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EDITED BY

Walter Alexander Mata López,
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REVIEWED BY

Abilio Afonso Lourenço,
University of Minho, Portugal
Andy Prasetyo Wati,
State University of Malang, Indonesia

*CORRESPONDENCE

Anthony Great Ossai
✉ dranthonygreat@gmail.com

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Reshaping management education for a globalized world

Anthony Great Ossai*, Mary Bivweire Asabor,
Justice O. Oduma and Michael N. Oseji

Faculty of Education, University of Delta, Agbor, Nigeria

The rapid pace of globalization has transformed the operational dynamics of organizations, necessitating a paradigm shift in management education to prepare future leaders for increasingly complex and interconnected business environments. This study critically examines the current state of management education and proposes a comprehensive framework for its transformation in alignment with global standards and expectations. The descriptive survey method was used in the study. The study population included all academic and non-academic staff members at Delta State's five public universities- Delta State University Abraka, Southern Delta University Ozoro, Dennis Osadebe University Asaba, Federal University of Petroleum Warri, and University of Delta Agbor. The research was descriptive survey method. The Stratified random sampling method was employed to choose 120 non-academic and 160 academic employees. The study was guided by three hypotheses and three research questions. The study used a questionnaire to gather its data. Expert verification resulted in a reliability index of 0.85. The SPSS *T*-test was used to test the hypotheses at the 0.05 level of significance, while the mean and standard deviation were utilized to address the research questions. Drawing on both empirical and theoretical literature, the paper identifies core challenges including technological disruptions, cultural heterogeneity, curriculum irrelevance, and the widening gap between academic training and industry demands. Also, the study identified the best practices in management education as global competencies and cultural intelligence (CQ), experimental learning and global immersion programs, among others. The paper concludes by offering policy recommendations for academic leaders, curriculum developers, and education policymakers aimed at repositioning management education as a transformative tool for sustainable global development and organizational excellence.

KEYWORDS

management, education, globalization, world, university

Introduction

The rapid pace of globalization has transformed the business landscape, necessitating a fundamental shift in management education. As economies become increasingly interconnected, the ability to navigate complex international markets and cultural dynamics has become a critical competency for future business leaders.

Globalization is defined by the International Monetary Fund (IMF) as the "increasing integration of economies around the world, particularly through the movement of goods,

services, and capital across borders" ([International Monetary Fund \(IMF\), 2008](#)). This phenomenon has amplified the demand for management education programs that not only equip students with traditional business skills but also prepare them to operate effectively in a global context.

In an increasingly interconnected and globalized world, the demands placed on management education are evolving rapidly. The need to equip future leaders with the skills and knowledge to navigate complex global challenges has never been more critical. Management education, traditionally focused on local or regional business practices, now requires a reorientation to address the dynamics of a global economy characterized by rapid technological advancements, cross-border collaborations, and diverse cultural interactions ([Weybrecht, 2017](#)).

The globalization of markets and industries has rendered traditional management approaches inadequate for addressing the multidimensional nature of today's business environment. According to [Marginson \(2019\)](#), the higher education sector, and specifically management education, must embrace innovative teaching methodologies, interdisciplinary curricula, and cross-cultural perspectives to remain relevant and competitive. This shift is essential for preparing graduates who can effectively lead in diverse cultural, economic, and political contexts.

Despite these innovations, challenges remain. Many institutions face rigid accreditation standards, outdated curricula, limited industry collaboration, and underdeveloped faculty capacity to deliver interdisciplinary, experiential learning ([Kaplan, 2022](#)). There is also a pressing need to bridge the gap between academic theory and the rapidly evolving global business context. As [Fayolle and Wright \(2021\)](#) argue, innovation in management education must go beyond content—it must transform the culture, processes, and structures of academic institutions.

In response, leading thinkers advocate for a reimagined framework of management education that emphasizes global engagement, experiential learning, ethical reasoning, and lifelong adaptability ([Mintzberg, 2023](#)). New pedagogical models—such as flipped classrooms, digital simulations, and cross-cultural collaboration projects—are being increasingly adopted to foster real-world readiness. Cross-border partnerships, online executive programs, and interdisciplinary teaching are becoming key strategies for ensuring management education remains competitive and globally relevant ([AACSB, 2023](#)).

This paper therefore explores the imperative of reshaping management education for a globalized world on data collected from the five public universities in Delta State by examining key trends, identifying structural and pedagogical challenges, and proposing strategic interventions that align curricula with global demands. By doing so, it contributes to the growing discourse on how educational institutions can prepare future managers not just to succeed in the global marketplace, but to lead responsibly, adapt continuously, and innovate ethically.

Problem statement

Management education, as traditionally structured, often falls short in preparing leaders for the challenges and opportunities of a rapidly globalizing world. The existing curriculum and pedagogical

approaches are largely rooted in region-specific business practices and fail to address the dynamic and interconnected nature of the global economy. As industries and markets transcend national boundaries, the demand for managers who can operate effectively across diverse cultures, navigate complex global supply chains, and leverage technological advancements has surged ([Weybrecht, 2017](#)).

However, many management education programs are ill-equipped to meet these demands, creating a significant skills gap in the global workforce. The current management education programs often struggle to balance theoretical knowledge with practical application. While theoretical research fosters long-term innovation, practical relevance is crucial for immediate utility and credibility. This imbalance can result in graduates who are well-versed in theory but lack the practical skills necessary to navigate the complexities of a globalized business environment.

The challenges are further compounded by the global emphasis on sustainability and ethical leadership. Modern business leaders are increasingly expected to balance profitability with social and environmental responsibilities, yet studies show that sustainability is often treated as an ancillary topic rather than a core component of management education ([Weybrecht, 2017](#)). This creates a misalignment between the expectations of global organizations and the skill sets of management graduates.

Additionally, the rapid advancement of technology presents both opportunities and challenges for management education. The World Bank emphasizes that education is a powerful driver of development and a key instrument for reducing poverty and improving health ([World Bank, 2021](#)). However, the digital divide can exacerbate inequalities, underscoring the importance of equitable access to technological resources in educational settings. Therefore this study was conducted among the academic and non-academic staff of the five public universities of Delta State, Nigeria and it seeks to explore the multifaceted challenges and opportunities in reshaping management education for a globalized world. The study centers on examining the reshaping of management education for a globalized world: What are the challenges for reshaping management education for a globalized world? What are the factors influencing education for a globalized world?, and what are the best practices for reshaping management education for a globalized world? By examining current trends, best practices, and innovative strategies, it aims to provide a comprehensive framework for developing management education programs that are globally relevant, practically oriented, and socially responsible. Through this exploration, the paper contributes to the ongoing discourse on the future of management education in an increasingly interconnected world.

Theoretical perspectives

Management education is critical in preparing individuals to navigate and lead in an increasingly interconnected and globalized world. The theoretical framework underpinning this study draws on various theories and models that emphasize the importance of global competency (GC), The Fourth Industrial Revolution Framework, and cultural intelligence (CQ) Theory. These theories will be applied in the case of the five public universities in Delta State, Nigeria.

Global competency is a critical aspect of management education, defined as the ability to understand, communicate, and effectively interact with people across cultures. According to Hunter et al. (2006), GC encompasses knowledge, skills, and attitudes that enable individuals to work effectively in international settings. This theory emphasizes the need for management education curricula to include international case studies, cross-cultural communication, and global strategic management.

The Fourth Industrial Revolution (4IR) framework, as articulated by Schwab (2016), focuses on the integration of digital, physical, and biological systems. This framework underscores the importance of technology in reshaping industries and societies, highlighting artificial intelligence (AI), big data, and a block chain as transformative forces. To align with this framework, management education must prioritize technological literacy and the integration of emerging technologies into business curricula. Concepts like digital transformation, data-driven decision-making, and cyber security should become core components of management programs (Schwab, 2016). By doing so, institutions can prepare students for leadership roles in technologically advanced and globally interconnected environments.

Cultural intelligence Theory, developed by Earley and Ang (2003), focuses on an individual's ability to function effectively in culturally diverse settings. It consists of four dimensions: metacognitive, cognitive, motivational, and behavioral CQ. These dimensions collectively enable individuals to adapt to unfamiliar cultural environments and navigate cross-cultural interactions.

The five public universities in Delta State, Nigeria can adopt this theory by incorporating cultural intelligence training into their curriculum. Courses and workshops focusing on intercultural communication, managing diversity, and negotiating across cultures can enhance students' CQ, equipping them to manage global teams effectively (Ng et al., 2019).

The theoretical framework for management education in a globalized world emphasizes the integration of global competency, cross-cultural management, experiential learning, stakeholder engagement, and human capital development. By incorporating these theories into management education, these five public universities in Delta State, Nigeria can prepare students to become effective leaders in a diverse and interconnected global economy.

Review of literature

The internationalization of education and the global business environment of the past have made management education a worldwide phenomenon (Hardy and Tolhurst, 2013). Rapid technological advancements, changing sociopolitical environments, and the growing interconnectedness of global economies have made a change in management education necessary. The complexities of the global business environment are too complex for students to be adequately prepared for by traditional management education models, according to both scholars and practitioners (Starkey and Tempest, 2025; Alon and McIntyre, 2014). To bring management education into line with global realities, a growing corpus of literature has been devoted to changing institutional frameworks, pedagogy, and curricula. By

shedding light on the opportunities and challenges presented by globalization, this scholarship seeks to advance and address a body of knowledge in management education.

The international framework of management education

Due to the substantial impact of globalization on business practices, management education must be redesigned to incorporate ethical leadership, sustainability, digital fluency, and cross-cultural communication (Mintzberg, 2023; Ng and Jan, 2021). The necessity for curricula that foster international perspectives and global competencies has been brought to light by the transition from a local to a global business perspective (Ramachandra et al., 2018). The Association to Advance Collegiate Schools of Business (AACSB, 2023) asserts that to improve cultural intelligence, contemporary business schools need to integrate international case studies, offer a globalized learning environment, and promote student mobility.

Integration of technology and digital transformation

Digital tool integration in management education has accelerated due to technological change, especially after COVID-19. Curriculum delivery now heavily relies on e-learning platforms, AI-based learning tools, and simulations (Kapoor and Kaufman, 2020; Thomas and Meijer, 2022). Global education is now more widely accessible thanks to hybrid learning models and virtual international collaborations (Ratten, 2020). According to Dutta et al. (2023), data analytics, block chain, and artificial intelligence have emerged as key competencies in management programs. They advise that in order for universities to stay relevant, they should include these topics in their curricula. In a similar vein, Palvia et al. (2018) stress that the digital transformation of education calls for new frameworks for instruction, evaluation, and engagement and is not merely a technological change.

Innovative teaching methods and immersion education

Experiential, student-centered pedagogies that prioritize practical problem solving, critical thinking, and teamwork are replacing traditional lecture-based methods (Fayolle and Gailly, 2018). To close the gap between theory and practice, action learning, case-based approaches, internships, and international immersion programs are becoming increasingly popular (Cheng and Zhu, 2021). Particularly in business schools seeking to foster leadership and creativity in international contexts, Kolb's experiential learning model has attracted renewed interest (Kolb and Kolb, 2018). Additionally, in order to foster flexibility and innovative problem-solving abilities, management educators are integrating agile approaches and design thinking into their instruction (Glen et al., 2014).

Prioritizing inclusive leadership, sustainability, and ethics

In response to global issues like corporate misconduct, inequality, and climate change, ethics and sustainability are increasingly emphasized in management education (Parkes et al., 2020). Numerous institutions have been guided in incorporating

social responsibility into their curricula by the United Nations' Principles for Responsible Management Education (PRME) framework ([Principles for Responsible Management Education \[PRME\], 2019](#)). To prepare students for moral quandaries in global settings, recent studies by [Rasche et al. \(2019\)](#) and [Laasch and Conaway \(2021\)](#) support the inclusion of responsible leadership and stakeholder management in courses. Additionally, to promote equitable leadership practices, issues of gender, race, and inclusion are being mainstreamed ([Prieto and Phipps, 2020](#); [Amaeshi et al., 2019](#)).

Globalization and intercultural proficiency

Faculty/student exchanges, joint degree programs, and cross-border academic collaborations have emerged as key tactics for incorporating global perspectives in management education ([Knight, 2018](#)). These days, innovative MBA and EMBA programs frequently include language instruction, cross-cultural communication, and international virtual teams ([Zhao and Anand, 2022](#)). Although internationalization has gained widespread acceptance, [Harzing and Pudelko \(2019\)](#) contend that there is still a sizable gap in the implementation of truly intercultural curricula. Therefore, contextualizing learning materials and diversifying teaching staff are essential for a more authentic global education.

The difficulties of changing management education

Notwithstanding the drive for change, obstacles like faculty development, funding constraints, curriculum rigidity, and opposition to change continue to be major obstacles ([Navarro, 2020](#); [Aguilera et al., 2023](#)). Accreditation pressures and institutional inertia frequently thwart meaningful reform, leading to digital adoption and superficial internationalization ([Cornuel and Hommel, 2015](#)). Furthermore, research by [Ayoubi and Al-Habaibeh \(2006\)](#) shows that developing nations encounter more structural obstacles that hinder their ability to meet international standards in management education, such as the digital divide, a lack of international partnerships, and insufficient policy support.

Implications for policy and future directions

To support inclusive and globalized teaching methods, academics are calling for transformative leadership at the institutional level going forward ([Bennis and O'Toole, 2005](#)). It is crucial that policies support curriculum reform, international cooperation, and innovative funding. A shift toward more flexible, modular, and adaptive management education systems is suggested by emerging trends in education, including micro-credentialing, lifelong learning, and AI-powered personalization ([OECD., 2021](#); [Waller et al., 2014](#)).

In the literature, there is broad agreement that management education needs to change to meet the demands of digital transformation, globalization, and ethics. Despite advancements in curriculum reform, technology integration, and innovative teaching, there are still many obstacles to overcome. An inclusive, flexible, and forward-thinking approach to management education is necessary in today's globalized society. This evolution will be fueled in large part by policy support, stakeholder collaboration, and institutional reform.

Challenges of management education in a globalized world

The reshaping of management education to meet the demands of globalization has faced numerous challenges. Recent studies have identified these challenges as stemming from technological disruption and the digital divide, globalization of curriculum and cultural challenges, skills gap between industrial needs and academic output, financial constraints and resource allocation, resistance to change and academic rigidities, and the impact of global crises.

The integration of advanced technologies into management education has proven to be both a necessity and a challenge. While technologies such as AI, big data, and virtual reality are critical for modern business practices, many institutions face difficulties in adopting them. [Prikshat et al. \(2021\)](#), highlights that although there is significant interest in integrating digital tools into curricula, many business schools, especially in developing regions, lack the resources to do so. Their research reveals a widening digital divide between well-funded institutions in developed countries and those in less developed economies, leading to inequalities in access to high-quality management education. Similarly, [Alajoutsijärvi et al. \(2021\)](#) observe that faculty in many business schools are underprepared to teach digital transformation topics due to insufficient training and the rapid pace of technological change. This creates a lag between industry needs and academic offerings.

Creating curricula that address the complexities of globalization is another critical challenge. While there is a push for more inclusive and culturally aware content, the implementation remains uneven. [Ramsey and Lorenz \(2021\)](#) explored the impact of globalized curricula and found that many management programs still focus on Western-centric business models and fail to adequately integrate perspectives from emerging economies. This creates a mismatch between the global nature of modern business and the localized focus of many programs. Moreover, [Ng et al. \(2019\)](#) found that fostering CQ in management students is hindered by a lack of qualified faculty and resources for immersive cross-cultural learning experiences. Institutions often struggle to provide students with sufficient exposure to diverse global perspectives.

As businesses increasingly prioritize sustainable and ethical leadership, management education is under pressure to incorporate these values into curricula. However, recent studies highlight significant challenges in achieving this integration. [Weybrecht \(2017\)](#) points out that many business schools lack the expertise and frameworks to teach sustainability effectively. Although sustainability is recognized as important, it is often relegated to elective courses rather than being embedded across core subjects. [Bauer and Bormann \(2021\)](#) identified resistance from both faculty and students as a barrier to adopting sustainability principles in management education. Their research highlights the perception that sustainability topics are less relevant to business profitability, leading to a lack of interest and prioritization.

The mismatch between the skills required by global businesses and those taught in management programs remains a persistent issue. [Schwab \(2016\)](#) notes that the Fourth Industrial Revolution demands skills such as critical thinking, adaptability, and technological literacy, yet many business schools continue to

emphasize traditional management practices. A recent study by Ghosh and Gupta (2021) found that students often graduate without the practical skills necessary to navigate global business environments. For instance, experiential learning opportunities like internships and live case studies are either unavailable or insufficient in many institutions. This lack of hands-on experience leaves graduates underprepared for the realities of globalized business.

Reshaping management education to align with global standards often requires significant investment in infrastructure, faculty development, and program redesign. However, financial constraints pose a major obstacle, particularly for institutions in developing regions. Knight and de Wit (2020) found that international collaborations, which are critical for fostering globalized curricula, are often limited by funding issues. For many institutions, the cost of developing partnerships, hosting international faculty, and organizing student exchange programs is prohibitive. Furthermore, Priksht et al. (2021) observed that the cost of implementing cutting-edge technologies in classrooms, such as AI tools and virtual learning platforms, is a significant challenge for resource-constrained institutions.

Another critical challenge is the resistance to change within academic institutions. Many business schools are rooted in traditional teaching models and are slow to adapt to the demands of globalization. Brammer and Clark (2020) analyzed the impact of the COVID-19 pandemic on management education and found that while the crisis accelerated the adoption of online learning, it also exposed institutional resistance to change. Faculty members accustomed to traditional methods often struggle to adopt new pedagogies, such as blended learning or flipped classrooms. Additionally, Alajoutsijärvi et al. (2021) highlighted that the bureaucratic nature of many academic institutions slows down curriculum reform, making it difficult to respond to rapid changes in the global business environment.

Global crises, such as the COVID-19 pandemic, have further complicated efforts to reshape management education. While the pandemic highlighted the importance of adaptability and crisis management, it also strained institutional resources and disrupted learning processes. According to Brammer and Clark (2020), the sudden shift to online learning exposed significant disparities in access to technology and digital literacy among students and faculty. This further widened the gap between institutions that could adapt quickly and those that could not.

Management education in a globalized world faces several key challenges, including outdated and rigid curricula that fail to reflect contemporary global trends such as sustainability, digital innovation, and intercultural competence (Navarro, 2020; Mintzberg, 2023). Despite increased awareness, digital integration remains limited due to inadequate infrastructure and faculty capacity, especially in developing regions (Palvia et al., 2018; Ayoubi and Al-Habaibeh, 2006). Internationalization efforts are often superficial, lacking meaningful cross-cultural learning (Harzing and Pudenko, 2019), while institutional resistance to change slows down needed reforms (Cornuel and Hommel, 2015). Furthermore, although responsible management education is emphasized, ethics and sustainability are inconsistently embedded in curricula (Rasche et al., 2019; Parkes et al., 2020), and inclusivity remains insufficient, with minimal representation of diverse and

Global South perspectives (Amaeshi et al., 2019; Prieto and Phipps, 2020).

Therefore, this study centers on examining the significant difference between the academic and non-academic staff of the five universities in Delta State, Nigeria on the challenges of reshaping management education for a globalized world. It seeks to examine the opinions of the staff on the multifaceted challenges in reshaping management education for a globalized world.

Best practices in management education for a globalized world

In an increasingly interconnected and globalized world, management education must evolve to equip future leaders with the skills and knowledge necessary to navigate complex global challenges.

Global competencies and cultural intelligence are very important in management education. Recent research highlights the growing importance of equipping students with global competencies and Cultural Intelligence (CQ) to navigate diverse cultural and business environments. Ng et al. (2019) conducted a comprehensive review of CQ in management education, emphasizing its role in preparing leaders to function effectively in culturally diverse settings. They propose that management programs incorporate case studies, simulations, and international exchange programs to enhance students' CQ. Similarly, Ramsey and Lorenz (2021) found that embedding intercultural communication and negotiation skills in the curriculum significantly improves students' readiness to manage global teams. Their study of MBA students participating in virtual global teams demonstrated improved cross-cultural collaboration when structured intercultural training was included. This will help in fostering cross cultural learning.

Equally, Technological Integration and the Fourth Industrial Revolution is paramount in management education. These underscore the critical need to integrate technological advancements into management studies education. Schwab (2016) introduced the concept of the Fourth Industrial Revolution, emphasizing the transformative impact of technologies like AI, block chain, and big data. Building on this, Priksht et al. (2021) argue that management education must prioritize technological literacy by including data analytics, digital transformation strategies, and AI-based decision-making in core curricula. In their longitudinal study, Priksht et al. (2021) examined the outcomes of integrating AI and machine learning modules into MBA programs. The findings revealed that students who engaged with these technologies through hands-on projects demonstrated enhanced problem-solving skills and an increased ability to handle real-world challenges.

In addition, the rising focus on sustainability and corporate social responsibility (CSR) has led to increased attention on how management education can address these issues. Weybrecht (2017) argues that management schools must shift from a profit-driven paradigm to one that integrates sustainability and stakeholder engagement. Her research highlights that sustainability principles, when incorporated as a core component of the curriculum, equip students with a balanced perspective of profitability and social

responsibility. [Bauer and Bormann \(2021\)](#) investigated the role of sustainability in reshaping management education and found that students exposed to sustainability-centered curricula developed stronger ethical leadership skills. Their study suggests using real-world sustainability challenges as case studies to foster critical thinking and innovative solutions.

Experiential learning has been widely recognized as a crucial component of modern management education. [Kolb's \(1984\)](#) experiential learning theory remains influential, with recent studies exploring its application in a globalized context. For example, [Li et al. \(2022\)](#) examined the impact of global immersion programs on MBA students' ability to adapt to international markets. The findings revealed that students participating in immersive programs gained deeper insights into global business practices, cultural nuances, and international market dynamics. Furthermore, [Ghosh and Gupta \(2021\)](#) explored the role of live case studies and industry partnerships in bridging the gap between theory and practice. They recommend that management schools collaborate with multinational corporations to provide students with real-world exposure to global business challenges.

The COVID-19 pandemic has accelerated the need for innovation in management education, particularly in areas such as remote leadership and digital collaboration. [Brammer and Clark \(2020\)](#) analyzed the impact of the pandemic on management education, identifying a shift toward virtual learning environments and the use of technology to simulate global business scenarios. Their research highlights the importance of teaching students how to lead remote teams, manage virtual communication, and maintain productivity in uncertain environments. Similarly, [Alajoutsijärvi et al. \(2021\)](#) emphasize the need for resilience and adaptability in management curricula, suggesting that crisis management and scenario planning should become integral components of leadership development programs.

Another recent focus has been on fostering global partnerships to enrich management education. A study by [Knight and de Wit \(2020\)](#) underscores the importance of cross-border collaborations between universities, highlighting how joint programs, international faculty exchanges, and shared research initiatives contribute to a more globalized education experience. Their findings suggest that such partnerships help students develop a global mindset and broaden their career prospects. To prepare future leaders for the complexities of a globalized world, management education must adopt best practices that integrate global perspectives, foster cross-cultural competence, encourage experiential learning, leverage technology, promote ethical leadership, build industry partnerships, and emphasize lifelong learning. By doing so, institutions can enhance the global competitiveness of their graduates and contribute to the development of responsible and effective global leaders.

Best practices in management education for a globalized world emphasize the integration of technology, interdisciplinary learning, and global perspectives to prepare students for complex, dynamic business environments. Leading institutions are adopting experiential learning approaches such as case-based teaching, simulations, and real-world projects to enhance practical skills and decision-making ([Starkey and Tempest, 2025](#)). Curricula are increasingly incorporating themes like sustainability, ethics, and social responsibility, aligned with frameworks such as the PRME ([Rasche et al., 2019](#)). Effective programs also promote digital

literacy, cross-cultural competence, and inclusive pedagogy that reflects diverse global contexts ([Parkes et al., 2020](#); [Amaeshi et al., 2019](#)). Collaboration with industry, global partnerships, and continuous faculty development further ensure that management education remains relevant, innovative, and globally competitive ([Cornuel and Hommel, 2015](#); [Ayoubi and Al-Habaibeh, 2006](#)).

In this dynamic world, management education must evolve to equip leaders with the best practices to manage the various complex global challenges. In line with the articulated skills and knowledge needed to navigate the global challenges, the study will examine the significant differences in the opinions of the academic and non-academic staff of the five selected public universities in Delta State on the best practices of reshaping management education for a globalized world.

Factors influencing management education for a globalized world

The reshaping of management education in response to globalization is influenced by a variety of factors, including technological advancements, the need for global competencies, sustainability imperatives, changing workforce demands, and the increasing interconnectedness of economies. Recent studies provide insight into these factors and their implications for redesigning curricula and teaching methodologies to prepare students for the challenges of a globalized world. One of the most critical factors reshaping management education is the impact of technology and digital transformation. Technologies such as AI, Block Chain, Data Analytics, and Virtual Reality are revolutionizing how business is conducted, making it essential for management education to adapt. [Prikshat et al. \(2021\)](#) emphasized that the Fourth Industrial Revolution has driven the need for managers to possess advanced technological skills. Their study revealed that institutions integrating digital tools, AI-based decision-making, and data-driven methodologies into their curricula saw a marked improvement in student readiness for global business environments. Similarly, [Sangster et al. \(2020\)](#) found that online learning platforms and digital simulations have reshaped how business education is delivered, offering greater flexibility and access to global case studies. They concluded that institutions capable of adopting these technologies are better positioned to produce graduates with the digital literacy needed in global markets.

Also, globalization has amplified the need for managers who can operate effectively across cultural boundaries. As a result, the five public universities in Delta State, Nigeria must focus on developing global competencies, including CQ, cross-cultural communication, and adaptability. [Ng et al. \(2019\)](#) explored the role of CQ in management education, and established that students who participated in cross-cultural simulations, international exchange programs, and global immersion projects demonstrated improved cultural awareness and adaptability. These programs also influenced students' ability to manage global teams effectively. [Ramsey and Lorenz \(2021\)](#) similarly identified cross-cultural skills as a key determinant in reshaping management curricula. Their study emphasized the importance of experiential learning tools, such as virtual global teams, which enhance

students' understanding of cultural nuances and prepare them for international collaboration.

The growing emphasis on sustainability and ethical practices in global business has significantly influenced management education. Institutions are increasingly integrating Environmental, Social, and Governance (ESG) principles into their programs. Weybrecht (2017) highlighted that management schools are now tasked with embedding sustainability into their core curricula rather than treating it as an ancillary topic. The study revealed that case studies on corporate sustainability, stakeholder engagement, and ethical dilemmas helped students internalize the importance of balancing profitability with social responsibility. Bauer and Bormann (2021) found that exposure to real-world sustainability challenges, such as climate change and resource management, not only influences student perceptions of global business but also fosters a sense of accountability and ethical leadership.

The nature of work has evolved dramatically due to globalization, necessitating new skill sets in management graduates. Employers increasingly prioritize soft skills, such as critical thinking, creativity, collaboration, and emotional intelligence, alongside technical expertise. Ghosh and Gupta (2021) examined how live case studies and problem-solving exercises influence student outcomes. Their findings suggest that such experiential learning methods are essential for developing critical thinking and innovation, and skills highly valued in the global marketplace. Moreover, Alajoutsijärvi et al. (2021) emphasized the importance of resilience and adaptability, particularly in light of the COVID-19 pandemic. Their research revealed that students exposed to scenario planning and crisis management exercises were better prepared to handle uncertainty in global business environments.

The interconnected nature of global economies has led to increased collaboration between universities, fostering a more internationalized approach to management education. Knight and de Wit (2020) highlighted that joint degree programs, international faculty exchanges, and global partnerships have become critical for reshaping curricula. Their study found that students who participated in international programs were more likely to develop a global mindset, which significantly influenced their employability and career progression in global markets. Additionally, Li et al. (2022) examined global immersion programs and their role in preparing students for international business environments. They concluded that such programs offer valuable exposure to global business practices, cultural diversity, and international market dynamics.

Global crises, such as the COVID-19 pandemic, have accelerated the transformation of management education. Brammer and Clark (2020) noted that the shift to online learning and remote collaboration highlighted the need for flexible and scalable education models. Their research also underscored the importance of teaching students to manage virtual teams and leverage technology for global collaboration. Similarly, Alajoutsijärvi et al. (2021) found that the pandemic influenced the adoption of hybrid learning models, which combine online and in-person instruction. These models have made management education more accessible to international students and allowed for the integration of global perspectives into classroom discussions.

Economic factors and policy frameworks also play a significant role in shaping management education. Funding constraints, government policies on higher education, and accreditation

requirements influence how institutions adapt to globalization. Schwab (2016) discussed how economic disparities among countries affect access to high-quality management education, creating challenges for institute in developing regions. Similarly, Knight and de Wit (2020) emphasized that national education policies must support international collaborations to foster a more globalized education system.

In fact, reshaping management education in response to globalization is influenced by many factors, hence this study will ascertain whether there is significant difference between the opinions of academic and non-academic staff in the five public universities in Delta State on the factors influencing the reshaping of management education for a globalized world. An insight into these factors and their implications for redesigning curricular and teaching methodologies to prepare students for the challenges of a globalized world, is pertinent.

Methodology

Research design

This study used the descriptive survey research method. Because it involved a methodical approach to gathering data from a sizable population in order to examine correlations between variables.

Population and sampling

All academic and non-academic staff members at Delta State's five public universities made up the study's population. These universities are Federal University of Petroleum, Warri; University of Delta, Agbor; Delta State University, Abraka; Southern Delta University, Ozoro and Dennis Osadebe University, Asaba. These universities are used for the study because they are strategically located and different important programmes. While University of Delta and Delta State University are conventional universities, Federal University of Petroleum runs programmes in petroleum and other related courses, Southern Delta University runs programmes in engineering, and Denis Osadebe University specializes in business related programmes. Stratified random sampling method was employed to choose 120 non-academic and 160 academic employees. 24 non-academic staff were chosen from each of the 5 universities making the sample a total of 120 while 34 academic staff were chosen from each of the 5 universities, making it a total of 160.

Data collection instrument

The researchers' developed questionnaire titled "Reshaping Management Education for a Globalized World in the Universities" (RMEGWU) served as the study's instrument. There were two sections on the instrument: A and B. While variables carefully arranged to address the research questions were found in Section "B," Section "A" provides demographic data about the respondents, including status, gender, and location. A 4-point rating system with

assigned values of 4, 3, 2, and 1 was used to rate the items: strongly agree (SA), agree (A), disagree (D), and strongly disagree. The use of Likert scale is to enable the researchers calculate the actual mean and standard deviation of respondents.

Validity and reliability

Two educational technologists from University of Delta, validated the tool to examine the face and content validity critically. Their corrections were added in the final draft of the instrument. The internal consistency of the instrument's items was calculated using the Cronbach Alpha method for reliability testing. The respondents used were outside the original sample. The test-retest method was used and the results showed an instrument reliability index of 0.85.

Data collection procedures

Two research assistants helped the researchers manage the study's data. The instrument was administered directly and the researchers and the assistants collected the questionnaires in person.

Data analysis

The research questions were addressed using the mean and standard deviation. When average responses were tallied, agreement was defined as a mean score of 2.50 or higher, and disagreement as a mean score of less than 2.50. The Statistical Package for Social Sciences (SPSS)- *T*-test was used to analyze the hypotheses produced by the research questions at the 0.05 alpha level.

Presentation of results

Research question 1

What are the challenges of reshaping management education for a globalized world?

The respondents' mean scores and standard deviation regarding the challenges encountered in reshaping management education for a global world are displayed in [Table 1](#). The table's result showed that every item had a high score and was rated higher than 2.50%, demonstrating the participants' strong agreement with the statement, save for item one where the respondents disagreed with a mean score of 2.34. Additionally, the challenge centered on globalization of curriculum and cultural challenges, the skills gap between industrial needs and academic output, financial constraints and resource allocation, and resistance to change and academic rigidity. The respondents disagreed that technological disruption and digital divide is one of the challenges of management education for a globalized world.

[Figure 1](#) presents the mean scores and standard deviations for various challenges impacting the reshaping of management

education for a globalized world. From the bar chart and analysis, the most pressing challenges in reshaping management education are curriculum globalization, the skill gap, and funding/resource constraints. These findings emphasize the need for curriculum reform, industry-academia alignment, and investment in higher education. Items with high standard deviations highlight areas of divergent perspectives, warranting further qualitative investigation.

Research question 2

What are the factors influencing reshaping management education for a globalized world?

The respondents' average evaluations of the factors influencing the reshaping of management education for a globalized world were displayed in [Table 2](#). The findings showed that every item had a score higher than 2.50, demonstrating strong agreement with the respondents' statements and a high management level save for item 2 with score of 2.25, which is lower than the criterion mean of 2.50. Additionally, the respondents strongly acceptable that technological advancement and digital transformation, changing workforce demand and soft skills, internationalization of higher education, and economic and policy influence are a few of these factors. Both the academic and non-academic staff disagreed that demand for global competencies and cross-cultural skills is one of the factors influencing management education in a globalized world.

[Figure 2](#), presents the mean scores and standard deviations of the key factors influencing the reshaping of management education in a globalized world. The most significant factor influencing the reshaping of management education is technological advancement, followed closely by workforce trends and the internationalization of education. The rejection of cross-cultural competencies as a key factor—despite being central to globalization—may indicate a gap in awareness or practical implementation in some educational contexts. The high standard deviations across several items point to varying local perceptions and underscore the need for targeted policies that address specific institutional realities.

Research question 3

What are the best practices for reshaping management education for a globalized world?

The mean ratings and standard deviation of the respondents regarding the best practices of reshaping management education for a globalized world were displayed in [Table 3](#). The findings showed that every item in the table from 11 to 15 on the respondents' scores exceeded 2.50, demonstrating a high degree of agreement with the statements made by the participants. Additionally, the responses were strongly acceptable, which pointed to issues with the best practices for reshaping management education for a globalized world. These are global competencies and cultural intelligence, technological integration and the fourth industrial revolution, sustainability and ethical leadership, experimental learning and global immersion programs, and global partnership and collaboration in education.

[Figure 3](#) shows the mean scores and standard deviations for best practices identified in reshaping management education

TABLE 1 Mean score and standard deviation of the challenges of reshaping management education for a globalized world.

S/N	Items	Mean	SD	Decision
1.	Technological disruption and digital divide	2.34	1.082	Rejected
2.	Globalization of curriculum and cultural challenges	3.38	0.704	Retained
3.	Skill gap between industrial need and academic output	3.30	0.675	Retained
4.	Financial constraints and resource allocation	3.26	0.791	Retained
5.	Resistant to change and academic rigidities	2.84	1.090	Retained

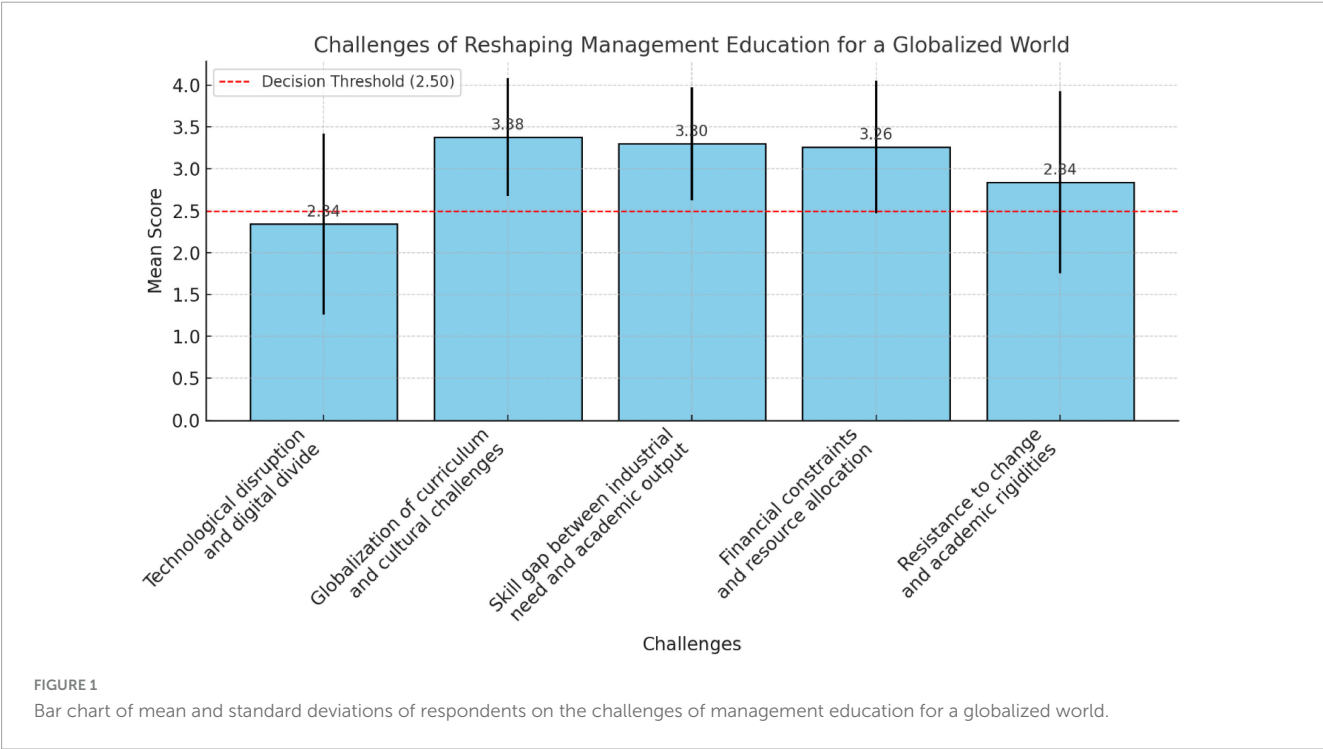


TABLE 2 Mean score and standard deviation of the factors influencing reshaping management education for a globalized world.

S/N	Items	Mean	SD	Decision
1.	Technological advancement and digital transformation	3.29	0.790	Retained
2.	Demand for global competencies and cross-cultural skills	2.25	1.006	Rejected
3.	Changing workforce demands and soft skills	3.07	0.944	Retained
4.	Internationalizing of higher education	3.03	0.971	Retained
5.	Economic and policy influence	2.65	1.064	Retained

for a globalized world. All items were retained, indicating they are perceived as important strategies. All five best practices were retained, indicating that stakeholders recognize the multifaceted strategies needed to align management education with global standards. Technological integration and international collaboration rank highest, while experiential learning and ethical leadership are also recognized as key. The relatively high standard deviations across items signal the need for tailored implementation strategies across diverse educational contexts.

Hypothesis 1 (Ho1)

There is no significant difference between the mean scores of academic and non-academic staff on the

challenges of reshaping management education for a globalized world.

Table 4 Showed a Shapiro-Wilk tests of normality of academic and non-academic staff on the challenges for reshaping management education for a globalized world. It showed statistic value of 0.953 and a p -value of 0.060. Since the p -value of 0.060 is greater than alpha value of 0.05, t -test analyses can be determined.

Table 5 showed that a total of 160 academic staff had a mean value of 15.36 and a standard deviation of 1.861 while a total of 120 non-academic staff had a mean value of 14.82 and a standard deviation of 1.975. The result showed a t -value of -2.319 and a p -value of 0.021. Testing at an alpha level of 0.05, the p -value is less than the alpha level. Therefore, the null hypothesis which states that there is no significant difference between the mean scores of academic and non-academic staff on the challenges of reshaping

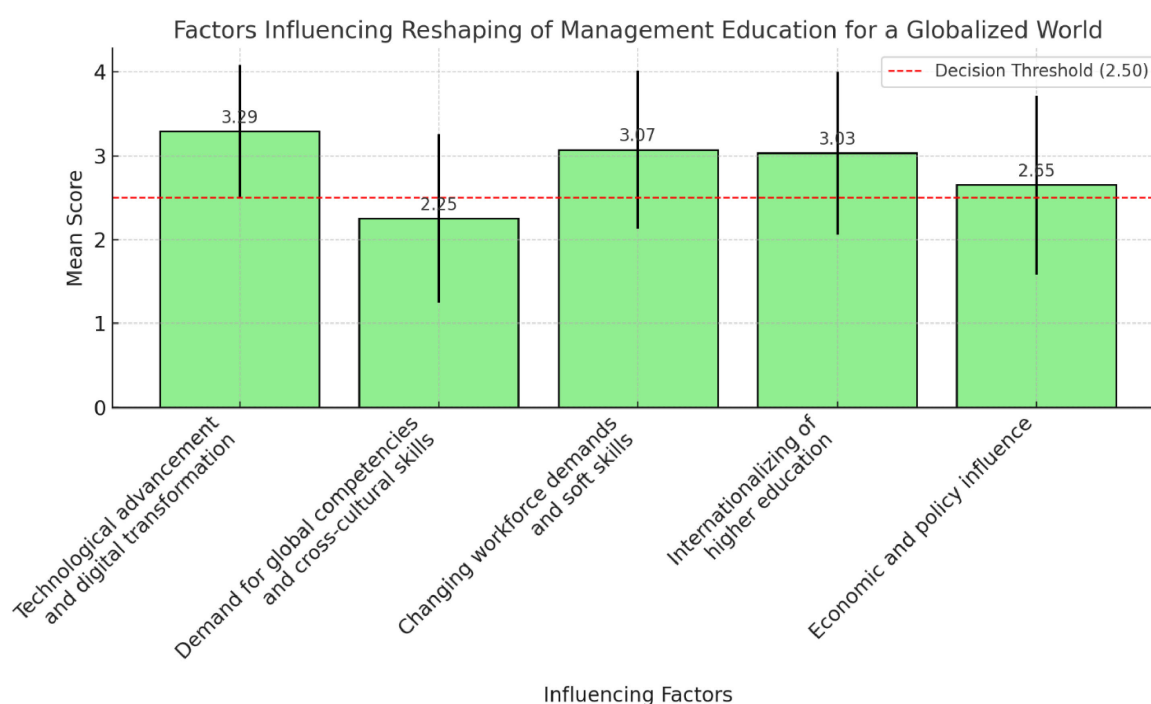


FIGURE 2

Bar chart of Table 2: mean and standard deviations of respondents on the factors influencing reshaping management education for a globalized world.

TABLE 3 Mean score and standard deviation of the best practices for reshaping management education for a globalized world.

S/N	Items	Mean	SD	Decision
1.	Technological integration and the fourth industrial revolution	3.11	0.963	Retained
2.	Global competencies and cultural intelligence	2.98	1.021	Retained
3.	Experimental learning and global immersion programme	2.86	1.035	Retained
4.	Sustainability and ethical leadership	2.88	1.018	Retained
5.	Global partnership and collaboration in education	3.02	0.991	Retained

management education for a globalized world is rejected. This means that there is a significant difference between the mean scores of academic and non-academic staff on the challenges of reshaping management education for a globalized world.

However, a *t*-test revealed a statistically significant difference in test scores between Academic Staff (Mean = 15.36, Standard Deviation = 1.861) and Non-Academic Staff (Mean = 14.82, Standard Deviation = 1.975), *t*-test = -2.319 , *p*-value = 0.021, Cohen's *d* = 0.28 indicating a small effect of academic and non-academic staff on the challenges of reshaping management education for a globalized world.

Hypothesis 2 (Ho2)

There is no significant difference between the mean scores of academic and non-academic staff on the factors influencing reshaping management education for a globalized world.

Table 6 showed a Shapiro-Wilk tests of normality of academic and non-academic staff on the factors influencing reshaping management education for a globalized world. It showed statistic

value of 0.971 and a *p*-value of 0.071. Since the *p*-value of 0.071 is greater than alpha value of 0.05, *t*-test analyses can be determined.

Table 7 showed that a total of 160 academic staff had a mean value of 14.85 and a standard deviation of 2.809 while a total of 120 non-academic staff had a mean value of 13.54 and a standard deviation of 2.984. The result showed a *t*-value of -3.723 and a *p*-value of 0.000. Testing at an alpha level of 0.05, the *p*-value is less than the alpha level. Therefore, the null hypothesis which states that there is no significant difference between the mean scores of academic and non-academic staff on the factors influencing reshaping management education for a globalized world is rejected. This means that there is a significant difference between the mean scores of academic and non-academic staff on the factors influencing reshaping management education for a globalized world.

However, a *t*-test revealed a statistically significant difference in test scores between Academic Staff (Mean = 14.85, Standard Deviation = 2.809) and Non-Academic Staff (Mean = 13.54, Standard Deviation = 2.984), *t*-test = -3.723 , *p*-value = 0.000,

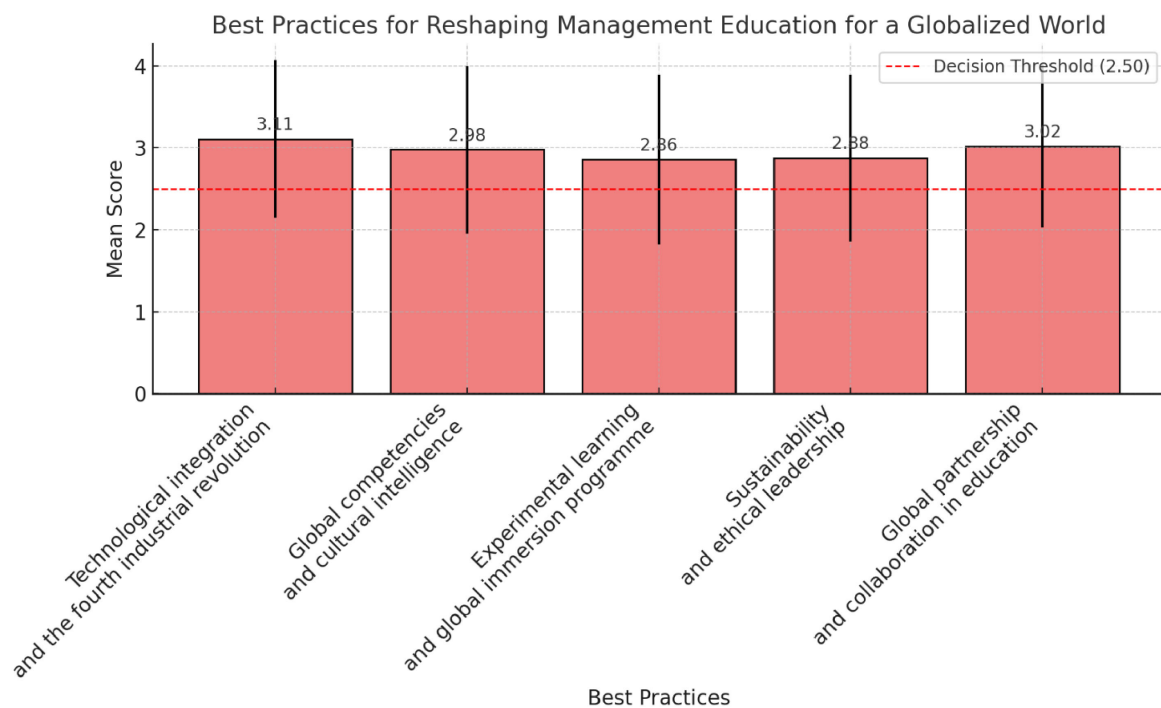


FIGURE 3

Mean score and standard deviation of the best practices for reshaping management education for a globalized world.

TABLE 4 Shapiro-Wilk tests of normality of academic and non-academic staff on the challenges for reshaping management education for a globalized world.

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Challenge	0.140	280	0.060	0.953	280	0.060

^aLilliefors significance correction.

TABLE 5 T-test of academic and non-academic staff on the challenges of reshaping management education for a globalized world.

Variable	N	Mean ($\bar{X}$)	SD	df	t	p-value	Decision	Cohen's effect size
Academic	160	15.36	1.861					
				278	-2.319	0.021	Rejected	0.28
Non-academic	120	14.82	1.975					

TABLE 6 Tests of normality of academic and non-academic staff on the factors influencing reshaping management education for a globalized world.

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Factors	0.125	280	0.071	0.971	280	0.071

^aLilliefors significance correction.

TABLE 7 T-test of academic and non-academic staff on the factors influencing reshaping management education for a globalized world.

Variable	N	Mean ($\bar{X}$)	SD	df	T	p-value	Decision	Cohen's effect size
Academic	160	14.85	2.809					
				278	-3.723	0.000	Rejected	0.45
Non-academic	120	13.54	2.984					

TABLE 8 Tests of normality of academic and non-academic staff on the best practices for reshaping management education for a globalized world.

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Practices	0.090	280	0.072	0.973	280	0.072

^aLilliefors significance correction.

TABLE 9 T-test of academic and non-academic staff on the best practices for reshaping management education for a globalized world.

Variable	N	Mean ($\bar{X}$)	SD	Df	t	p-value	Decision	Cohen's effect size
Academic	160	15.39	2.918					
				278	−3.647	0.000	Rejected	0.44
Non-academic	120	14.14	2.784					

Cohen's $d = 0.45$ indicating a small effect of academic and non-academic staff on the factors influencing reshaping management education for a globalized world.

Hypothesis 3 (Ho3)

There is no significant difference between the mean scores of academic and non-academic staff on the best practices for reshaping management education for a globalized world.

Table 8 showed a Shapiro-Wilk tests of normality of academic and non-academic staff on the best practices for reshaping management education for a globalized world. It showed statistic value of 0.973 and a p -value of 0.072. Since the p -value of 0.072 is greater than alpha value of 0.05, t -test analyses can be determined.

Table 9 showed that a total of 160 academic staff had a mean value of 15.39 and a standard deviation of 2.918 while a total of 120 non-academic staff had a mean value of 14.14 and a standard deviation of 2.784. The result showed a t -value of -3.647 and a p -value of 0.000. Testing at an alpha level of 0.05, the p -value is less than the alpha level. Therefore, the null hypothesis which states that there is no significant difference between the mean scores of academic and non-academic staff on the best practices for reshaping management education for a globalized world is rejected. This means that there is no significant difference between the mean scores of academic and non-academic staff on the best practices for reshaping management education for a globalized world.

However, a t -test revealed a statistically significant difference in test scores between Academic Staff (Mean = 14.39, Standard Deviation = 2.918) and Non-Academic Staff (Mean = 14.14, Standard Deviation = 2.784), t -test = -3.647 , p -value = 0.000, Cohen's $d = 0.44$ indicating a small effect of academic and non-academic staff on the best practices for reshaping management education for a globalized world.

Discussion of findings

The researchers followed the data's organizational structure when discussing the study's findings and cited pertinent literature to support the arguments. The study's findings from the research questions employed showed that there are certain challenges

affecting the reshaping of management education for a globalized world. According to Table 1's findings, these challenges include, globalization of curriculum and cultural challenges, the skills gap between industrial needs and academic output, financial constraints and resource allocation, and resistance to change and academic rigidities, except technological disruptions and the digital divide. Additionally, the first hypothesis showed that there is a discernible difference in the mean scores of academic and non-academic staff regarding the challenges of reshaping management education for a globalized world. This result is consistent with the assertions of Alajoutsijärvi et al. (2021), and Ramsey and Lorenz (2021) that many management programs still focus on Western-centric business models and fail to integrate perspectives from emerging economies. A recent study by Ghosh and Gupta (2021) revealed that students often graduate without the practical skills necessary to navigate the global business environment. Also, Knight and de Wit (2020) found that international collaborations, which are critical for fostering globalized curricula, are often limited by funding issues. However, the study is not consistent with the assertion of Prikshtat et al. (2021) that, widening digital divide between well-funded institutions in developed countries and those in less developed economies, constitute challenge to management education.

Similarly, research question two disclosed the factors influencing the reshaping of management education for a globalized world. These include technological advancement and digital demand, changing workforce demand and soft skills, internationalization of higher education, and economic and policy influence, except demand for global competences and cross-cultural skills. Furthermore, hypothesis two which states that there is no discernible difference between academic and non-academic staff on the factors influencing the reshaping of management education for a globalized world was rejected. This is consistent with the assertion of Ghosh and Gupta (2021) s that joint degree programs, international faculty exchanges, and global partnerships have become critical in reshaping management education. In addition, Schwab (2016) stated how economic disparities among countries affect access to quality management education. However, this study is inconsistent with the assertion of Ramsey and Lorenz (2021) that cross-cultural skills are a key determinant in reshaping management education.

Again, research question three demonstrated the best practices for reshaping management education for a globalized world.

These included global competencies and cultural intelligence, technological integration and the fourth industrial revolution, sustainability and ethical leadership, experimental learning and global immersion programs, and global partnership and collaboration in education. Additionally, hypothesis three revealed that there is appreciable difference in the average scores of academics and non-academics with respect to the best practices for reshaping management education for a global world. This is consistent with the study of Ramsey and Lorenz (2021) that embedding intercultural communication and negotiation skills in curriculum significantly improves students' readiness to manage global teams. Also, Bauer and Bormann (2021) investigated the role of sustainability in reshaping management education and found out that students exposed to sustainability-centered curricula develop stronger ethical leadership skills. In the same vein, Li et al. (2022) examined the impact of global immersion programs on MBA students, and the findings revealed that students participating in immersive programs gained deeper insights into global business practices, cultural nuance, and international market dynamics. All these best practices are in line with the theoretical framework for management education-global competency, The Fourth Industrial Revolution and cultural intelligence. By incorporating these theories into management education, institutions can prepare students to become effective leaders in a diverse and interconnected global economy.

The discussion of findings revealed that reshaping management education for a globalized world is challenged by issues such as curriculum globalization barriers, skills mismatches, financial constraints, and institutional resistance to change. Data from Table 1 and Hypothesis One confirmed that both academic and non-academic staff do not share similar views on these challenges, aligning with studies by Prikshat et al. (2021), Alajoutsijärvi et al. (2021), and Ghosh and Gupta (2021), who highlighted the dominance of Western-centric models and the lack of practical global skills. Research Question Two identified key influencing factors, including digital advancement, shifting workforce needs, internationalization, and economic-policy dynamics, with significant differences in perceptions between staff groups, supporting assertions by Ramsey and Lorenz (2021) and Schwab (2016). Research Question Three addressed best practices, such as fostering global competencies, integrating technology and ethics, promoting experiential learning, and building international collaborations. These practices, affirmed by hypothesis results and supported by studies from Bauer and Bormann (2021), Li et al. (2022), and Ramsey and Lorenz (2021), align with theoretical frameworks like global competency, the Fourth Industrial Revolution, and cultural intelligence, underscoring the need for inclusive, tech-driven, and globally responsive management education.

Implications of study

As globalization continues to transform industries, economies, and societies, management education must evolve to equip future leaders with the skills, knowledge, and perspectives required to navigate an increasingly interconnected world. Research on reshaping management education has yielded several key implications that are critical for institutions, educators, policymakers, and students.

The reshaping of management education in a globalized world requires a shift from traditional, localized teaching models to dynamic, interdisciplinary, and technologically advanced approaches. Studies highlight the importance of curriculum innovation, soft skills development, industry collaboration, ethical leadership, and digital transformation. For business schools to remain globally competitive, they must foster adaptability, international perspectives, and a commitment to lifelong learning. By implementing these research-backed recommendations, management education can produce leaders who are not only proficient in global business strategies but also capable of making a meaningful impact in an increasingly complex and interconnected world.

Limitations of study

While studies on reshaping management education for a globalized world provide valuable insights, they are not without limitations. The study faced methodological, contextual, and implementation challenges. Key limitations include Western bias, institutional resistance, rapid technological changes, unequal access to resources, and difficulties in measuring long-term educational outcomes.

To address these limitations, future research should adopt more inclusive, region-specific approaches that reflect the realities of different economies and prioritize longitudinal studies to track the real-world impact of proposed reforms. Focus on scalable and adaptable solutions, considering institutional constraints and financial limitations, and strengthen collaborative efforts between academia, industry, and policymakers to ensure practical implementation.

By acknowledging and addressing these limitations, management education can be better positioned to prepare future leaders for success in an increasingly globalized world.

Recommendations for future research

A multifaceted and forward-looking approach should be adopted in future research on reshaping management education, given the dynamic nature of globalization and the quick evolution of business environments. First, we advise conducting longitudinal studies to track the effects of recent innovations and reforms in education over time. Studies of this kind will shed light on the long-term effects of interventions such as curriculum redesigns, internationalization tactics, and digital learning platforms on student competencies, employability, and global readiness.

Second, to identify contextual differences and best practices that can be modified or localized, comparative studies between nations or regions—especially between the Global North and Global South—should be conducted. Future studies should examine how local cultural, socioeconomic, and political factors affect the efficacy of internationally inspired educational reforms in Delta State and throughout Nigeria. These efforts can guarantee more inclusive and context-sensitive teaching methods by bridging the gap between global frameworks and local realities.

Third, more study is required on how to incorporate cutting-edge technologies into management education, including virtual

reality, data analytics, and artificial intelligence. The future of business schools will depend on examining how these tools can improve cross-border education delivery, collaboration, and experiential learning, particularly in areas with expanding digital access but little physical infrastructure.

Future studies should investigate the role of institutional leadership and faculty development in facilitating educational transformation. Training, policies, and support systems will be better informed by knowledge of how educators view and apply globalized teaching methods, as well as how leadership practices affect institutional responsiveness to global challenges.

Furthermore, research that focuses on students is extremely important for understanding how students interact with and gain from modified management curricula. Research should look into how students—especially those from under-represented and marginalized groups—view the relevance of the curriculum, learning new skills, exposure to the world, and career readiness.

Lastly, the success of collaborations among academic institutions, businesses, and international organizations to promote reform in management education should be the focus of future research. This process involves assessing the results of private sector partnerships, global immersion experiences, joint degree programmes, and international faculty exchanges.

By tackling these topics, future studies will offer a strong foundation of evidence to guide policy, enhance curriculum design, and raise management education's level of competitiveness globally, particularly in developing nations like Nigeria.

Conclusion

The reshaping of management education in universities within Delta State, Nigeria, is both a pressing need and a strategic imperative in response to the demands of an increasingly interconnected and dynamic global economy. This study has demonstrated that while efforts are underway to modernize curricula and align with global standards, several systemic challenges persist. The study also highlighted some best practices that are consistent with global educational trends and frameworks that not only impart knowledge but also build adaptability, innovation, and global-mindedness among learners. Therefore, universities in Delta State must commit to a holistic and strategic overhaul of management education by adopting a more globally oriented curriculum, investing in digital infrastructure, encouraging faculty development, and fostering partnerships that transcend national borders. Policymakers, university administrators, and faculty must collaborate to overcome entrenched barriers and reposition management education as a driver of economic growth and global relevance. Only through such deliberate and coordinated efforts can Delta State's universities produce the next generation of management professionals who are equipped to lead in a globalized and rapidly evolving world.

Recommendations

- (1) Management education programs should embed global perspectives into their core curricula. Courses on international business, global supply chain management,

and cross-cultural leadership should be mandatory. Additionally, institutions should foster partnerships with universities and businesses in other countries to provide students with exposure to diverse cultural and business environments.

- (2) The transformative impacts of the Fourth Industrial Revolution necessitate the integration of technological advancements into management education. Programs should include courses on artificial intelligence, big data analytics, block chain, and digital transformation. Furthermore, students should be trained to use emerging tools and platforms to analyze data, predict market trends, and make informed decisions.
- (3) Given the increasing diversity of the global workforce, management education must prioritize cultural intelligence. This includes developing students' ability to manage diverse teams, adapt to different cultural contexts, and address biases. Workshops, simulations, and case studies focusing on cross-cultural interactions can help build these competencies.
- (4) Sustainability should be a central theme in management education, reflecting the growing importance of ESG considerations. Institutions should integrate concepts such as corporate social responsibility, circular economy principles, and ethical decision-making into their programs. Case studies of businesses that successfully balance profitability with sustainability can serve as powerful teaching tools.
- (5) The volatile nature of the global economy calls for managers who are adaptable and resilient. Management education should instill a mindset of lifelong learning and adaptability by incorporating dynamic learning approaches such as experiential learning, problem-based learning, and scenario planning. This will ensure graduates are prepared for continuous change and uncertainty.
- (6) The COVID-19 pandemic highlighted the value of digital tools in education. Institutions should leverage technology to provide virtual exchange programs, online global workshops, and webinars featuring international business leaders. These initiatives can democratize access to global learning experiences and enable students to develop digital collaboration skills.

Data availability statement

The raw data supporting the conclusions of this article will be made available by the authors, without undue reservation.

Author contributions

AO: Formal analysis, Conceptualization, Writing – original draft, Data curation. MA: Writing – review & editing, Software, Methodology, Investigation. JO: Supervision, Writing – review & editing, Project administration, Validation. MO: Writing – review & editing, Funding acquisition, Visualization, Resources.

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Conflict of interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

Generative AI statement

The authors declare that no Generative AI was used in the creation of this manuscript.

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