

**GLOBALIZATION AND THE REALITIES OF CROSS BORDER HIGHER
EDUCATION IN AN UNEQUAL WORLD**

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Abstract

Globalization is a scenario where regional economic bodies integrate into a global system. This is characterized by common telephone lines, railways, systems etc. The unification of curriculum in schools is also another dimension of globalization. The Bologna process in Europe in this direction is serious case in point. Be that as it may, the reality lies in the continuing challenge of this orientation for the developing world. This justified, the inequalities in global issues. The analysis in this paper is to x-ray some of these areas that poses challenge for the under developed nations to cope with the demands of globalization in an unequal world. It is this perspective that convinced many scholars in field, that globalization is a neo-colonialism in disguise.

Keywords Globalization, cross border education, higher education neo-colonialism

Globalization

Since the 1990s, globalization has come to be seen as a cardinal theme for the society and higher education system. Scholars have argued that globalization, broadly defined as largely

inevitable global economic and technological factors affecting every nation, will liberate higher education and foster needed change. Technology innovations such as the internet, market forces, the expansion of the private sector in higher education, and *massification* will permit everyone to compete on the basis of equality. Knowledge interdependence, it is explained, will help everyone. On the other side, critics claim that globalization strengthens worldwide inequality. (Altbach, 2008) Porters the franchising of higher education institutions, and tends to keep academic power in the hands of the wealthy universities of developed countries. All contemporary pressures on higher education, from *massification* to the growth of the private sector, are characterized in general as resulting from globalization. There is a grain of truth in each of these positions-and a good deal of misinterpretation as well. This paper will unravel the realities of globalization in higher education and to highlight some of the impact on the university.

Lectures is the globe are affected differently by global trends. The countries of the European Union, for example, are adjusting to new common degree structures and other kinds of harmonization that are part of the bologna process and related initiatives. Countries that use English benefit from the increasingly widespread use of that language for science and scholarship. Of special interest here is how globalization is affecting higher education in developing countries, which will experience the bulk of higher education expansion in the first half of the 21st century (Task force on Higher Education, 2000).

From the onset higher education institutions have been global institutions in that they functioned in a common language, Latin, and served an international centres to students. The Professoriate were derived from many countries, and the knowledge imparted reflected scholarly learning in the western world at the time. Since universities have always figured in the global environment, they have been affected by circumstances beyond the campus and across national borders. This reality is all too often overlooked in analyses of 21st-century

globalization. A long-term perspective when considering the university reveals the deep historical roots of the ethos and governance of university Kerr (Albatch, 2008) remarked that the institutions that had been established in the western world by 1520,85 still exist-the Roman Catholic church, the British Parliament, several Swiss cantons, and some 70 universities. Among these institutions, the universities may have experienced the least change (Kerr, 2001).

Globalization, at least for higher education, does not lack precedents. From the beginning, universities have incorporated tensions between national conditions and international pressures. While English now dominates as the language of research and scholarship, in the 19th century German held sway as did Latin in an earlier era.

Students have always travelled abroad to study, and scholars have always worked outside their home countries. Globalization in the 21st century is truly worldwide in reach-few places can elude contemporary trends, and innovations and practices seem to spread ever faster due to modern technology. But, again, similar trends have occurred in other periods as well.

It is also the case that all of the universities in the world today, with the exception of the al-Azhar in Cairo, stem from the same historical roots-the medieval European university and, especially, the faculty dominated University of Paris. This means that the essential organizational pattern of the contemporary university worldwide stems from a common tradition-this is an important element of globalization. Much of the non-western world had European university models imposed on it by colonial masters: academic systems in India, Indonesia, Ghana, and the rest of the developing world stem from common western roots. Even those countries not colonized by Western powers such as Japan, Thailand, Ethiopia, and a few others-adopted the western academic model (Altbach & Selvaratnam, 1989). This is the

case even in countries, such as china, with well-established indigenous academic traditions (Hayhoe, 1999).

The American university itself, so influential worldwide, constitutes combination of international influences. The original colonial model, imported from England, was combined with the concept of the German Research University of the 19th century and the American ideal of service to society to produce the modern American university. Foreign models were adapted to domestic realities in creative ways. As the European were adapted to domestic realities in creative ways. As the European Union moves toward the harmonization of national higher education systems in the "common European space", foreign influences again emerge-degree structures, the course credit system, and other elements in modified form-to produce evolving academic patterns. Just as Japan adapted German academic models and some American traditions as it built its modern university system after 1868, the European traditions as it built its modern university system after 1868, the European union is looking to "best practices" worldwide in the 21st century. The Bologna process seeks to achieved this owing the centrality of the knowledge economy to 21st century development, higher education has assumed a higher profile both within countries and internationally because of its roles in educating people for the new economy and in creating new knowledge (Altbach 1998). Given that, the World Trade Organization is now focusing on higher education. Currently, a debate is under way concerning the General Agreement on Trade in Services (GATS). Multinational corporations and some government agencies in the rich countries are seeking to integrate higher education into the legal structures of world trade through the WTO. These developments indicated how important universities and knowledge have become in the contemporary world (Larsen Mrtin, and Morris 2002; Knight 2002 (Altbach, 2008).

Realities of the 21st Century in the Globalized World

It will be useful to discuss some of the terms in the current debate about globalization. For some observers, globalization means everything an inchoate catch all for the external influences on societies. For others, it presents only the negative side of contemporary reality. This paper examines the international environment of higher education and seeks to analyse how that environment affects national higher education systems and individual academic institutions. The focus is not on the specific issues of the management of academic institutions such as changes in administrative structures or academic appointments- although these may be influenced by global trends. Rather, the discussion concerns how societies and universities have dealt with mass enrolments, privatization and the new technologies deregulation, commercialization etc.

This analysis on, the term globalization is seen as the broad economic, technological and scientific trends that directly affect higher education and are largely inevitable in the contemporary world. These phenomena include information technology in its various manifestations, the use of a common language for scientific communication, the imperatives of society's mass demand for higher education (massification) and for highly educated personnel, and the "private good" rationale about the financing of higher education. Academic is affected for example, by patterns in the ownership of multinational publishing and internet companies, the investment by private companies and governments in research and development worldwide, and international currents of cultural diffusion. These and other trends within globalization help to determine the nature of the 21st century economy and society. Globalization is by no means a new phenomenon, the medieval universities were affected by the global trends of the period. The emergence of the research university from the German model in the 19th century was greatly influenced by the global industrial revolution among other factors. Globalization has increased salience in the interdependent world of the

21st century. All countries and academic institutions are affected by these trends and must contemplate them as part of higher education reality and policy. These issues have been a source of concern to many higher education centres in the world.

Globalization and the developing world

Concentrating on developing countries and on smaller academic systems immediately reveals the spectre of inequality. While the Internet and other manifestations of globalization are heralded as disseminating knowledge equally throughout the world, the evidence shows mixed feelings. In some ways, globalization does open opportunity. Making it easier for students and scholars to study and earn living. In many respects, existing inequalities are only reinforced while new barriers are crop up. The argument within higher education mirrors analyses of globalization generally. Some Economists; Joseph Stiglitz and Dani Rodrik, (Altbach, 2008) have argued that in some respects globalization works against the interests of developing countries, reinforcing international inequalities (Stiglitz 2002, Rodrik 1997; Rodrik 1999). Neither Stiglitz or Rodrik oppose globalization both see it as inevitable but they reveal often overlooked, critical problems. This is essentially was the position of (Undie, 2007) in a miniature analysis of internalization and globalization. Great universities and academic systems-the centres have always dominated the production and distribution of knowledge. In the late 20th century the research universities in the major English speaking countries and a few others in the major industrialized countries have constituted those centres. Smaller and weaker institutions and systems with lower resources and often lower academic standards-the peripheries-have tended to be dependent on the centres. Academic centres provide leadership in Arts science, technical and indeed entire scholarship in research and teaching. They are in the fore front with regard to organizational structure and mission of universities and in knowledge dissemination. The centres tend to be located in

larger and wealthier countries, where the most prestigious institutions benefit from the full array of resources, including funding and infrastructures-such as laboratories virtual libraries to support research, academic staff with appropriate qualifications, strong traditions, and legislation that supports academic freedom. The academic culture fosters high 'achievement levels by individual professors and students and by the institutions themselves. These top institutions often use one of the major international languages for teaching and research and in general enjoy adequate support from the state.

The world of centres and peripheries is growing ever more complex (Altbach, 1998). The international academic centres-name the leading research-oriented universities in the north, especially those that use one of the key world languages (particularly English)-occupy the top tier. High-quality universities do exist elsewhere for example in Germany, France, Japan and several smaller European countries. A number of universities in China, Singapore, Taiwan, and South Korea aspire to reaching the status of top research institutions. This view of Altbach is not true because there are good universities in the developing world too. The only problems are the issue of appropriate academic environment. Even within countries at the centre of the world academic system in the early 21st century the United states, Britain, Germany, France, and to some extent Australia and Canada there are many peripheral institutions. For example, perhaps 100 of America's 3,200 postsecondary institutions can be considered research universities. These institutions receive more than 80 percent of government research funds and dominate most aspects of American higher education. From this angle only very few universities in Nigeria received research grants. In this country publication is funded through staff salaries. The rest of the American higher education system lies on the periphery of the research centres. These segments, including the comprehensive universities, community colleges, and other institutions play important roles in both the academic system and in society; but they are not considered leaders in the academic system.

While hardly a new development, this stratification has probably become more pronounced in recent years.

Countries that established relative equality among universities are fostering diversification the United Kingdom has created a ranked system, and in 2006 Germany identified several universities to receive funding so that they can achieve world class status. Other countries possess similarly stratified academic systems. Some universities play complex roles as regional centres, providing a conduit of knowledge and links to the top institutions. For example, the major universities in Egypt provide academic leadership for the Arabic-speaking world and are links to the major centres, while contributing relatively little top-class research themselves. China's key universities are significant producers of research, mainly for internal consumption, while at the same time serving as links to the wider world of higher education.

It has now become more difficult to earn the status of a major player in international higher education-that is, to achieve "centre" status (Altbach, 1998). The price of entry has risen. Top-tier research universities require ever greater resources, and in many fields scientific research involves a large investment in laboratory facilities and equipment (Altbach forthcoming). Enabling institutions to remain fully networked for the Internet and information technology is also costly, as are library acquisitions- including access to relevant databases. Universities in countries without deep financial resources will find it virtually impossible to join the ranks of the top academics will find it virtually impossible to join the ranks of the top academic institutions. Indeed, any new institution, regardless of location, will face similar challenges.

Academic institutions at the periphery and the academic systems of developing and some small industrialized countries depend on the centers for research, the communication of knowledge, and advanced training. The major journals and databases are headquartered at the

major universities-especially in the United states and the United kingdom since international scholarly and research journals are largely published in English. Most of the world's universities are mainly teaching institutions-in developing countries virtually all are in this category that must look elsewhere to obtain new knowledge and analysis. Many smaller developing countries, for example, lack the facilities for research, do not provide degrees beyond the bachelors, and are unable to keep up with current journals and databases due to the expense. Structural dependency is endemic in much of the Worlds academic institutions. A new tie to open strings of colonial foes. The era of the cold war wascharacterized by the efforts of the major powers to dominate the "hearts and minds" of the peoples of the world. The Soviet Union, the United States, and others spent lavishly on student exchanges, textbook subsidies, book translations, institution building, and other activities to influence the world's academic leaders, intellectuals, and policymakers. The goals were political and economic, and higher education was a key battlefield. The rationale was sometimes couched in the ideological jargon of the Cold War but was often obscured by rhetoric about cooperation (Altback, 1971). Some critics labelled such policies and initiatives as neo-colonialism – an effort to dominate foreign countries by means other than naked military or economic force.

Many programmes offered benefits to the recipients in the form of scholarships to study abroad, high-quality textbooks, scientific equipment, and other resources. Participation in programs took place on an entirely voluntary basis, but the level of assistance became difficult to cut back in the context of scarcity. Acceptance meant increased ties to the donor countries and institutions and long-term dependence on the countries providing the aid. Installation of laboratory equipment or computers, for example, meant continuing reliance on the supplier for spare parts, training and the like. All these occurred in the means of globalization. We are now in a new era concerning powerand influence. Politics and

ideology have taken a subordinate role to profits and market-driven policies. Now, multinational corporations, media conglomerates, and even a few leading universities can be seen as the new neo-colonialists – seeking to dominate not for ideological or political reasons but rather for commercial gain. Governments are not entirely out of the picture; they seek to assist companies in their countries and have a residual interest in maintaining influence as well. An example of governmental support for commercial interests and income generation in higher education is the American and Australian advocacy of open markets in the World Trade Organization's General Agreement on Trade in services (GATS) negotiations – supporting easy entry of universities and for-profit providers into developing countries. As in the cold war era, countries and universities are not compelled to yield to the terms of those providing aid, fostering exchanges, or offering internet products, but the pressures in favour of participation tend to prevail. Involvement in the larger world of science and scholarship and obtaining perceived benefits not otherwise available, present considerable inducements. The result is the same the loss of intellectual and cultural autonomy by those who are less powerful.

The supremacy of English Language in Globalization

English seems to be the Latin of the 21st century. In the current period, the use of English is central for communicating knowledge worldwide for instruction even in countries where English is not the language of higher education and for cross-border degree arrangements and other programs. The dominance of English is a factor in globalization that deserves analysis if only because higher education worldwide must grapple with the role of English (Crystal 1997).

English is the most widely studied foreign language in the world. In many countries, English is the required second language in schools and the second language of choice in most

places. Like Nigeria English is the medium of most internationally circulated scientific journals. Universities in many countries stress the value that their professors publish in internationally circulated scientific journals, almost by definition in English, placing a further premium on the language. Internet web sites devoted to science and scholarship function predominantly in English. Indeed, English serves as the language of online academic and scientific transactions. The largest number of international students goes to universities in English speaking countries.

English is the medium of instruction in many of the most prominent academic systems-including those of the United States, the United Kingdom, Australia, Canada, and New Zealand-all of which enrol large numbers of overseas students. Singapore, Ethiopia, and much of Anglophone Africa use English as the primary language of instruction as well. English often functions as a medium of instruction in India, Pakistan, Bangladesh, and Sri Lanka. Other countries are increasingly offering academic programs in English to attract international students unwilling to learn the local language and to improve the English language skills of domestic students and thus enable them to work in an international area. English medium universities exist in many countries-from Azerbaijan and Bulgaria to Kyrgyzstan and Malaysia. In many countries such as Japan, the Netherlands, Germany and Mexico universities offer English medium degree programs and courses at local universities. Many European Union nations offer study in English as a way of attracting students from elsewhere in the EU. English is clearly a ubiquitous language in higher education worldwide. The role of English affects higher education policy and the work of individual students and scholars. Obviously, the place of English at the pinnacle of scientific communication gives a significant advantage to the United States and the United Kingdom and to other wealthy English speaking countries. Not surprisingly, many scientific journals are edited in the United States, which gives in advantage to American authors; for not only are they writing in their

mother tongue, but the peer review system is dominated by people accustomed to both the language and methodology of US scholar. Others must communicate in a foreign language and conform to unfamiliar academic norms. As mentioned earlier, in many places academics are pressured to publish in internationally circulated journals- the sense being that publication in the most prestigious scientific journals is a necessary validation of academic work. Increasingly, international and regional scientific meetings are conducted exclusively in English, again placing a premium on fluency in the language.

English-language products of all kinds dominate the international academic marketplace, especially journals and books. For example, textbooks written from a US or UK perspective are sold worldwide, influencing students and academics in many countries and providing profits for publishers who function in English. The English language databases in the various disciplines are the most widely used internationally. Universities must pay for these resources, which are priced to sell to American or European buyers and are thus extraordinarily expensive to users in developing or middle-income countries. Nevertheless, English-language programs, testing materials, and all the other products find a ready market in these countries.

Countries that use "small languages" may be tempted to change the medium of instruction at their universities entirely to English. A debate took place in the Netherlands on this topic, and it was decided to keep Dutch as the main language of instruction-largely out of concern for the long-term survival of the Dutch language and culture-although degree programs in English are flourishing in the country, where collaborative degree programmes are offered, such as in Malaysia, the language of instruction is almost always English and not the language of the country offering the joint degree.

English is supplanting such languages as French, German and Spanish as the international medium of scholarship. These other languages are in no danger of disappearing

in higher education but their world role has shrunk. The use of English tends to orient those using it to the main English speaking academic systems, and this further increases the influence of these systems' countries. Regardless of the consequences, however, English will continue as the predominant academic language.

Academics, clientele in the globalization

Since the medieval period has such a large proportion of the World's students been studying outside their home countries-more than 1.5 million students at any one time-and some estimate that the number of foreign clientele is predicted to grow to 8 million by 2020. Large numbers of professors and other academics travel abroad temporarily for research or teaching, and substantial numbers of academics migrate abroad as well to pursue their careers (Altbach, 2008) Aspects of globalization such as the use of English encourage these flows and will ensure that growth continues. The global marketplace will expand as academic systems become more uniform and academic degrees more accepted internationally, immigration rules favour people with high skill levels, and universities look to hiring the best talent worldwide.

The United States letters for residence is a case in point. The flow of academic talent at all levels is directed largely from south to north from the developing countries to the large metropolitan academic systems. It is assumed that large percentage of the world's international students comes from developing countries, and obviously all of them study in the north. Most of these students pursue master's, doctoral, and professional degrees. Many do not return to their countries of origin. This scenario frustrates others from acquiring resident visas. Close to 80 percent of students from china and India, two of the largest sending countries (to the United Stat), do not return home immediately after obtaining their degrees taking jobs or postdoctoral appointments in the United States. The years since the

collapse of the soviet system have also seen a flow of scientists from Russia to Western Europe and North America. Students from industrialized countries who study abroad typically do not earn a degree but rather spend a year or two in the country to learn a language or gain knowledge that they could not acquire at home.

Drain in Developing Economy

Most international students pay for their own studies, producing significant resources for the host countries and a drain on the economy of the developing world. According to estimates, the money spent abroad by students from some developing countries more than equals incoming foreign aids. These students not only acquire training in their fields but also absorb the norms and values of the academic systems in which they studied. They return home desiring to transform their universities in ways that often prove to be both unrealistic and ineffective. Foreign students serve as carriers of an international academic culture a culture that reflects the major metropolitan universities and may not be relevant for the developing world. Above all these external aids are tied to conditions.

In 2002, universities in the United States hosted almost 85,000 visiting scholars. Although figures are not available, it is estimated that visiting scholars number 250,000 worldwide. The predominant south north flow notwithstanding, a significant movement of academics occurs among the industrialized countries and to some extent within other regions such as Latin America. As part of the bologna initiatives of the European union, there is more movement within Europe. Most visiting scholars return home after their sojourns abroad, although a certain number use their assignments as springboards to permanent emigration. The flow of highly educated talent from the developing countries to the west is large and problematic for third world development. For example, more Ethiopian holders of doctoral degrees work outside of Ethiopia than at home, and 30 percent of all highly educated

Ghanaians and sierra Leoneans lie and work abroad (Outward bound20002,24). Many African countries experience this pattern. South Africa is losing many of its most talented academics to the north, while at the same time it is recruiting professors from other counties in Africa. This migration has seriously weakened academic institutions in many developing countries. This flow of scholars into Europe from developing countries is exceedingly slow. Migration does not affect only developing countries. Academics from developed countries will also go abroad to take jobs that offer more attractive opportunities, salaries, and working conditions, as illustrated by the on-going small but significant exodus from the United kingdom to north America. To combat this trend, UK authorities have provided funds to entice their best professors to remain at home. To avoid the incidence of brain drain as in the case of Africa Being at the cater of research activity and having access to the latest scientific equipment sometimes lures scholars from small but well-endowed academic systems, such as those in Denmark or Finland, to the metropolis in some fields such as those in Denmark or Finland, to the metropolis. In some fields, such as engineering specialties and computer science, the percentage of professors from other counties working US universities is very high reflecting the fact that almost half the doctoral students in these fields are foreigners'. Academic migration takes place throughout the academic system, especially in the sciences, engineering. Information technology and some management areas such migration occurs both at the top of the system, with some world famous scholars attracted abroad by high salaries, and at the bottom, where modest salaries are able to draw foreigners to jobs that are unappealing to local applicants. The point is that globalization is expected to bring about basification.

Academic migration follows complex routes. Many Egyptian, Jordanian, and Palestinian academics work at Arabian Gulf universities attracted by better salaries and working conditions than are available at the countries. Indians and Pakistanis are similarly

drawn to the Gulf as well as to Southeast Asia. Singapore and Hong Kong attract a broad range of expatriate academic. Mexico and Brazil employ scholars from elsewhere in Latin America. South Africa, Namibia, and Botswana currently recruit Africans from elsewhere on the continent. Some of the best scholars and scientific from Russia and a number of central European countries have taken positions in Western Europe and North America. The existing traffic among member states will likely grow once the EU implements policies to harmonize academic systems, a process new underway.

The most significant "pull" factors include better salaries and working conditions and the opportunity to be at the centres of world science and scholarship. The discrepancies in most developing countries academics cannot aspire to a middle-class lifestyle nor have access to the necessary tools of research and scholarship (Altbach, 2008).

One of the many "push" factors involves the limited extent of academic freedom in many developing countries. Academics can be subject to restrictions and even arrested they stray from officially approved topics. Favouritism and corruption in academic appointments, promotions, and other areas further erode the environment of the university. In many higher education systems, job security or stability is unattainable. Conditions at third world universities stem largely from the scarcity of resources and the pressure of increased student numbers on overburdened academic institutions. While the "pull" factors at the centres will retain their influence, the "push" factors can be moderated. Overall, however, the migration of academic talent will continue in the current globalize environment.

People have long equated the migration of talent with brain drain; however, the life stories of emigrants have change (Choi, 1995). Many academics now keep in close contact with their countries of origin, maintaining scientific and academic relationships with colleagues and institutions at home. Growing numbers of academics have even gone back after establishing careers abroad as economic and political conditions at home have changed.

Some academics from South Korea and Taiwan, for example, left the United States to accept senior academic appointments in their home countries once academic working conditions, salaries, and respect for academic freedom had improved. More commonly, expatriate academics return home for lecture tours or consulting, collaborate on research with colleagues in their countries of origin, or accept visiting professorships. Facilitated by the internet, these links are increasingly accepted as appropriate and useful, such trends are especially strong in countries with well-developed academic systems, such as China, India, and South Africa, among others.

The migration of academic talent is in many ways promoted by the industrialized countries, which have much to gain. Immigration politics are in some cases designed to encourage talented personnel to migrate and establish residency although, as least in the United States, security concerns in the aftermath of 9/11 have changed the equation to some extent. In many countries, academic institutions make it easy for foreigners to fit into the career structure. Countries that place barriers to foreign participation in academic, such as Japan and now perhaps the United States, may find it more difficult to compete in the global knowledge sweepstakes. Industrialized countries benefit from a large pool of well-educated scientists and scholars people educated by developing countries who choose to take their talents and skills to the highest bidders. In this way, the developing world has supported the North's already overwhelming lead in science and scholarship. The renewal of links between academics that migrate and their countries of origin mitigate this situation somewhat, although developing countries and some smaller industrialized nations still find themselves at a disadvantage in the global academic labour market.

The curriculum in the globalized world

The field of business demonstration exemplifies the global dominance of ideas by the major English speaking academic systems. In most countries, business administration is a new field, established over the Past several decades to prepare professionals for work in multinational corporations or in firms engaged in international commerce as well as in local business. The dominant pattern of professional studies is the MBA degree the American style masters of business demonstration. This degree originated as the way to prepare American students for work in US business, based on American curriculum ideas and business practices. A key part of many MBA programs is the case study, again developed in the US context. The MBA model has been widely copied in other countries, in most cases by local institutions but also by American academic institutions working with local partners or setting up their own campuses overseas. While the programs sometimes are modified in keeping with the local context, the basic degree structure and curriculum remain American.

Another example of the export of the curriculum is the proposed incorporation of some general education in the first degree. Part of the US undergraduate curriculum for two centuries, general education provides a broad background in the discipline along with critical thinking skills. Higher education in developing countries: Peril and Promise, an influential report sponsored by the world bank and UNESCO, advocates general education as an alternative to the existing largely specialized undergraduate curriculum common in higher education worldwide (Task force on Higher Education 2000). The future of general education as a curriculum reform is not clear. There is an increasing use of common textbooks, course materials, and syllabi worldwide, stimulated by the influence of multinational publishers, the internet, and databases, as well as the growing number of professors who return home after their study abroad with ideas concerning curriculum and instructional materials. These materials originate mainly in the large academic systems of the north-especially the United States, the United Kingdom, and France. This phenomenon reflects globalization but in

practice it is far from it. Disciplines and fields vary in terms of how globally homogenous they have become. Such fields as business administration, information technology, and biotechnology are almost entirely dominated by the major academic centres. Other fields such as history, language studies, and the humanities are largely nationally based, although foreign influences are felt in methodology and approaches to research and interpretation. Curricular influences, like scientific research and the knowledge distribution system, proceeds largely from North to south.

Conclusion

Globalization as a policy meant well for the globalizers and not the globalized, for the globalized have little to offer in the orientation. They remain perpetually consumers of whatever is produced from the advanced economics. The reality of globalization lies in the very fact that globalization in an equal world suggests a wild goose chase. The state of preparedness and readiness of the weaker economics constitute itself a log in the wheel of globalization. In the family of globalization, it may not be out of place to remark that the weak economics as to the effect that it may be a replica of neo-colonialism in disguise while they muster up courage to enjoy the little benefit accruable from it.

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