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DIGITAL IN CURRICULUM IMPLENMENTATION AT WORK PLACE IN THE NIGERIAN UNIVERSITY

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Abstract
Research activities are to meet the demands of changing workplace and to suggest solutions to the challenges posed by new technologies and ways of working. These challenges may be found among the professionals in many different fields. This paper examined academic perspectives regarding digital communication at work place with the use of computer. Specifically, it explored how vast in practices are the academics in communicating with colleagues at work place. This is with the view to enhancing effective implementation of the school curriculum in moving education forward globally in the 21st Century. Presently, the push towards increased globalization requires more interaction between people from diverse cultures, beliefs, and backgrounds and the effects of this call for adequate preparation of learners to fit into the interdependent world; this includes the differences between technological infrastructures in difference countries. This is necessary so that learners would understand and benefit from the increasing interconnectedness of the world and its sub-systems. A qualitative research method was used under a survey research design. The population comprised of all the lecturers in the Ladoke Akintola University of Technology (LAUTECH). Ten (10) sample purposive random sampling was selected due to the fact all the population were lecturers and from the higher institutions. An interview was conducted by the researcher with the sampled participant, with their consent. Participant responses were analysed using thematic approach. The conclusions and recommendations reflected a changing world and marketplace, with respect to cultural differences. The expected benefits in the workplace include enhancing competitive edge, and increasing work productivity in the global education market.

Key Words: Communication, Digital, Education, and Technology

Introduction

World system demands, necessitate change and the reason for cultural interactions, even though each society is known and recognized for and by their cultural display and such is acceptable by her people. As stated in the National

Policy on Education (NPE) of the Federal Ministry of Education, Nigeria (FMEN) (2021), education is an instrument for change and development. To ensure newness/change, education vice-a-vice curriculum as an instrument is used in bringing about desirable change(s) in the world system, and there is the need for application of appropriate strategies for effective implementation of change globally. At workplace, diverse people of difference culture come together and this is to have and maintain education standards and effective implementation of curriculum amidst diverse culture can achieve the desired objectives of education. Education and technology are significant aspects of culture as education carries technology, technology beautifies education while culture displays the features of both. Education according to Adegbite 2016, education is any worthwhile and valuable cultural artifact purposefully induced, either by oneself or by others and which are selectively and consciously transmitted modified transformed from one generation to the next in and outside a formalized social institution. The level at which education thrives depends on the cultural absorbent. People no longer live and work in an insular marketplace; they are now part of a worldwide economy with competition coming from nearly every continent. For this reason, organizations need diversity to become more creative and open to change. Technology as a material culture (e.g tools) which is seen as a focus and a field taking a significant stand among the school curricula. Moreover, education uses technology all-round the system as it features in the school subjects and in every life activity both in theory and practice.

Meanwhile, the significance of technology warrants the academics to be inclined in technology but many teachers, despite knowledge explosion, are struggling to be vast with the idea of being effective in the use of technology. From observations and personal experience, it could be hard moving at the same pace with the technological advanced colleagues. These experiences give set back to school activities and eventually downspin morale/emotion. Meanwhile,

frustration with technology could be a major reason why people cannot use computers to reach their goal, hesitate to use computers, or avoid computers altogether. A recent study from the Pew Internet and American Life study found that a large percentage of people choose not to go online, because they find the technology to be too frustrating and overwhelming (Pew 2003). The unfortunate scenario to flow with colleagues on the high speed of technology, creates an inferiority complex and thereby feel 'not belong'. On this background, it is therefore necessary to investigate the extent to which cultural diversity could promote implementation of international curriculum. This is to ensure its effective implementation and international education goal achievement realization.

Research Objective

1. To find out the place of digital communication amidst academics' diversity in curriculum implementation.

Research Question

1. What is the place of digital communication amidst diverse academics in curriculum implementation?

The level at which education thrives depends on the cultural absorbent of it. Increasing globalization requires more interaction among people from diverse cultures, beliefs, and backgrounds than ever before. According to Earley & Mosakowski (2000), within culturally homogeneous groups, members will tend to communicate with each another more often and in a greater variety of ways, perhaps because they share worldviews and a unified culture resulting from in-group attachments and shared perceptions.

Literature Review

Education is a multifaceted process of activating the genetic blueprints of any individual. It could be through formal or informal route. Formal education is a structured and organized process of acquiring knowledge, skills, values, and

attitudes. It begins in schools, from the elementary to the tertiary level. It follows a structured curriculum and is being controlled by educational authorities. Although not all learning happens within the formal school settings because informal education being a self-direct learning occurs through personal experience, interactions, observations, and personal interest to acquire skills, knowledge, and attitudes. In the context of formal setting, it extends beyond traditional classrooms, because it encompasses various forms of learning throughout one's life. It is an important instrument for personal growth, societal progress, and global development.

Many individuals seek education abroad for a global perspectives and exposure to diverse cultures. Culture should be regarded as the set of distinctive spiritual, material, intellectual and emotional features of society or a social group, and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs (UNESCO, 2001). It is a tool in addressing global challenges, and for developmental sustainability. Education contributes to personal development by enhancing cognitive abilities, critical thinking, and problem-solving skills. Education opens doors to various career opportunities and increases employability. It fosters an understanding of different cultures, perspectives, and societies, promoting tolerance and diversity. The integration of technology in education has given rise to various forms of online learning, making education more accessible. Virtual classrooms and digital resources have become essential tools in modern education. There are challenges in providing equal access to education, in certain societies of the world with disparities in resources, teaching standards, and infrastructures. This could deprive her people of the ability to a high quality of education and challenge of relevance. Milliken and Martins [1996] argued that diversity can enhance a group's ability to gather and process information and therefore it could result in greater creativity. Also, diversity also has clear implications on the

communication process within a group or organization, i.e. “communication effects”.

The researchers are more concerned about the effective implementation of international teacher training curriculum to enhance desirable outcomes in the phase of cultural heterogeneity. Some societies of the world are largely not tolerant, patient to accept others, not willing to work without being bias of color or ascent, and the likes. Of course, world class possesses cultural diversity and as such, equity, diversity, and inclusive education remains the focus. More so, the gap in the level of education attained by each country to date is grossly wide, especially in the western states where they are technologically inclined and advanced. However, goal achievement and sustainability in any school curriculum depends largely on its effective implementation. Many curricular innovations fail because attempts are not made early enough to assess their implementation (Adegbite, 2016). The gap in the level of education attained by each country to date is grossly wide especially in the western states where they are technologically inclined and advanced. Globally minded organizations need diversity to become more creative, competitive, and open to change. Hence, maximizing cultural heterogeneity in the workplace has become an important issue today to every education stakeholder for educational growth, including acknowledging the plurality of views and experiences of those living, working, and communicating with one another. However, inability to communicate with colleagues at work, using technology could be frustrating and jeopardizing smooth technological interaction. Frustration with technology can lead to wasted time, changed mood, and affected interaction with colleagues. Also, when users of technology in a workplace are frustrated with their computers, it can lead to lower levels of job satisfaction. Frustration with technology is a major reason why people cannot use computers to reach their goal, hesitate to use computers, or avoid computers altogether. A recent study from the Pew Internet and American

Life study found that a large percentage of people choose not to go online, because they find the technology to be too frustrating and overwhelming (Pew 2003). Managing and valuing cultural heterogeneity is a key factor in effective human management, which can improve workplace productivity.

Unguided and unmanaged cultural differences in the workplace may generate an obstacle for achieving organizational goals and disempower individuals. Therefore, cultural heterogeneity could be seen as a double-edged sword which, if not managed well, could be a hindrance despite its potential to strengthen and build. Culture of each society education differs and as such. Schulz, Isabwe, and Reichert (2015), made a classification of factors responsible for weakness in the use of technology. The classification proposed by encompasses four areas: (1) human factors, such as mindset and confidence; (2) intrinsic values, such as level of interest or satisfaction; (3) the requirements of the tool itself, such as adaptation or learning processes; all of these factors are in turn influenced by (4) environmental factors. In turn, the contributions of Cabero (2005), Prendes (2010), Romero (2011), and Salinas (2008) point to the following types of factors: political (enabling university policies), economic (resources for change), ideological (teachers being able to see the advantages), training (professional learning capacity), cultural (culture of change, culture of intention) and psychological (trusting technology). Shelton (2014) pointed out that the type of academic discipline is only related to some obstacles, especially when there is a lack of confidence on the part of the teachers in digital technologies.

According to Juliett (2023), there are five most common cultural differences that can be found or noticed in any organization of learning, and; these are religion, ethnicity as different cultures with different ways of greeting people, communicating, or expressing needs and when multiple ethnicities come together, it is quite easy for misunderstandings to take place, sexual orientation and gender identity (LGBTQ), education-where peoples experiences can lead to

assumptions about their intelligence level in workplace, and generation of which each generation has a specific way of working, combined with values that they have cultivated overtime and this may be tough in reaching agreement. However, despite the differences in culture especially in the environment of formal education system, teachers working in more supportive professional environments improve their effectiveness more over time than teachers working in less supportive contexts (Matthew & John 2022). According to Tayyba, Nosheen, and Muhammad, (2020), information and communication technology at the workplace is designed to help workers and enhance their work productivity as well as increase collaboration among workers. More so, studies showed that employees are becoming frustrated by the extensive use of technology in the workplace (Brumberg, 2018). The increased connectivity by technology can place a burden on the employees as they access them at anytime and anywhere (Ayyagari, Grover, & Purvis. (2011). Technologies frequently create interruptions that reduced workers' productivity and decreased the use of technology (Tams, Ahuja, Thatcher, & Grover, (2020)

Methodology

A qualitative research method was used under a survey research design. The population comprised of all the lecturers in the Ladoke Akintola University of Technology (LAUTECH)Ten (10) sample purposive random sampling was selected due to the fact all the population were lecturers and from the higher institutions. An interview was conducted by the researcher with the sampled participant, with their consent. Their responses were analysed using thematic approach.

Findings and Analysis

With respect to the gender of the study participants, six (6) out of ten (10) participants were female and four (4) males. Seven (7) individuals hold a doctorate (PhD), and three (3) have master's degrees and currently pursuing their

PhD, as the highest academic qualification held by the participants at the time of interview. In addition, two (2) were postdoctoral research fellows, another two (2) were postgraduate researcher, all the ten (10) participants were lecturers.

Table 1 Demographic Profile of Participants

Participant	Gender	Highest Degree	Role	Research	Experience
1	M	Ph.D.	Postgraduate researcher	Teacher education	9 years
2	F	Ph.D.	Post-doctoral research fellow	Educational psychology	7 years
3	F	Masters	School administrator	Educational administration and planning	10 years
4	M	Ph.D.	Postdoctoral research fellow	STEM Education	10 years
5	F	Masters	Postgraduate researcher	Education	-
6	F	Masters	Lecturing	Policing studies	4 years
7	M	Ph.D.	Reader	Psychological counselling	5 years
8	F	Ph.D.	Lecturer	Education	10 years
9	M	Ph.D.	Lecturer	Business management and Marketing	4 years
10	F	Ph.D.	Lecturer	Disability, race and gender	-

The focus of participants' studies included: disability, race, and gender; educational psychology; teacher education; educational administration; STEM

education; psychological counselling; criminology and policing studies; and business management and marketing. The participants' years of work experience within education range from 4 to 10 years. The participants were a varied group with respect to gender, educational attainment, occupation, type of university attended, specialty, and years of work experience. The participants are a group of academics and educators (administrator and university lecturers) working in diverse settings with specializations ranging from business management/marketing (n=1), psychology (n=1), and education (n=8).

Thematic Analysis

Comfort and Confidence with Technology

The general theme that emerges from the interview responses is the comfort and confidence individuals have with communication technologies. The integration of diverse tools, technologies, software, and resources to augment and facilitate learning is referred to as technology in education. In order to support the teaching and learning processes in educational settings, digital instruments such as computers, tablets, smartphones, interactive whiteboards, instructional software, online platforms, and others are used. The themes that emerged from responses encompasses feeling at ease with their own devices, their ability to adapt to new technologies when needed, and their experiences in using technology for work and communication. The following sub-themes were identified:

Growth and Experience with Technology

The 10 participants of the study report differing degrees of technological capability and experience. There was a feeling of increasing competence and comfort with the use of technology based on their exposure and expertise with it over the years. Their expression covers how comfortable they felt and their preference for using personal devices, such as laptops and mobile phones. Participant 1 said, "*But when I must use the new laptop and new technologies…*

I feel nervous, sometimes it created complexity, so I prefer my own". Participant 2, who stated that, "*I'm comfortable adapting to different technologies and using them effectively to accomplish tasks*," likewise shared this attitude. Gaining experience with technology over time appeared to increase comfort and confidence using a range of devices.

The respondents found using their own devices to be pleasant, with some of them finding the use of new technologies to be challenging. For instance, when asked of the level of confidence in the use of computer, Participant 1 said "*How confident? OK. I'm not confident using that (computer) myself*". This admission of insecurity in utilizing specific technologies demonstrates a range of technological experiences and comfort levels, both within and between participants, based on exposure to and familiarity with various technologies. The participants felt that their comfort levels with different technological tasks had been shaped by their experiences and growth with technology.

Sub-theme 2: Respecting and Valuing Diverse Perspectives

The interview transcripts make clear that the participants may encounter technological and communication difficulties when working with coworkers from different backgrounds. With respect to this, Participant 1 said, *"It's obviously it's a difficult communicating with other accent"*. Despite these difficulties, the responder recognized the benefits of collaborating with individuals from diverse cultural backgrounds and viewed it as a chance to learn. Participant 2 said *"I – yeah – I like to work with different ethnic groups or different people from come from different culture"*. Despite the practical challenges, it was encouraging to observe that many participants cherished the chance to collaborate with members of other ethnic or cultural groups, and recognize the importance of gaining knowledge from a variety of viewpoints. Respondent 4 said *"I'm always at the advantage in this… just to either pause or ask somebody to repeat something"*. Also, regarding the potential language

barrier Participant 7 said that they felt *"very comfortable… I am very comfortable. I don't have to speak like the next person to me to be comfortable, comfortable and being confident"*. Through their proactive pursuit of opportunities to interact with people from many backgrounds and their advocacy of equality and inclusivity in their interactions, these individuals demonstrated that they cultivate empathy, mutual respect, and understanding inside the workplace.

Conclusion

In conclusion, this study clarifies people's differing levels of comfort and confidence with technology in learning environments. As can be seen, the significance of autonomy, competence, and relatedness in technology adoption is highlighted by technological advancement and experience, adaptability to new technologies, and pleasant experiences working with multidisciplinary groups. The survey demonstrated resilience in adapting to new technologies, a desire to overcome hurdles, and a realization of the necessity for continuing professional growth to traverse the ever-changing technology landscape. The study emphasizes how important comfort, familiarity, and ongoing development are to improving people's interactions with technology, which in turn affects their efficacy and confidence when utilizing a variety of platforms and devices.

Furthermore, examining the results via the prism of Self-Determination Theory (SDT) deepens our comprehension of the ways in which relatedness, competence, and autonomy affect people's interactions with technology in learning environments. Thematic analysis emphasizes how SDT helps reveal participants' motives, behaviors, and reactions to adopting new technologies. The need of taking psychological needs fulfilment into account while adopting and using technology in educational settings is shown by this holistic strategy for technology acceptance. In summary, the research provides significant understanding of the intricate relationship among personal comfort, technical

competence, and inclusive communication, advancing our knowledge of how people use and adapt to technology in both work and learning environments.

Recommendations

It is obvious from the study that individuals' familiarity and trust with technology develop over time through exposure and firsthand experience.

It is advised that academic institutions implement ongoing professional development initiatives that concentrate on advancing technical competency and confidence. Institutions can assist people more successfully adjust to new technologies and increase their confidence in utilizing a variety of communication tools by offering training and support. Institutions ought to concentrate on tactics that encourage diversity, like providing individualized guidance and support to people with different degrees of comfort using technology and communication styles.

Online meetings can be more productive and effective when participants from different backgrounds are encouraged to show empathy, respect, and understanding for one another

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