through the trading mechanism of desperate exchange uses certain agencies.

Agencies of Global Economic Governance

According to the UN Today (2008), the agencies of global economic governance which consequently form the framework of the global mechanism through which globalization operates includes among others:

(i). The United Nations Conference on Trade and Development (UNCTAD), was established in 1964 with office in Geneva. It has about 187 states as its members. It monitors the effect of cross border trade on macro-economic conditions especially in the South. It provided a key forum in the 1970s for discussions of a new International Economic Order. It is a permanent intergovernmental body of the United Nations (UN) that aim at minimizing trade investment and development opportunities of developing economics and to assist their efforts to integrate into the World Economy.

UNCTAD as an agent of Global Economic Governance (GEG) also promotes policies that favour technological capacity building, innovation and technology flow to developing countries. It helps these countries review their science and technology policies, promote South-south scientific network and provide technical assistance of an information technology.

(ii). The United Nations Educational Scientific and Cultural Organisation (UNESCO): This is an agency of the United Nations (UN) set up in 1946 to contribute to peace and security by promoting international collaboration in education,

science and culture. UNESCO's education sector focuses on: providing educational needs and marginalized population, teacher work force success through education, ensures opportunities for non-formal and lifelong learning and using technology to enhance teaching and learning; and to expand educational opportunities to various countries of the world. It is an international network elaborating ways and means for enhancing the role of technology through education in learning to live together in a world community. Some 3,700 UNESCO clubs, centres and association in more than 90 countries mainly comprising teachers and students carryout a wide range of educational and cultural activities especially in the area of e-learning.

(iii). The United Nations University (UNU). This is established to contribute through research and capacity building. It meant to resolve pressing global problems of concern to the United Nations, its people and states. As an international community of scholars, UNU is a bridge between the UN and international academic community– a think tank for the United Nations system, a builder of capacities, particularly in developing countries and a platform for dialogue and new creative ideas. UNU partners with over 40 United Nations entities and hundreds of co-operating research institutions around the world.

Other agencies of global economic governance are the Organisation of Economic Co-operation and Development (OECD) founded in 1962, the World Bank Group (WBG) established in 1930 with headquarters in Basle, the World Economic Forum (WEF), the International Organisation of Securities Commission (IOSCO) established in 1984 with headquarters in Montreal, the Institute of Economic Affairs is a United Kingdom based free market-think-tank that aims to explain free market ideas including the benefits of globalization some of which are faster growth, higher living standards and new opportunities for countries and individuals.

Globalization and the third world countries

Another name for third world country is Least Developed Country (LDCs). The LDCs participates in the process of globalization in area of unemployment, impact of wage and labour and standard need. According to Okoro and Ogbeta (2008), the countries termed LDCs are (49) countries mostly located in Africa. Despite their participation, incidence of insufficient integration in the world market and World Economy is so glaring. This is why there is persisting capital problem of improvement and under nourishment in the world economy.

The present process of globalization is driven by the development in computer and communication technology. These improvements in technology provide better means to internationally coordinated economic activity.

The impact of globalization in the third world nations Nigerian inclusive has positive and negative effects. On the positive side, globalization has been promoting privatization of the public sector. Majority of people in the LDCs depend on amenities for their basic needs for example water, shelter and electricity. This impact can be said to be in the interest of the people.

On the other hand globalization is causing injurious effects to the environment by over exploiting exhaustible resources and dumping of toxic waste mostly in the third world, the Trans National Capital (TNCs) are endangering the very sustainability of the planetary economy. Biopiracy which had to do with human exploitation is promoted under a globalization setting.

Similarly, globalization has been instrumental making LDCs governments accountable to the interest of Trans-National Capital (TNCs) against common people. The 100 percent foreign private participation in the petroleum sector is not all to improve the living condition of the people. The world social forum meeting at Bombay (UNESCO 2002) unanimously declared that globalization is against the people and the environment and there is the need for genuine socialism as an alternative to the present global capitalism. Still, globalization is seen as a channel to transfer surplus to the North as against the development of the South.

In September 2000, world leaders stressed on the millennium declaration on making globalization work for all. This ensures that globalization should be a positive force for all. According to Kofi Annan in Bairoch (2000), stressed that people must feel included if globalization is to succeed thus element of segregation should be omitted for all hands to be on deck as everybody contribute their quota toward the success of globalization.

Globalization of Vocational Technical Education

This is the integration of the principles, concepts and ideas of Vocational Technical Education of a particular country, for instance Malaysia into Nigeria's Vocational Technical Education systems. Most objectives stated in Nigeria educational system is a product of globalization. As earlier noted, the United Nations Conference on Trade and Development (UNCTAD), promotes policies that favours technological capacity building, innovation and technology flow to developing countries by providing technical assistance on information technology education.

According to Oduma (2012), vocational technical education is a broad term used to refer to the educational process that involve in addition to general education, the study of technologies and related sciences and the acquisition of practical skills and knowledge relating to occupations in various sectors of economic and social life. The major areas of vocational technical education are as follows:

1. Vocational Agriculture
2. Vocational Business and Office Occupation
3. Distributive Education
4. Vocational Home Economics Education
5. Technical Education

In the spirit of globalization, Vocational Technology was introduced into Nigeria school system as posited in the National Policy on Education (NPE, 2004). This informs the decision for inclusion of Information and Communication Technology (ICT) into the school curriculum. Hence Olaniyan and Obadana (2006), stated that globalization of Vocational Technical Education has created insight on the usability of internet and intranet facilities.

Intranet and internet are sources of information and interactive tools. Intranet is a closed user group to the internet. An instance of intranet could be a school campus network where students and teachers share local information like teaching materials and course schedules at the same time accessing the internet. The internet is a set of linked computers characterized by protocols used across a wide range of hardware platforms. Each machine on the internet contains information shared across the globe.

The content of internet is available to community such as school teachers and students. Information on the internet could be accessible from any location regardless of the type of computer system being used. It also means that one can have access to public information regardless of the subject, location, age, race, and time limitation. Internet is thus an empowering tool for all that are involved in education. A wide array of techniques have been developed to access information on net ranging from logging onto a remote server, chatting over the internet with colleagues on specific subjects, sharing information via mailing lists and user groups files transfers protocol to get files on server to the world wide web- an interactive multimedia based information access tool. The World Wide Web has now gained the momentum due to its ease of use and its multimedia capacity. Other techniques have also been developed to work for those that do not have access to the internet. One of such technique is the use of offline 'browser' whereby the valuable information on the internet is downloaded to remote schools. The internet is utilized for education in Africa in general and Nigeria in particular especially researchers at the tertiary level.

Consequences of Globalizing Vocational Technical Education in Nigeria

The adoption of global principles and concept into the field of Vocational Technical Education has both positive and negative implications. On its positive side is poverty reduction. Most people who used to walk the streets of the urban cities in search of white collar job now have gainful employment through surfing of the net and other online transactions. This is made possible by exchange and adoption of advanced nation's education curriculum thus placed emphasis on science and technology that have website on the internet for any interested institution or person to benefit. Through this medium, engineering packages like AutoCAD and CorelDraw among others were adopted into the Nigerian Education Curriculum (Keegan, 2002). This is supported by (Mbaezu 2010) in which information and communication technology was introduced into Business Education curriculum.

The principles of building customers relationship by value presentation to customers and capturing value in return is made more realistic through social networking, (Kolter and Keller 2012). Lecturers and students from all over the world are linked via Tugo and Facebook for chatting and surfing of the net to rekindle their interest with recent discoveries and innovation in their chosen career. This brings about liberalization of formal education from "brick and mortar" system to cyber click for information and to be informed.

Business opportunities increase as market expands far and wide as a result of internet adoption. Business organisation gain global access to previous unreachable local, regional or international markets. Potential and existing customers can access company's site from any part of the world. Information distributed grow wide as it become a better means of advertising one's product to the outside world and gathering of information on latest happenings to improve existing product. This is where the principle of thinking wide or global and acting local comes to play.

Also, administrative cost of business is reduced. Physical infrastructure and stationeries are reduced to the barest minimum as everything within the office can be done online. This is known as e-office. Besides, flexibility in editing typed materials reduced wastage. The speed with which information is disseminated is another advantage of clinching to the era of globalization. Information is available 24/7 in the 365 days of the year unless network failure is experienced. The facilities needed to join the global train are affordable. One could buy, hire or lease depending on the type of business one is involved. The present terms of e-learning, e-book, e-commerce, e-marketing, e-bay, e-selling, e-tailing

among others evolve as a result of globalization.

On the other hand, the following are negative consequences of globalization. Not everybody is aware of the term even though they benefit from it. Most people that know lack in-depth knowledge about its workability or function.

Unstable infrastructure makes the total adoption of the technology to be impossible. Lack of good roads, epileptic power supply, unreliability of the relevant equipment makes the technology to be one sided.

Lack of qualified resource persons makes wholesome adoption of the technology to be difficult. Most people who are knowledgeable about it use it to commit crime or financial swindling called "419".

The technology is seen to be one sided. This is as a result of the fact that third world countries are turned to only users of the technology. There is no much commitment as to how to assist the less developed countries to develop their own technology thus, they are turned users mainly.

CONCLUSION

We are product of globalization. The food, furniture, clothing, cars, electronics, educational instructional materials, leisure among others that we enjoy have global linkage. What we do for a living, our social inclinations or engagements, politics of the day, legal policies and psychological reasoning have global outlook. Thus, there is need for the third world nations to trend with caution in adopting every technology given to them. This is because Thomas Edison who invented electric light was killed by it. Most invention and innovations sold to us might have negative effects if not now but later.

RECOMMENDATIONS

In the light of the above, the following suggestions are given.

1. National Orientation Agency (NOA) should be made to be proactive by keeping the public informed about latest happenings.
2. Positive aspect of globalization should be encouraged while negative ones deemphasized.
3. Infrastructures should be made available to enhance practicability of adopted facilities.
4. Retraining of lecturers and teachers should be carried out intermittently for all of them to benefit from ICT facilities.
5. Any caught swindler (419) should be made to face the law immediately without delay as justice delay is justice denied.

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