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Information and Communication Technologies as Vehicle of Transnationalization

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Abstract

The study entitled ICT'S as a vehicle of transnationalization. No doubt, ICTs are playing the most important role in the present era. It is the cost effective and time effective technology for the expansion of Transnationalization in the world. ICTs provide learning opportunities across the world. ICTs facilitate student's online learning in the world. ICTs bring people in contact to each other in the world so, it works as a vehicle of Transnationalization. The main objective of the study was to assess the role of ICTs in Transnationalization. For this purpose a questionnaire was developed for the students, teachers, Head of the Departments and faculty deans of the southern Punjab public universities of Punjab Pakistan. Four hundred people from the four public universities were selected. One hundred people were taken from each university. one hundred from the Islamia University of Bahawalpur, one hundred from woman university of Bahawalpur, one hundred from Bahauddin Zakariya university Multan and one hundred from Ghazi university Dera Ghazi Khan. The population of this study was male, female students, teachers, heads of the Departments, and faculty's dean. The selected data through Questionnaires were tabulated, analyzed and interpreted. The results were presented in the form of table in percentage and Mean score. The finding, conclusion were drawn on the basis of finding of the research. Most of the people were agreed and strongly agreed with the statements of questionnaire.

Key words: *Information, Communication, Technology, ICT, Transnationalisation.*

Introduction

Information, Knowledge and Information and Communication Technologies (ICTs) appear to be the key features of our present; which have transformed all aspects of human life. The use of ICTs have changed the entire landscape of education and training by providing access to the students and facilitating their interactions the world over. Now, the ICTs are serving as the vehicle to education by promoting access and opportunities throughout the world. The use of ICTs as promoted transnationalization of higher education. Now, the teachers can share their experiences and researches to the international community

without leaving their respective geographical location; and same is the case with students who can study anywhere and anytime the courses of their interest and/ or university of the world (Hussain, 2014; Hussain & Durrani, 2005) .

It has made the exchange of thoughts, ideas and experiences easier than ever before. The use of information communication technologies assists individuals in getting world class education and training at economical cost(s) (Pun& Min, 2013). Transnationalization is defined by Appadurai (2001) as a multi-way process involving flow of thoughts, philosophy, people goods, images, education, technologies and techniques have maximized the spread of ICT's; since nation have needed to utilize information and communication technologies to develop their international trade business and economic.

There are different effects of information and communication technologies on Transnationalization including lowering mobility and cost, enhanced quality of education, curriculum and instruction, sharing research findings etc. The advent of transnationalization and ICTs has made a critical determinant of competitiveness in the world. The Information and communication technologies promote the acquisition and absorption of knowledge and information. Transnationalization is also profoundly affected by the application of information communication technologies which changes the way; people can access knowledge and the way, the communication with one another in daily behavior. The information communication technologies and transnationalization draw attention to the complexity of the movement of ideas, and people through time and space and the direct and indirect impact on people's education (Rigby, 2004).

There is a relationship between information communication technologies and transnationalization. Information and communication technology work as a pillar for the strengthening of global activities. To understand the role of information communication technologies in the interaction of the world societies is very important to understand the complex structure, institutions and processes of transnationalization. The nature of this relation (Globalization) among people reveals the aim and objective and even Goal of globalization.

Objectives of the Study

The objectives of the study were to (i) assess the role of information and communication technologies in transnationalization; and analyze the impacts of information and communication technologies in transnationalization.

Research Questions

i. How does information and communication technologies influence on Transnationalization?
ii. How information and communication technologies play the role in the expansion of Transnationalization?
iii. How information and communication technologies and Transnationalization are beneficial for the students of remote areas?
iv. How information and communication technologies are bringing the gap between developed and developing countries regarding higher Education?
v. What type of Education opportunities information and communication technologies have promoted or are promoting in term of Transnationalization?

Research Methodology

The purpose of research methodology is mainly aimed at describing approaches, types and standard of research (Kaplan, 1973). There are many public universities in the Punjab many educational departments in these universities. Many teachers are working in these departments and many students are learning in these departments. To make the study more comprehensive, one hundred students were taken from three universities including The Islamia University Bahawalpur, Bahoudin zakria university Multan and Ghazi university of Dera ghazi Khan. The current study used a questionnaire for data collection.

Population and sampling of the Study

The population of the study consisted on the graduate and post graduate students of southern Punjab studying at IUB Bahawalpur, Bahudin Zakria university Multan, and Ghazi University Dera Ghazi Khan; and The sample consisted of 100 students from each university (IUB Bahawalpur, BZU Multan, and Ghaazi University Dera Ghazi Khan); and were randomly selected through simple random sampling technique. The total sample was 900 students.

Data Collection

The researcher personally collected data by visiting the sampled universities. A five point likert scale which was developed in accordance with objectives of the study was used for data collection. To examine the collected data, SPSS-20(version) was used. The coded data was examined by professional expert. The values were put in SPSS system and the percentages, frequency, mean scores were computed.

Table-1: To assess the role of information and communication technologies in transnationalization

Statement		Level of Agreement						Mean Score
ICTs provide learning		SD	D	U	A	SA	TOTAL	
opportunities across the world	Frequency	1	11	8	241	139	400	4.27
	Percent	3	2.8	2.0	60.3	34.8	100	
ICTs facilitate students online learning	Frequency	1	0	5	238	150	400	4.37
	Percent	3	0	1.3	59.5	39.0	100	
ICTs extend international opportunities of higher education	Frequency	1	2	11	242	144	400	4.32
	Percent	.3	.5	2.8	60.5	36.0	100	
ICTs help learners in enhancing their knowledge	Frequency	2	3	3	233	159	400	4.36
	Percent	.5	.8	.8	58.3	39.8	100	
ICTs promote international opportunities of learning	Frequency	2	6	11	216	165	400	4.36
	Percent	.5	1.5	2.8	54.0	41.3	100	
students spend more time using ICTs for Educational purpose	Frequency	101	118	52	74	55	400	2.66
	Percent	25.3	29.5	13.0	18.5	13.8	100	
the use of ICTs assures								

dissemination of results of research	Frequency	1	2	2	208	187	400	4.45
	Percent	.3	.5	.5	52.0	46.8	100	
ICTs provide E-Books for research purpose	Frequency	0	3	4	211	182	400	4.43
	Percent	0	.8	1.0	52.8	45.5	100	
ICTs are more helpful in analyzing the data in research	Frequency	2	3	5	218	172	400	4.39
	Percent	.5	.8	1.3	54.5	43.0	100	
The use of ICTs improve the research quality	Frequency	2	1		226	171	400	4.41
	Percent	.5	.3		56.5	42.8	100	
ICTs in Higher Education is used for developing online course material	Frequency	2	2	1	217	178	400	4.42
	Percent	.5	.5	.3	54.3	44.5	100	
ICTs promote access to knowledge free of cost	Frequency	2	1	7	214	176	400	4.40
	Percent	.5	.3	1.8	53.5	44.0	100	
ICTs help in communication between learners and teachers	Frequency	2	5	4	230	159	400	4.35
	Percent	.5	1.3	1.0	57.5	39.8	100	
ICTs bring people in contact to each other	Frequency	3	25	13	205	154	400	4.21
	Percent	.8	6.3	3.3	51.3	38.5	1oo	
ICTs provide opportunities for administrative support, enrollment, test and Evaluation of learners	Frequency	1	3	5	215	176	400	
	Percent	.3	.8	1.3	53.8	44.0	100	4.41
ICTs help in delivery of contents	Frequency		6	4	218	172	400	
	Percent		1.5	1.0	54.5	43.0	100	4.39
The use of ICTs provide equal opportunities of learning	Frequency	3	2	4	230	161	400	4.36
	Percent	.8	.5	1.0	57.5	40.3	100	
ICTs provide easy access to information	Frequency	1	1	7	254	137	400	4.31
	Percent	.3	.3	1.8	63.5	34.3	100	
ICTs promote online learning	Frequency	1	4	6	248	141	400	4.31
	Percent	.3	1.0	1.5	62.0	35.3	100	
ICTs provide online learning opportunities	Frequency	3	6	10	244	137	400	4.27
	Percent	.8	1.5	2.5	61.0	34.3	100	
ICTs help the researcher in his research work	Frequency	3	13	13	239	132	400	4.21
	Percent	.8	3.3	3.3	59.8	33.0	100	

Table 1 shows that in response of the statement "ICTs provide learning opportunities across the world" only 0.30% respondents are strongly disagreed, 2.8% are disagreed, 2.0% remain uncertain, 60.3% are agreed while 34.8% are strongly agreed with statement and mean is 4.27. In response of the statement "ICTs facilitate students online learning" only 0.30% respondents are strongly disagreed, 1.3% are undecided 59.5% are agreed while 39% are strongly agreed with statement and mean is 4.37. In response of the statement "ICTs extend international opportunities of higher education" only 0.3% respondents are strongly disagreed, .5% are disagreed and 2.8% are remain undecided 60.5% are agreed while 36.0% are strongly agreed with statement and this table also shows the mean 4.32. In response of the statement "ICTs help learners in enhancing their knowledge" only 0.5% respondents are strongly disagreed, .8% are disagreed and.8% are remain undecided58.3% are agreed while 39.8% are strongly agreed with statement and mean of this table is 4.36. In response of the statement "ICTs promote international opportunities of learning" only 0.5% respondents are strongly disagreed, .1.5% are disagreed and2.8% are remain undecided54% are agreed while 41.3% are strongly agreed with statement and mean of this table is 4.36. In response of the statement "students spend more time using ICTs for Educational purpose" only 25.3% respondents are strongly disagreed, 29.5% are disagreed and 13.0% are remain undecided18.5% are agreed while 13.8% are strongly agreed with statement and mean of this table is 2.66. In response of the statement "the use of ICTs assures dissemination of results of research" only .3% respondents are strongly disagreed, .5% are disagreed and .5% are remain undecided 52.0% are agreed while 46.8% are strongly agreed with statement and mean of this table is 4.45. In response of the statement "ICTs provide E-Books for research purpose" only 8% respondents are disagreed, and 1.0% are remain undecided 52.8% are agreed while 45.5% are strongly agreed with statement and mean of this table is 4.43. In response of the statement "ICTs are more helpful in analyzing the data in research" only 5% respondents are strongly disagreed 8%respondents are disagreed, and 1.3% are remain undecided 54.5% are agreed while 43.0% are strongly agreed with statement and mean of this table is 4.39. In response of the statement "The use of ICTs improve the research quality" only 5% respondents are strongly disagreed 3%respondents is disagreed, and 56.5% are agreed while 42.8% are strongly agreed with statement and mean of this table is 4.41. In response of the statement "ICTs in Higher Education is used for developing online course material" only 5% respondents are strongly disagreed 5%respondents are disagreed, and 3% are remain undecided 54.3% are agreed while 44.5% are strongly agreed with statement and mean of this table is 4.42.

In response of the statement "ICTs promote access to knowledge free of cost" only 5% respondents are strongly disagreed 3%respondents are disagreed, and 1.8% are remain undecided 53.5% are agreed while 44.0% are strongly agreed with statement and mean of this table is 4.40. In response of the statement "ICTs help in communication between learners and teachers" only 5% respondents are strongly disagreed 1.3%respondents are disagreed, and 1.0% is remain undecided 57.5% are agreed while 39.8% are strongly agreed with statement and mean of this table is 4.35. In response of the statement "ICTs bring people in contact to each other" only.8% respondents are strongly disagreed 6.3%respondents are disagreed, and 3.3% are remain undecided 51.3% are agreed while 38.5% are strongly agreed with statement and mean of this table is 4.21.

In response of the statement "ICTs provide opportunities for administrative support, enrollment, test and Evaluation of learners" only. 3% respondents are strongly disagreed .8%respondents are disagreed, and 1.3% is remain undecided 53.8% are agreed while 44% are strongly agreed with statement and mean of this table is 4.41. In response of the statement "ICTs help in delivery of contents" only 1.5%respondents is disagreed, and 1.0% is remain undecided 54.5% are agreed while 43.0% are strongly agreed with statement and mean of this table is 4.39. In response of the statement "the use of ICTs provide equal opportunities of learning" only .8% respondents are strongly agreed, .5% respondents are disagreed, and

1.0% is remain undecided 57.5% are agreed while 40.3% are strongly agreed with statement and mean of this table is 4.36. In response of the statement "ICTs provide easy access to information" only .3% respondents are strongly agreed, .3% respondents are disagreed, and 1.80% is remain undecided 63.5% are agreed while 34.3% are strongly agreed with statement and mean of this table is 4.31. In response of the statement "ICTs promote online learning" only .3% respondents are strongly agreed, .1.0% respondents is disagreed, and 1.5% is remain undecided 62.0% are agreed while 35.3% are strongly agreed with statement and mean of this table is 4.31. In response of the statement "ICTs provide online learning opportunities" only .8% respondents are strongly agreed, 1.50% respondents is disagreed, and 2.5% is remain undecided 61.0% are agreed while 34.3% are strongly agreed with statement and mean of this table is 4.27. In response of the statement "ICTs help the researcher in his research work" only .8% respondents are strongly agreed, 3.3% respondents are disagreed, and 3.3% are remain undecided 59.8% are agreed while 33.0% are strongly agreed with statement and mean of this table is 4.21.

Table-2: Analyzing the impacts of information and communication technologies in transnationalization

Statement		Level of Agreement						Mean Score
ICTs promote		SD	D	U	A	SA	TOTAL	
opportunities of	Frequency	2	4	4	228	162	400	
sharing results of researches internationally	Percent	.5	1.0	1.0	57.0	40.5	100	4.36
ICTs promote international understanding among students	Frequency	2	2	6	201	189	400	4.43
	Percent	.5	.5	1.5	50.3	47.3	100	
The use of ICTs promote the world view of the learners	Frequency	2	4	215	178	1	400	4.43
	Percent	.5	1.0	53.8	44.5	.2	100	
The use of ICTs promote skill of cross examining the information	Frequency	1	4	2	215	178	400	4.41
	Percent	.3	1.0	.5	53.8	44.5	100	
ICTs provide online Educational opportunities	Frequency	0	5	6	209	180	400	4.41
	Percent	0	1.3	1.5	52.3	45.0	100	
ICTs promote cross cultural interactions of learner	Frequency	9	9	12	214	156	400	4.25
	Percent	2.3	2.3	3.0	53.5	39.0	199	
ICTs extend the opportunity of learning across the world	Frequency	2	4	5	222	167	400	4.37
	Percent	.5	1.0	1.3	55.5	41.8	100	
The use of ICTs promote Transnationalization	Frequency	2	2	2	226	168	400	4.39
	Percent	.5	.5	.5	56.5	42.0	100	
The use of ICTs makes learning process easy and accessible at	Frequency	2	5	5	242	146	400	4.31
	Percent	.5	1.3	1.3	60.5	36.5	100	

international level								
ICTs expanded Globalization in the world	Frequency	2	1	3	250	144	400	4.33
	Percent	.5	.3	.8	62.5	36.0	100	
ICTs help in job search across the world	Frequency	1	2	8	250	139	400	4.31
	Percent	.3	.5	2.0	62.5	34.8	100	
ICTs provide job opportunities across the border	Frequency	0	5	1	256	138	400	4.32
	Percent	0	1.3	.3	64.0	34.5	100	
The Role of ICT'S in Transnationalization	Frequency	0	0	4	321	75	400	4.18
	Percent	0	0	1.0	80.3	18.8	100	

Table-2 shows that in response of the statement "ICTs promote opportunities of sharing results of researches internationally" only 0.5% respondents are strongly disagreed, 1.0% is disagreed, 1.0% is remain uncertain, 57.0% are agreed while 40.5% are strongly agreed with statement and mean is 4.36. In response of the statement "ICTs promote international understanding among students" only .5% respondents are strongly disagreed, .5 % is disagreed, 1.5% is remain uncertain, 50.3% are agreed while 47.3% are strongly agreed with statement and mean is 4.43. In response of the statement "the use of ICTs promote the world view of the learners" only .5 % is disagreed, 1.0% is remain undecided, 53.8% are agreed while 44.5% are strongly agreed with statement and mean is 4.43. In response of the statement "the use of ICTs promote skill of cross examining the information" only .3% respondents are strongly disagreed, 1.0 % is disagreed, .5% is remain uncertain, 53.8% are agreed while 44.5% are strongly agreed with statement and mean is 4.41. In response of the statement "ICTs provide online Educational opportunities", 1.3 % is disagreed, 1.5% is remain uncertain, 52.3% are agreed while 45.0% are strongly agreed with statement and mean is 4.41. In response of the statement "ICTs promote cross cultural interactions of learner "only 2.3 respondent are strongly disagreed 2.3 % are disagreed, 3.0% are remain uncertain, 53.5% are agreed while 39% are strongly agreed with statement and mean is 4.25. In response of the statement "ICTs extend the opportunity of learning across the world only .5% respondents are strongly disagreed, 1.0 % is disagreed, 1.3% is remain uncertain, 55.5% are agreed while 41.8% are strongly agreed with statement and mean is 4.37. In response of the statement "the use of ICTs promote Transnationalization only .5% respondents are strongly disagreed, .5 % is disagreed, .5% are remain uncertain, 56.5% are agreed while 42.0% are strongly agreed with statement and mean is 4.39. In response of the statement "the use of ICTs makes learning process easy and accessible at international level only .5% respondents are strongly disagreed, 1.3 % is disagreed, 1.3% are remain uncertain, 60.5% are agreed while 36.5% are strongly agreed with statement and mean is 4.31. In response of the statement "information and communication technologies expanded Globalization in the world only .5% respondents are strongly disagreed, .3 % are disagreed, .8% are remain uncertain, 62.5% are agreed while 36.0% are strongly agreed with statement and mean is 4.33. In response of the statement "ICTs help in job search across the world "only .3% respondents are strongly disagreed, .5 % are disagreed, 2.0% are remain uncertain, 62.5% are agreed while 34.8% are strongly agreed with statement and mean is 4.31. In response of the statement "ICTs provide job opportunities across the border "only1.3% respondents are strongly disagreed, .3% are remain uncertain, 64.0% are agreed while 34.5% are strongly agreed with statement and mean is 4.32. In response of the statement "The overall Role of ICTs in Transnationalization "only1.0% is remain uncertain, 80.3% are agreed while 18.3% are strongly agreed

with statement and mean is 4.18. In response of the statement "The overall Impact of ICTs in Transnationalization "and mean is 4.32. Table overall results of ICTs as a vehicle of transnationalization above table shows that .5% respondent are remain undecided, 78.3% are disagreed and 21,0% are strongly disagreed and mean is 4.21.

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