Subodh Journal of Commerce and Management

(AN INTERNATIONAL PEER REVIEWED RESEARCH JOURNAL)

Globalizing Education: A Boost to Educational Standards and Sustainability?

Analysing The Outcomes of Delayed Industrialization In India

Impact of Cyberloafing on Job Performance at Workplace

Subodh Journals

GLOBALIZING EDUCATION: A BOOST TO EDUCATIONAL STANDARDS AND SUSTAINABILITY?

F. O. OLUFUNMILAYO FENNY, Ph. D
DEPARTMENT OF JURISPRUDENCE & INTERNATIONAL LAW
FACULTY OF LAW, AMBROSE ALLI UNIVERSITY, EKPOMA, NIGERIA
EMAIL: olufumilayofenny@yahoo.com
GSM: +2348034919954 and +2348056191115

ABSTRACT

This work appraises the effects of globalizing education, the implementation and sustenance in Nigeria by analyzing the socio-cultural and economic dynamics and impact in Nigeria. Hence, this work perceives educational globalization as 'having similar curricula' which benefits include: broader scholastic cost effectiveness from learning within your comfort zone through computer and internet based literacy. However, this work finds these variables less realized in Nigeria due to the following challenges: illiteracy, low level of computer knowledge amongst the populace, poverty, non availability of infrastructures and software instructors, poor implementation of educational policy by stakeholders, the lack of other social facilities that facilitate learning as induced from fraud, theft, corrupt practices etc. This work suggests that - Government depoliticizes education curriculum, enhances learning process infrastructures, provide adequate funding, and subsidize basic technical education entrepreneurship based on Nigerian social values in order to advance her economy. This work concludes that to achieve these goals, State social values must be juxtaposed on modern technology, enforce legal measures, should create awareness on the immeasurable benefits from the educational variables discussed above like our social values based

education alongside other benefits like; increased Gross Domestic Output, job opportunities and living standards.

Keywords: Entrepreneurship, Globalization, Infrastructures, Enforceable legal measures, Social Infrastructures and Values.

INTRODUCTION

This paper examines the benefits and challenges of globalizing education and its possible implementation and sustenance in Nigeria. This work suggests and analysis the following variables: education, enhancement of socio-economic, cultural and Information Communication Technology [ICT] as well as other variables as obtainable elsewhere. This work observes that globalization means: "Different cultures and economic systems around the world that are similar and becoming connected to each other because of the influence of large companies and improved information communication Technology"[1] Invariably, globalization of education means; 'connecting education worldwide under similar conditions irrespective of the cultural and economic differences.' Hence, this work examines the effects of implementing and adapting similar educational curriculum worldwide given the differences in the economic ability, medium of communication, social and cultural conditions especially where the philosophical and psychological effects of these variables (economic ability, literacy, societal values and the level of Information Communication Technology) are put into consideration. This work also finds e-learning (electronic learning) under Information Communication Technology is learning through electronic devices which is not only financially demanding but demands possessing some

*Olumese Olufunmilayo Fenny (NCE; B.Ed Psychology Guidance & Counselling; LL.B; B.L and LLM) a Lecturer in Jurisprudence Department, Faculty of Law, Ambrose Alli University, Ekpoma, Nigeria. Olumese is one of the Coordinators of the Faculty of Law Clinic, member of the Nigerian Association of Law Teachers [NALT], member of Global Alliance for Justice Education Worldwide [GAJE], member of Standard Mediation Conference Associates [SMCA] of Nigeria, member of National Association of Women in Academics [NAWACS], Ekpoma-Nigeria Chapter and was Principal Special Grade I with Edo State Post Primary Education Board in Benin-City before joining the services of the University in 2012. Olumese has some publications to her credit, she is married with children and can be reached through e-mail address: olufumilatyfenny@yahoo.com.

[1] Oxford Advanced Leaner's Dictionary [A.S. Hornby 8th International Student's Ed] Oxford University Press, 2010. P.636

minimum level of literacy and some knowledge of Information Communication Technology which less than 30 percent Nigerians possess following the high level of illiteracy amongst the populace. Of course, electronic learning (E-learning) has turned the entire world into a global village and which numerous benefits include: broader academic horizon, exposure to more information, cost effectiveness and easy access to information in the comfort of one's environ etc. This work finds socio-economic values and technological advancement have global impact on education given the differences in these variables from one clime to another. This work suggests that individual States curricula in educational policies through inclusive global trends alongside effective implementation, sustenance, evaluation and continuity of the above suggested variables, can help States achieve the desired educational goals / curriculum globally. In the course of discussing this work, these keywords are explained as intended for use thus:

'**Entrepreneurship'** connotes skills acquisition in a given or specific trade that attracts independence and self sustenance. While, '**Globalization'** as earlier mentioned above, means: "Different cultures and economic systems around the world becoming connected and similar to each other due to the influence of large companies and improved information communication technology."[2] On the other hand, '**Legal measures'** mean; "Standard values connected with law and as required by law to regulate people."[3] Whereas, '**Infrastructure'** means: "The basic systems and services that are necessary for a country or an organization to run smoothly and for instance, buildings, transport, Information Communication Technology, water and power supplies."[4] Finally, '**Social values'** mean - societal values or social conducts which most times are hinged on the customs and values of the people. In Nigeria, custom and societal values vary from one community to the other. After all, JSC Obaseki says; "Customary law is not only law but also the organic law of any indigenous society. It is the organic or living law of the indigenous people which regulates

---

[2] Ibid
[3] Ibid Pp. 849 and 921 respectively
[4] Ibid P. 770

their lives and transactions. It is organic in that it is not static; it is regulatory in that it controls the lives and transactions of the community subject to it. It is said that - custom is a mirror of the culture of the people."[5] Invariably, any attempt to jettison the social conduct of a people is tantamount to derogating from the norms which impact on the people is immeasurable. For instance, in [1957] the Union of Soviet Socialists Republics [USSR] Satellite was launched to space that triggered educational Curriculum development in America, the United Kingdom and many other parts of the world.[6] The Sputnik, 1957 where the Union of Soviet Socialist Republics [USSR] sent the first Satelite to space to orbit the earth which led to a major reaction that led to a great movement in curriculum development, worldwide

The impact of the [USSR] feat in her Satellite launch on global educational curriculum cannot be over emphasized if appraised and quantified due to its triggered research influence globally and for which China is a perfect example in the cultural and economic sustenance of her educational curriculum by teaching and learning in her indigenous language that has enhanced and facilitated her educational learning processes. This work observes that Educational Curricula structured along thematic and topical content selection of a peoples' social value never fails to achieve its' goals nor sustain its viability and success. For instance, China's curriculum is based on the peoples' culture while the teaching and learning process is in the common language of the people which facilitates learning if China's contemporary worldwide exploits are considered. So, globalizing education without due consideration for historical, philosophical and psychological effects on cultural conflicts and the socio-economic challenges of Information Communication Technology on globalized education is tantamount to non sustainable education in Nigeria and elsewhere in the world considering the immense benefits therein!

---

[5] Akintunde Emiola; "Emiola's African Customary Law" Emiola (Publishers) Ltd. Ogbomosho, Nigeria [2011] P. 7

[6] The Sputnik, 1957 where the Union of Soviet Socialist Republics [USSR] sent the first Satelite to space to orbit the earth which led to a major reaction that led to a great movement in curriculum development, worldwide especially in the Sciences.

CONCEPT AND AIM OF CURRICULUM

In Nigeria, [Ivowi, 2009b] says; "Curriculum is content used by teachers to stimulate all learning experiences of the learners under supervision of the school for which the school accepts responsibility."[7] The aim obviously, is to reflect:

- All the educational experiences a learner undergoes and for which the school guides the learner through and;
- The rights of the school to design, control, organize and plan all learning processes for better learning outcome.

While in Indonesia, Curriculum is defined as: "A set of plans and regulations about the aims, content and materials of lessons and method employed as the guidelines for the implementation of learning activities to achieve given educational objectives."[8] This again is reflective of the followings:

- Educational regulatory measures with National and Local contents and an;
- Administrative and Implementation Management structures.

However, this work however, posits that globalizing education curriculum does not necessarily connote the use of a common curriculum for teaching, learning and evaluating outcomes for all States worldwide but connotes; "Curricula based on global trends or changes in the educational curriculum of individual States, focused on a lifelong learning for which the learner participates; develops attitudes and values; applies knowledge and skills as well as recognizes several preferred learning styles and competes constructively with contemporaries, globally."[9] This concept implies global dissemination of novel ideas that impact on curriculum development plan, its political adoption, implementation and management processes to augment the omnibus aim of education

---

[7] Ivowi U.M.O; "The Struggle for Nigerian Curriculum: Curriculum Theory and Practice" [Ivowi U.M.O; Nwufo .K; Nwagbara Chinyere; Ukwungwu J; Emah I. E and Uya Grace 2009b Ed] Curriculum Organization of Nigeria [CON], 2009

[8] Indonesia National Education Law, 2003

[9] World Data on Education, Table 2.2. International Trends in Curriculum Change, Module 2 , World Data on Education, VII Ed. 2010/11, P. 47

being – preservation of cultural heritage, integrity, human dignity, economic development, social values progression and self sustaining entrepreneurship. So, globalizing educational curriculum focuses on the relevance of the curriculum to global tendencies of political and economic objectives of individual States, the learner and stakeholders through increased consultations with the later. The whole process is so dynamic that the learners and teachers are the focal point while the educational authorities are gradually becoming motivators to all stakeholders as against the earlier position where outcome for the leaner was never the focus. Teaching as a matter of fact is now child / learner centered.[10]

HISTORY OF CURRICULUM DEVELOPMENT IN NIGERIA

Prior to independence, Nigerian imported topical educational curricula from Church Missionaries, School Proprietors and the West African Examination Council [WAEC] drawn by the Colonialists. However, the need to develop an indigenous Curriculum arose soon after Nigeria gained independence in 1960 and hence, there were different Curricula imported from the Colonialist which content in quality and quantity were adopted by deletion and substitution. However, the Federal Ministry of Education collaborated with Adams Skapsky the Chairman of the [USA] Ford Foundation and the [UK] Center for Curriculum Renewal and Educational Development Overseas [CREDO] from 1965 to set up a panel on Comparative Technical Education Seminar meant to visit different overseas countries, understudy their Technical Education Programmes and to make appropriate recommendations to Nigerian Government. The recommendations of this panel cumulated into the establishment of the Comparative Education Study and Adaptation Center at the College of Education, University of Lagos and by 1968, the Central Examination Standards and Adaptation Council [CESAC] was established which pioneered different curricula development on Science Projects in Nigeria. The aim was to cope with the challenges

---

[10] Obioma G; "The Role of Teachers in the Implementation of Universal Basic Education in Nigeria" being a paper presentation at the 47th Annual STAN Conference, Calabar, 2006

put forward in 1957 by the Union of Soviet Socialist Republic [USSR] following her first launch of [Sputnik] satellite to space meant to orbit the earth. This triggered School Science Projects worldwide that spurred different curricula development innovations both in the UK and USA such that cumulated into the curricula export from the United States of America to world developing States like Nigeria just to enable her key into the new global Social Sciences and technological ideology. Ever since, [CESAC] and [CREDO] have always collaborated with the Science Teachers Association [STAN], West African Examination Council [WAEC] and other professional bodies to develop different Curricula. The large membership of [STAN] widely increased the curriculum committee which led to different school syllabuses that by 1985, led to the introduction of the Senior Secondary School Educational Programme that necessitated the need for a Central Curriculum for Nigerian schools. Hence, the Nigerian Educational Research and Development Council [NERDC] was born in [1988] from a merger of the Comparative Education Study and Adaptation Center [CESAC]; the Nigerian Educational Research Council [NERC]; the Nigerian Book Development Council [NBRC] and National Language Center [NLC], through the National Council on Education, developed a National Curriculum for Education initially based on Universal Primary Education [UPE] before it evolved into the Universal Basic Education [UBE] during democratic dispensation of President Olusegun Aremu Obasanjo in 1999.[11] Since 1988, the Nigerian Educational Research Development Council [NERDC] in collaboration with the National University Commission [NUC] has been responsible for the 6, 3, 3, 4 [Primary, Junior secondary, Senior Secondary and Tertiary Schools] curriculum development plan through the National Council on Education [NCE]. Although [NERDC] has been in collaboration with the National University Commission [NUC] for tertiary institutions but only the later is administered and funded by the three tiers of

---

[11] Adomeh, Arhedo and Omioke D; "Contemporary Issues in History of Education: Trends in History of Education in Nigeria" [Aluede and Omoike D Edition, 2007] Krisbec Publishers, Agbor. Pp. 121-139

government [Federal, State and Local governments] using the thematic content selection and spiral content organization models of [CESAC].

EDUCATIONAL CURRICULUM IN INDONESIA

Contemporary Curriculum in Indonesia is based on 'National Competency' having evolved from the 70s through the 80s and 90s with emphasis on subject matters that confront global challenges, rapid development of Science and Technology, arts, ethics, sports and morals executed through religious studies and other relevant subject matters.[12] The earlier curricula were either too 'Objective-oriented' or 'Skill-approach oriented' which made both Curricula models too stereotyped to achieve good learning objectives and unlike the 'National Competency' based curriculum that is flexible, simple and adaptable to future global changes in Science and Technology. It is note worthy to mention that the administrative and structural management is broken into the central and lower levels where the central takes care of tertiary institutions through the Ministry of National Education [MONE, 2007] while the lower level takes cares of the Elementary, Junior and Secondary institutions. The administration is in three tiers that constitute the Central, Provincial and Districts/Municipal Madrasah Committee School levels. It is under the Madrasah Committee that the Pre-school / Kindergarten education is generally organized even though through foundations or non-governmental organizations like:

- The Ministry of Social Affairs;
- The Ministry of Women Empowerment and Child Protection;
- Other Professional bodies like the Association of Indonesian Kindergarten Teachers-Indonesian Teachers Union [IGTKIPGRI][13] supervised by [MONE, 2007] through its Provincial and District/Municipal School (Madrasah) Committee. Note however that, the Madrasah

---

[12] World Data on Education [UNESCO-IBE 7th Ed; 2010/11] but available at http://www.ibe.unesco.org/ (Last accessed on May 10, 2018)
[13] Ministry of National Education [MONE, 2007]

school system is privately owned but supervised by the Ministry of Religious Affairs [MORA] responsible for Islamic Schools that offer Kindergarten, Basic and Upper Secondary Education in Indonesia despite its insignificant enrollment statistics of students between 6% - 18%. Basically, the curriculum takes care of general, formal and informal aspects of education taught in the local language like China which facilitates understanding and a win-win in achieving educational goals by their economic and technological exploits.

A REVIEW OF NIGERIAN EDUCATIONAL CURRICULUM UNDER UNIVERSAL BASIC EDUCATION [UBE] POLICY

This work finds the objectives of [UBE] include:

i. That, education is universally compulsory and free;[14]
ii. That, it eradicates illiteracy in Nigeria;[15]
iii. That, the policy drive is on excellence, cultural values, human dignity, integrity;
iv. That, education is national research and development orientation based;
v. That, education is religion inclusive and;
vi. That, education ought to be based on socio-economic values of the people.[16]

Note however that, these [UBE] objectives are globally declared in collaboration with [UNESCO] and both the 1999 Constitution of the Federal Government of Nigeria [CFRN][17] and the Sustainable Millennium Development Goals [SMDGs] Act[18] all aimed at providing learning, teaching and evaluation outcomes

---

[14] The [UBE] 1999 Education for all as endorsed and declared at the [1990] World Conference at Jometien and in Collaboration with [UNESCO], Nigeria

[15] Ministry of National Education [MONE, 2005] & National Commission For Management of Adult Literacy and Non Formal Education Commission [NMEC, 2005]

[16] [NMEC, 2005] partners with United Nations Educational Scientific and Cultural Organization [UNESCO] topromote Nigerian Culture

[17] Chapter II of the 1999 [CFRN]

[18] Section 2 (2) of The Universal Basic Education Act, 2004 provides that it is compulsory that parents to ensure their children and wards attend at least primary and junior schools level of education for their self sustenance

without regards to other major educational reforms. For instance, [UBE] focus on more on enrollment and completion of Primary education than the sustenance of the teaching and learning environment as emphasized by [Yusuf A; 2005][19]is indeed spiral and falls short of expected details from contemporary States curricula which include that:

    i.   The UBE Curricula is being politicized;

    i.   Starved of actual learning time;

    ii.   Short of Facilities, funds and qualified teachers;

    iii. Lacks good leadership sequel to prevalent corrupt practices in Nigeria;[20]and

    iv. The centralized implementation of the [UBE] Curricula rather than being regionalized.[21]

However, [Olori et el; 2005] emphasize that the success of [UBE] goals is hinged on being depoliticized just as [Dike; 2005] emphasizes the importance of training and retraining teachers in modern technology for students competence in contemporary global market places and the working environment. So, UBE is Federal Government reformed National Policy on Education [NPE] which curriculum covers both formal and informal educational programmes for children between Pre-school age of 3-5years, 6-11years for Elementary / Primary school, 12-14years for the Junior Secondary School, 15-17years for the Senior Secondary School and from 18years for Tertiary institutions.[22] The Act further provides that who so ever contravenes this, commits an offence that is punishable as provided by the 2004 Act.[23]

---

[19] The Sustainable Millennium Development Goals [SMDGs], 2015 where about two out of the eight goals dedicated to Education are emphasized by [Yusuf A, 2000] and available at http://www.unilorin.edu.ng>comrade> University of Ilorin (Last visited on May 10, 2018)

[20] Global Week Magazine, 2005; "[UNESCO] Global Monitoring Report, 1999" and generally see, UBE Act, 2004. Item 30, Pt. 11 [2nd the SCHD. & Item (2) of 4th SCHD] 1999 [CFRN]

[21] Vanguard Newspaper, 2013; UBEC Nigeria's Out-of-school children estimated at 10 million" Report by Charles Onocha's [Executive Secretary] in Asaba, 2013 at: http://www.vanguardngr.com>2013/05>nige... (Last accessed on May 10, 2018)

[22] Opcit [Fn. 9]

[23] Ibid

REGULATORY MEASURES:

It is important to reiterate that if educational curriculum must be globalized, internet activities through Information Communication Technology [ICT] becomes imperative with measures and legal remedies emanating from copy right infringements.

However, this work finds that **civil remedies** avail in copy right infringement on:

i. Damages;
ii. Injunctions;
iii. Accounting of Profits and
iv. Delivery of copies / plates / materials used in making the infringed copies and civil remedy are provided for by the Copyright Act on:
    - Unauthorized reproduction of materials;
    - Arrangement;
    - Translations;
    - Representation / distribution of copyright works but did not specifically provide for Internet Copyright Infringement (Internet Piracy).[24]

While available **criminal remedies** on Copyrights include:

i. That, the Courts may order the destruction of all infringed copies of works, plates, master tapes, machines, equipment and contrivances or the infringed copies to be delivered to the owner of the Copyright or otherwise as the Court may deem fit; and[25]
ii. Generally, the 1999 Constitution of the Federal Republic of Nigeria [CFRN];
iii. The Universal Basic Education Act of 2004;
iv. The Sustainable Development Millennium Goals [SDMGs], 2015 on: -
    - Environmental Education
    - Human Rights Education

---

[24] Section 15 also provides: "Any person who without authorization or license does or causes to be done an act, doing of which is controlled by Copyright, has infringed Copyright"
[25] Section 16 (1) & (3) of the Copyright Act [CAP. C.28] LFN 2004

- Family Life Education
- HIV/AIDS Education
- The Entrepreneurial Skills and the new mood of the nation etc.

However, the aim of Nigerian educational curriculum is broadly based on these headings of teaching, learning and governance but generally more on cultural values, development of research works, religion, technological orientation and the exploits of entrepreneurial self dependency. To achieve these, this work observes it is imperative that the students compulsorily select from core subjects like [English, Mathematics, Biology, one major Nigerian language apart from the generally spoken English language [lingua franca],[26] International Schools Consultancy Expatriate Rating [2015] rates Nigeria a State with Globalized Curriculum cultural and Creative Act, Computer Studies, Basic Science and Technology, Social Studies, Religious Studies, Civic Education, French Language, Physical and Health Education and any one entrepreneurial subject] and as well select from other elective /optional subjects order than those immediately mentioned. However, for the benefit of primary, junior and senior secondary education, five cross-cutting core subjects must be offered with one mandatory entrepreneurial subject and other electives to make up the minimum 8 or maximum 9 subjects offered at the certificate examination award level.

CHALLENGES OF SUSTAINING GLOBALIZED CURRICULUM FOR EDUCATION

Although Nigeria's curriculum content reflects appropriate and relevant socio-economic and educational benefits but by post-independence, it became too theoretical because its goals of teaching, learning and governance were not practicable for being inarticulate and did not adequately cover the following:

---

[26] International Schools Consultancy Expatriate Rating [2015] rates Nigeria a State with Globalized Curriculum because English is her official language for communication, teaching and learning processes/ orientation but also available at http://www.expatriates-now-cater-domestic-elites-new

i.   The organization of Teachers education programmes in other to introduce new approaches for the professional growth of Teachers;

ii.   The organization of interest groups to participate in curriculum development;

iii. The adequate assistance by way of funding, publication and equitable distribution to schools of curriculum materials like textbooks, infrastructures etc;

iv.   The well without to test the new curriculum in cooperation with appropriate foreign educational institutions;

v.   The ability to engage in developing original curriculum on research works in areas of comparative educational advantage that can enhance the economic growth of Nigeria;

vi.   The ability to promote an educational curriculum that suits contemporary trends rather than the delete and substitute content of the Colonialists fathomed curriculum which has never benefited the nation's educational system having jettisoned Nigeria's socio-economic and cultural values by the curriculum content despite the difference in cultural and economic abilities of the Nigerian people and her colonial masters.

vii. The pedagogical [education that befits / relates to Teachers] amalgamation of these subjects that cut across the three levels of education is inappropriate such that no one teacher can handle all the components of the subjects even as the issue of team teaching is not only remote but lacks qualified teachers with the required confidence in most of these subjects and especially in the Sciences;

viii. The use of computer as tool to Information Communication Technology needs not be over emphasized given that availability of computers to students in schools is remote as youths privileged to

access computers in the public domain, develop its use for communication, games, social networking or internet fraud.

ix. Other essential variables that ordinarily can sustain education at the central level in every State of the federation are jettisoned and include:
- Family education;
- Societal education;
- Education in Socio-Cultural values;
- Education in Economic; and
- The available knowledge in man power on Information Communication Technology [ICT] due to the differences from one clime to the other that cannot be jettisoned.

This work appraises the variables thus:

i. **Family Education** involves the ethical traditional education in regards to social conducts which concern issues that foster the wellbeing of the individual and consequently, the entire society. These are ethical issues that if upheld, foster peace, unity and tranquility but where violated and the violation is such that threatens the fundament existence and unity of the people, much would not be achieved. For instance is the impact of a morally bankrupt child in a traditional setting or even a girl-child that cannot prepare food let alone delicious dishes! Family education keeps the sanctity of the society and is the foundation upon which the society subsists for good or for bad because the elders in a society do the grooming.

ii. **Societal Education** refers to the general educational curriculum for a State which differs from one State to other which [Kerr; 1968] reiterates thus that; "The theoretical basis for curriculum development is principally based on State history, philosophy, psychology and sociology." These imply a curriculum based on the culture

14

of a people and which forms the bedrock of State curriculum' hence before independence in Nigeria, the Colonial curricula were topically structured on content selection not based on our State social values which even though later reviewed after independence by elimination and substitution that still did not meet adequate standard curriculum that meets the needs of Nigerians going by the quantity and quality content.

iii. **Socio-Cultural Education values** refers to curriculum development plan with contents that reflect the socio-cultural values of the people where teaching and learning processes are ultimately achieved by the learners' ability to express and expand experiences from their immediate environment. According to [Ivowi; 1986]; "Philosophy is one of the criteria on which curriculum implementation is based with a society that is orderly where individual values are respected subject to societal norms i.e subject to social values of the society since a vibrant society, evolves from the crop of good persons that can influence their personal improvement, the world around them and the enabling believe being – the total development of individuals through democratized education." This is a far cry in our educational achievements in Nigeria following available poor infrastructures, funding and implementation.

iv. **Economic Education** concerns curriculum content selection and organization contemporarily based on its relevance and appropriateness to the peoples' socio-economic life. Hence, it may interest us to know that - Nigeria is currently exposed to various curricula projects. As nucleus to national development to pioneer collaboration, Nigeria is seriously involved with two or more countries /organizations like the American Ford Foundation Center for Curriculum Renewal and the United Kingdom [UK] Center for Research Education and

Development Overseas [CREDO][27] involved in the 'Movement of Curriculum Exporting Initiatives' which in 1965, assisted Nigerian Government on Comparative Technical Education Seminar under the Chairmanship of Skapsky of the American Ford Foundation that constituted a Panel to visit different countries in world, study their different Technical Education programmes and make appropriate recommendations to Nigerian Federal Government in other to boost technical education in the country. However, the Panel's report in 1966, suggested the establishment of Federal Ministry of Education in 1968, the Comparative Education Study and Adaptation Center [CESAC] at the University of Lagos to analyze accrued comparative advantages from adapting and implementing the imported British-American Curriculum. The curriculum initially used in Nigeria was supposedly fathomed to suit the philosophy and objectives of Nigerian educational system despite the socio-economic differences in the former being an industrialized State and the later an agro-ally based economy which curriculum model would obviously not benefit nor suit her educational and socio-economic growth.

v. **Information Communication Technology Education [ICT]:** connotes the use of computers, handsets and other electronic devices to get data or information from the internet which involves niche practices and global networking through desktop soft-wares and the internet. The internet which is known as the super highway allows people from all over the world to communicate with one another within seconds. It is an origin of American academic network and defense which allows researchers transfer documents and electronic messages to each other

---

[27] Ivowi U.M.O; "Curriculum Development in Nigeria: Success or Failure?" being the 3rd Distinguished Guest Lecture in Faculty of Education, Ambrose Alli University, Ekpoma, 2016. P. 5

but soon rapidly spread to other climes. This work observes that the internet, even though the American brain work but no single body controls internet activities as it is not owned by one person but funded and governed by the laws of different States and so do different groups play different roles etc. The website is the information presenter with a vast collection of documents that offer users access to the internet software through a subset of the internet on the World Wide Web [WWW] hyperlinks on the basis of fees paid to firms or individuals resident in web servers and e-mails being the cheapest mode of dispatching / pushing documents and mails internationally. According to Nick Negroponte of the Massachussets Institute of Technology; "The web is based on 'Pull' technology while e-mail is based on a 'Push' technology"[28]

vi. **E-learning** connotes websites electronically generated learning through computers and other electronic gadgets which challenges include:
a. Internet Fraud;
b. Internet Crimes; and
c. Deception especially where one could have an address like olumesefenny@uslaw.com showing an American address while the person resides in Nigeria etc.

Note that membership of the Curriculum Planning Committee for Nigeria was drawn from [CREDO], [CESAC], [STAN], [WAEC] and officials from the State and Federal Ministries of Education with the first curriculum model on Science for Integrated Science. So, the body hitherto developed a wide range of curricula on Science with instructional materials like – Teachers' Guide for Nigerian Integrated Science Project Hand and Workbooks. Hence, this work perceives curriculum development model as a framework or plan of actions designed to structure out set goals or experiences for learning processes that can be predicted, evaluated and systematically

---

[28] Oladipo Bali; "Information Technology and the Law: The Nigerian Perspective" Legal Digest, 2002. P. 26

improved upon for enhanced socio-economic life of the people over which a comparative study may not be bad after all. So, anything short of this is likely not going to be successful towards achieving appropriate educational goals as it were! So, having examined the educational curriculum for Indonesia and Nigeria, this work observes that sustaining a globalized curriculum in the educational curriculum of each State is herculean let alone on a globalized level considering all sustainable educational variables observed so far.

RECOMMENDATIONS

This work recommends the following:

i.   That, there should be proper monitoring of the educational programmes at all levels and proper funding;

ii. That, the revised Nigerian curriculum be sustained especially with the 3 elective options of 1 compulsory optional subject meant to be selected from the 35 Entrepreneurship subjects alongside the 3-4 Core subjects from the main chosen field of study just to sufficiently expose the students to choices based on their abilities and interests for enhanced future educational career. Or

iii. That, a choice of 6 Core subjects and an optional choice of 2 other subjects is recommended to make it a total of 8 subjects and any co-curricular subject or an Entrepreneurship subject for both Primary and Junior Secondary School students that ranges from auto body repair and spray painting to catering, salesmanship, photography and sustained different craft practices to encourage students achieve and boost the benefit of education in Nigeria against the initial 11 or 12 subjects.

iv. That, the various subjects considered for teaching and learning in Nigerian Elementary and Secondary schools are just appropriate especially by the contents of the curriculum that relate to courses taught in Nigerian

Tertiary institutions [Universities, Colleges of Education and Polytechnics].

v. That, students and other stakeholders should be involved in continuous co-ordinate and inclusive curricula development plan such that can help achieve and enhance students' application of knowledge and skills towards the use of contemporary technological appliances like Computers;

vi. That, students should be given assignments to process words or source materials or information on the internet in order to enhance Information Communication Technology as at global levels for enhanced benefits of Comparative Technical Education;

vii. That, the Tertiary institutions in Nigeria do not require more than a maximum of 5 subjects for admission into a course of study as currently practiced at the University, Polytechnics and Colleges of Education.

viii. That, the number of subjects offered at the Primary and [JSS] levels be reduced to enhance students' performance.

ix. That, the need for a comparative development curriculum for Pilot Schools study be embarked on for trial-tests to create opportunities for consultations with Ministry of Education, school authorities, teachers and students to improve the benefits of published instructional materials, wide readership through organized annual long vacation courses for Secondary School Teachers as practiced since 1975 and renewal of Science Teachers scholarship sponsorship to America in Curriculum development for Science Education through the USA Ford Foundation;

x. That, a curriculum content that coaches a minimum for which communities can expand in issues relating more to their environmental peculiarities like agriculture, environmental protection and conservation, flood and

fishery for riverside communities be encouraged even as emphasized by the Basic Sciences because of the benefits to such communities [Ivowi; 2013];

xi. Robust curriculum contents should be made available to include viable themes like:

· You and the environment;
· Science and Development;
· You and Energy ;
· You and technology;
·   Materials and Processing;
· Applied Electricity and Electronics;
· Cultural and Creative Arts;
· Civic Education;
· Entertainment (Music and Drama);
· Customs and Traditions;
· Arts and Culture and our values;
· National Consciousness and National Identity;
· National Economic Life;
· Human Rights and Rule of Law etc

CONCLUSION:

Emphasis should be on global trend but without losing focus of relevant contextual variables like socio-cultural and economic values, Information Communication Technology [ICT] merged with Basic Sciences, political objectives, learner centered education, Religion, human dignity and entrepreneurial self reliance and sustenance. Indeed, if curriculum development plan is for teaching, learning and evaluation outcomes, then the psychology, philosophy, history and sociology of a people must be considered given polar socio-economic and cultural differences. After all, globalizing education does not void focus on the variables inherent in individual global States but rather enhances inclusive curriculum development that has immense benefit to the different States globally especially for its comparative advantage. This work concludes that a global Internet Piracy Act is imperative to regulate brain drain and plagiarism over time but to

encourage inclusive globalization of curriculum for enhanced standards of education worldwide.

REFERENCES

·   Adomeh, Arhedo and Omoike D; "Contemporary Issues in History of Education: Trends in History of Education in Nigeria" [Aluede and Omoike; 2007 Edition] Krisbec Publishers, Agbor.

·   Akpan B.B; "Curriculum Development and Delivery at the Secondary School Level" A Book of Readings in Honour of Prof Peter Akinsola Bukola [Ivowi M.O & Ogunleye A.O Ed., 2011] Ibadan HEBN Publishers, 2011.

·   Arhedo P.A; "Role of Counsellors in Universal Basic Education Implementation" at: http://www.ajol.info>article> (Last accessed on May 10, 2018)

·   Austine Mahone .A; "An Appraisal of the Universal Basic Education in Nigeria"; Global Journals, 2013 at: http://www.globaljournals.org>1-An-Apprais... (Last accessed in May 10, 2018).

·   Bachrudin M; "Early Childhood Care and Education in Indonesia:Current Practice and Future Policy Directions" UNESCO Office, Jakata. Indonesia University Education, Bandung, 2007 at: http://www.ibe.unesco.org/ (Last accessed on May 10, 2017)

·   Constitution of the Federal Republic of Nigeria [CFRN], 1999

·   Dike V; "Lack of Resources Threaten Universal Basic Education: News From Africa, Lagos-Nigeria. 2005 at http://www.newsfromafrica.org/newsafrica/articles/art-9114html. (Last accessed on May 10, 2018)

·   Horning-Prahauser .V and Mayringer H; "How to assess the Quality of Online Learning and Teaching Materials? Quality Guidelines for Educational Online and Its Practical Applicability Illustrated with A Current Case Study: Evaluation of Austrian E-Content Collections" European Distance and E-Learning Network [EDEN] Conference, Vienna 2006. At: http://www.citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.128.3636&rep=rep1&type=pdf (Last accessed on May 10, 2018).

·   Ivowi U.M.O [2009b]; "The Struggle for Nigerian Curriculum: Curriculum Theory and Practice" [Ivowi U.M.O; Nwufo .K; Nwagbara Chinyere; Ukwungwu J; Emah I. E and Uya Grace 2009b Ed] Curriculum Organization of Nigeria [CON], 2009

·   Ivowi M.O [2013]; "The Growth and Development of Education in Nigeria" at: https://searchbooks.stanford.edu/view/10594108 (Last accessed on May 10, 2018)

·   International Schools Consultancy Ratings [ISC] 2015 at: https://www.iscresearch.com>about-us (Last accessed on May 10, 2018)

· Kerr F. [968]; "Changing the Curriculum" at: https://www.worldcat.org>title>oclc (Last accessed on May 10, 2018)
· Ministry of Women Empowerment and Child Protection in Bahasa Indonesia and English] at: http://www.menegpp.go.id/ (Last visited on May 10, 2018)
· Mone [2005]; "The Effects of an Instructional Intervention on Enhancement on Pre-Service Science Teachers' Science Process Skills" Asia-Pacific Forum on Science Learning and Teaching, Vol. 17, Issue 2, Article 6, 2016 at: https://www.eduhk.hk>hdurmaz> (Last accessed on May 10, 2018)
· National Ministry of Education Commission [NMEC,2005]
· Olori T, Ibukun W, Oyedeji I and Tahir G; "Lack of Resources Threaten Universal Basic Education" 2005. At http://www.newsfromafrica.org/newsafrica/articles/art-9114html. (Last accessed on May 10, 2018)
· Obioma G; "The Role of Teachers in the Implementation of Universal Basic Education in Nigeria" 47th Annual Session of [STAN], Calabar, 2006
· Sustainable Millennium Development Goals, 2015
· Universal Basic Education Commission "UBEC" UNESCO-IBE [7th Edition] World Data on Education: http://www.ibe.unesco.org/ (Last accessed in May 10, 2018)
· Universal Basic Education Act, 2004
· Global Week Magazine, 2005; [UNESCO] Global Monitoring Report, 2005
· UNESCO World Data on Education, [UNESCO-IBE 7th Ed; 2010/11] at: http://www.ibe.unesco.org/   (Last accessed on May 10, 2018)
· Vanguard News [2013]; "UBEC: Nigeria's Out-of-school children estimated at 10 million" Report by Charles Onocha [Executive Secretary as he then was] at: http://www.vanguardngr.com>2013/05>nige.... (Last accessed on May 10, 2018)
· http://www.economist.com/news/international/21636757-english-language-schools-once-aimed (Last accessed 0n May 10, 2018)
· Yusuf A, [2000]; "The Sustainable Millennium Development Goals [SMDGs], 2015" at: http://www.unilorin.edu.ng>comrade> University of Ilorin (Last visited on May 10, 2018)

ANALYSING THE OUTCOMES OF DELAYED INDUSTRIALIZATION IN INDIA

Dr. Jyotsna Diwan Mehta
Professor,
S.S. Jain Subodh Management Institute, Jaipur
jyotsnadmehta@yahoo.co.in

And

Ms. Dhriti Mehta
IIIrd Year student of PEAK program
University of Tokyo, Japan
And Currently
International Exchange student
Johns Hopkins University, Baltimore, USA

ABSTRACT

ANALYSING THE OUTCOMES OF DELAYED INDUSTRIALIZATION IN INDIA

The industrialization of India, like other countries that fall into the category of 'Newly Industrialized Countries' or NICs started much later than the industrialization of its Western counterparts. This was a result of the conditions prevailing in India during the period that industrial revolutions were taking place in countries such as Britain, France etc. If we examine India's history of industrialization and the pre-independence challenges it faced that distinguish it from other Western countries that industrialized early , it is clear how events in its past were disadvantageous for it. The process of India's industrialization post-independence in comparison

to the process with other Western countries as well as some of the Asian countries that industrialized much earlier was very unique because of its specific conditions, challenges and problems. Based on this comparison, we will outline some of the biggest challenges that India has faced and still faces in terms of its industrialization and chalk out the advantages and disadvantages faced by India by industrializing rather late compared to the Western World and some highly industrialized Asian nations . The world is keenly watching the growth of India as a NIC and the process of its industrialization in the coming years as international interest is being generated because of its huge markets, its changing foreign policies and its strategic geographical location. India's position as a growing economy in the world today will be intrinsically linked to its ability to learn from the experiences of the countries that industrialized much earlier and convert its disadvantage of being a laggard in the industrialization process into its strength.

Key words: Newly Industrialized Country (NIC; Industrialization; Challenges; Disadvantage; Laggard; Advantage.

ANALYSING THE OUTCOMES OF DELAYED INDUSTRIALIZATION IN INDIA

Introduction

India can be identified as a newly industrialized country and like other countries that fall into the category of 'Newly Industrialized Countries'[1] or NICs, Industrialization in India started much later than the industrialization of its Western counterparts. During the period that industrial revolutions were taking place in countries such as Britain, France etc., adverse conditions were prevailing in India. A look at the history of industrialization in India shows that several challenges existed in India pre-independence. Thus, the events in its past were disadvantageous for India and it was the presence of such challenges that distinguished its growth story from other Western countries that industrialized early. It is interesting to note that India

---

[1] Kuepper, Justin. "Here Is a Guide to Investing in Newly Industrialized Countries." The Balance (2018) www.thebalance.com/what-are-newly-industrialized-countries-nics-1978978.

lagged behind in the process of industrialization from Western countries but also some of the Asian countries like Japan, South Korea, Hong Kong and Singapore that industrialized much earlier. India has faced several challenges and still faces many challenges. Interestingly, while there are several disadvantages for India because of India's late industrialization compared to the Western World and some highly industrialized Asian nations, there exist some advantages too! The industrialization of India an NIC is unique and it is slowly but surely finding its position as a growing economy in the world.

History of India's industrialization and pre-independence challenges

The colonization of India by the British played a significant role in the delay of India's industrialization and modernization processes at the time. Statistics show that between late 1800s until up to India's independence in 1947, the various restrictions and regulations put on India by the British Raj slowed down the industrialization of the country.[2] Some of the most prominent industries that were targeted were that of coal mining due to the British fear of India being able to develop its own weapons, even though the industry was successfully growing and was a major source for Britain's own imports. However, by implementing the 1878 Arms Act, Britain closed down several mines and regulated mining extensively by citing safety reasons. A similar occurrence took place in India's cotton industry. There was enormous pressure from the British for increased output of raw materials from India to primarily support Britain's Lancashire textile mills. By placing several restrictions on India's textile industry, India was restrained and unable to produce its own cloth and consequently went through a period of de-industrialization until modernization in the Indian textile industries re-started in the early 1900s. While there is no denying that various new industries and technologies were introduced by the British in India that helped standardize and modernize India to an extent, the strict regulations

[2] Bagchi, Amiya Kumar. "De?industrialization in India in the nineteenth century: Some theoretical implications." The Journal of Development Studies 12.2 (1976): 135-164.

and conditions placed on India made it a primary exporter for the use of Britain and discouraged development within the country. In fact, research shows that India had a greater per-capita income and participation in the secondary-sector under the Mughal rule as compared to the British Raj.[3]

Based on the above factors, it is not surprising that India endured a history of industrial setbacks before it became independent in 1947. Not only did this cause a delay in the time period in which India began to industrialize i.e. a lot later than the Western countries, but it also created a lot of new challenges to be faced, particularly regulations set by international agreements that seem unfair to the newly-developing countries such as India.

The trajectory of India's post independence industrialization

When India got independence from the British Colonial Rule in 1947 and became a democratic country the entire scenario changed dramatically. The initial plans of the Prime Minister of India, Jawaharlal Nehru, were to develop India's post-independence economic identity similar to that of the Soviet Union as their model appeared to have helped them industrialize at a very a quick speed and focused on self-sustenance goals.[4] Thus, the defined motive for industrializing India at the time was to alleviate poverty, a factor dissimilar to Western countries that equated industrialization with more outward-looking plans. Unfortunately, these efforts seemed to be unsustainable and the cause of failure of adopting such a model in India is often cited as the extensive intervention by the government. *A quick look at the various industrial policies of India will give a fair idea of the trajectory of industrial development in India. An Industrial policy is a document that outlines the role that the government intends to play in the process of industrialization.* The industrial growth of a country is therefore led by and regulated through its industrial policies. Let us briefly examine the important industrial policies.

---

[3]Shireen Moosvi. "The Economy of the Mughal Empire c. 1595: A Statistical Study". Oxford Scholarship Online. Oxford University Press. (2015)

[4] Lewin, Moshe. The making of the Soviet system: essays in the social history of interwar Russia. Vol. 895. Routledge. (1985)

The first industrial policy after independence was announced in 1948. The policy stated the intent of the government to accelerate industrial development through the model of a mixed economy where the private and public sector was to co-exist in the development of the economy. Clearly the initial tone set for the Indian economy was socialistic. Large industries were classified into four categories:

- **Industries with exclusive State Monopoly/Strategic industries** (atomic energy, railways and arms and ammunition).
- **Industries under Government control (18 Industries** of national importance such as fertilizers, heavy machinery, defense equipment, heavy chemicals, etc.)
- **Industries in the mixed sector (allowed** in private or public sector).
- **Industry in the Private sector:** Industries which were not mentioned in the above categories would fall into this category. Greater importance was granted to small businesses and small industries in order to utilize local resources and generate employment.

This second industrial policy was announced in 1956. The state was assigned a primary role for industrial development since capital was scarce and business was weak. It aimed to create a new classification of Industries, dividing them into three categories:

- **Schedule A industries:** The industries under the monopoly of the state or central government. It included 7 industries.
- **Schedule B industries:** In this category of industries, the state was allowed to establish new units but the private sector was not denied to set up or expand existing units e.g. chemical industries, fertilizer, synthetic, rubber, aluminum etc.
- **Schedule C industries: T**he industries that were not a part of Schedule A or B formed a part of Schedule C .

The policy statement also stated the intent to offer Non-discriminatory and fair treatment for the private sector, promote village and small-scale industries, work towards development by removing regional disparity and focus on labor welfare.

The Indian Policy Statement of 1973 identified high priority industries with investment from large industrial houses and permitted the regulated entry of foreign companies. Large industries were encouraged to start operations in rural and backward areas in order to developing the areas and enabling the growth of small industries around them. The policy aimed to provide closer interaction between agriculture and industrial sector. Generation and transmission of power was prioritized. The list of industries reserved for the small-scale sector was expanded. Special legislation was made to protect cottage and household industries.

The Indian Policy Statement was announced in 1977 that included working towards the development of small-scale and cottage industries, encouraging growth of infrastructure, capital goods and high technology industries. It also laid down the strategy to restrict the control of big business houses and sought to develop ancillary industries and to make available expertise in technology and management in small and cottage industries through the public sector. Revival and rehabilitation of sick units was also part of the agenda.

The Industrial Policy, 1980 reiterated the need to promote balanced growth, taking over industrial sick units, regulation and control of unauthorized excess production capabilities installed for industrial houses, redefine the role of small-scale units and improve the performance of the public sector.

The New Industrial Policy, 1991 was a water shed policy for India. The features of NIP, 1991 included public sector de-reservation and privatization of public sector through disinvestment, Industrial de – licensing, amendments to Monopolies and Restrictive Trade Practices (MRTP) Act, 1969, a Liberalized Foreign Investment Policy, introducing foreign technology restrictions through the Foreign Technology Agreement (FTA) and a dilution of protection to SSI and emphasis on competitiveness enhancement.

Thus, it was the Industrial Policies introduced by the Indian government in 1977, 1980 and finally in 1991 that targeted boosting industrial development and address the apparent disparity in the emphasis given to large-scale industries as compared to small-scale

industries. The plans encouraged increasing productivity and enhancing quality control. However, a significant relationship that is unique to India in several ways, plays a prominent role in its attempt to industrialize. This is the role of the agricultural sector in India that has historically and even in the present continued to command a large role in Indian economy. The agriculture sector currently employs about 50% of the India's workforce and accounts for 18% the GDP, and is thus considered to be the most important sector of the Indian economy. While many consider this necessary due to India's large population that is reliant on the agricultural sector, there is also a broad agreement that there is a huge disparity between the participation and productivity in this sector and its capabilities are not fully utilized thus causing insufficient outputs. Efforts to address this problem began way back in the 1960s with the start of the Green Revolution in India[5] that emphasized the need for industrialization and modernization to take place within the agricultural sector in India to fully supplement the growth in output and productivity as well as to support the growth of industries. The Green Revolution in India proved to be highly successful and to a large extent was able to identify the need for industrialization in India boosted by the agricultural sector. However, the application was not as widespread and the benefits of such a model did not reach the informal farming arrangements of small farmers that continued to not have access to modern technologies and industrial tools. Therefore, the lack of access to machineries and industrial tools for small farmers continues to be a major factor in the hindrance of industrial development in India as the number of small farmers is not decreasing and the agricultural output for commercial use remains low and thus unable to support industrialization. This case seems to be unique to India. Another apparent difference between countries that industrialized early was that their industrialization focused on building military technologies and thus proved to be a huge motivator for rapid industrialization at the time. India on the other hand, had different motivations to industrialize and one could

---

[5] Parayil, Govindan. "The green revolution in India: A case study of technological change." Technology and Culture 33.4 (1992): 737-756.

argue that the lack of urgency resulting from no impending threat of war slowed down the process.

Before 1991, India recognized its need to be self-sufficient and placed many restrictions on foreign trade and imports and directed the public sector to undertake sick and slowed down industries in order to revitalize them. However, 1991 was a watershed year in the course of industrialization for India. Upon reviewing the rather stagnant economic conditions of India, revitalization was re-started by the new economic policies adopted in the 1991 period that put heavy emphasis on turning the whole process around and focusing on new economic reforms under the LPG model of Liberalization, Privatization and Globalization.[6]These changes in the way the economy was regulated and the opening of the market to the world (encouraged exports and increased imports) and the de-licensing of many industries catapulted India into a new era of rapid industrialization.

Challenges faced by India's efforts to Industrialize

While there was an effort to hasten the process, this did not mean the end of troubles faced by India. Some of the biggest challenges faced by India are human factors in industrialization that posed very different problems for the country as compared to other Western countries. The lack of efforts in building access to education for all as well as ineffective poverty reduction in a country that has a large percentage of people living below poverty line has created massive problems for the future of India's industrialization. India's past with staggeringly low literacy rates and the existence of class-biases and gender-discrimination further alienated a large section of the society that was deemed as unfit to participate in certain economic activities. India continues to struggle with problems of agriculture, overpopulation, large role of public sector, corruption, education and healthcare, all of which hinder its process of industrialization.

The fact that India is currently undergoing industrialization, decades behind other Western countries, the set of challenges faced

---

[6] Hope, Nicholas C., et al. Economic Reform in India. Cambridge University Press (2013)

by it are very different. One of the biggest disadvantages of industrializing right now for India as a developing nation is that there seems to be an increased international pressure to regulate emissions from industrial efforts of the countries. Agreements such as the Paris Agreement[7] thus invite the backlash of developing countries as the pressure of the already industrialized countries on India is causing a slowdown in its development and appears to be unfair and ignorant on part of the already industrialized nations to deny developing countries the ability to pursue restriction-free industrialization that they themselves enjoyed while they were industrializing decades ago. By committing to the Paris Agreement, India has to accept pollution controls that it is unable to meet due its dependency on coal power. However, the criticism from countries such as the United States continues to dominate the international community who believe that differentiated responsibilities of the countries are not fair to them either. Some critics continue to believe that India and China should not be treated differently at all, as industrializing now has given them certain advantages that other countries did not have. One of the biggest advantages according to them is the fact that India and other NICs can learn from the problems of industrializing in the past and avoid making the same mistakes made by the countries that industrialized decades ago.

It would not be incorrect to say that industrializing later than other countries has created a lot of disadvantages for India. The historical disadvantage of experiencing de-industrialization because of an extended period of British colonization is evident even as efforts are made to industrialize today. However, the current challenges in industrializing include the existence of far greater international intervention and regulations controlling the process. The time-bound pressure for India to "catch-up" as it is seen as a growing economy and one believed to be of great significance in the coming years has also been a unique disadvantage for India. Additionally, increased globalization in the world today with growing significance of

---

[7] United Nations Framework Convention On Climate Change. "The Paris Agreement." United Nations Treaty Collection. Paris: United Nations. Online Collection. (2015)

organizations such as the United Nations that are furiously working towards controlling emissions has also directed the industrialization efforts to be far more mindful and international in considerations by promoting 'Sustainable Development Goals'.[8] While these are considerations for the "greater good" of the world, however, they do appear to be obstacles for India. However, there also exist certain advantages for India as it industrializes now. Not only does India (and other industrializing countries) get more economic support and aid to industrialize from the already industrialized nations, but in fact, they are also able to analyze and learn from previously failed experiences of those countries and not repeat the same mistakes in order to industrialize a lot faster as they know exactly which technologies to emulate.

Conclusion

In conclusion, the future of India's industrialization looks promising as an NIC. India's economy is growing rapidly and in 2018 surpassed China to become the world's fastest growing major economy and initiatives such as 'Make in India'[9] started in 2015 have expedited development of manufacturing infrastructure, efforts of encouraging participating in vocational training and fostered a spirit of innovation and entrepreneurship. Thus, while certain disadvantages continue to hinder the process of industrialization in this NIC, with a large workforce and rapid technological progress, India is slowly but surely making concentrated efforts to improve its infrastructure and grow its economy to achieve its goal of becoming fully industrialized. The advantages of receiving help from countries that have industrialized earlier cannot be denied but India must be geared for a long and challenging journey to meet all its industrialization goals.

---

[8] Kates, Robert W., Thomas M. Parris, and Anthony A. Leiserowitz. "What is sustainable development? Goals, indicators, values, and practice." Environment 47.3 (2005): 8-21.

[9] Rajan, Raghuram. "Make in India, Largely for India." Indian Journal of Industrial Relations 50.3 (2015)

REFERENCES

1. Bagchi, Amiya Kumar. "De industrialization in India in the nineteenth century: Some theoretical implications." The Journal of Development Studies 12.2 (1976): 135-164.

2. Chang, H.-J. and R. Rowthorn. The Role of the State in Economic Change. Oxford: Clarendon Press Oxford. (1995)

3. Chitre, Sonali P. "Climate change & India: Paris & Beyond." (2016)

4. Ghosh, Jayati. "How Lopsided Industrialization Has Hurt India." Business Line, (2018) www.thehindubusinessline.com/opinion/columns/c-p-chandrasekhar/how-lopsided-industrialisation-has-hurt-india/article9686789.ece.

5. Hambrock, Jana, and Sebastian Hauptmann-Socrates. "Industrialisation In India." (1999)

6. Hope, Nicholas C., et al. Economic Reform in India. Cambridge University Press. (2013)

7. Jeffrey G. Williamson, David Clingingsmith. "India's Deindustrialization in the 18th and 19th Centuries" (PDF). Harvard University. (2005)

8. Joshi, Vijay, and IM D. Little. "India's economic reforms, 1991-2001." OUP Catalogue (1996).

9. Jung, Jewon. "WHKMLA : Industrialization in India from the Late 1800s to 1947." World History at KMLA,(2008)

10. Kates, Robert W., Thomas M. Parris, and Anthony A. Leiserowitz. "What is sustainable development? Goals, indicators, values, and practice." Environment 47.3 (2005): 8-21.

11. Kuepper, Justin. "Here Is a Guide to Investing in Newly Industrialized Countries." The Balance (2018) www.thebalance.com/what-are-newly-industrialized-countries-nics-1978978.

12. Kurian, N. J. "Inclusive growth in India: Agriculture, poverty and human development." Social Change 38.2 (2008): 340-342.

13. Lewin, Moshe. The making of the Soviet system: essays in the social history of interwar Russia. Vol. 895. Routledge. (1985)

14. Parayil, Govindan. "The green revolution in India: A case study of technological change." Technology and Culture 33.4 (1992): 737-756.
15. Press Information Bureau. "India Submits First Biennial Update Report to UNFCCC." Year End Review 2017 –MNRE, Press Information Bureau, Government of India Ministry of Environment, Forest and Climate Change., (2017) www.pib.nic.in/newsite/PrintRelease.aspx?relid=135727
16. Rajan, Raghuram. "Make in India, Largely for India." Indian Journal of Industrial Relations 50.3 (2015)
17. Sen, Amartya. Poverty and famines: an essay on entitlement and deprivation. Oxford university press. (1981)
18. Shireen Moosvi. "The Economy of the Mughal Empire c. 1595: A Statistical Study". Oxford Scholarship Online. Oxford University Press. (2015)
19. Simmons, Colin. "'De-industrialization', Industrialization and the Indian Economy, c. 1850–1947." Modern Asian Studies 19.3 (1985): 593-622.
20. United Nations Framework Convention On Climate Change. "The Paris Agreement." United Nations Treaty Collection. Paris: United Nations. Online Collection. (2015)
21. Vihma, Antto. "India and the global climate governance: between principles and pragmatism." The Journal of Environment Sage Publications(2011)

IMPACT OF CYBERLOAFING ON JOB PERFORMANCE AT WORKPLACE

Aanchal Nagpal
Assistant Professor
Dept. of Psychology
St. Wilfred P.G College

Ishu Chalana
Lecturer
Dept. of Business Administration
S.S Jain Subodh
P.G. (Autonomous) College

ABSTRACT

Cyber loafing refers to employees' use of internet and email services provided by their employer for non work purposes during working hours. The purpose of the study was to examine the relationship between Cyber loafing and Job Performance in actual organizational setup. Sample consisted of 60 employees of 3 major banks through purposive sampling method. To measure cyber loafing "Blanchard and Hale's two dimension scale of Cyber loafing" and for Job Performance "Job Performance scale by Peterson" was employed. The finding indicates the significant negative relationship between cyber loafing and job performance. Employees used internet to shrink their job duties while appearing to be working which decreased their efficiency & productivity.

Keywords: Cyber loafing, Job performance, Employees.

INTRODUCTION

Presence of computer has allowed new ways in which an employee can slack off work. Many organizations are concerned that the benefits of a connected workplace is not being fully realized. This led to recent explosion of research on the topic "Impact of Cyberloafing on Job Performance at Workplace".

Cyberloafing is a term derived from the term gold bricking, which originally referred to applying gold coating to a brick of worth less metal. It refers to employee's use of internet for personal use while appearing to be working. It may include online shopping, checking personal emails, playing games, chatting, using social media,

finding new jobs, watching videos etc. Using the Internet for personal purposes during working hours is known as cyberloafing (Lim, 2012). Typical cyberloafing behaviours include personal emailing, web-surfing, online shopping, social networking and text messaging. Other terms describing unproductive use of the Internet in the workplace include non-work related computing (Lee, Lim & Wong, 2005, p. 1), cyberslacking, cyber deviance, Internet abuse, workplace Internet leisure browsing and junk computing. For the purposes of the present study, the term cyberloafing will be used. Research shows that cyberloafing activity is both time consuming and, costly for employers.

Zoghbi (2005) proposed that inappropriate use of the Internet is the most common way for employees to waste time at work. Furthermore, studies estimate that 51% of an employee's time online is accounted for through Internet activities, such as sending or receiving personal emails, using chat rooms, shopping and checking personal finances

The various causes which induce the employees to indulge in such non-productive behaviour are:

1. **INDIVIDUAL FACTORS:**
   Attitudes, perception of work, habits, internet addiction

2. **ORGANISATIONAL FACTORS:**
   Job characteristics, job satisfaction, job commitment, organizational justice, managerial support

3. **SITUATIONAL FACTORS:**
   Facilitating conditions, environment that protects such acts.

Job performance assess whether an individual perform a job well. It is an important criteria for organizational success. Performance reviews are key to offering helpful feedback to a manager or employee. But not knowing what to say or write can make the process downright painful, specially on a deadline. When feedback is such a key part of boosting employee engagement, its important to get it right. Nine dimensions are used in measuring job performance:

- **Dependability:** how reliable is the employee in

performing work assignment and carrying out instruction.

- Computer skills: apply professional and technical skills, solve problems quickly through assignments.
- **Adaptability:** consider willingness to learn quickly, adapt to changes in job assignment, methods, personnel or surroundings.
- **People skills:** does the employee exhibit a good level of interpersonal skill and has a good working relationship with most of his peers, subordinates, supervisors, customers and the general public.
- **Personal qualities:** it contains leadership ability, appraisal and development of people, planning and communication.
- **Dedication:** does employee evaluate situations and make sound decisions and use reasoning to identify, solve and prevent problems.
- **Creativity:** does the employee see things to be done and then take appropriate action without being so directed, ability to contribute, develop and carry out new ideas or methods
- **Personal development:** it concludes quality of work and productivity. Work quality refers to effort that consistently achieve desired outcome with a minimum of avoidable errors and problems. Productivity refers to the use of available working time, plans and prioritizes work, set and accomplish goals, use available resources and complete assignment on schedule by employees.
- **Organizational skills:** they allow employees to determine the supplies they need, how to arrange their files, and whom to contact for specific information. It includes organizing, planning, time management, scheduling, coordinating resource and meeting deadlines.

REVIEW OF LITERATURE

(Lim, Teo, & Loo, 2002; Lim, 2002) They developed our own definition of this phenomenon based on our understanding of it from

the various aforementioned descriptive studies and other initial research on cyberloafing to enable us to better conceptualize and operationalize this construct. We define any voluntary act of employees' using their companies' internet access during office hours to surf non-job related Web sites for personal purposes and to check (including receiving and sending) personal e-mail as misuse of the internet, and we coined the term 'cyberloafing' to refer to any such acts. Both these activities (i.e., surfing and checking e-mail) constitute an unproductive use of time in that they detract employees from carrying out and completing their main job duties. According to this definition therefore, cyberloafing can and will be considered a deviant workplace behavior in our study.

(Robinson & Bennett, 1995) Workplace deviance refers to voluntary acts undertaken by organizational members that violate significant organizational norms, such that the well-being of organizations and/or their members are usually adversely affected. Extant studies on workplace deviance have investigated behaviors ranging from misdemeanors such as dishonesty and rumor-mongering, to absenteeism and other more serious transgressions such as aggression at the workplace, and employee theft.

(Robinson & Bennett, 1996) While cyberloafing has not been empirically examined in the area of workplace deviance, our definition of cyberloafing categorizes it under the rubric of production deviance, which includes relatively minor, albeit, still organizationally harmful misbehaviors, in the typology of deviant workplace behaviors developed by Robinson and Bennett (1995). The other three categories in Robinson and Bennett's framework are: (a) property deviance; the unauthorized taking or damage of tangible company property (Hollinger & Clark, 1983); (b) political deviance, employees' 'engagement in social interaction that puts other individuals at a personal or political disadvantage' and (c) personal aggression, aggressive or hostile behaviors towards

RESEARCH METHODOLGY

PURPOSE

The purpose of the study is to study the impact of cyberloafing on job performance. It aims at analyzing the causes behind the use of internet for personal reasons, slacking off work and developing suitable suggestions to manage internet use in 21st century.

HYPOTHESIS

H_0 = there is no significant difference between the act of cyberloafing and job performance at work place

H_1 = there is significant negative correlation between act of cyber loafing and job performance at workplace.

SAMPLE

Purposive sampling technique was employed in the study of 60 employees of 3 major SBI banks of Jaipur namely-

- SBI Rambagh branch
- SBI Raja Park branch
- SBI Bajaj Nagar branch

Subject chosen were of different caste and religion for making the study biased free from caste religion cline intensity.

Inclusive criteria

The sample selected as per the following inclusive criteria:

GENDER	MALE AND FEMALE
AGE RANGE	25 TO 50 YEARS
EDUCATION	GRADUATION
SOCIC ECONOMIC STATUS	MIDDLE CLASS

RESEARCH DESIGN

Co relational design was implemented in the research to study the relationship between the variables. This design mainly answers whether the variables under investigation are related to each other or not.

VARIABLES

Independent variable = Cyberloafing
Dependent Variable = Job Performance

MEASURES

CYBERLOAFING SCALE

It is developed by Blanchard and Hale (1994) which measure all important dimensions of cyberloafing. It covers three aspects which include:

- Browsing related
- Non work related e mails
- Interactive cyberloafing

It covers 16 items in all which are categorized in two main dimensions as

- Minor cyberloafing
- Serious cyberloafing

It is a five point Likert type scale. Obtained score 0-30 explains minor cyberloafing, if the score is above 30 it comes under serious cyberloafing. The reliability was determined by Spearman Brown formula which gave reliability coefficient as 0.82

The items assigned to scale are:

1. Totally agree (5)
2. Agree (4)
3. Can't say (3)
4. Disagree (2)
5. Totally disagree (1)

JOB PERFORMANCE SCALE

It was developed by Peterson, it ensures systematic mapping of area associated with overall aspect of job performance. The inventory measure has a factoral dimension:

- Dependability
- Computer skills
- Adaptability
- People skills
- Personal qualities
- Dedication
- Creativity

- • Personal development
- • Organizational skills

It has 45 items, every dimension contains 5 items. The reliability of this test and the validity was extremely high.

The items assigned to scale were:

1. Definitely false
2. Somewhat false
3. Slightly true
4. Mostly true
5. Definitely true

STATISTICAL ANALYSIS

Mean, Standard Deviation and correlation were computed to find out the impact of cyberloafing on job performance.

RESULT AND DISCUSSION
TABLE NO.1

FACTORS	MINOR	SERIOUS
DEPENDABILITY	0.5520	-0.4246
COMPUTER SKILLS	0.1488	0.4456
ADAPTABILITY	-0.3150	-0.5618
PEOPLE SKILLS	-0.443	-0.7387
PERSONAL QUALITIES	0.2659	-0.604
DEDICATION	0.2160	-0.655
CREATIVITY	-0.4450	-0.687
PERSONAL DEVELOPMENT	0.4742	-0.5007
ORGANISATIONAL SKILLS	0.3388	-0.1868

TABLE NO.2

	N	MEAN	S.D.		
CYBERLOAFING	60	60.50	8.6284	r	0.005
JOB PERFORMANCE	60	103.60	16.8949	-0.604	

- Table no. 1showed that as use of cyberloafing and internet as a common phenomena the minor dimensions on cyberloafing show positive relationship with most of the factors of job performance.
- The major dimensions on table no.1 show negative relationship between cyberloafing and job performance. This implies, increased use of internet decreases the productivity, efficiency.
- According to table no. 2 with N of 60 Mean and standard deviation of cyberloafing were 60.50 and 8.6284 respectively and that of job performance were 103.60 and 16.8949 respectively and level of significance is 0.005

CONCLUSION

There is significant negative relationship between cyberloafing and job performance. Cyberloafing results in lower task performance through lost in work time. In this perspective time spent is what would have been utilized on working. It might not have strong influence expect when done frequently, is a common activity nowadays if it limits to half an hour per day at work place. Every time an employee goes on face book or shops online, such behaviour make it harder for an employee to switch back to work which is loss of productivity resulting in loss of profits. It is a counterproductive work behaviour which leads to employee withdrawal that restricts the amount of time an employee is working.

SUGGESTIONS AND RECOMMENDATIONS

Several strategies can be used in reducing the impact of this hack and make internet a useful resource for organizations in carrying out their business smoothly and competitively in this dynamic environment.

- EDUCATING AND INFORMING - making employees aware of the harm that their negligence and such counter productive work is causing, motivating them to use their time effectively.
- POLICIES OF COMPUTER USE - organizations can

make proper rules, guidelines, policies regarding the use of computer at work place

- MONITORING - effective supervision on the part of managers can help in reducing the impact of cyberloafing
- PUNISHMENT - fines or penalties can be charged so that employees do not indulge in such behaviour during working hours.

LIMITATIONS

- The research was done in a short span of time and the data was collected form from the employees at the same time.
- It was done on three organizations only and on limited people so the results might not apply to all.
- People might not accurately remember the time they cyberloaf, this may impact the response.
- Did not investigate extreme behaviour of cyberlaofing such as hacking or spreading viruses at work.

REFERENCES

- Blanchard, A. L. and Henle, C. A. 2008. Correlates of different forms of cyberloafing: the role of norms and external locus of control. Computers in Human Behaviour, 24: 1067-1084.
- Blanchard . and hale,(1992);manual of cyberloafing; the role of norms and external locus of control.
- Campbell, J. P. (1990). Modeling the performance prediction problem in industrial and organizational psychology. In M. D. Dunnette & L. M. Hough (Eds.), Handbook of Industrial and Organizational Psychology (pp. 687-732).
- Hallett, T. 2002. Christmas cyberloafing cost UK businesses £154 million [online]. CBS Interactive Ltd.
- Judge, T. A.; Erez, A.; Bono, J. E. (1998). "The power of being positive: The relation between positive self-concept and job performance". Human Performance. 11 (2-3): 1
- Judge, T. A.; Locke, E. A.; Durham, C. C. (1997). "The dispositional causes of job satisfaction: A core evaluations approach". Research in Organizational Behavior. 19: 151-188.
- Lim, V. K.G. 2002. The IT way of loafing on the job: cyber loafing, neutralizing and organizational justice. Journal of Organizational Behavior, 23: 675-694.

- Lim, V. K.G. and Teo, T. S.H. 2005. Prevalence, perceived seriousness, justification and regulation of cyberloafing in Singapore - an exploratory study. Information and Management, 42: 1081-1093.
- Peterson, S (2002) manual of job performance ; American psychological association.
- Rotundo, M.; Sackett, P. R. (2002). "The relative importance of task, citizenship, and counterproductive performance to global ratings of job performance: A policy-capturing approach". Journal of Applied Psychology. 87: 66-80
- Watson, D., Clark, L. A. and Tellgen, A. 1988. Development and validation of brief measures of positive and negative affect: the PANAS scale. Journal of Personality and Social Psychology, 54: 1064-1070.
- Weiser, E. B. 2000. Gender differences in Internet use pattern and Internet application preferences: a two sample comparison. CyberPsychology and Behaviour, 3(2): 167-178.

S.S. Jain Subodh P.G. (Autonomous) College Jaipur

Re-Accredited With Highest Grading by NAAC - UGC

About the College

S.S. Jain Subodh PG (Autonomous) College, Jaipur was established under the auspices of S.S. Jain Subodh Shiksha Samiti in **1954** with an aim to provide value based higher education and contribute towards holistic development of the society.

Established in **1918,** the Shiksha Samiti **has completed 100 years of its successful journey in 2018.** Starting from a primary school the philanthropic visionaries slowly nurtured the sapling into a grand banyan tree having **19 institutions with 32,000 students** under its shade and providing education at different levels and in different streams. Standing true to the vision of its founders, S.S. Jain Subodh PG (Autonomous) College is dedicated towards creation of a society infused with moral values, social consciousness and devotion towards the concept of social equality.

Having achieved several milestones in its journey towards excellence, the college holds the proud status of **the highest CGPA of 3.82 in India** by UGC NAAC. The college has been recognised as a model college by the State Government and has been conferred the status of College with Potential for Excellence which has added to its stature in North India. With the noble vision statement of *Amrit Nu Vidya*, the college is marching ahead for the creation of a stronger nation with youth as its global ambassadors.