

IMPACT OF GLOBALIZATION ON QUALITY EDUCATION FOR SUSTAINABLE DEVELOPMENT IN TERTIARY INSTITUTIONS OF NORTH-WEST NIGERIA

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Abstract

This paper addressed the impact of globalization on quality education for sustainable development in tertiary institutions of North-west Nigeria. The paper was discussed under the following sub-headings: introduction, concept of globalization, concept of quality education, concept of sustainable development, conclusion and recommendations. The paper recommended among others that there is need for critical examination of the role of for-profit institutions in the education sector and the need for policies to prioritize equitable access to quality education both rural and urban cities in the developing countries. Teachers and educators should employ psychological strategies that integrates culturally relevant and inclusive practices within standardized curriculum to address these problems.

Keywords: Globalization, Quality Education, Sustainable Development.

Introduction

Education is a universally recognized as an answer to socio-economic problem of the world and individuals look up to education to provide a cure for poverty, ignorance, climate change, insecurity, poor governance, joblessness, poor communication system, transportation and among others. Hence sustainable development cannot be achieved in any society without quality education (Torres, 2019). This implied that for any society to attain sustainable development goals both individuals and the state should have access to equality education. Therefore, education becomes the indices for measuring the development capacity for both individuals and the country at large.

On the other hand, globalization is a relatively new term and there are considerable differences amongst writers as to how best to interpret this phenomenon. Globalization involves 'new' phenomena as well as involving continuities with the past. It is a discourse that is anchored in the material world, it has real material effects, and involves shifts in how we see and explain the world (Leask & Bridge, 2013). Globalization in education simply means increasing interconnectedness and interdependence of educational systems and practices across national borders. It is characterized by the exchange of knowledge, technology, and culture values, and the growing mobility of students and teachers (Kadir, 2020).

Moreover, the process impacts education in various ways as it includes curriculum development, teaching pedagogy and the role of education in preparing individuals for a globalized world. Quality education for sustainable development (QESD) is a holistic approach to education that equips individuals with the knowledge, skills, and values to address the challenges of sustainability and contribute to a more just and equitable world (Spring, 2015). It emphasizes education's role in achieving the Sustainable Development Goals (SDGs) by promoting critical thinking problem-solving, and action-oriented learning. QESD is not just about acquiring knowledge; it's about developing the ability to make informed decisions and take responsibility for one's actions in a world facing interconnected environmental, social and economic challenges.

Concept of Globalization

According to Giddens (2000) in Kadir (2020), globalization is the intensification of worldwide social relations which link distance location in such a way that local happenings are shaped by events occurring many miles away and vice versa. WHO defines globalization as "the increased interconnectedness and interdependence of people and countries, Giddens (2000) in Kadir (2020) viewed globalization as the motor of development which shape modern societies. Hence, globalization in education refer to the increasing interconnectedness and integration of educational system contents and methodologies across national borders. This includes the mobility of students and teachers, the sharing of resources and technologies, and the development of global competencies. Hence, it is all about preparing individuals for a world where they will collaborate and interact with people from diverse background and culture.

Concept of Quality Education

Quality education is a dynamic concept that changes and evolves with time as well as the social, economic and environmental context. The education 2030 framework requires foundational skills of literacy and numeracy as well as analytical problem-solving and other high-level cognitive interpersonal and social skills to be delivered by well qualified, trained, adequately remunerated and motivated teachers in safe, healthy, gender-responsive, inclusive and adequately resourced environments. UNESCO and the United Nations International children's fund (2007) have developed some commonly used indicators. First, the effectiveness of education in achieving cognitive development and second, the ability of education to promote creative and emotional development, supporting the objectives of peace citizenship and securing fostering equality and passing global and local cultural values down to future generation.

Concept of Sustainable Development

Sustainable development in Nigeria as defined by the United Nations (2018) is about meeting present needs without compromising the ability of future generations to meet their own. It is a holistic approach that integrates economic, social and environmental considerations to ensure long-term well-being for all. The 2030 agenda and the sustainable development goals (SDGs),

adopted by the United Nation in 2015, provides a framework for achieving the balance, aiming to end poverty, protect the planet, and ensure prosperity for all by 2030. An overview on education for sustainable development (ESD) has roots in environmental education and have gained prominence with United Nation's "our common future report in 1987. The UN decades of ESD (2005 – 2024) further propelled the movement, with UNESCO playing a key role. ESD aims to integrate sustainable development issues into all levels of education to empower individuals with the knowledge, skills, and attitudes needed to address global sustainability challenges.

The negative effects of globalization on education is commercialization and commodification of education teaching to inequalities in access and quality. The rise of for-profit educational institutions has implications for affordability and accessibility as these institutions often operate on market-driven principles. The rise of for-profit educational institutions has implications for affordability and accessibility, as these institutions often operate on market-driven principles (Marginason, 2012). This trend can exacerbate educational inequalities, particularly in low-income communities where access to quality education becomes increasingly challenging (Patrinns & Barrera-Osorin, 2009).

The affordability of education becomes an empathy with the rise of for-profit institutions. Tuition fee in for-profit education are higher compared to public or non-profit institutions. This can hinder access for students from economic backgrounds. Supporting this view, Hossler et al. (2018) posits that the rising cost of for-profit education has contributed to growing student debt and limited their access to educational opportunities for low-income parents of students. Furthermore, affordability, accessibility is also affected by the rise of for-profit educational institutions. These institutions often target market with higher income levels, leading to the concentration of educational institutions. These institutions often target market with higher income levels, leading to the concentration of educational resources in specific regions or communities. This further exacerbates educational inequalities between developing and developed countries of the world. Molnar (2017) asserted that for-profit institutions in certain regions can lead to lack of educational options for learners in underserved areas.

Market-driven approach often exacerbate educational inequalities by perpetuating segregation. In supporting this view, Reardon et al. (2020) maintained that market-oriented reforms can reinforce racial and socioeconomic segregation as families with higher incomes and educational capital are better positioned to exercise school choice and access high performing schools. This segregation leads to unequal distribution of resources and educational opportunities that further deepening the achievement gap between privileged and disadvantages students. In addition, in low-income communities, market driven approaches can be detrimental on educational equity. Darling-Hammond (2018) highlighted that the reliance on market forces in education can result to the closure of underperforming schools in disadvantaged neighborhoods, leaving students with limited alternativeness and exacerbating the cycle of poverty and educational disadvantage. These communities often need more

educational options, resources and adequate support systems, hindering their access to quality education for sustainable development.

Globalization has contributed to the brain-drain phenomenon where highly skilled teachers and educators from developing countries migrates to more economically developed region for greener pasture. The key factor driven skilled educator's migration is the search for better professional opportunities and higher salaries. The developing countries like Nigeria often need help to provide competitive salaries and attractive working conditions compared to more economically developed regions. This way disparity incentivized skilled educators to seek employment opportunities in countries that offer better financial rewards and career advancement prospects. Docquer and Rapoport (2012) reviewed that higher wages and better working conditions are among the primary factors influencing the migration decisions of skilled individuals, to include both school teachers and educators in Nigeria.

Another contributing factor is the need for more professional development opportunities and career advancement prospects in developing countries. Skilled educators are often motivated to seek opportunities for growth and professional fulfilment. However, limited access to training programs, research opportunities, and career progression can lead to frustration and a desire to migrate to regions that offer better avenues for professional development. A study by Shah and Burke (2016) reviewed the importance of professional growth and career advancement as factors influencing migration decisions among highly skilled individuals. Hence, political and social instability in Nigeria play a very significant role in the migration of skilled educators. Conflict, civil unrest, banditry, farmer-herdsmen, ethnic and religious intolerance create an unfavorable environment for educators, impacting their job security, personal safety and overall quality of life.

Furthermore, globalization has led to the standardization of curriculum and assessment practices, potentially shifting local knowledge and cultural diversity. Global education frameworks and standardized testing have influenced the narrowing of educational content and prioritizes, often overlooking local context and cultural nuances (Spring, 2015). Educators need help to maintain cultural relevance and inclusion in standardized curriculum, which can undermine the diversity and richness of educational experiences (Torres, 2019).

In addition, standardized testing is another area of global education frameworks that have contributed to the narrowing of educational content and priorities. The emphasis on high-stakes testing creates pressure on teachers and students to focus primarily on test-related content and skills, often at the expense of broader and more diverse learning experiences. Supporting this assertion, Sanchez (2019) revealed the influence of standardized testing in some countries of the world was found to have reduced instructional time for subjects not included in the tests, such as arts and humanities. It also limits students' exposure to diverse knowledge and cultural perspective.

Globalization facilitates access to vast educational resources through the internet, digital libraries, textbooks, and online courses enabling students from various parts of the world to

learn from leading institutions and experts from the comfort of their homes. First and foremost, globalization has increased access to educational opportunities through international mobility and global on line platforms. Studying abroad provides numerous benefits to include exposure to different cultures, academic diversity and personal growth (Leask & Bridge, 2013). Online education platforms have also provided accessible and flexible learning opportunities for marginalized populations. In supporting this, Hallands and Tirthali (2014) maintained that this advancements in international mobility and online education have expanded access to education, enabling individuals to pursue learning experiences previously limited by geographical boundaries and socio-economic factors.

Furthermore, globalization has facilitated knowledge leading to enhanced learning experiences. International collaborations and partnerships have promoted knowledge exchange, research collaboration, and innovation in education preparing learners to solve complex global challenges in the future (Banks et al., 2017). Also, students' exposure to diverse perspectives and cultural interactions fosters learner critical thinking and global citizenship skills, preparing them to navigate the complexities of a globalized world (Deardorff, 2009).

It also opened new avenue for students to access educational opportunities beyond their countries. The significance aspect of this is the increasing trend of studying abroad, which has numerous benefits for students all over the world. This exposes them to different cultures, languages, and ways of reasoning fostering a global perspective. To support this, Ward and Masgoret (2017) asserted that exposure of diverse cultures enhances cultural intelligence and intercultural competence, valuable skills in today's interconnected world. Students studying abroad enable them to have access to a broader range of educational programs and courses that may not be available in their own countries. The exposure to academic diversity allows students to explore new discipline, diverse teaching methods, strategies, techniques and research opportunities. This exposure to advanced educational systems can have a transformative impact on their academic and professional development (Raby & Valeau, 2017). Hence enhance quality education for sustainable development in Nigeria.

Furthermore, globalization enhance quality education by integration of global perspectives and diversity in curriculum and educational practices. It spurred the inclusion of global content in curricula, such as multicultural education and global citizenship education (UNESCO, 2013). This enhances cultural diversity, intercultural competence, and tolerance creates inclusive and enriching educational environments that prepare students to be global citizens (Banks, 2015). The partnership between educational institutions, governments, and non-governmental organizations have led to innovative approaches to educational and positive educational outcome (World Bank, 2018).

Moreover, globalization enhance quality education for sustainable development by offering less than traditional classroom-based programs, making education more affordable and accessible (Allen & Seaman, 2017). It also provide open educational resources and freely available materials that can be used for self-study or incorporated into formal educational programs. These resources further enhanced accessibility, particularly for individuals who

cannot afford expensive textbooks or learning materials. Example include video lectures, interactive quizzes, and discussion forums, accommodating different learning styles.

Conclusion

In conclusion, globally integrating curricula and educational practices promotes cultural diversity, intercultural competence and tolerance in educational settings. By embracing cultural diversity, students develop a more comprehensive understanding of cultures and foster respect for cultural differences. By including global content, students gain a deeper understanding of diverse cultures and become more globally aware and engaged. International and educational partnerships promote knowledge exchange, research collaboration and innovation. Also, by leveraging the potential of online education, societies can work towards reducing educational inequalities and ensuring that education is accessible to all.

Recommendations

First and foremost, there is need for a critical examination of the role of for-profit institutions in the education sector and the need for policies prioritized equitable access to quality education both rural and urban cities in the developing countries. Secondly to address the challenges of market driven approaches and promote educational equity, there is the need to prioritize policies and interventions that ensures equal access to quality education for all students. To include targeted investments in under-resourced schools, equitable resource distribution and comprehensive support systems for disadvantaged communities.

Thirdly, the developing countries should attach values to their educators by giving them higher wages and better working conditions of teachers and educators. Also, professional growth and career advancement should be encouraged. The developing countries need to implement policies and strategies that enhance the attractiveness of the education sector, to include offering competitive salaries and benefits, improving working conditions, providing opportunities for professional development and career advancement and create a supportive and stable environment for educators.

Finally, teachers and educators should employ pedagogical strategies that integrate culturally relevant and inclusive practices within standardized curricula to address these problems. This could include incorporating diverse perspectives, histories and experiences into the curriculum, promoting critical thinking and reflection on cultural issues, and fostering a classroom environment that values and respects cultural diversity and so on.

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