



ISSN: 0975-833X

Available online at <http://www.journalcra.com>

INTERNATIONAL JOURNAL
OF CURRENT RESEARCH

International Journal of Current Research
Vol. 11, Issue, 06, pp.5026-5029, June, 2019

DOI: <https://doi.org/10.24941/ijcr.35591.06.2019>

RESEARCH ARTICLE

IMPACT OF GLOBALIZATION UPON EDUCATION SECTOR – ANALYSIS OF SOUTH ASIAN EDUCATIONAL PRACTICE IN THE WAKE OF GLOBALIZATION

*Dr. Safia Urooj, Saba Naz, Dr. Wahaj Muhammad Khan and Tabassum Kausar

Department of Teacher Education, University of Karachi, Pakistan

ARTICLE INFO

Article History:

Received 25th March, 2019
Received in revised form
23rd April, 2019
Accepted 28th May, 2019
Published online 30th June, 2019

Key Words:

Globalization, Educational Sector,
South Asian, Educational Practice,
Knowledge Transfer, Exchange of skills.

*Corresponding author: Dr. Safia Urooj

ABSTRACT

The research paper aims to explore the impact of globalization upon education sector. The research paper specifically focuses upon Pakistan to find out the changes brought by globalization on its education system. The paper adopts a qualitative approach to attain the set objectives and mainly relies upon the analysis of secondary sources for the collection of information. The relevant literature existed around the topic has been accessed and reviewed to have deep insight over the issue under consideration. The study reveals that the process of globalization has resulted in easy and swift transfer of knowledge and skill from one place to another due to which the education systems have also refined. Easy mobility of people from one place to another has also allowed transmission of ideas and knowledge. It is found that in Pakistan globalization has increased the popularity of English language whereas the trend of commercialization and international collaboration through affiliated programs and study tours have also increased. These changes have allowed the Pakistani students and teachers to get hold of the ideas and patterns that are followed in the western educational sphere.

Copyright © 2019, Safia Urooj et al. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Dr. Safia Urooj, Saba Naz, Dr. Wahaj Muhammad Khan and Tabassum Kausar, 2019. "Impact of globalization upon education sector – analysis of South Asian educational practice in the wake of globalization", *International Journal of Current Research*, 11, (06), 5026-5029.

INTRODUCTION

The broad phenomenon of globalization has been revolutionizing people, their activities, life styles and businesses across the globe (Welmond, 2002). It is the process of modernization that has been diminishing the borders among the countries, creating a global village where geographical distance is no longer capable of creating any communication or knowledge transfer gap among people. All the aspects of human life are experiencing changes in the wake of globalization and with no exception; the education sector has also become an important receiver of the changes and developments brought by globalization (Webb et al., 2009). Over the last few years there have been considerable changes occurred within the education field for which credit could be given undoubtedly to globalization. With the advent of globalization there is widespread popularity and use of latest communication means and technologies (Davies and Edwards, 2001). This usage has enhanced the learning systems across the world meanwhile the roles of teachers and students have also altered in the modern landscape. The modern information-based society has made people more aware and informed and these effects are clearly evident upon students and teachers also (Vulliamy, 2004). With better access to information, the teachers have become able to educate their students with strong and expanded knowledge base.

On the other hand, the students have also become able to acquire information from multiple sources in less time and with great ease (Dale, 2000). The easy exchange of knowledge and information among various societies has also changed the educational patterns and eventually the educational practice has internationally changed in the modern times as compared to the traditional teacher methods and education patterns. At the same time, there are some negative effects also drawn by globalization upon education that must be understood by the educationalist to minimize their effects upon their educational practice (Tatto, 2006). Being developing nation's countries like Pakistan and other South Asian nations like India and Sri Lanka are also receiving strong impacts of globalization on their education because the western education system is reaching the eastern nations easily and these countries are experiencing the patterns and knowledge sharing style of western countries with the use of internet and other communication means. This article is aimed at examining the positive and negative impact of globalization upon education. With the help of the review of various research studies, the paper explores the issue in depth and also put forwards some recommendations with the aim of helping educationalist to make best use of the opportunities offered by globalization to the education field.

Problem Statement: Globalization has posed various opportunities as well as opportunities to the educational systems (Alexander, 2000). These threats and opportunities

stem from the communication and technology advancements due to which the educational systems of various countries have come much closer. It is really important that in the present situation Pakistan and other Asian countries must understand how their educational systems have been affecting from globalization because there are not only positive aspects of the issue but some negative effects are also drawn by globalization like dominance of foreign culture, change perspectives and ideologies of different countries have conflicting views that makes student confuse or away from own culture, popularity of international language resulting in demise of several regional and local languages etc. (Hallak, 2000). In this scenario, the countries have to decide their priorities so that they can control the flow of information according to their policies and objectives. In this regard, it is imperative to have clear look at various types of impacts that globalization so that the government and controlling authorities can understand how the educational systems and practices have been witnessing the impact of globalization and then they can take appropriate policies and plan to deal with the ongoing changes.

Literature Review

Harvey (2005) explains that the process of globalization was initiated after the Cold War when there were several treaties and agreements made among different countries on political, social and economic grounds. The concept of free trade gave momentum to the globalization process and it becomes possible that the developments occurred in one part of the world started having impact upon the other part of the world very quickly. Brown (2003) realized that the analysis of globalization process from social standpoint shows that the changes brought by it have altered the social lives of people at large and their different activities including education practice is also transformed as a result of globalization. Hill (2004) found that the globalization of education is backed by the developments occurred in the field of communication and technology and at the same time the educational developments have supported the advancements in communication and technology. This is because when people become more skilled and aware they become able to make better use of technology that eventually resulted in its widespread popularity. Andrabi, Das and Khwaja (2002) found that the information based has created a generation of global citizens that is competitive and informed with the changed occurring all over the world. Rahman (2002) realized that being a state having historical roots inside colonial rule; Pakistan has a tradition of borrowing educational ideas from the west and other countries. Indian and British influence always remain evident upon Pakistan educational system however, as a result of globalization this influenced is no longer limited to British or India but gradually Pakistani education system started getting ideas and inspirations from different education systems around the world. Khalique (2006) explained that the exchange programmes of educational ideas have significantly worked to revolutionize the education system in Pakistan during the modern era. He pointed out that in the globalized world it has become common for the Pakistani education system to offer various international universities affiliated degrees to their students where they teach them international syllabus. Moreover, the students are commonly getting their education from other countries bringing ideas of the host country to their home land. The teachers are commonly sent abroad for getting educational training and study tours are also frequently arranged at different levels that provide Pakistani students

opportunity to get exposure to the educational system of the western world and other countries. As a result of all these developments, the Pakistan educational system is no longer lagging behind others and it has also become modernized and advanced. Jahani (2004) pointed out that English has been accepted as international language in Pakistan several decades ago however, in the era of globalization the language has become more popular and people are widely adopted it with the belief that it is the source or prosperity and economic development. Due to this trend, Pakistani students and teachers have become able to better interact with the educationalists of the world and their skills and knowledge has also been increased significantly. Memon (2007) found that the trend of privatization has also become popular in Pakistani education sector due to which the secular powers have got the opportunity to practice their educational style in Pakistan. As a result, the education system has become very efficient and matched with the international standards. Based on the above analysis of the related literature, there are various impacts of globalization found impacting upon the educational system especially in Pakistan and other eastern countries. On the base of this review of literature, a thematic analysis has been conducted to categorize the major impacts that globalization has drawn upon education system.

METHODOLOGY

The research paper is based on qualitative approach and relies upon secondary sources of information to conduct the analysis of the selected topic. Since the research paper aims to examine the impact of globalization upon the education system, it is found useful to review and examine the related available literature around the topic to have detailed insight of the issue. Various books, journal articles and research reports have been accessed and studied to collect information about the topic and the analysis has been conducted of the acquired information to come towards a logical conclusion.

FINDINGS AND ANALYSIS

The analysis of the related literature shows that there are various important changes brought within the educational system to meet the demands of the globalized world. Some of the major changes brought by globalization after categorizing under main themes are presented below:

Internationalization: Due to globalization the education system has been internationalized and there are various changes occurred within external and internal educational systems of different countries. As a result of the creation of global market there is overall more need for educated and skills labour across the world and the education systems are striving to provide people education of international standard that can allow them meeting the requirements of the jobs and employers at international level. The internationalization has resulted in the uniformity of knowledge type and level that is being provided to people across the world. Different countries have added various new disciplines and sections within their educational curriculum so that it could match the international standards. In Pakistan also the educational system has got international dimensions and various foreign universities have made their presence in the country with the help of affiliated programs and degree being offered through the local educational institutions. In this way, these foreign

educationalists became able to propagate their ideologies and philosophies through their curriculum.

Privatisation: The trend of privatization is very new in Pakistan but as globalization starts changing the world, the trend of privatization also got momentum in Pakistan. The private sector became very strong in providing education in the country in which not only the local educationalist are very active but foreign educationalists have also laid their foundations in Pakistan with the help of their branches and affiliated colleges and other institutions. The commercialization also became very common because it evolve as high profit earning sector. The investors also realized that the private education sector is very profitable due to which various chains of private schools and other educational institutions have been established across the country and people have been earning high profits through high fee that the students pay in exchange for getting education of international standard. Here is it important to notice that private associations have also formed to look at the matters of private educational institutions however, there are no specific or tough law that can bind these private institutions to actually provide the education that surely matches the international standard.

Popularity of English and Downfall of Regional and Local Languages: English is already popular in the sub-continent since during the colonial era people at large got the opportunity to learn English from the British people (Abbas, 1993). However, in the era of globalization the language has become more popular and people at large became open to learn English because they can use various technologies effectively when they can better understand English. In the situation, the local, national and regional languages become vulnerable. People start using mixture type of languages by giving more importance to English. In this scenario, it is important that the government and the policy makers of the educational sector have to take measures to safeguard the local language. The private education institutions also use to give more importance to English and it is common to see students weak in their own mother tongue. Moreover, the regional languages are also getting less popular among the masses and their further propagation among the people is also somewhat negatively affected due to the preference given to English. This is because, in the globalized world people feel more comfortable in speaking international languages like English and want to avoid using their local language in public. English has proved to be a source of development and prosperity so the policy makers have to search for the ways through which the local languages could also be safeguarded.

Exchange of Knowledge and Skills: Globalization has fostered the pace of transfer of skills and knowledge across the globe. The teachers have become able to nurture their skills and capabilities with the help of various inline teacher training programs offered by international educationalists. They can also easily go to any other country for getting training and can polish their teaching skills. On the other hand, the advancement in transportation and communication has allowed the students to move towards faraway places for getting education. This trend of not new for the people of Pakistan but in the globalized world it has become more popular because the parents now feel more comfortable in sending their wards to the other places for education because they can remain in touch with them on permanent basis with the help of advanced technology. In this way, the skills and knowledge rapidly shifts

from one place to another and the education sector of Pakistan has become advanced and more influenced by the western style in the modern day world. The students have also become more informed and aware because they can view various options available to them by looking at various sources of information online and can make better choice for them regarding the future.

Recommendations

The analysis of the secondary information shows that the education sector across the world has changed a lot due to globalization. The education sector of Pakistan has specially received strong impacts of this trend and these trends are not all positive. The negative impacts of globalization upon the education need to be controlled and minimised through effective policies. For this purpose, the research paper proposed following recommendations that can help in improving the education system of the country in the era of globalization.

- The educationalists need to create balance between foreign and local language. They have to design course material in a manner that not only the English of the students is improved but they also master their local language
- The preservation of culture through its true representation in the educational curriculum is also very important. The policy makers of the sectors have to assure that while following the international educational style they must not ruin or overlook their own cultural values and there must be due place given to it in the curriculum
- The Government need to make monitory bodies to control the activities of the private educational institutions so that they can become trustworthy source of getting education. The standard of education provided by both the public and private schools must meet the international standard because all students have the right to become prepared to face the challenges of the globalized world.
- At government level students and teachers should be given more opportunities to attend different international education conferences and training program so that the education system of the country can truly meet the international standards
- There must be a controlling body in the country that can monitor the flow of information coming to the education sector and take immediate steps to make sure that no idea or material colliding with the national interest of Pakistan enters the educational system of the country

Conclusion

It has been revealed from the above discussion that the process of globalization has changed the entire world and every facet of human life has been experiencing abrupt changes. The traditional way of educating the masses has also altered a lot in the current era. The educational systems of the countries across the world have been going through the phases of advancements because with the help of advanced technologies they are getting more information and skills from various outside sources. The effects of globalization upon the educational system are both negative and positive. Overall, the educational

system of Pakistan has been getting positive impacts of globalization but the clash of civilization has become stronger as a result of this process. Eventually, the country needs to decide upon the values and ideologies that they want to transfer to their next generation through the education sector. The heavy influence of western educational ideas and philosophies has made it really challenging for the local values and ideas to survive and remain popular among the people. In this regard, the government and the policy makers of the education sector have to take some steps to protect own culture while remaining aligned with the developments occurring across the globe.

REFERENCES

- Abbas, S. 1993. The power of English in Pakistan. *World Englishes*, 12 (2) pp. 147-156
- Alexander, R. 2000. *Culture and pedagogy, international comparisons in primary education*. Oxford: Blackwell Publishers Ltd
- Andrabi, T., Das, J and Khwaja, A. 2002. The rise of private schooling sector in Pakistan: Catering to the Urban Elite or educating the rural Poor? [Online] Available at <<http://www.economics.pomona.edu/Andrabi/Research/Pakschool%20March29.pdf>>
- Brown, W. 2003. Neo-liberalism and the End of Liberal Democracy [Online] Available at <http://muse.jhu.edu/journals/theory_and_event/v007/7.1br own.html>
- Dale, R. 2000. Globalization: a new world for comparative education?, in: J. Schriever (Ed) *Discourse formation in comparative education*. Oxford: Peter Lang
- Davies, M. and Edwards, G. 2001. Will the curriculum caterpillar ever learn to fly? In M. Fielding (Ed.) *Taking education really seriously: four years hard labour*. London: RoutledgeFalmer
- Hallak, J. 2000. Globalisation and its impact on education, *Oxford studies in comparative education*, 10: 21-40
- Harvey, D. 2005. *A Brief History of Neoliberalism*. Oxford: Oxford University Press
- Hill, D. 2004. Books, Banks and Bullets: controlling our minds: the global project of imperialistic and militaristic, neo- liberalism and its effect on education policy. *Futures in Education*, Vol. 2, No. 3 & 4, 504 - 522
- Jahani, C. 2005. State control and its impact on language in Balochistan. In the role of the state in west Asia. Annika Rabo and Bo Utas (eds), pp151-163. Istanbul: Swedish Research Institute
- Khalique, H. 2006. Workshop on 'between the state ideology and popular culture: Urdu literature and Urdu media in contemporary Pakistan, Heidelberg, 20- 22 July, 2006. Germany
- Memon, R. 2007. Education in Pakistan: The key issues, problems and the new challenges. *Journal of management and social science*, 3(1), pp47-55
- Rahman, T. 2002. Government and policies and the politics of the teaching of Urdu in Pakistan. *Annual of Urdu studies*, NO . 17. pp.95- 124
- Tatto, M.T. 2006. Education reform and the global regulation of teachers' education, development and work: a cross-cultural analysis, *International journal of educational research*, 45:231-241.
- Vulliamy, G. 2004. The impact of globalisation on qualitative research in comparative and international education, *Compare*, 34 (3):261-284
- Webb, R., Vulliamy, G., Sarja, A., Hämäläinen, S. and Poikonen, P. (2009). Professional learning communities and teacher well-being? A comparative analysis of primary schools in England and Finland, *Oxford review of education*, 35 (3): 405-422.
- Welmond, M. (2002). Globalization viewed from the periphery: the dynamics of teacher identity in the republic of Benin, *Comparative education review*, 46: 37-65
