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## *The Impact of Globalization on Higher Education: Empirical Survey from Universities in Mogadishu-Somalia*

**Hassan Mohamed Abdi Mursal<sup>1</sup>**

Graduate Student, Master degree in Public Administration,  
Lincoln University College,  
Malaysia

**Mohamed Mohamud Osman Idaja<sup>2</sup>**

Graduate Student, Master of International Relations and  
Diplomacy, Kampala University,  
Uganda

**Abdulkadir Mohamud Dahie<sup>3</sup>**

Graduate Student, Master in Development Study,  
Kampala University,  
Uganda

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*Abstract: In this study, the researchers examined the impact of globalization on higher education in Mogadishu. The impact of globalization and the development of knowledge-based economy have caused much dramatic change to the character and functions of higher education in Mogadishu. The major trend is the reforming and restructuring of private higher education in Mogadishu to make it more competitive globally. Globalization has for long been hailed as a process that brings with it immense benefits to society, social development and social systems. The globalization process is largely credited for helping to create diversified and flexible learning systems as well as improved quality in communication systems that lead to greater efficiency in the delivery of Higher Education (HE). This paper has three objectives: 1) to examine the influence of globalization on higher education. 2) To investigate the impact of information revolution on higher education. 3) To identify the role of library professionals on higher education in Mogadishu-Somalia. The researchers utilized convenient sampling to collect 70 questionnaires from three Universities in Mogadishu, Somalia. These respondents were provided a questionnaire with four main construct which measuring globalization, information revolution, library professionals and higher education. However, using correlation coefficient, the study found that higher education (Dependent variable) had significant positive influence with two dimension of independent variable. The result of regression analysis found that two constructs had statistically significant, positive, and straight effects with globalization.*

*Keywords: Globalization, Higher education, Somalia.*

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### I. INTRODUCTION

There is a growing need for regulation of the higher education sector in Somalia. The federal government and regional administrations must develop educational policies that address quality issues and align national priorities with educational policies if graduates are to enter gainful employment and contribute towards the reconstruction of the country. Regulation for the sake of regulation will not improve the service provided by higher education institutions. Government institutions will likely require support as they engage further with universities and colleges if they are to address growing concerns about the quality of service provided. The donor community should work closely with the federal and regional governments to improve the capacity of government ministries involved in education as well as education institutions themselves (Heritage, 2013).

The discussion concerning the impact of globalization on higher education has been drawing increased attention from educators and researchers since the 1990s. For example, Dodds (2008), in order to gain an up-to date view of the meaning and perception of 'globalization' among contemporary scholars, reviewed articles related to higher education and globalization published in educational journals in 2005.

A study conducted in Malaysia examined the impact of globalization on private higher education in. The impact of globalization and the development of knowledge-based economy have caused much dramatic change to the character and functions of higher education in Malaysia. The major trend is the reforming and restructuring of private higher education in Malaysia to make it more competitive globally. Malaysia and many of the Asia Pacific countries are promoting higher education to the world. However, criticism from world educational councils have highlighted that the impact of globalization on higher education in Asia Pacific countries to follow the ideologies and global practices without developing their own unique systems and disregarding their rich tradition and cultures. Adopting an analytical view on the impact of globalization on higher education, we aim to arrive at “What stance should the Ministry of Higher Education (MOHE) aim for” and what then is the direction for our higher education institutions to embrace the impact of globalization to their advantage. (Arokiasamy, 2010)

The concept of globalization is nothing new to us now. As Kumaravadivelu states, “Simply stated, globalization refers to a dominant and driving force that is shaping a new form of interconnections and flows among nations, economics, and peoples. It results in the transformation of contemporary social life in all its economic, political, cultural, technological, ecological, and individual dimensions” (p. 32). As an essential part of globalization, cultural globalization refers to how “contact between people and their cultures — their ideas, their values, their ways of life — have been growing and deepening in unprecedented ways” (Kumaravadivelu, 2008, p. 33).

According to Tefera and Greijn (2010), in the era of globalization, it has become a necessity that for economic success and competitiveness, nations need to develop a capacity of creating, developing, consuming, packaging, and spreading knowledge. The impact of globalization on the world economy is so tremendous. The reorientation of this global economy is caused by knowledge and information. (Lancrin & Kärkkäinen, 2009; Lafon, 2009). Institutions of higher learning can respond strategically to economic globalization by promoting information and communication technologies, boosting innovative methods to teaching and learning, and strengthening research capacities.

Globalization is the buzzword of the decade. It is a generic term which has reached into every corner of society. It is not easy to ascertain (Burbules et al. 2000) what is at stake in the globalization issue, the functions that the term actually serves, and its consequences for contemporary theory, policy, and critical pedagogy. Globalization is a flow of technology, economy, knowledge, people, values and ideas and it is also known as mobility in many forms such as information, knowledge, people and employment (Carnoy, 1999; Hirst et al.1999).

Globalization is characterized by computerization, miniaturization, digitization, satellite communication, optic fiber and Internet (Stibli, 2010; Lam, 2010). The emerging trends of socio-cultural, political, technological, and economic integration has resulted in related demands on the workforce that requires different approaches to education in order to enhance the students’ access, adoption, and application of knowledge, promote their independent thinking and exercise of appropriate judgment and collaboration with others to make sense of different situations.

Globalization of curriculum is the process of integrating intercurricular dimensions into teaching, research, and service functions of the academia. The impact of globalization on higher education curriculum creates a number of fundamental challenges, which requires a new and transnational governing context (Duderstadt, 2007; Lam, 2010). Globalization is a flow of politics, technology, economy, knowledge, people, Culture (values and ideas) and it is also known as mobility in many forms such as information, knowledge, people and their impacts on the environment and employment (Lam, 2010).

Globalization of education is not a new phenomenon. During the colonial era, globalization in education was geared towards nationalization of colonial education system in every country by the colonial powers. As a result, Western values and external economic forces affected all nations in the world. Consequently, “all nation-states in existence before 1945 had an education system whose goals, structures and contents were recognizably similar to those of all other nations” (McGinn, 1997, p. 44)

In Africa, The influence of globalization and information revolution on higher education in Nigeria was investigated through the authors' structured questionnaire. The design of the study was descriptive survey. Fifty-three professional librarians from Nnamdi Azikiwe Library University of Nigeria Nsukka, lecturers from Department of Library and Information Science University of Nigeria, Nsukka and librarians in Enugu State University of Science and Technology (ESUT) library were surveyed. The instruments for data collection were questionnaires and observation. Findings from the investigation reveal that globalization and information revolution have positively impacted on higher education in Nigeria in terms of access to information, collaboration and contact among faculty members, better and faster scholarly communication among researchers as well as students throughout the world. The implication of these revelation is that professional librarians in this environment should try to embrace these new technologies through retraining, retooling and then adopt new strategies which would improve information services delivery that would meet international best practices (Echezona, Ezema, & Bredan, 2009)

A phenomenal change through close interaction and integration of cultures is rapidly impacting on the entire world. This change branded globalization is propelled by information and communication technology (ICT). Economic Commission for African (2000) remarked that globalization refers to changes occurring at global level, which in several ways have not been in the control of individual nation states and their governments. Globalization is the integration of national economies, culture, social life, technology, education and politics. It is the movement of peoples, ideas and technology from place to place (Emeagwali, 2004; Yau, 2005; Omekwu, 2006; Chang, 2008).

Globalization is a process that has permeated and affected all areas of human life such as the economic, political, cultural, technological and social (Chinnammai 2005). While globalization can be conceptualized in terms of the reconfigurations of the economy, the political domain, communication and cultural forms, (Burbules and Torres 2000; Castells 2000) it is most popularly associated with the economy. This argument has therefore given credence to the view that the economic factor is often regarded as the main driver of globalization.

Globalization of HE is inevitable in the UAE due to several reasons. The nature of economy, labor market, and demographic structure are important forces. The oil boom in the mid-20th century transformed the traditional economy and lifestyle. People performed fishing, dates cultivation, and carried out nomadic animal husbandry in the past. But, the discovery of oil triggered rapid industrial and economic development. It transformed the UAE into a vibrant landscape for global business and industries (Nydell, 2002). The globally oriented firms required internationally competent workers to meet their demands. Multinational employers look for graduates with internationally recognized qualifications as their important strategy. The demographic factor is the other important reason. The tiny population size coupled with relatively poor higher education level of people made the state extremely inadequate and insufficient to meet the growing demands of rapidly expanding industrial economy (Gill, 2008). Globalization of tertiary educational (TE) is also necessary for meeting the TE needs of children of the expatriate workforce in the country as they do not have access to federal schools. Therefore, private and foreign tertiary educational institutions (TEIs) are essential to cater to the HE needs of the expatriate community (Globalhighered, 2008).

This study will be guided by world-system paradigm as a 'precursor' to globalization theories, and indeed, as Arrighi has observed, 'world-systems analysis as a distinctive sociological paradigm emerged at least 15 years before the use of globalization as a signifier that blazed across the headlines and exploded as a subject of academic research and publication' (Arrighi 2005: 33).

Globalization theorist, Robinson focuses on economics as well, but further argues that globalization is the spread of capitalism throughout the world. In his views before globalization was relevant, power was battled in conflicts through militaries and physical strength. Giddens (1997) in his work on globalization posited that it is the process of modernization of the world system through the use of institutions. Secondly, he argues that globalization is multifaceted, that it takes place at all levels and sectors of the society.

**II. SPECIFIC OBJECTIVES OF THE STUDY**

- To examine the influence of globalization on higher education
- To investigate the impact of information revolution on higher education
- To identify the role of library professions on higher education

**III. LITERATURE REVIEW**

This section highlights review articles about the impact of globalization on higher education that were published in many different places around the world. Most of the researchers found same result that globalization effects higher education in positive way.

This paper focuses on the impact of globalization in the domain of higher education, particularly, design education. It reviews how globalization may affect educational policy and planning in Hong Kong by drawing on an empirical study involving senior management, a course leader and a design trainer/facilitator. This paper not only illustrates the challenges of globalization to education sectors worldwide, but also brings the merits of globalization in education to the fore and considers the challenges that it presents to multidimensional phenomena. Data were collected through a series of individual interviews with design students, teaching staff and design practitioners together with a focus group discussion with key members of a curriculum planning team. This data were analyzed with reference to current literature on globalization, education reform and course planning strategy. The author was inspired by the fact that globalization drives changes in education towards global perspectives. However, institutions, society, stakeholders and the public, as well as governments in this global world, should be sharing the goal of ever-increasing excellence in teaching combined with concern for local and global contexts. (Lam, 2010)

Another study analyzed the effect of globalization on education and also discusses about the impact of globalization on higher education, regulations, culture, allocation of operation funds etc. The effects of globalization on education bring rapid developments in technology and communications are foreseeing changes within learning systems across the world as ideas, values and knowledge, changing the roles of students and teachers, and producing a shift in society from industrialization towards an information-based society. It reflects the effect on culture and brings about a new form of cultural imperialism. The rise of new cultural imperialism is shaping children, the future citizens of the world into 'global citizens', intelligent people with a broad range of skills and knowledge to apply to a competitive, information based society. The study found Globalization and technological advancements are delivering and increasing access to the world and subsequently subjects should reflect this global outlook. (Chinnammai, 2005)

Same study examine different aspect of globalization which can usefully be viewed as challenges to higher education especially in its efforts to develop diverse ideas and demonstration of quality and systems of quality guarantee that will be useful and sustainable in this situation. The study showed Globalization of higher education has brought remarkable changes in cross-border education. Attracting a good number of international students has been fairly a strong base of educational trade that is growing rapidly around the world. India has one of the largest and most complex higher educational systems in the world. (Singh, 2016)

This study examined the impact of globalization on higher education in India. This study found that Higher education drives, and is driven by, globalization, a Phenomenon of increasing worldwide interconnectedness that combines economic, cultural and social changes. Globalization and liberalization put tremendous effect on higher education and this paper explores the impact of globalization on higher education with regard to SWOT analysis and liberalization with its positive and negative effects. The study is on secondary data and it is of descriptive type. (Amandeep & Brar, 2016)

Same study explores the impacts of cultural globalization on the cultural awareness and orientation of cultural values among educated Chinese young people and on English writing of Chinese college students. It demonstrates that, while making

fast achievements in its economy in the process of globalization, China has also gone through great changes in its national culture in the areas of traditional cultural values, multicultural awareness, and English education since the historical reform of 1978. Finally, the author argues that the practice of teaching English as the dominant foreign language in Chinese universities and high schools during this period of cultural globalization has contributed to the findings that Chinese college students have learned a variety of rhetorical patterns from both Chinese and English rhetoric, in particular, that they seem to prefer a deductive organizational pattern in their English writing. (Liu, 2012)

Similarly, this study examined the impact of globalization on private higher education in Malaysia. The impact of globalization and the development of knowledge-based economy have caused much dramatic change to the character and functions of higher education in Malaysia. The major trend is the reforming and restructuring of private higher education in Malaysia to make it more competitive globally. Malaysia and many of the Asia Pacific countries are promoting higher education to the world. However, criticism from world educational councils have highlighted that the impact of globalization on higher education in Asia Pacific countries to follow the ideologies and global practices without developing their own unique systems and disregarding their rich tradition and cultures. (A. & Arokiasamy, 2010)

The aim of this research is to outline a theoretical framework to address Higher Education organizational change in a globalized and globalizing age. The paper will start with a brief description of trends characterizing the global landscape and their relationships with Higher Education policies and institutions. Although these trends are well known, their impact on HE institutions is to some large extent ambiguous and open to different and even diverging interpretations. The outlined theoretical framework is aimed at addressing and analyzes higher education organizational change in the global age, introducing the concept of organizational allomorphic. In organizational terms, this concept point out that, although organizations adapt or translate institutional patterns in the face of their formal structure and arrangements, as well as of their social context, it is possible to identify a common set of institutionalized patterns, or institutional archetypes, which structure the organizational arrangements and behaviors. (Vaira, 2004)

Same research trace patterns and trends of cross border provision of higher education in the East Africa region, examine the relevant policy environment and make a critical analysis of potential benefits and challenges associated with this growing phenomenon in the higher education sub-sector. Discussions in this paper shall be limited university education drawing insights from secondary literature and reports from relevant bodies and ministries and institutions especially from Kenya. In view of this empirical studies are recommended. Addressing Social economic problems of Africa requires a regional approach by Africans with the context in mind. However, important lessons from other parts of the world are drawn. Studies on regional partnerships in other fields are common with very few focusing on cross border higher education as catalyst for regional development, an agenda this paper proposes. (Njuguna & Itegi, 2013)

The purpose of this paper is to examine the term globalization and higher education from the perspectives of the Malaysian educational system. First, the paper aims to review the concepts of globalization and internationalization, rationale for globalization and relations between globalization and higher education. Second, the author describes a historical synopsis regarding internationalization and higher education in Malaysia. Third, Malaysian government policies on internationalization in education are discussed. Fourth, the paper illustrates the challenges of globalization in Malaysian higher education and conclusion to the discussion. Globalization and internationalization in higher education are potentially conflicting, while at the same time interactive and mutually generative. For example in higher education policy, one possible response to the globalization of societies, cultures, economies and labor markets is to take measures encouraging a more controlled internationalization of higher education, rendering institutions more effective in response to the global challenge. (A. & Arokiasamy, Globalization and Higher Education: A Malaysian Perspective, 2012)

The primary objective of this study was to identify the impacts of globalization on higher education curriculum and create awareness of the need for rethinking in educational practices in higher education curriculum. The information in this article was

obtained through review of literature; articles published in peer review journals from the search engines and published books. Findings reveal that globalization is complex system, involving a large number of integrated components operating together and characterized by constant changes. Although globalization is not a new phenomenon, current trends show that it is erupting every nation in a very high speed. Global issues challenge higher education every day and thus, education can no longer be seen in a strictly national context. (Butucha, 2012)

Same study investigated the influence of globalization and information revolution on higher education in Nigeria was investigated through the authors' structured questionnaire. The design of the study was descriptive survey. Fifty-three professional librarians from Nnamdi Azikiwe Library University of Nigeria Nsukka, lecturers from Department of Library and Information Science University of Nigeria, Nsukka and librarians in Enugu State University of Science and Technology (ESUT) library were surveyed. The instruments for data collection were questionnaires and observation. Findings from the investigation reveal that globalization and information revolution have positively impacted on higher education in Nigeria in terms of access to information, collaboration and contact among faculty members, better and faster scholarly communication among researchers as well as students throughout the world. The implication of these revelation is that professional librarians in this environment should try to embrace these new technologies through retraining, retooling and then adopt new strategies which would improve information services delivery that would meet international best practices. (Echezona, Ezema, & Bredan, 2009)

This conceptual paper adopts a Marxist theoretical approach to reflect and analyses the impact of globalization on higher education (HE) practices and processes. It specifically explores how issues of access, equity, funding and national culture are constrained by forces of globalization. It is based on a study of local and international literature on globalization. The paper also argues that values contained in the global HE system tend to neglect the rich cultures of developing societies and hence university leaders and governments are cautioned not to embrace globalization uncritically. This view depicts globalization as a process that is largely benevolent to society. However, this view has earned damaging criticism from Marxist scholars who among other things argue that globalization tends to transform the higher educational system from a public service to a commercial commodity that is sold for profit with the ultimate result that students from lower social classes would not afford it. The critical issue is that globalization imposes values and ethos in the HE system that lead to increased educational inequality and social disharmony. (Machingambi, 2014)

This research explores the benefits and harms of globalization of higher education in the UAE. The different approaches to globalization outlined by Santiago, et al. (2008) have been utilized to assess the impact of globalization of HE in this paper. While the mutual understanding approach, the revenue-generating approach, and the capacity-building approach are relevant in the UAE, the skilled migration approach does not seem to be applicable in the country. The study found Globalization of HE in the UAE has mixed impacts. It has been instrumental in improving the level and quality of education in general in the UAE. It also helped diffusing of advances in education and technology into the UAE HE system and facilitated creating a globally competent workforce and in order to create a knowledge society for a knowledge economy. Globalization of HE is also necessary to meet the TE needs of children of the expatriate workforce in the country who do not have access to federal schools. Reinforcing mobility of students and academic staff without any constraints is another positive impact of globalization of higher education in the country. (Baburajan, 2011)

This study defines and describes globalization and its impact on higher education. It presents the uses and methodologies of rankings and global measurements which are increasing in scope and breadth as the university system aims to cross international borders and create worldwide connections. This study developed indicators of global engagement at universities using data from rankings methodologies and interview data from university administrators and organization executives/experts in the field of globalization. From this data, a list of indicators of globalization was developed that can assist universities with focusing comprehensive activities, culture and climate toward more useful processes and undertakings by providing a list of

indicators of beneficial processes, activities and competencies that can be undertaken that promote globalization at universities. (Johnson, 2012)

After reviewing many articles, the researchers found that there is positive relationship between globalization and higher education. The researchers generated the following hypothesis:

**H1:** there is positive relationship between globalization and higher education in Mogadishu-Somalia

**H2:** there is positive relationship between information revolution and higher education in Mogadishu-Somalia

**H3:** there is positive relationship between library professionals and higher education in Mogadishu-Somalia.

#### IV. METHODOLOGY

This study was conducted through survey method to examine the impact of globalization on higher education; the study utilized regression, correlation analysis to answer the research objectives and to test the research hypothesis.

The researchers utilized convenient sampling to collect 70 students from three universities in Mogadishu-Somalia. These respondents were provided a questionnaire with four main construct which measuring influence of globalization, impact of information revolution, role of library professions and higher education. The researchers' utilized Cronbach alpha to investigate the internal consistency of the questionnaires collected from the respondents. All variables of the study gained high inside reliability as shown in below table 1 this allows as to make further analysis and discussion.

**Table 1: Reliability test**

Variables	Items	Cronbach Alpha
Influence of globalization	5	0.701
Impact of information revolution	6	0.701
Role of library professions	6	0.753
Higher education	12	0.866

#### V. DATA ANALYSIS AND DISCUSSION

##### DEMOGRAPHIC PROFILE

According to the gender respondents 87.1% were male while 12.9% was female. 65.7% of the respondent's age was between 18-25 years old, 30.0% were students between 26--35 years old, 2.9% of the respondents reported that they are between 36-45 years old. While 1.4% were above 46 year. In terms of marital status of the respondents, 35.7% were married while 64.3% were single. 87.1% of the respondents were bachelor degree, 8.6% had diploma certificate, and 4.1% were master degree level.

**Table 2: profile of the respondents**

Variable	Frequency	Percentage
<b>Gender</b>		
Male	61	87.1
Female	9	12.9
Total	<b>70</b>	<b>100.0</b>
<b>Age</b>		
18-25	46	65.7
26-35	21	30.0
36-45	2	2.9
Above 46	1	1.4

Total		<b>70</b>		<b>100.0</b>
<b>Marital status</b>				
Single		45		64.3
Married		25		35.7
Total		<b>70</b>		<b>100.0</b>
<b>Level of Education</b>				
Diploma Certificate		6		8.6
Bachelor Degree		61		87.1
Master Degree		3		4.3
<b>Total</b>		<b>70</b>		<b>100.0</b>

### Correlation between the Variables

Table 3 shows the result of correlation analyzes of the relationships among globalization, information revolution, library professions and higher education at Mogadishu-Universities. Globalization has positive relationship with higher education ( $r=.447$  and  $p<0.01$ ). Globalization actively participates with the improvement of higher education in Mogadishu-Somalia. The second objective of this study was to identify the relationship between information revolution and higher education. Information revolution has positive relationship with higher education ( $r=.565$  and  $p<0.01$ ). The third objective was to examine the relationship between library professionals and higher education and it has positive relationship with higher education ( $r=.674$  and  $p<0.01$ ).

**Table3: Correlation Analyzes**

No	Variables	Mean	SD	1	2	3	4
1	Influence of globalization	3.3594	.97473	1			
2	Impact of information revolution	3.7143	.76621	.503	1		
3	Role of library professions	3.7643	.76901	.331	.575	1	
4	Higher education	3.6512	.74228	.447	.565	.674	1

### Regression Analysis

This study investigated the impact of globalization on higher education at Universities in Mogadishu-Somalia. Three hypotheses were developed after reviewing the literature, to test the research hypotheses were employed the linear regression analysis. The researchers checked regression hypothesis before taking place to further analysis. The dependent variable which is higher education was normally distributed across all independent variable. Three hypotheses were developed after reviewing the existing literature; **H1** confirmed that there is positive relationship between globalization and higher education in Mogadishu-Somalia. **H2** asserted that there is no positive relationship between information revolution and higher education while **H3**: there is significant relationship between library professionals and higher education in Mogadishu, Somalia.

**Table 4: Regression Analysis**

Variables	Beta	t-value	Significant	Results
Globalization	.190	1.931	.058	H1 Accepted
Information revolution	.171	1.502	.138	H2 Rejected
Library professionals	.516	4.955	.000	H3 Accepted
R	.729			
R Square	.531			
Adjusted R Square	.510			



**VI. DISCUSSION**

The current study investigated the impact of globalization on higher education in Mogadishu-Somalia; the paper had three main objectives which are: 1) to determine the influence of globalization on higher education. 2) To identify the impact of information revolution on higher education. 3) To examine the role of library professions on higher education in Mogadishu-Somalia. The researchers employed convenient sampling to collect 70 respondents from three Universities in Mogadishu. The result of correlation coefficient revealed that higher education (Dependent variable) had significant positive influence with two independent variables namely: globalization and library revolution. The result of regression analysis found that two constructs had statistically significant, positive, and direct effect on higher education.

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