The Influence of Primary Teachers' Attitude towards Planning for Instruction in Nandi South District

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Abstract

The major concerns in the 21st century to all educators is shifting education from mere learning to effective and efficient management of learning by teachers. Competence in instructional planning requires professional skills which can only be acquired through training and perpetuated by practice. The purpose of this study was to investigate teacher's attitudes towards planning for instruction in primary schools in Nandi South district. The objectives of the study were to determine the teacher's attitudes towards planning for instruction and establish the relationship between teacher's attitudes and planning for instruction. This study subscribes to what Bower and Hilgard have termed general theories of instructions embodied in what recent psychologists term instructional theories. A descriptive survey design approach was employed in this study. Stratified and purposive sampling procedures were used to obtain trained primary school teachers used in the study. Questionnaires, observation and interview schedules were developed, validated and administered in the field to obtain data used in the present study. The results indicated that teachers understand and reasonably discuss the instructional planning process. However, it was revealed that they could not use available instructional ideas and materials to make and implement decisions that involve application of novel conceptual and practical technological ideas. It was also revealed that teachers" attitudes towards planning for instructions are unfavourable. Attitude is influenced by motivation, availability of teaching and learning facilities, environment and teacher's personal characteristics. The study also recommends that teachers need to be motivated through various incentives such as better remuneration, in-service programmes, fair administration and provision of adequate and variety of teaching and learning media. The study provides useful insights which can be used to improve teaching in Kenyan primary schools and teacher training colleges.

Key Words: *Instruction, Attitudes, Planning, Teacher, Education*

INTRODUCTION

The major concerns in the 21st century to all educators, is shifting education from mere learning to effective and efficient management of learning by teachers (UNESCO, 1995). Teachers can only manage learning effectively if they give importance not only to what is taught, but the way in which it should be prepared and taught (UNESCO 1987). Broad and varied attempts have been made to upgrade man's abilities in managing learning. These attempts range from the works of Skinner (1961) on stimulus response, Gagnes (1996) on categories of learning, Brunner (1966) on the theory of instruction, Hamreus (1967) on systematic instructional product development, to Ausubel's (1968) meaningful reception learning.

The United Kingdom National Council of Educational Technology (1969) defines Educational Technology as the development of application and evaluation of systems, techniques and aids to improve the process of human being The United States Commission on Instruction Technology (1972, p.6) showed a similar concern and used the term instructional technology instead of educational technology. The conceptual framework of Instructional or educational technology was that of guiding and describing the practice of educational practitioners such as teachers, curriculum planners and teachers trainers. All these efforts were geared towards the provision of quality education to learners. Effective instructional planning is the key to motivating students' academic growth. Successful teachers say it matters how a lesson is introduced, how meaningful content appears to students, the pace at which information is imparted, the amount of variety introduced and the amount of student involvement.

Planning for instruction plays a pivotal role in connecting curriculum to instruction (Byra & Could, 1994; Clark & Yinger, 1987). Even experienced teachers rely on it to ensure the direction of their teaching and bolster the confidence (Mc Cutcheon, 1980). The ability to plan for instruction effectively can affect not only a teacher's success (Arnold, 1988) but also the results of education reform (Hoo Greld, 2002).

Effective planning is a basic requirement for success in most professionals such as Architecture, Engineering, Law, Business, Military establishment and even politics. Just as it is unthinkable that an engineer would embark on building a bridge without a plan, no teacher should start teaching without a careful and conscientious plan.

In Africa (Kafu, 1976) notes that these attempts can be ―traced to the time when tribal priests systematized bodies of knowledge and culture, invented pictographs or sign writing to record, transmit and reproduce information‖. However, the problem still persists because learning has not been fully systematized in a formula that allows universal compatibility. Perhaps it was in recognizing the need to systematize management of learning and instructional activities that educational technology emerged as a discipline in the 1960s.

Primary school teachers from time to time will be called upon to organize the above variables so that measurable changes in the learners‘ behaviour can be effected. The organization of such varied and complex phenomena calls for what Matiru, Mwangi and Schlette (1989) have called a special competence in the field of instructional planning. Moreover, effective instructional planning is absolutely essential if the teacher is to make full use of his knowledge and skills.

Caar (1962) in Kafu (1976) asserts that ―one of the most troublesome aspects of teacher education is the failure of many teachers to teach as they were taught by colleges at which they were trained. Again, Sifuna (2005) contends that poor planning has ruined many classes. In fact, it has been described as the most common cause of students not learning. This scenario therefore, brings out clearly the need to establish primary school teacher‘s competence in planning for instruction. Teaching involves formal methods of instructions or informal ways of systematically arranging learning variables so that children will be led to find out for themselves. This calls for a teacher to understand what underlies the arrangements as a preparation for learning.

Primary school teachers have been equipped with the necessary competencies to teach through training. However, a careful survey of the situation on the ground contradicts this observation; for example, Tirop was quoted recently (Kenya Times, 2006) as saying that schools in Rift Valley, Kenya have dropped drastically in academic performance. He attributes this poor performance to unpreparedness among members of the teaching fraternity, rampant absenteeism, laziness and drunkenness.

Nacino-Brown, Oke and Brown (1992) maintain that competence in instructional planning requires professional skills which can only be acquired through training and perpetuated through practice. Kafu (1990) on the other hand affirms that teachers‘ attitudes towards planning for instructions are unfavourable. Most teachers regard such exercises as childish and at worst unnecessary. Despite these views, neither researchers nor policy makers have addressed the issue of instructional planning seriously. Studies such as those of Kafu (1976 and 1980): and Mukwa (1979) support this position. It is against this background that the present study set out to establish primary teacher‘s knowledge and skills in planning for instruction in Nandi South District, Rift Valley Province, Kenya.

Teachers have been charged with mediocrity in applying pedagogy and incompetence in classroom. Sifuna and Kaime (2005) and David (1983) assert that for teachers to gain the respect they deserve they need to act professionally in their classrooms and this can be realized if they are well prepared. Ingule *et al.* (1996) contends that teaching calls for more than the love of learners and good knowledge of the material to be taught. It calls for proper planning which will lead to mastering of techniques, imagination, versatility and an understanding. The objective of the study was to investigate the influence of primary teachers‘ attitude towards planning for instruction.

Theoretical Framework

This study subscribes to what Bower and Hilgard (1981) have termed general theories of instructions. These theories are embodied in what recent psychologist term instructional theories. Among these theories are Gagne‘s (later hierarchical task analysis), Brunner‘s (1966) theory of instruction, Ausubel's (1965) meaningful reception learning and Gagne and Brigs (1974) instructional sequencing. Gagne‘s 1965 theory of instruction postulates that teaching has to be design to match the type of learning that was taking place in a hierarchy. He suggests that teachers should plan before teaching in a sequence. Gagne

also suggests that it is valuable to have a sequence in instruction and a sequence can usefully be based on learning types. This theory relates to the study because of emphasis placed on planning for instructions in a hierarchy.

Planning for feedback is the key feature of the approach advocated by Gagne and is characteristics of Neo-behaviourism. According to Gagne, planning enables the teacher to organize the content and materials which shall model the learner outcome. However, of particular significance to this study is Bruner's theory of instruction (1966). Brunner's (1966) collection of essays came to be known as theory of instruction where he pointed out that a theory of instruction is a prescription of rules for achieving knowledge or skills and providing techniques for measuring or evaluating outcomes. It is also a normative theory that set goals to be achieved and condition for meeting them. A major theme in Bruner's theoretical framework is that learning is an active process in which learners construct new ideas or concepts based upon their current or past knowledge. The learner selects and transforms information; construct hypotheses and makes decisions, relying on a cognitive structure to do so. Cognitive structure provides meaning and organization to experiences and allows the learner to go beyond the information given.

It is evident from Brunner's theory that prerequisite sequencing provides linkages between each lesson as student's spirals upwards in course of a study. As a new knowledge and skills are introduced in a subsequent lesson, they reinforce what is already learnt and become related to previous learnt information. What the students gradually achieves is a rich breadth and depth of information that is not normally developed in curriculum where each topic is discrete and disconnected from each other. Brunner insists on empirical steps necessary before a theory can prescribed to the practice. It was this feature which was found appealing to the present study. Given that planning for instruction is based on following empirical steps, the theory was found to be more compromising than others.

MATERIALS AND METHODS

This study was conducted through survey design that was deemed appropriate in the study because it is concerned with teacher competence in planning for instructions. Survey design enabled the researcher to get as much as possible details within the limited time and financial resources. The present study was carried out in Nandi South District in the Rift Valley Province of Kenya.

The target populations for this study were primary school teachers, in Nandi South District. Nandi South District has 148 primary schools of which 130 schools are public and 18 are private. A sample of 138 teachers was drawn from 44 primary schools. The study adopted stratified and purposive sampling procedures. Stratified random sampling was used to sample primary teachers from which the sample for the present study was drawn. The study used purposive sampling based on the previous knowledge that teachers had through teaching experience and training on planning for instruction. Questionnaires were used as the main tools for collecting views, opinions and attitudes of teachers, interview schedule was designed for the school teachers and document analysis was used to obtain data on whether teachers prepare instructional documents. Descriptive statistics such as frequencies and percentages were used to answer research questions. Inferential analysis such as chi-square was used.

RESULTS AND DISCUSSION

Teacher's Attitudes towards Planning for Instruction
From the study 92(66.6%) teachers disagreed on the fact that teachers must have and use instructional documents. These conflicts with educationist opinion who feels that instructional document are crucial in teaching and help teachers to be focused on the lesson. Thirty six (26%) teachers agreed while 10 (7.2%) were undecided. The results also indicate that majority of the teachers 92 (66.6%) agreed that teachers lack time to use media resource. Forty (28.8) teachers disagreed while 6(4.3%) were undecided. Table 1 indicate that 80 (57.9) teachers disagree that preparation must be based on stated instructional objectives, 50 (36.2) agreed while 8 (5.8%) were undecided. The results also showed that majority of teachers 92 66.6) disagreed that planning for instruction has enhanced teaching efficiency while 41 (29.7) teachers agreed and 5 (3.6) were undecided.

Table 1. Teachers' attitude towards planning for instruction

Variables	Agree		Undecided		Disagree	
	Freq	%	Freq	%	Freq	%
Teachers must make and use instructional documents to enable them attain educational goals	36	26.2	10	7.2	92	66.6
Teachers lack time to use teaching aids	92	66.6	6	4.3	40	28.8
Preparation of evaluation instrument for instance tests must be based on stated instructional objectives	50	36.2	8	5.8	80	57.9
Planning for instruction has enhanced teaching efficiency	41	29.7	5	3.6	92	66.6

The Chi-square analysis of teachers' attitude towards planning for instruction indicates that there is a significant relationship between the teachers' attitudes and planning for instruction in Nandi South District primary schools.

Table 2. Analysis of teachers' attitude toward planning for instruction

Chi-Square	*84.174*
Df	4
P	.000

From the study, the attitudes of pre-service teachers are of particular importance because of their potential influence on pupils. This concur with Carpenter and Lubinski (1990) that teacher attitudes towards a subject and the teaching of that subject influence the instructional techniques they employ and that these in turn may have an effect on pupils attitudes. Positive teacher attitudes contribute to the formation of positive pupils' attitudes. This concurs with Eagan and Kanchak (2001) that positive teachers' attitudes are fundamental to effective teaching. Also it concurs with Brunning *et al.* (1999) who established that teaching efficacy, modelling and enthusiasm, caring and high expectation promote learners motivation.

CONCLUSION

Teacher attitudes are important because they affect the student. A teacher's attitude plays a significant role in shaping the classroom environment which has an impact on a students' self efficacy which in turn influences a student's behaviour. Teachers' attitudes towards planning for instruction can be changed by motivation like fair remunerations, promotion, provision of adequate teaching and learning facilities. Teachers do not like planning for instruction.

RECOMMENDATION

The following recommendations are made:-
1. There is therefore a need to re-orient teacher education programme to inculcate a positive attitude among the teachers in matters pertinent to instruction.
2. The government should strengthen management of instructional planning by hiring competent and enough education inspectors in primary schools.
3. In-service course, seminar, workshops and conference should be emphasized to enable teachers widen their knowledge and further their skills.

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BIO-DATA

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Assessment of the Impact of Global Competitiveness in University Education: the Nigerian Experience

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Abstract

Globalisation is a growing phenomenon in higher education institutions in Nigeria and the world at large. It is very closely intertwined with internationalisation. It refers to the phenomenon where the borders separating countries are disappearing. This allows the flow of science, technology, engineering, mathematics, economy, knowledge, people, values and idea across borders. Globalisation affects each country in different ways due to each nation"s individual history, traditions, cultures, resources and priorities. Its determinants include competition over funding, superior educational infrastructure, quality teachers across the world, top international students, academic content, entrepreneurship education and great impact on Information and Communication Technology (ICT). This paper assessed the impact of global competitiveness in Nigerian universities. The study was a descriptive study carried out in three Universities –federal, state, private- in South East zone of Nigeria. Random sampling technique was used to select three hundred (300) respondents. Two research questions guided the study. Questionnaire was developed for data collection. Data were collected and analysed using means and standard deviation. The findings revealed that global competitiveness should be the growing trend in all aspects of academic endeavours. Based on the findings, it was recommended that Nigerian universities should strive to attract funds from government and other funding agencies, contend for top international students and produce graduates for global market.

Key Words: *Assessment, global competitiveness, University Education, Internationalisation, Interdependency*

INTRODUCTION

Globalisation is a growing phenomenon in higher education institutions in Nigeria and the world at large. It is very closely intertwined with internationalisation. It refers to the phenomenon where the borders separating countries are disappearing. This allows the flow of science, technology, engineering, mathematics, economy, knowledge, people, values and idea across borders. Globalisation affects each country in different ways due to each nation's individual history, traditions, cultures, and resources and priorities. Globalisation increases and reflects greater interdependency and interconnectedness in various areas of human endeavours (Knight & De Wit, 2003). As countries open up to external forces, the same countries have to be ready for the ushering of new technologies and influences. Specifically, Knight and De Wit (2003) gave the working definition that ―internationalisation of higher education is the process of integrating an international/intercultural dimension into the teaching, research, and service functions of the institution.‖ Internationalisation pertains to the readiness to embrace globalisation, prompting higher education institutions to take a proactive stand towards mainstreaming in the global arena. In the field of higher education, globalisation has brought such concepts as ―borderless,‖ ―transnational,‖ ―transborder,‖ and ―crossborder‖ education. Regardless of the term, the implication is for higher education institutions to view this phenomenon as an opportunity, and to take the appropriate stand to grab the advantages it may bring. Corollary, it challenges higher education institutions to be on guard so as not to fall victim to the fierce competition it may bring.

The rationales behind globalisation are diverse (De Wit, 1999). In fact, Knight (1997) clustered the rationales for internationalisation into three groups, namely: 1) economic, where it contributes to the skilled human resources needed for international competitiveness of the nation, and where foreign graduates are seen as keys to the country's trade relations; or direct economic benefits e.g. institutional income and net economic effect of foreign students; 2) academic, where it leads to the achievement of international standards for quality teaching and research, and is a major positive change agent for

institution building; and 3) cultural and social, which concentrates on the role and place of the country's own culture and language, and on the importance of understanding foreign languages and culture.

Four key elements of globalisation are described in the UNESCO (2004) education position paper as follow: 1) the growing importance of the knowledge society/economy; 2) the development of new trade agreements which cover trade in education services; 3) the innovations related to Information Communication Technology (ICT); and 4) the emphasis on the role of the market and the market economy. These factors are catalysts to new developments, namely: a) the emergence of new education providers such as multi-national companies, corporate universities, and media companies; b) new forms of delivering education including distance, virtual, and new face-to-face; c) greater diversification of qualifications and certificates; d) increasing mobility of students, program, providers, and projects across national borders; e) more emphasis on lifelong learning which in turn increases demand for higher education; and f) increasing amount of private investment in the provision of higher education (Tagarino, 2007).

Meanwhile, in 2004, a world university ranking exercise was carried out. The exercise produced the best 200 Universities which sent shock waves across the academic world and the entire world at large. The exercise which was the first of its kind and it indicated that no Nigerian or African University made it to the best 200 Universities worldwide! Four American Universities namely: Harvard University, University of Beckley California, Massachusetts Institute of technology; and California Institute of Technology topped the list as the best four Universities in the world respectively while Oxford and Cambridge Universities came fifth and sixth respectively. The 200 elite Universities are located in 29 different countries of the world with the United States, Britain, Germany and Australia having the highest number of well-ranked Universities with a total of 62, 30, 17 and 14 entries in that order (http://www.thisdaylive.com).

In the same vein, in 2010, on the list of first 100 Universities in Africa, only four Nigerian Universities were mentioned. Nigerian Universities occupied the following positions: University of Lagos, 31st, Obafemi Awolowo University 35th, University of Ilorin 37th University of Ibadan 45th and University of Benin 87th positions. On the other hand, South Africa produces the first 4 leading Universities in Africa and the first 7 on the list of the top ten universities in Africa. Of the 100 top Universities, South Africa alone has 23, while Nigeria-the giant of Africa has only 4. If funding levels are not improved and education is politicized, the situation in Nigeria may get worse in the foreseeable future. Again if the trend of underfunding continues, Nigerian Universities may not surface among the top 100 in Africa, and this implies losing her competitive edge in education in Africa. In Asia, the criteria for ranking are basically four namely: research quality; Teaching Quality, Graduate Employability and Internationalization. If we adopt the four criteria that are popular in ranking Universities in Asia, it is explainable why Nigerian Universities are losing their competitive edge not only at the global arena but also continental Africa. The Nigerian Universities Commission (NUC) recently presented to the Nigerian public, a ranking of universities in the country in hierarchical order that is in tandem with their performances in the assessment exercise carried out by the Commission. The ranking of the Federal Universities was purely based on quality of academic staff which according to NUC, is one of the most important indices of university education as the academic staff were measured by the output in research, teaching and community services. Other indices used by the NUC to arrive at the ranking are: The level of scholarship and research grants won by such staff, the volume and quality of contributions to the advancement of knowledge, his/her ability to deliver good quality teaching, administrative experience, and level of commitment to serving the community within and outside the university. This shows that there is a correlation between low quality education and the productivity of University graduates. The attenuation of quality invariably implies low quality graduates who cannot contribute substantially to the productivity of the economy. Today, about 40 million graduates in Nigeria are not employable because they lack employable skills and talents needed for a dynamic economy. As the graduate unemployment index soars, the indication is that the state of university education is worsening. This ugly trend is worsened by the fact that Nigeria has not defined her position in a fast globalizing economy (http:www.thisdaylive.com)

The Nigerian University system lack research skills in modern methods and dearth of equipment/materials for carrying out state-of-the art research. University Lecturers are often overloaded with teaching and administration schedules, and this leaves them with very little time for research.

Besides, most Universities have difficulty in accessing research funds, and the young lecturers in the Universities have little or no mentorship because the senior professors have been brain-drained out of our Universities.

The funding of education is most worrisome. Over the years, funding has not kept pace with the exponential expansion of the system. For example, the Federal Government invested 11.13% in 1999, 5.90% in 2002, which falls far below the UN recommended minimum threshold of 26%. Nigeria's Gross Domestic Product (GDP) spending on education is about the lowest in Africa. It is disheartening that Nigeria, which is the intellectual laboratory of Africa, could spend only 0.76% on education. Other less endowed nations invest more of their GDP in education (Angola 4.9%; Ghana 4.4%; Kenya 6.5%; South Africa 7.9%, Malawi 5.4% and Tanzania 3.4%). Nigeria's educational system needs to align with the demands of globalization. We have not abided by the United Nations recommendation that developing countries should invest a minimum of 26% of the budgets in education, but our politicians invest more money printing voters' cards and preparation of voters register than funding education (http://www.thisdaylive.com).

To save the country's ivory towers from becoming moribund, and irrelevant to the needs of both the immediate and larger society, an urgent reform process is imperative. The nation's universities have been adjudged as globally uncompetitive. Nigeria's citadel of learning hardly get a mention when top-notch universities across the globe are ranked, and a good number of graduates stand little or no chance in the labour market. To this end, worried education-sector observers (Emodi, 2010; Tagarino, 2007) have stressed that there is a need for the nation's tertiary institutions to fashion out ways through which they can meaningfully impart intellectual skills to their products, if they must hold their own in today's increasingly demanding world. A cross section of the experts explains that the reason why universities in Nigeria have yet to attain any meaningful recognition globally is because of their approach to learning. They add that the global knowledge economy and society is based on information processing, which is what universities are primarily all about, but sadly note that most universities in the country have not keyed into this global trend (Ewuzie, 2010).

Adimeke Ejiofor, an education psychologist, observes that the quality, effectiveness and relevance of the university system are directly linked to the ability of people, society and institutions to develop. Ejiofor further argues that with the technological and communication revolutions, universities catalyse scientific and technological change by training a labour force suited to new conditions of production and management. The education expert therefore urged the various citadels of learning in Nigeria to develop systems through which they can function maximally in their core areas of competence. To him, —In the current global knowledge economy, which are knowledge production and technological innovation are the most important productive forces,‖ noting that without some level of a national research system comprising universities, no country can participate in the global knowledge economy (Ogunsola, 2004).

Ademola Ogunde, explains that in the march towards global relevance, Nigerian universities have to tackle human development first, since the mind is the most important resource of all (Tagarino, 2007).Ogunde further discloses that universities have a major role to play in producing a quality labour force - which depends on quality education spurned by educators who have been trained by quality universities. He observes that government can build schools and provide laptops, but if there are no quality teachers, there can be no quality education. This situation, he advised, requires good working conditions and pay, including respect for lecturers —which starts with being well trained at the university level.‖ In mapping how Nigerian universities can go about meeting global standards, Ogunde opined that there need not be differences between public and private universities in terms of efficiency and quality, noting that both types of institutions stand a good chance of being very qualitative. According to him, —What matters is how flexible, efficient and competitive a university is, so its management is critical. Also essential is that the university serves the public interest; it can be in the public interest and be private‖ (Ewuzie, 2010).

One other grey area that needs review in the country's university system is the quality and contemporary relevance of the curricula. It is an established fact that the curricular used by most universities is centred on producing graduates with little entrepreneurial training. This is why most of them depend so much on working for others and lack the aptitude for job creation. Recent checks have revealed that only a few citadels of learning run skeletal entrepreneurial education in the country. University education in Nigeria

has a specific mission of producing a critical mass of Nigerians, grounded on the key generic skills especially on the basis of the high-quality higher education they offer which would provide the needed catalyst for the nation's socio-political and economic development. This issue was further brought to fore by Chukwuma Soludo, former Central Bank of Nigeria (CBN) governor who made one of the most indicting statements on the Nigerian educational system, when he asserted that graduates from Nigeria's tertiary institutions are not globally competitive and that only about 10 percent are employable without further training (Ogunsola, 2004).Statistics shows that every year, tertiary institutions in Nigeria graduate over 200,000 students from diverse disciplines who join the already saturated unemployment market (Dike, 2001). It is therefore with this obvious shortcoming from one of the most relevant levels of education in the country that education watchers have called for an urgent review of the curricula of universities so they can achieve both national and international goals geared towards making the products of Nigerian universities nationally relevant and internationally competitive (Ewuzie, 2010).

It is against the above background that this study sought to assess the impact of global competitiveness in Nigerian higher institutions. The pertinent question at this point is; what are the educational tasks that Nigeria higher institutions are competing for and their readiness of global competitiveness in ICT? Proffering answers to these questions are the thrust of this study.

MATERIALS AND METHODS

The study adopted descriptive survey research design which sought information from respondents without the manipulation of any variable. The study was carried out in three Universities – Federal, State and Private – owned in South – East zone of Nigeria. The universities were University of Nigeria, Nsukka (UNN) in Enugu State, as federal, Imo State University in Imo State, as state and Tanisan University in Anambra State, as private. Random sampling technique with replacement was used to select 300 respondents (100 each) from the three universities. Two research questions were asked to guide the study. Instrument titled ―Impact of Global Competitive in Higher Education (IGCHE)‖ was developed by the researchers and used for data collection. The instrument elicited the extent of agreement with the item statements. The instrument was face validated by two experts of measurement and evaluation in Nnamdi Azikiwe University Awka. Their corrections were effected in the final draft. The instrument was trial-tested on 20 respondents of Anambra State University, Uli. Data collected was computed using Cronbanch Alpha to give 0.82 (82%) which is justified for the study. The instrument was distributed with six research assistants, two from each university. All the questionnaires were correctly filled and returned. The data were answered with means and standard deviation. The mean of 2.50 and above were regarded as agreement to the items while 2.49 and below were regarded as disagreement to the items.

RESULTS

Table 1: Means and standard deviation of respondents on areas of educational tasks for global competitiveness

S/N	Items	Federal University $\overline{x}$	SD	State $\overline{x}$	SD	Private $\overline{x}$	SD
1	Ranking of universities based on the output in research, teaching and community services.	1.48	0.69	1.12	0.45	1.07	0.38
2	Adequate funding for teaching and research	1.71	0.81	1.20	0.59	1.10	0.40
3	Superior educational infrastructure	1.59	0.81	1.16	0.49	1.20	0.70
4	Quality of teaching staff.	1.42	0.62	1.18	1.54	1.26	0.44
5	Proportion of international students.	1.12	1.33	1.03	0.17	1.04	0.32
6	Proportion of international staff	1.09	0.32	1.04	0.20	1.04	0.24
7	Graduate employability and internationalization.	1.03	0.17	1.01	0.10	1.03	0.30
8	Meeting global standard in quality education and relevant curricula.	1.30	0.75	1.09	0.45	1.02	1.20
9	The innovations related to ICT.	1.29	0.70	1.08	0.07	1.10	0.50
10	Wealth creation and global competitiveness of Nigerian graduates.	1.33	0.80	1.11	0.49	1.05	0.33
11	Inter-institutional partnership.	1.43	0.73	1.15	0.48	1.07	0.38
12	Entrepreneurship education and training.	1.19	1.53	1.09	0.32	1.03	0.17
	Grand Mean	**1.33**	**0.56**	**1.11**	**0.36**	**1.08**	**0.36**

In terms of educational tasks for global competitiveness, table 1 revealed that all the responses of federal, state and private universities undergraduates were below 2.49. This meant that all the items are identified educational tasks for global competitiveness but Nigerian universities do not measure up to the standard needed for global competition.

Table 2: Means and SD of the respondents on the equipment of global competitiveness in ICT

S/N	Items for equipment for global competitiveness in ICT	Federal University		State		Private	
		$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD
1	Computes and its gadgets	1.94	1.24	1.42	0.98	1.67	1.13
2	Television	2.02	1.22	1.68	1.01	1.52	0.95
3	Radio	2.05	1.12	1.72	1.05	1.48	1.04
4	Fax machine	1.74	1.17	1.33	0.07	1.48	0.86
5	Over head projectors	1.84	1.04	1.62	0.98	1.36	0.81
6	Digital Video Disc (DVD)	1.62	1.00	1.46	0.91	1.36	0.81
7	Interactive CD-ROM	1.54	0.77	1.45	0.88	1.28	0.96
8	Virtual Library	1.50	0.81	1.54	1.09	1.47	0.96
9	Internet Connectivity	1.45	0.77	2.21	0.78	1.40	0.82
10	Intranet/Local Area Network (LAN)	2.07	0.71	2.06	0.70	1.45	0.88
11	Extranet/Wide Area Network (WAN)	1.76	1.09	1.75	1.18	1.71	0.99
12	Audio and Video tapes	1.47	0.89	1.80	1.03	1.25	0.58
13	Satellite broadcast	1.37	0.69	1.36	0.76	1.16	0.60
14	World Wide Web (WWW)	1.92	1.27	1.56	0.84	1.48	0.85
15	Computer software programmes	1.76	1.07	1.62	0.96	1.58	0.81
	Grand Mean	**1.74**	**0.99**	**1.61**	**0.92**	**1.44**	**0.85**

Table 2 indicated that all the items are gadgets for global competitiveness in ICT. The respondents' responses were below 2.49. This revealed that most of the Nigerian universities are not equipped for global competitiveness in ICT.

DISCUSSION

From the study, it was found that the ranking of universities based on the output in research, teaching and community service; adequate funding; superior educational infrastructure; quality of teaching staff; proportion of international staff and students; graduate employability; relevant curricula which include ICT and entrepreneurship education were among educational tasks for global competitiveness. Table 1 revealed that the responses of the respondents were below 2.49. This meant that most of these educational tasks were found wanting in Nigerian universities whether federal, state or private. This finding affirmed the work of (Ewuzie (2010); UNESCO (2004), Tagarino (2007) and http://www.thisdaylive.com) who noted that Nigerian graduates lack employable skills and talents needed for a dynamic economy. They further reiterated that this ugly trend is worsened by the fact that Nigeria has not defined her position in the fast globalizing economy regards to education especially higher education.

The result of the findings in table 2 indicated that the responses of the respondents were below 2.49. This indicated that most of these ICT gadgets are not in use in Nigerian universities for global competitiveness. This finding was among what UNESCO (2004) described as one of the key elements of globalization which was the innovations related to ICT. UNESCO further expatiated that the ICT gadgets are among the catalysts to new developments in areas like emergence of new education providers, new forms of delivering education through distance learning and virtual library, and creating greater diversity of qualifications and certificates among other things.

CONCLUSION AND RECOMMENDATIONS

Globalization is inevitable: The world is on a collision course with globalization at all fronts whether it likes it or not. Higher education institutions are being affected in various forms and levels. One thing is sure; the impact of global competitiveness in Nigerian universities depends on the level of readiness and preparation. This study assessed the impact of global competitiveness in Nigerian universities. This study has revealed in no small measure that the criterion to achieve global competitiveness in higher institutions

depends on Nigeria's commitments towards ranking, funding, research skills, quality staff and curricula materials among others.

Based on the findings of the study, the following recommendations were made:

1. Federal government should invest up to the minimum threshold of 26% of her GDP as recommended by United Nations (UN) on education so as to keep pace with the exponential expansion of education more especially higher education.
2. Nigerian universities should strive to attract funds from government and other funding agents, contend for top international students and international staff among others.
3. Nigerian higher institutions should fashion out ways through which they can meaningfully impart intellectual and entrepreneurial skills to their products to make them globally marketable on graduation.

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