

# The Impact of Globalization on Education: A Blessing or a Curse

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**Abstract:** It is very obvious that globalization has been an era of influence on the development of developing countries considering the harsh consequences of International Monetary Fund (IMF) and World Bank sponsored structural adjustment programs. Developing countries (especially African countries) being members of the international community are not spared from globalization and therefore these countries are exposed to both the positive and negative impacts of globalization. Globalization in the cutting-edge times has brought about expanded reliance among nations and in spite of the fact that the way of globalization holds the guarantee of advancement for all, it has been contended by numerous researchers that the effect of globalization on education is numerous. It can be argued that despite the fact that globalization awards numerous possibilities (in particular an expansion in capital streams), it also exposes many developing countries to many new challenges. Thus, the objective of education is moving farther away from the social, cultural, and scholarly satisfaction of students, and closer toward the monetary satisfaction of countries. Toward this path, universities and colleges are furnishing students with information that is fitting for current financial patterns. This paper seeks to address the impact of globalization on education as a blessing or a curse.

**Keywords:** Globalization, Colonization, Education, Educational Change

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## 1. Introduction

United Nation Development Programme (UNDP) in Human Development Report [40] described globalization as the increasing interdependence of the world's inhabitants, on an economic, technological, cultural, as well as political level. It is seen as a general tendency towards the progression of monetary exchange, a more extensive flow of capital, merchandise and items, and a semi nullification of national fringes. Cheng [16] likewise expressed that globalization may allude to the exchange, transformation, and advancement of qualities, information, innovation, and conduct standards across nations and social orders in various pieces of the world. Thus, globalization is a process that openly impacts countries that are globally interconnected and in this process of

globalization, countries and for that matter the world becomes more integrated and connected via policies and structural programmes.

Bush [9] article attested that Africa's under development was structured and is being affected by Western forces by the arms of docile nearby government officials, to the idealistic entries of Bhagwati [6] that globalization isn't really acceptable, yet has good overall, we perceive that Africa has consistently been the focal point of the talk. Essentially, Bush [9] raised those issues that have been relevantly seen by the viewpoint of a preservationist African by contending that globalization has, as it were, compelled the advantages of political and financial freedom in the mainland. Again, Ibrahim [21] sketched out the injustices of globalization on African economies including oppressive pioneers, social

clashes and universal strains like the virus war, which results further hinder full-scale assignment of the advantages of globalization. With this, it can be agreed with Ajayi [2] who stated that the present condition of African economies is the outcome of their own isolation from the global markets through market controls and unwelcome policy regimes.

Adesina [1] articulated that progresses in innovation, for example, worldwide media transmission foundation, cross outskirt information stream, the internet, satellite systems and remote phones are totally credited to globalization. In concurrence with Adesina [1] computers, mobile phones, and the internet have brought about major transformation in the world's communication. Adesina [1] concluded that it is not only that communication over the globe has been made simpler by this innovation, obviously, nations without this innovation are pretty much barred from world turn of development. It is strongly believed that globalization today has made economic life more competitive and challenging, making human capability, formal education and development more important. Most of the developing countries are suffering from a lot of socio-economic problems such as unemployment, low incomes and political instability, therefore only as educated labour force furnished with modern skills, knowledge and training can compete and benefit from the opportunities created by globalization. Kazmi and Quran [23] stated that education is believed to be an effective remedy, which a country can apply to cure its economy and eradicate social evils; hence this paper critically analyses the issues of globalization and the impact of globalization on education.

## 2. The Advent of Globalization

Burbules and Torres [8], p. 12 indicated that "one may, as some authors have done, pinpoint the origins of globalization more than a century ago with changes in communication technologies, migration patterns, and capital flows (for instance, as these affected the process of colonization in the Third World)". Capella [11] said that albeit current ideas of globalization are as yet obscured and difficult to characterize, it is commonly acknowledged as identifying with the worldwide reach of procedures of the trading of merchandise, the arrangement of tremendous global ventures, and the virtual abolition of time on account of the prompt nature of correspondence everywhere throughout the one world. Once more, Carnoy [14] contended that globalization implies more rivalry, which implies that a country's venture, creation, and advancement are not restricted by national outskirts.

Globalization has numerous countenances; therefore, several authors view globalization differently. Held [20] characterized globalization as the heightening of overall social relations which connect distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa. Also, Pieterse [35] spoke of globalization in terms of the ideas that the world is becoming more uniform and standardized, through technological, commercial and cultural synchronization emanating from the West, and that globalization is tied up with modernity. Again,

Parker [34] viewed globalization as a growing sense that events occurring throughout the world are converging rapidly to shape a single, integrated world where economic, social-cultural, technological, business, and other influences cross traditional borders and boundaries such as nations, national cultures, time, space, and industries with increasing ease. Capling, Considine and Crozier [12] argued that, globalization refers to the emergence of a global economy which is characterized by uncontrollable market forces and new economic factors such as transnational corporations, international banks, and other financial institutions. Blackmore [7] also described it as increased economic, cultural, environmental, and social interdependencies and new transnational financial and political formations, with both homogenizing and differentiating tendencies.

Globalization is a product of the emergence of a global economy. The process of globalization is seen as blurring national boundaries, shifting solidarities within and between nation-states, and deeply affecting the constitution of national and interest group identities (Morrow & Torres, [30]. Wells, Carnochan, Slayton, Allen and Vasudeva [41] proclaimed that the term globalization is generally used to refer to a complicated set of economic, political, and cultural factors. As a result of expanding world trade, nations and individuals experience greater economic and political interdependence. New communication technologies that facilitate expanded world trade as well as cultural interaction are considered the determinants that lead to the emergence of globalization.

## 3. Globalization and Colonialism

Any discussion on the impacts of globalization on the field of education is incomplete without an understanding of the various aspects and the driving forces that have brought about the need to look at the concept of colonization. Recent studies have described globalization as the current legacy of colonization. Fukuyama [19] stated that globalization is an extension of colonialism. Globalization is an advanced form of capitalism, which prompts an inconsistent growth of enterprises based on dissimilar conditions. Further, advanced capitalism leads to monopoly capitalism (which is a combination of manufacturing processes). Lee, DeZure, Debowski, Ho, and Li [26] likewise expressed that colonialism and globalization are intertwined because of the nature of powerful countries to use the poor countries to maximize returns. Therefore, powerful and dominant countries used their extensive monetary and military powers to exploit the underdeveloped countries.

Obadina [33] cited in Akindele, Gidado and Olaopo, [3] stated that in view of the most of the critics of globalization, Africa long lost its autonomy with the advent of colonization. In this way, colonialists created structures which guaranteed Africa's proceed with reliance on their colonial masters and through western education, taught a culture which is frightful to the African culture (Maduagwu, [28]. Such exposure to the western culture, especially in this age of the internet, media and technology advances western societies to the detriment of

African culture. So, the question being asked is how will Africa maintain its cultural diversity in the face of speedy globalization? Basheer [5] concluded that in the present era of competition, endurance has progressively become overwhelming test. Just those countries who effectively address the difficulties of globalization and have vision can make an interpretation of it enthusiastically. In agreement with Basheer [5], developed countries invest in developing and underdeveloped countries since they are guaranteed of significant yields, high-loan costs, and privatization of open resources. Thus, developed countries are still taking advantage of the developing countries as it used to happen during colonialism.

#### 4. Globalization and Education

Stromquist [37], p. 26 stressed that “as an ideology in practice, neoliberalism emphasizes three key policy guidelines: deregulation, privatization, and liberalization”. Thus, the all-encompassing subject is one that expels government guidelines so as to advance a free market; privatization rules over the open part. Apple [4] affirmed this point concluding that in the explanatory fight between the political left and the political right, neoliberalism depicts privatization as a positive advantage to the open segment. From this, the question I ask is how does globalization affect education? To begin, neoliberal strategies underscore privatization of state funded schools as a method for improving education by and large. Therefore, in agreement with Apple [4], school decision for the sake of vouchers and contract schools involve one segment used by neoliberals to advance private over open control of education. The contention on the side of school decision will lay on the rule of competition.

Tikly [38], p. 151 affirmed that “globalization and education has been one of the most topical issues both in literature and political agendas but a closer interrogation will reveal that much of the more recent, ground breaking educational literature on education and globalization focuses on Western industrialized countries and their ‘significant others’, i.e., the newly industrialized countries of the Pacific Rim”. With this, globalization of education may include the preferring of Western societies, most especially english-language culture in the one world. Along these lines, the worldwide progression of data and culture just as the quick spread of new advances will have enormous ramifications for education. Twiggs and Oblinger [39] stated that globalization has a close relation with education. As education has an important place in shaping a society, globalization has to be connected with education and the global activities have a deep impact on it. Globalization of the world economies is prompting increment accentuation on internationalization of the subjects remembered for a course of study in school. It additionally grants new opportunities for new associations in exploration and instructing with organizations and establishments over the world (Twiggs & Oblinger, [39]. Thus, the relationship between education and globalization can be brought into sharper focus by examining certain of its

components rather than the phenomenon as a whole.

Kellner [24] emphasized that globalization may involve the burden of ideas of competition, market, choice, decentralization and privatization on education, that is, the further penetration by business powers into education. Likewise, it may prompt expanded commoditization of education and making quality education just open to first class components of society who can bear the cost of it. Subsequently through the weight of globalization with the field of education, a great deal of changes is relied upon to happen in this manner, education ought to correct the idea of globalization that changes customary structure of education which is one of the fundamental fast changes today in schools. Hitherto, the world has been encountering gigantic changes because of the ongoing snappy development in globalization. Accordingly, because of globalization, education changes happen in the advancement of fundamental and advanced education in numerous nations.

#### 5. Globalization and Educational Change

Dimmock and Walker [18] contended that in a globalizing and disguising world, it isn't just business and industry that are evolving, education, as well, is up to speed in that new request. Bush and Middlewood [10] added that this circumstance gives every country another observational test of how to react to this new request. Since this duty is inside a national and that there is imbalance regarding monetary level and maybe in social varieties on the planet, globalization appears to influence others decidedly and the other way around. In this manner, globalization has brought a change in outlook in educational policies, approaches and administration in numerous nations. Capella [11], p. 249 noted that “globalization consists primarily in cultural change and in the decentering of power. Thus, the educational sphere is probably one of the areas in which the consequences of globalization are most seriously felt”. In agreement with Cardone, Monique, Gustafson, Kearney and Worthy [13], the advantages of globalization-initiated educational changes are very self-evident. Along these lines, the objective of education is moving farther away from the social, cultural, and scholarly satisfaction of students, and closer toward the monetary satisfaction of countries. Toward this path, universities and colleges are furnishing students with information that is fitting for current financial patterns.

Under the impacts of globalization, Mulford [31] observed that the good old estimations of insight, trust, sympathy, empathy, effortlessness, and genuineness in overseeing education have changed into those purported estimations of agreements, markets, decision, and rivalry in educational administration. He added that at present, school administrators are probing more into the instrumental aptitudes of productivity, responsibility and arranging than the abilities of coordinated effort and correspondence. In agreement with Jorgenson and Shultz [22], education commenced upon this part of globalization has a reason for making all the more financially serious residents who are advantaged as a result of

specific information, abilities, and perspectives. Therefore, educational systems are now under pressure to produce individuals for global competition.

Lingard [27] argued that in the serious worldwide economy and condition, country states must choose the option to modify themselves so as to be more effective, gainful, and adaptable. Mok and Welch [29] added that to upgrade a country's efficiency and intensity in the worldwide circumstance, decentralization and the formation of an advertise in education have been the two significant methodologies utilized to rebuild education. In this sense Novelli and Ferus-Comelo [32] noted that decentralization and corporate managerialism have been utilized by most governments to build work adaptability and make more self-ruling educational institutions while catering for the demand for more choice and diversity in education. In this way, in concurrence with Carnoy [14] if education is rebuilt on showcase standards and dependent on serious market relations where singular decision is encouraged, education will turn out to be more productive. Accordingly, the reason for education has been changed so as to fulfill the needs of the new commercial center which depend on interest in and profitability of the information. Therefore, the development of educational markets has additionally been vital to educational change for globalization in numerous nations.

While it is true that many educational developments are due to globalization, the dynamics, complexities, and mechanisms of such impacts are still not fully grasped, we agree with Rhoads and Torres [36], p. 10 who stated that "it is clear is that the various manifestations of globalization have the potential to produce different kinds of effects, although disentangling cause and effect can be quite problematic". With this, Carnoy [15] analyzed how globalization has been affecting education systems, directly and indirectly, and summarizes that globalization has recently brought the following major educational changes (pp. 15-17):

1. Globalization has had, and continues to have an impact on the organization of work and on the work people do. Usually, this work demands a high level of skill.
2. Such demands push governments to expand their higher education, and to increase the number of secondary-school graduates prepared to attend post-secondary education.
3. Most governments are under greater pressure to increase spending on education to produce a more educated labour force.
4. The quality of education is increasingly being compared internationally. The TIMSS and PISA studies are cases in point.
5. There have been greater emphases on mathematics and science curricula, English as a foreign language and communication skills, in school education.
6. Use of information technology, such as, the use of the Internet and computer assisted instruction are becoming more common in the classroom.

There is confusion that globalization has no much effect on education in light of the fact that the customary methods of

conveying education is as yet persevering inside a national state. In any case, as Carnoy [14] expressed, it has been seen that while globalization keeps on rebuilding the world economy, there are additionally incredible ideological bundles that reshape education framework in various manners. While others appear to build access, value and quality in education, others influence the idea of education administration. Accordingly, Lauglo [25] saw that decentralization of education is one of the worldwide patterns on the planet which empower to change education authority and the board at various levels. Along these lines in concurrence with the authors, decentralization powers help distinctive degree of education administration to have intensity of dynamic identified with the designation of assets. Without a doubt, with these amazing powers, education changes and to be all the more explicitly education administration are impacted by globalization.

## 6. Conclusion

The potential impacts of globalization on education are many and across-the-board, due to its measure and nature. In agreement with Carnoy [15], in light of the fact that the primary bases of globalization are knowledge intensive information and innovation, globalization would profoundly impact education. With this, as Daun [17] asserted that almost everywhere in the one world, educational systems are now under pressure to produce individuals for global competition, individuals who can themselves compete for their own positions in the global context, and who can legitimate the state and strengthen its global competitiveness, we conclude that globalization is having a profound effect on education at many different levels.

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