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**Topic: THE IMPACT OF GLOBALIZATION ON HIGHER EDUCATION SYSTEM:**

**THE NIGERIAN EXPERIENCE**

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**Abstract**

*The advancement of technology has accelerated the idea of globalization in our world today. Subsequently, various structures of different countries seem to have been impacted. Specifically, the educational system of the countries which serves as the knowledge base of*

*the industry also impacted. But more importantly is the seeming impact of globalization on higher education of these countries. Thus, the paper sought to use Nigerian experience to examine and identify the nature of the impact that globalization has had on higher education in Nigeria. The findings made was that globalization has impacted education through technology and communication system thereby changing service delivery and learning pattern of both teachers and students. It is therefore recommended that policy makers in the field of education should review existing university course content and accommodate new and effective scope relative to international curriculum.*

***Keywords: Globalization, Higher Education and Nigeria***

## **Introduction**

Scholars have come to agree that the impact of globalization on higher Education has continued to change or advance how countries engage governance and every aspect of human life in today's world. Indeed the impact of globalisation on education has created rapid developments in technology and communications. Thus learning systems across the world as well as ideas, values and knowledge are becoming intertwined. There are also, the changes in the roles of students and teachers, which is producing a shift in societies from industrialisation to information-based societies. The globalization of higher education therefore can be correlated to various internal and external changes in the international system. Indeed, changes in the labour market have are continually emerged, resulting in calls for more knowledge and not only skilled workers, but, workers with empirical understanding of languages, cultures and business methods all over the world (Chinnammai 2005). The value of Education to individuals is becoming rather invaluable. In our world today, those who possess' educational qualifications have better chance at employment, thus a

better lifestyle, power and status. This paper thus focuses on globalization and its impact on education higher education, the Nigerian experience.

### **What is Globalization?**

Since the twenty first century, our world has shrunk so closely to the extent that whatever is happening in one nation can easily be felt in another in a matter of minutes, thus the concept, Globalization. Indeed, scholars have identified it as controversial and multifaceted, one of the most popular concept in recent times thus defining it as they perceive it or from the angle of the discipline from which they are writing. Khalaf (2011) perceived it as the speedy, free movement of people, services, capital, goods, ideas and knowledge across national borders, encompassing the entire globe. Nelly (2005), describing it from the aspect of communication opined that it creates spectacular opportunities for increasing the dissemination of information and dialogue. Nima and Seyed (2012) perceived it as the flow of technology, economy, knowledge, people, values and ideas across borders. Etim, Apkan and Ibok (2013) opined that it is breaking down of space and time through which instantaneous communication, knowledge and culture can be shown around the world simultaneously. It is equally a process in which geographic distances become a factor of diminishing importance in the establishment and maintenance of cross border economic political and socio-cultural relations.

Albeit the controversy, several scholars have come to agree that globalization has had enormous impact on societies at economic, political, and cultural levels, submerging our world. Thus borders no longer constitute barriers to all forms of connections and integration of countries. Scholars also agree that the impact of globalization knows no boundaries, as it reaches both developed and developing countries. Yan Yan Lam commenting on (Uvali'c-Trumbi'c, 2002) stated that globalization raises new issues and throws a new light on some old issues which indicate the necessity for changes in how the higher education community

thinks of itself in the global context and in how it shares problems and collaborates in the search for solutions.

### **What is Higher Education?**

Higher Education comprises all post-secondary education, training and research guidance at education institutions such as universities that are authorized as institutions of higher education by states authorises (World Conference on Higher Education, 1998)

### **Globalization within the Concept of Education**

Finding solutions to the challenges of global contest, and in fraction, an answer to the impacts of globalization, education has become one of the essential sectors in human existence, and the reconstruction or restructuring of educational policy and putting together educational achievement are in demand. Yan Yan Lam (Uvali'c-Trumbi'c,2002) observed that the in September 2001, in a UNESCO meeting held by education experts in Paris, the impact of globalization on higher education was discussed. The report of that meeting included an x-ray of the impact of globalization, with special focus on sensitive areas like quality, accreditation, and the recognition of qualifications.

Globalization throws up the challenge of rule imposition, which sometimes establishes unprecedented challenge on projections made toward goal of integration mechanisms and international collaboration in education (Yan Yan Lam, 2010). Indeed, the fundamental nature of globalization implies; collaboration which includes marketing, primarily through exchanges or cooperation, whereas globalization implies dealing with higher education on a purely commercial basis (Yan Yan Lam, 2010). There was a growing agitation that governments having traditions of free higher education systems will dear to uproot this fundamental constitutional guarantee and switch to regarding higher education as a 'public good' public system of education (Yan Yan Lam, 2010).

The need for human rights to free access on quality education, defined the theme for the programme, “Education for All”, developed by UNESCO, although some opinion suppose that it is more ‘educational service’ there opinion however, looks unsubstantiated. But then the challenge at the front burner is institutional autonomy and academic freedom in exercising professionalism to develop relevant and responsive programmes (Nunn, 2001; Education Commission, 2004a). Under the above discussed challenge, the need for more studies on educational policy and planning cannot be overemphasised, within Nigeria, and between Nigeria and other countries to be able to situate primary direction of education reforms (evaluation, financing, assessment, standards, professional training, curriculum), processes and impacts of globalization on education (Uvalic’c-Trumbi’c, 2002; Tikly et al. 2003, Yan Yan Lam 2010).

Thus their governmental structures are understood to be affected by the various processes of globalization (Akani 2012).

With respect to the signage between globalization and education, scholars have done so much work in the area show how globalization, affects education. Some of these scholars include: Marginson (1999) who observed that education “has become a primary medium of globalization and an incubator of its agents”. Priestly (1999) however, argued that national education systems have been changed quite noticeably by the processes of globalization and that most changes happening recently in education can be attributed to the effects of and responses to globalization. Looking at the signage between Education and Globalization from the point of Higher education, Vanginkel (2002) opined that higher education, by application of globalization, has a crucial role to play in sustaining and developing the intellectual and cultural base of society. While Correspondingly, Jones and Coleman (2005) however, observed that no education system globally can survive and stay unaffected by globalization.

### **Impacts of Globalization the Nigerian Experience**

### *Experience in the context of International Educational Testing and National Assessment*

An important tool that pivots the national development of a country is Education. It is indeed seen to be at the centre of economic, social and political growth of any economy of the world. In recent times Globalization has form a global “benchmarking” that severs as the yardstick for improvement. Based on this, the managers of Nigerian education system can simply identify what her strength and weaknesses are. No thought it has enabled Nigeria to as a nation to identify international best practices and how to move the nation’s educational system forward.

Etim, Akpan and Ibok, (2013) noted that International testing and national assessment which Nigeria has inculcated into her educational system through National examination bodies and inspectorate arms of the systems are linked to efforts to reform the educational systems and are often themselves stimuli for further cycles of reform. Again Etim et, al, cited Carnoy, (2002), noting that the use of standardized test (eg WAEC, GMAT, TOEFL) to test high school students (Preparing to join the University) achievement has created an attitude of desperateness among students thus a creating a culture of examination malpractice among the students. The challenge created by these international testing standards is that of students having to become drop-outs. Thus, questioning the correctness of this type of feedback process (Carnoy, 2000).

However, following the growth of international testing, the act of Learning by assessment is swiftly emerging, most especially in the area of Mathematics and Sciences (Martens 2005). Although this growth largely depends on the level of teaching committed to the curriculum by the teachers and there is also the quality of learning committed by students. However, regional differences in the globalization assessment should also be recognized. Meyer et al (1992) and Etim, et al, (2013) noted that the issues of regional differences, “sweeps across the sub-Saharan Africa through Central Asia and Europe”. Recognizing the

contributions of critics and the controversies arising there in, international testing and National assessment seem to have enlarged the scope of related methodologies (Meyer et al; 1992). This has evolved technological capability, and has changed the perspectives of Nations (UNESCO 1986, Etim, et al, 2013).

There is also the issue of linguistic and cultural bias in testing style, which globalization has been able to take care of. Testing on at the level of global standards has also provided the grounds for the ranking of higher institutions. Although it might be overly stated to say that “drop in ranking” in an academic assessment of an institution or that of a nation is equal to a drop in academic achievement of such institution or country. Eckstein and Noah (1993) notes that ranking is only used to gives a picture a countries situation in relation to other countries and can change based on the results of other countries. Baker and Le Tendre (2005) however, observed that the framework of international testing might not be enough to use in making comparison in countries where there is low motivation among students, noting that it is common in third world countries due to the prevalence of where poverty.

#### *Impact of Globalization on Testing and Assessment*

Etim et, al (2013), opined that testing and assessment on a global base is used to examine the sufficiency and effectiveness of educational systems. Adding that, global ideological forces are highly interrelated within cultural elements. For them, as a Nation becomes more tightly integrated, they are more likely to adopt related ideologies and exhibit many of the features of a global culture, irrespective of regional and national variations (Etim et, al (2013). Indeed, the view above proposes that globalization tend to have introduced major changes in the world’s education environment. Recognizing not just national but also world level effects and dynamics, the ideological linkage between countries and individuals which has widened. Kamens and McNeely, (2009) cited in Etim et, al (2013) noted that the surrounding rhetoric of assessment emphasizes preparing individuals for responsibilities and

opportunities in local, national, and international arenas. For them, the change, needless to say, parallels changes toward more regionalization and integration among countries in the global economy.

The need for accountability seems to have driven a rise in international testing. Etim et al, (2013) opined that “As societal rationalization proceeds and education expands, new domains of assessment are likely to become common”. Noting that test scores are linked to democracy within countries, such as access and equality, assessment and comparisons now used to evaluate school policies, constructing models of schooling and teacher practices and providing educators and the public with contextual sensitive accounts of exposure and learning levels (Downey et al; 2008).

Indeed Globalization seems to have taken care of challenge of linguistic and cultural bias in testing style. Ranking was established based on the how huge Testing on the international level has become. Although it might be overly stated to say that “drop in ranking” in an academic assessment of an institution or that of a nation is equal to a drop in academic achievement of such institution or country (Eckstein and Noah 1993). The context of international testing may not be adequate for comparison in countries where there is low motivation among students. This is common in third world countries where poverty prevails. (Baker and Le Tendre 2005).

Etim (2006) noted that challenge with teaching and learning has been a source of scholarly discuss for many scholars and researcher for several decades now. The challenge is compounded with rising issues and development with the field of education. More importantly, the issue of population explosions at all levels of education and especially at the higher education level, with the attendant dilapidated facilities in schools as well as poor information processing by students among other problems. Etim, (2006) also noted that these

have placed the quality of instruction received in schools by our vast number of student at stake.

### *Globalization and Technology in Higher education*

Following our discussion on the impact of globalization on education, there is no thought that Information technology drives the process of globalization. By early 1990, the ability to access information through the computer had greatly improved, computer hardware, software were made user friendly. The availability of telecommunication also helped matters as people could now use it to access information and economics opportunities. Then there is the internet and application tool which has fuelled globalization more in the last fifteen years. Before now the use of computer was strictly a reserve for commerce businesses as well as for the high and might in the society. In recent times, the internet has not only transformed commerce, but created entirely new ways for retailers and their customers to make transaction, for businesses to manage the flow of production imputes and market products, and for job seekers and job recruiters to find one another Tilenet (2006). This change in technology has been accelerated daily due to globalization. Technology is now the forefront of the modern world creating new jobs, innovations and networking sites to allow individuals to connect globally.

### *Computer as Teaching Aid*

In Nigeria today the use of Computer seem to have become inseparable from our existence, especially in the of field education. What use to be an exclusive reserve of government offices and industries has become a regular sight in our schools. It has become an inseparable tool from the life of several students. Invariably, when there is no computer learning becomes restricted within the world of institutions, and indeed half baked. Nelly (2005) observed that Knowledge and education is empowering, and the best way to make it

accessible to everyone is through computers. However, it is important that computer assisted learning have the design process following the educational needs and the requirements of specific lessons, learners characteristics, lesson objectives, the ideology and policy of education (Etim 2006).

### *The internet in Higher Education*

For students of higher education, the internet is now almost replacing formal library. This becomes true in the face of easy access to information, on a wider range at that, as it gives the student the opportunity to as libraries across the world. The Internet is a global network connecting millions of computers around the world. More than 190 countries are linked into exchanges of data, news and opinions (Beal, 2015). But of the number of these computers No one knows. The connection that takes place between these computers is made possible by a transmission control protocol / internet protocol suite, abbreviated as TCP/IP. An internet user has access to a wide variety of services: electronic mail, file transfer, vast information resources, internet group membership, interactive collaboration, multimedia displays, real-time broadcasting, breaking news, shopping opportunities, and much more. (Etim, 2006). Higher institutions in Nigeria today have started engaging their students on online tests, making assessment procedures easy for teachers and professors. There is no questioning the impact of computers in education; their usage has completely revolutionized the way education is imparted received, communicated and processed. (Dowling, 2006).

## **Conclusion**

There is absolutely no thought that Nigerian students can only grasp the concept taught in our classrooms when there is a proper effort at using the right tools during teaching

and learning process. Globalization indeed has become an inseparable part of education, which we can no longer share away from. But we must learn to create an equilibrium between what we need in our education as a nation and the opportunities provided by globalization (information and communication technology (Olaniyan, and Obadara 2006, Etim et al, 2013). In reality, Globalization has impacted education through technology and communication systems, thus changing the way education is delivery and learning pattern of both teachers and students in Nigeria. Thus, maintaining an indispensable position on, the development plan of the Nation. Globalization has widened the education horizon in Nigeria. Etim et al, (2013) noted that “Agencies that hold the responsibility of implementing the nation’s educational policies have now developed a more responsible attitude to their demands of international standard”. Government must raise up to its responsibility however, and make available funds for our higher institutions to meet the continuous demands of globalization. We must as matter of urgency, review existing university course content in order to determine and accommodate new and effective scope and practices relative to international curriculum for particular programmes for particular assessment.

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