

THE IMPACT OF GLOBALIZATION ON EDUCATIONAL DEVELOPMENT OF NIGERIA.

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INTRODUCTION

The 21st century has emerged with innovations and creativity in all human perspective. Today, there are ideologies that have shaped the thinking and behaviour of man. These include concepts such as Climate Change, Information and Communication Technology, Global Warming, and Globalization among others. The term globalization has become a house hold name due to its implications in politics, economy, education and other aspects of human interactions. As Oleforo (2013) submits further, globalization has gained so much currency that one begins to wonder if it could be amenable to any one acceptable definition by scholars. This may be arguable, according to Oleforo, to the fact that globalization is a malleable term that finds application in almost all disciplines, including education. Globalization is a powerful aspect of the new world system and it has been a celebration concept since the turn of 21st century (Lawani, et al. 2013). These scholars are of the position that globalization represents one of the most influential forces in determining the future course of the planet. It has manifold dimensions, economic, security, environmental, health, cultural, and others but dumbly understood. It affects all aspect of life universally and also applied to all human discipline. To this end, Egwuasi and Imoh-Ita (2014), averred that globalization is a worldwide phenomenon that has come to stay, connecting individuals, groups, institutions and countries, thus making them a global unit. It is against this premise that it is imperative to attempt some definitions of globalization especially as related to education.

Education has been seen by many as the process of facilitating learning, knowledge, and a means through which skills are acquired. Fafunwa (1974) sees education as the aggregate of all the processes by which the child or young adults develop abilities, attributes and other forms of positive values to the society where they live. However, according to Abiodun (2012), it is the proper nurturing, transmission and application of such knowledge that guarantees the development and sustenance of every society from day to day. The term 'system' has severally been defined by many scholars. System, according to Hall and Fedem (1986) is a set of objects together with the relationship between the objects and their attributes. While Griffiths (1964) sees a system simply as a complex of elements in interaction. The systems approach therefore emphasizes that it is the whole, the combinations and relationship of parts that will provide the insight into the changes that occur in the course of interactions. The educational sector is a system within a larger system. Therefore, it must interact meaningfully with its environment in other to realize its goals.

According to Adelabu (2006), globalization presents trends that tend to destabilize the prime traditional state, while at the same time bringing out and taking into cognizance the dominant characteristics or tendencies of the world. Udida, et al. (2007) saw globalization as advances in technology. Shenka and Luo (2004) refer to globalization as the growing economic interdependencies of countries worldwide through the increasing volume and variety of cross-border transactions in goods and services and of international capital flows, as well as through the paid and widespread diffusion of technology and information. Its features include integration, change and interaction. From the definitions given by the above-mentioned scholars, we can see that the features of globalization include integration, change and interaction. Informed by the above features and elements of globalization, we can now provide a definition that will guide us in this paper. Globalization could be seen as the process of integration and interaction between diverse groups, governments, systems and nations. It is principally aimed at the homogenization of various sectors

(political and socio-economic) of the globe. Globalization in the past was greatly aided by trade. But presently, globalization has been to a very large extent aided by information technology. Globalization has impacts on the environment, culture, human being, political, cultural and economic development.

Globalization has a very high degree of impact on virtually every aspect of a nation's economy including education, of which Nigeria is not an exception. Globalization sometimes affects budgetary allocation to education, commercialization of other services and even revenue generation. The low budgetary allocation is seen both at the Federal, State, and local levels. As a result of globalization, education services such as catering, accommodation and transportation have been commercialized. Globalization has also led to the development of new courses of study such as computer studies, tourism, etc.

Globalization: What About It?

Globalization or internationalization as it is known today dates back to centuries after civilization, slave trade, industrial revolution to capitalism. The global phenomenon is based on dialectic, transferable to economy, politics, culture, technology and religion (Isbister, 2006). Therefore, globalization is the process of international integration arising from the interchange of world views products, ideas and other aspects such as culture. (Ubi and Edet, 2013). To them, globalization is the process that promotes world-wide exchange of national and cultural resources. Among which are advances in transportation and telecommunication infrastructures including the rise of the internet which generates the inter dependence of economic and cultural activities.

Globalization involves a new consciousness of the world as a single place, the world is hence described as a global village. It has been described as the "concrete" situation of the world as a whole that is, a glowing awareness at a global level that is a continuously constructed environment (Marshall, 1998). This has made the world to invariably become borderless taking into cognizance the flow of information through technologies. As rightly captured by Ibeagha and Ibeagha (2009), It is the movement of people and knowledge across international borders. In another development, while several scholars see globalization as a positive invention, few others such as Khor (2000) and Ekah (2009) are of the view that globalization is a very uneven process, with unequal distribution of benefits and losses. To them, this imbalance leads to polarization between few countries and groups in a society that lose out or are marginalized. As Ekah argues further, this implies that the concept is seen as an unequal partner that enables the strong nations to consume the weak ones or the developed nations to control the developing ones.

Gazeh (2001) posited that while there are some positive aspects of globalization, its negative effects are overwhelming in almost all aspects of human life. These include: culture, where it represents a challenge to cultural and local languages; religion, where it promotes consuming patterns and value corruption; morals, where it has internationalized crimes through internet; international policies, where it has led to the marginalization of developing countries by United Nations and ignoring international law; economy, where it has reinforced piracy through electronic trade; science, where it has led to the emergence of colonic science; societal structures, where globalization has led to social instability and class disparity. From an educational viewpoint, Oleforo (2013) presents globalization as a clarion call to stakeholders in the educational system to re-examine and re-orientate educational focus to the basic principles of culture in relation to indigenous societies.

Incongruent, Burbules and Torres (2000) stated that there is a growing understanding that the neoliberal version of globalization, particularly as implemented (and ideologically defended) by bilateral, multilateral, and international organizations, is reflected in the educational agenda that privileges, if not directly imposes, particular policies for evaluation, financing, assessment, standards, Teacher training, curriculum, instruction, and testing. It then appears that while the

world over is rejoicing in the emergence of globalization in the 21st century, much attention should be paid on the negative impact it carries on the economies of the third world countries, especially in the educational system. As Oleforo concluded, it does appear and express a prevailing sentiment that our lives are greatly influenced by forces which have transcended borders and which irreversible change our lives on the global capacity.

Globalization and Higher Education

We live in a dynamic world. Most of the changes in the world are powered by information technology. The changes brought about by ICT have touched every aspect of the world's system including the educational sector. It is therefore necessary that the curriculum of higher education be organized to meet the world's standard. The fluidity of the labour market is greatly energized by globalization. Thus, to meet the demands of the labour market, the higher education centres must be duly equipped with the necessary tools that will enable them produce competent graduates. In this sense therefore, higher institutions could be seen as a key tool for transforming a society.

The central goal of globalization is the achievement of the millennium development goals. Moreover, for these goals to be realized, the higher education sector of the educational system of Nigeria must be adequately improved in terms of quality personnel, instructional strategy and content. This no doubt explains the reason why many scholars have concluded that higher institutions are reservoirs of talent, knowledge and skills which can be used in various areas of national endeavor. Globalization and education according to Kaegon and Nwika (2015) share a symbiotic relationship as each one depends on the other for sustenance, maintenance and constant development. Education in their words fuels globalization as nations seek to become more conscious of culture, economy, ideology and general knowledge.

Globalization and Access to Education

Education has been said to be the key to national development. If education is to continue serving as the key to national development, it must have to moderate the negative impacts of globalization on the system and possibly convert these threats from globalization into opportunities for the development of the individual learner. However, the greatest challenge lies on maximizing the positive effects and minimizing the negative effects of globalization particularly in the current world situation where the economic growth of most underdeveloped nations like Nigeria has been very slow. The resultant effect of this is inequality in terms of access to education. Mastery of traditional knowledge and acquisition of new skills required by the global society is necessary for a society to be fully integrated into the world's economy. Globalization entails sharing of new information and communication technologies across the globe. However, there has been an unequal sharing of knowledge amongst economies of the world. This unequal access to education has brought inequalities in the rate of wages and salaries and has brought about unequal distribution of income, thereby making it difficult for the uneducated and unskilled to compete with the global market. There is thus a need for underdeveloped countries particularly Nigeria to invest more in education and training. This will help bridge the gap in educational opportunities.

Globalization, Technological Gap and Education

Knowledge and information happen to be the major tool for productivity in today's global economy. Moreover, connectivity is the key to global competitiveness. The globe is so networked that it is capable of accumulating and integrating all that it regards as valuable, but at the same time it switches off parts of the world that do not fit into it. Technological capability is a necessity for all countries. All countries, particularly Nigeria, need ICT infrastructure for development. People must have access to these ICT facilities in order to be creative and productive in this technologically advanced world. Globalization has brought about the Global Distance Learning Network (GDLN), which is a typical online distance learning program. Developing countries such as Nigeria need to incorporate such programs more fully into their educational system because it reduces the need for

expensive physical structure (buildings). Knowledge has become a key resource in economic growth over the years. Hence, if any society must survive, it must invest in its human capital by providing adequate education and training for its citizens. Education and training has currently been spearheaded by information technology. Thus, all nations particularly the developing nations must be abreast with technological changes.

Globalization and Instructional Media

For the goal of education to be realized, teaching and learning must be tailored to the needs of the individual and the society. Classroom teaching, according to Etim, et al (2013), are one of the innovations in Nigeria geared towards achieving the goal of education. One of the ways of achieving the optimum result in education is through the use of instructional materials. Instructional materials store and transmit information or message. Ibe-Bassey (1996) sees instructional material as those materials that stores lessons that can be retrieved when teachers present lessons to enhance learning by students. Instructional media therefore refers to those materials used by a qualified teacher to enhance a certain classroom instruction. Instructional media however must be duly planned and tailored to a class instruction. The model below could be followed in planning an instructional media for a class instruction.

Globalization and Nigeria Educational System

The Nigeria educational system from 1960s to date has witnessed several reforms and changes as shown in the several educational commissions, reforms and the revisions of the National Policy on Education, from 1977, 1981, 1999 conferences and to 2004 among other activities. It is also a veracity to note and observe that, the main objective and aim in all these attempts is to produce an educational system that is functional, practical and real to the Nigerian content. Unfortunately, the tradition has always been the impartation of ideas, knowledge, and practice from other developed countries into the educational system of Nigeria without due comparison of both realities as it relates to the prevailing cultural inclinations between Nigeria and these countries of the world. We forget to acknowledge the fact what may be the prevailing needs of those countries that may have led to their different choices of their curriculum, may be different to the Nigerian society. As regrettably argued, Ekah (2009) was of the conclusion cum suggestion that when trying to globalize ... to meet international standards, care must be taken to protect national culture and interest to avoid allowing globalization to erode our national values.

To this end, Maduka (2003), opposed to globalization by arguing that it has only succeeded in making Africa a cultural satellite of Europe (American and other civilized societies). It has succeeded in destroying the socio-political, economic and cultural lives of the less developed nations resulting in a new form of imperialism. Educationally, the Nigerian educational system is observably, at the mercy of the international communities, thereby, leaving our curriculum at a danger state. Buttressing this fact, Akanni (2012) averred that globalization is buoyed up by the WB, IMF, WTO, MNCs and the Washington Consensus, and that these bodies, supported by the industrialized nations design policies and set standards that universalize their interest. Unfortunately, weak nations of the world such as Nigeria, lack the capital base, international reach and financial to challenge some of these policies that are capable of hindering their development. As Akanni regrets, the aftermath of this, especially in Nigerian educational system, is massive flight of professionals to areas they optimize their talent, thereby creating inequality and most importantly a development stasis in the developing world.

Impact of Globalization on School Curriculum in Nigeria

To understand the importance of curriculum to any society, it is pertinent to be equipped with the meaning of curriculum. Thus, curriculum could be seen as the sum total of learning experience of a society put in black and white or unwritten. It reflects the societal characteristics and trends, it therefore, changes in consonance with the dynamics of the society. (Aboho, Aboho and Egwuasi, 2011). Ajaegbo and Aroh (2009) described curriculum as a continuous process which keeps changing as far as the needs of the society and educational objectives are changing. It is an educational instrument for meeting societal needs. Regrettably, due to the inability of the Nigerian curriculum to meet its objective at all times, Gbamanja (1997) outlined the need to reform our curriculum from time to time. These include the facts that:

- The modern world is changing rapidly
- The knowledge explosion in our culture for example, current electronic/computer technology
- The need for process-oriented curricular Need to relate in-school education to out of school realities
- The need to integrate curricular needs of minority groups

Taking the last, as outlined above by Gbamanja (1997), it appears that, from one educational plan to the other, one curriculum reform to another, one educational system to another and one educational policy to the another, the big unanswered question remains, how has the curriculum of the Nigeria educational system meet the needs for curriculum reform through the much praised "globalization", thereby integrating the curricular needs of the minority groups in Nigeria?

This question becomes imperative considering the much-expected benefits and advantages of globalization, which of course, seeks to breach the gap of inequality and marginalization of groups and societies. Many would agree that, the worst heat in this regard, is the Nigerian society. A country with over 500 hundred ethnic groups, diverse religious, cultural, traditional, political and educational practices, cannot be frankly stated to have had its curriculum needs met at any time. Not even in this era of According to UK-Essays (2015), by internationalization, the quality of teaching and learning process could be improved. This is because internationalization encourages acceptance of various cultures and integrates this in the teaching and learning process, where students would be exposed to various sources of knowledge about the world.

Throwing his weight, Pinar (2004) in Adetunji and Associates (2013), stated that both the "inter" space and the "Locality" implied in affirming international conservations are conditions for sustaining a dynamic movement between "locality" and "globalness". As Sagar (2005) further argued, the impact of globalization has been uneven, in that, the initial enthusiasm for globalization as a beneficial set of processes has yielded to an understanding that the phenomenon is associated with increasing social inequality within and between countries as well as instability and conflict. The present researchers are of the strong view that while there is the need for the Nigerian school curriculum, at all levels to meet with the changing trends in a globalized world, there should be checks and balances measures such as periodic workshops and conferences to evaluate the performance of the school curricula, regular reforms to overhaul the educational system, periodic appointment of qualified professionals to globalization. Recognizing this fact, Adetunji, et al. (2013) compared the negative impact of globalization on the American curriculum, when they stated that due to the critiques of globalization in its tendency towards homogeneity, the internationalization movement in the field of American curriculum studies has deliberately chosen another term, "Internationalization" to contest the control of Globalization, while responding to the authors, the concept of internationalization has the potentials to counteract the economic standardization and cultural imperialism under the term "globalization". strategic positions in education, and execution of existing educational policies to the latter, among other things, to assure that mistakes would not be made, in order, not to make Nigeria and indeed other developing countries perpetual slaves to the international and advanced countries, through the curriculum contents of its educational system. The curriculum should be that which must always cater for the immediate and future needs of the

Nigerian society, and most importantly breach the gap between the educational aspirations of the majority and minority groups in the Nigerian polity.

Positive Impacts of Globalization

Globalization offers developing and underdeveloped countries the prospects of tapping into their ideologies, patterns, techniques and processes. Globalization has impacted positively on the educational system of Nigeria in the following ways:

1. **Innovations in education:** - According to Babalola (2007), globalization has brought innovations in teaching and learning technologies, encouraged research and trading. Globalization has also introduced the problem-based method of teaching-learning.

2. **Man-power development and training:** - Education improves the choices available to one and provides the types of labour needed in a given society. As a result of the globalized nature of the world system, there has been need to plan the various sectors of the economy. The tertiary institutions perform the role of training the man-power of the economy which would not have been possible if not for globalization.

3. **Increased knowledge:** - Globalization has made it possible for people to enroll for programs online and acquire knowledge via the internet.

4. **Harmonization of educational curriculum:** - Globalization has made it possible for the educational curriculum of Nigeria to be harmonized with the curriculum of other African countries, thus making it possible for the Nigerian students to receive the same knowledge with their counterparts in other parts of Africa.

5. **Competitive international education system:** - Oni and Alade (2008) stated that in order for Nigeria to accelerate her development, its educational system must be brought to the world's class. Thus, globalization has led to healthy competition in the education system of nations of which Nigeria is not immune.

Negative Impacts of Globalization

Although globalization has had positive impacts on the educational system of Nigeria, it has impacted negatively on its system in the following ways:

1. **Increased educational finance:** Globalization has brought about numerous changes in the Nigerian educational system. Some of the changes require huge amounts of financial resources. Hence, globalization has increased the cost of financing education in Nigeria which has made it difficult for the Nigerian government to adequately fund education.

2. **Culture:** - In the traditional system of education, students were taught to promote their cultural heritage, take active participation in family and community affairs, and were even taught proverbs. Sadly, globalization has changed all of these by imposing Western values, norms and standards without due consideration to our socio-political, cultural and historical background.

3. **Unhealthy competition:** - The quality of Nigeria's education is now increasingly being compared with other international countries. Nigeria in a bid to meet up with expectations has resorted to borrowing in order to provide standardized education that would meet the world's standard. Its output too is now being compared with the output of other countries, thereby making it possible for graduates of Nigerian institutions to secure gainful employment since they do not meet up with the expectation of the global world.

4. **Examination malpractice:** - In a bid to reform our educational system, Nigeria has embraced international testing and national assessments through various examination bodies. These bodies employ standardized tests in their assessment, such as West African Examination (WAEC), National Examinations Council (NECO), Graduate Management Admission Test (GMAT), and Test of English as a Foreign Language (TOEFL). The use of such standardized tests has given rise to desperate attitudes in students as they now indulge in examination malpractice. More recently, it has been discovered that these ones engage in malpractice using their electronic gadgets which happen to

be a product of globalization. The resultant effect of such is that these ones come out of school half-baked or even completely raw i.e. unreformed.

CONCLUSION

Globalization is a major instrument that has been shaping the educational systems of world economies including Nigeria. From the foregoing, it can be seen clearly said that globalization has had both negative and positive impact on our educational system. Since globalization has come to stay, it is necessary that Nigeria works hard to preserve its cultural heritage. The economy should be proud of its culture. By applying the points given above, Nigeria will be able to utilize globalization in such a way that it will increase the positive impact and minimize the negative impact.

Globalization in the real sense of its invention, according to the proponents, is meant for a universal purpose of oneness in all ramifications. However, with the various recent developments in terms of the criticisms and disapprovals from world leading economics and societies, it becomes necessary that a sound look must be ensured on why the sudden shift from globalization to internationalization. Suffice it to conclude that the Nigerian educational system has been influenced negatively by globalization hence, globalizing the school curriculum at all levels would therefore be put in danger if there are no serious steps to control its acceptance and adoption in Nigeria in its complete facet.

RECOMMENDATIONS

Based on the revelations from the discourse, the following are recommended. These are:

1. Government at all levels should set up committees with professionals in all educational or subject areas to assess or justify the adoption of new global concepts in Nigerian educational system through the curriculum.
2. The committees should be saddled with the sole responsibility of formulating a curriculum for all tiers of education, that would cater for the needs of the Nigerian society, without any form of inequality and marginalization.
3. Nigeria should queue into the new concepts of internationalization, especially as it regards to education.
4. Our curriculum, while trying to be at par with the curricular of the world should also take the needs of the minority groups into serious consideration.

Based on the findings and conclusions from this study, the following recommendations have been considered.

i). Economic Development paradigms, models, strategies, and policies. As has already been made clear, Development strategies and policies followed by African countries are increasingly those formulated by outsiders, which are then uncritically imposed on African countries as a condition for aid, investment, trade access and political and military support. Not surprisingly, these strategies and policies serve more the interests of external forces rather than those of the African people they claim to be assisting. In articulating a new approach to the economic development of Africa, emphasis should be placed on the question of the nature, ownership, management, allocations, utilization and distribution of resources. It is therefore our hope that this study shall not end up in the archives, it should be critically read and applied by all and sundry, so that Africa would benefit from the trends of globalization.

ii). improve the democratization process: There is a democratization struggle in Africa. Some African countries began the process of democratizing their government, political system and societies sometime back. However, their international partners they are working with in this globalized world are hardly democratic. While the democratization process would require that people of the country in question get involved in the making of decision and policies that concerns them, some big decisions affecting Africa today are more or less imposed by the globalization players such as the World Bank, IMF, the World Trade organization etc. This has been the case for example with the liberalization and privatization policies in Africa.

iii). Making the task of poverty eradication more indigenous: As global actors pressurize to maximize foreign investments and capital inflows, and as big multinationals and local enterprises utilize the government to cater for their interests, the government is having less and less room to pay attention to the abject poverty amongst the poor and rich both in and between countries. The African states will have to be encouraged to pay more attention to the fate of its poor populace than to the fate of big global actors. The big global actors can talk for themselves with little or no problem. The issue is, who will talk for the poor African populace.

iv). Avoid debt Accumulation and debt burden: The phenomenal debt burden of African countries is well known. Most of the accumulations of this debt over time was as a result of the incapacity of the borrowers to pay back as it was of the ease with which the tenders gave money to the African countries. This was and still is, facilitated by the context of globalization. The paradox about this is that the government borrows in the name of poverty reduction, while their social spending that would go towards alleviating poverty remains low. In the same way, the rich countries that lend money rarely allocate their financing towards social goals.

v). Improve the over stretched capacity to handle international and computer- based crimes. The Africans states and its forces of law and order were used to handle traditional crimes. However, with globalization there has been an increase in crime, (drugs, pornography, international corruption etc) that had been at lower magnitude. In addition, progress in information technology has facilitated the emergence and growth of computer based-crimes, especially fraudster. For this, the law enforcement agencies have not been well prepared. The increase in crimes across borders makes the force of law and order look helpless, unhelpful and incapable.

vi). Improve and not undermining the power of the African states: Most African governments are finding themselves in a situation of "fait accompli" when it comes to making certain policies and decisions. International agencies such as the world bank, IMF, United Nations, World Trade Organization etc, take most decisions which are binding on African countries. This could be looked at as eroding the sovereignty and power of the state. We must add that this is not only the case in Africa. The poorer the country, the more chance of power erosion in the state. This would minimize if the voice of African states were increased and strengthened in the world body. Strong African regional body would also help in this respect provided these bodies were represented in the world bodies at the same time.

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