

# Exploring the Effects of Globalization on Higher Education in Developing Countries

Ziwen Zhang<sup>1\*</sup>

<sup>1</sup> School of Educational Science, Taizhou University, 225300, Taizhou, Jiangsu, China.

---

**Abstract:** Globalization has exerted a profound influence on education systems worldwide, particularly in developing countries where education is often seen as a cornerstone for success and career advancement. This phenomenon has led to a significant shift towards greater international engagement in higher education, encompassing both beneficial and detrimental impacts. The positive aspects of globalization in education include increased access to diverse learning opportunities and exposure to international educational standards, which can enhance the quality and relevance of education in a globalized world. However, these benefits are counterbalanced by challenges such as the potential erosion of local educational identities and inequities in resource allocation. The irreversible effects of globalization on political, economic, and social realms pose substantial implications for the growth and evolution of educational systems, especially in developing nations. These countries, often recipients of international educational programs and policies, face unique challenges in adapting to the global educational landscape. It is crucial to critically analyze the influence of globalization on educational development in these regions. This involves a thorough examination of the alterations in educational policies instigated by international frameworks and the long-term effects of such changes on the educational trajectory of developing countries. Understanding these dynamics is key to navigating the complexities of globalization in education and ensuring that its impact fosters inclusive and sustainable educational development.

**Keywords:** Higher education; Globalization; Education system; New education pattern; International involvement

---

## Fund Project:

Research on the connotation, standards and training paths of digital literacy of normal college students in the intelligent era, Jiangsu University Philosophy and Social Science Research Project (2023SJYB2259), 2023-2025

## 1. Introduction

Since time immemorial, education has dominated international education development. Education is being key to the development of countries requires to be accorded the significance it deserves. However, it has not been achieved as far as higher education globalisation is concerned. As a vital globalisation strategy for balanced development internationally, higher education leads to the improvement of people's lives as well as places countries as key players in businesses. Abad-Segura and González-Zamar (2021) argue that significant progress has been made towards increasing access to higher education by embracing globalisation. The impact of globalisation could be seen everywhere from education to the economy. The arguments would focus on finding out the effects of globalisation in higher education in the developing countries by first defining globalisation. This will be followed by examining the effect of globalisation in higher education in developing countries in terms of internationalisation, access to knowledge among others. Lastly the essay will offer recommendations.

## 2. Globalization and Internationalization in Higher Education

Globalization in education has fostered interconnectedness and rapid knowledge transmission, leading to the adoption of Western educational models in developing countries. This has brought about both opportunities and disparities, as seen in the increased access to quality education and the reduction in funding for higher education (Casado-Aranda et al., 2021). Globalized education systems, influenced by socio-political and economic factors, offer flexibility but lack equality, particularly for students from developing nations.

Internationalization in higher education, a response to globalization, aims to integrate global dimensions into teaching and research. It enhances a nation's international policy, promotes cultural acceptance, and prepares students with global knowledge, fostering cooperation across diverse education systems.

### **3. Access to Knowledge**

The globalisation of higher education is primarily driven by global markets, thus creating opportunities for both developing and developed countries. Quality controls, monitoring the expenses as well as information management, are among the most significant benefits of higher education to students due to improved access of knowledge. Dynamic responses in the higher education institutes are required at the provincial, national, and universal levels, to utilise the opportunities created by globalisation and overcome the difficulties. Students that have gone through global education have access to information that can be crucial to the development of their countries.

### **4. Negative Effects of Globalisation in Higher Education in Developing Countries**

The globalization of higher education is focused on industrialism. Higher learning is never about research, examination, and discourse; it has become an item that can be purchased and sold, promoted, and advertised (Fitria et al., 2023). Globalization of higher education, however, offers a variety of decisions, as it comes at the expense of the advancement of global knowledge. This likewise spreads the philosophies in a way that can encourage colonization in the developing world (Hilton III, 2020). The higher education platforms are presently a billion-dollar industry. The related business of teaching the English language and helping students with college applications has increased significantly. Many of these higher institutions of learning are unregulated and have added to the finances of the higher education sector. Colleges in developed countries are offering various offshore degrees. Even though some offshore courses are given by famous higher learning colleges, numerous unrecognized institutes have likewise been set up that sell certificates for money. Therefore, there is a need for education policy to combat the vices in unauthorized higher education institutions.

### **5. Globalization and Higher Education: Balancing Hyperglobalist and Skeptical Perspectives**

Globalization significantly impacts higher education, a phenomenon analyzed through diverse theories. The hyperglobalist theory asserts a 'global age' where higher education transcends national boundaries, promoting development and social hybridization (O'Flaherty & Liddy, 2018). It suggests that traditional state control over education diminishes in favor of global collaboration, impacting national identity and autonomy in policymaking. However, national education systems still retain their importance, offering unique means for fostering national identity and addressing local needs.

Contrastingly, the skeptical theory views globalization's impact on higher education with caution. It recognizes the longstanding history of international academic exchange but questions the novelty and extent of recent global changes (Odell et al., 2020; Zawacki-Richter et al., 2019). This theory highlights the enduring disparities between developed and developing nations in educational contexts, suggesting that globalization might not drastically alter national higher education systems. It argues that, paradoxically, globalization may enhance the state's role in education, countering issues brought by global integration.

Neoliberalism plays a pivotal role in both theories, emphasizing competitiveness and market-driven policies in education (Zawacki-Richter et al., 2019). This approach leads to decentralization, institutionalization, standardization, and increased accountability in higher education. While aimed at improving quality and access, such policies also raise concerns about reducing diversity and equity in education. The skeptical view contends that despite globalization and neoliberal influences, higher education systems largely maintain their distinct national characters and remain under state influence.

Both theories provide valuable insights into the complex relationship between globalization and higher education, highlighting the tension between global integration and national sovereignty in educational policies. They underscore the need for a balanced approach that recognizes both the opportunities and challenges posed by globalization in the educational sector.

### **6. Discussion and Conclusion**

Globalization significantly influences the landscape of higher education, necessitating a balance between local and global educational demands. In a globalized world, higher education institutions play a pivotal role in enhancing individual satisfaction and national development post-graduation. To meet the evolving needs of the global education sector and the national economy, countries must adopt dynamic educational policies.

In the face of globalization, there is an increasing pressure, especially on developing countries, to attract capital and labor invest-

ments in higher education. This leads to a diversification of educational programs, with a focus on science, technology, biotechnology, and English language proficiency, reflecting the demand for a skilled workforce in a globalized economy. However, this shift has also led to a rise in inequalities within the higher education sector, highlighting the need for governments to improve the quality of learning and access.

To address these challenges, several policy recommendations are proposed: Firstly, reinforcing the standards of higher education to align with future societal needs. Secondly, emphasizing science education. Thirdly, integrating English language teaching as a core component. Fourthly, equipping educational institutions with adequate resources and personnel. Fifthly, enhancing the status and training of educators. Sixthly, adapting teaching methodologies to reflect global trends and innovations.

The impact of globalization on higher education is multifaceted, affecting knowledge, skills, and educational practices worldwide. It requires a nuanced understanding of various theoretical perspectives, notably the hyperglobalist and skeptical views. While the hyperglobalist approach sees higher education transcending national boundaries, the skeptical perspective emphasizes the continuing importance of national education systems and policies.

In conclusion, globalization in higher education is a complex phenomenon that reshapes the very nature of learning and teaching. It's essential to recognize the ongoing significance of national policies in shaping educational trends, even in a globally interconnected environment. Understanding the impact of globalization on higher education is crucial for developing effective strategies that address both global and local educational needs, thereby fostering a more equitable and efficient global education system.

## References:

- [1] Abad-Segura, E., & González-Zamar, M.-D. (2021). Sustainable economic development in higher education institutions: A global analysis within the SDGs framework. *Journal of Cleaner Production*, 294, 126133. <https://doi.org/https://doi.org/10.1016/j.jclepro.2021.126133>
- [2] Casado-Aranda, L.-A., Caeiro, S. S., Trindade, J., Paço, A., Lizcano Casas, D., & Landeta, A. (2021). Are distance higher education institutions sustainable enough? – A comparison between two distance learning universities. *International Journal of Sustainability in Higher Education*, 22(4), 709-730. <https://doi.org/10.1108/IJSHE-07-2020-0260>
- [3] Fitria, T. N., Simbolon, N. E., & Afdaleni, A. (2023). Chatbots as online chat conversation in the education sector. *International Journal of Computer and Information System (IJCIS)*, 4(3), 93-104.
- [4] Hilton III, J. (2020). Open educational resources, student efficacy, and user perceptions: a synthesis of research published between 2015 and 2018. *Educational Technology Research and Development*, 68(3), 853-876.
- [5] O'Flaherty, J., & Liddy, M. (2018). The impact of development education and education for sustainable development interventions: a synthesis of the research. *Environmental Education Research*, 24(7), 1031-1049. <https://doi.org/10.1080/13504622.2017.1392484>
- [6] Odell, V., Molthan-Hill, P., Martin, S., & Sterling, S. (2020). Transformative Education to Address All Sustainable Development Goals. In W. Leal Filho, A. M. Azul, L. Brandli, P. G. Özuyar, & T. Wall (Eds.), *Quality education* (pp. 905-916). Springer International Publishing. [https://doi.org/10.1007/978-3-319-95870-5\\_106](https://doi.org/10.1007/978-3-319-95870-5_106)
- [7] Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2019). Systematic review of research on artificial intelligence applications in higher education—where are the educators? *International Journal of Educational Technology in Higher Education*, 16(1), 1-27.