



## **Higher Education Globalisation: Rationale and Corporate Onus of Regulatory Agencies in Nigeria**

**Dr. AKPOMI, Margaret E & OHAKA, Nyeche Christopher (MDBL)**

**Department of Business Education,  
Faculty of Technical and Science Education,  
Rivers State University, Port-Harcourt, Nigeria**

\* [megakpomi@gmail.com](mailto:megakpomi@gmail.com) ; \*\* [nyecheohaka1@gmail.com](mailto:nyecheohaka1@gmail.com)

### **ABSTRACT**

Essential and pivotal to the construction of knowledge and society in the countries of the world is higher education. Higher education tends to be considered as the pathway to both collective and personal yearnings. Higher education is a type of education which is organized after college education. Globalization can be most commonly defined as the process of international integration arising from the interchange of world views, products, ideas, and other aspects of culture, which promises dramatic and rewarding change to the higher education system of the developed as well as in the international system. Basically, the success or failure of Nigeria for sustainable higher education globalization has a distinctive relationship with the role regulatory agencies in Nigeria has to perform. Some of these regulatory agencies includes; Nigeria Educational Research and Development Council (NERDC), National Board for Technical Education (NBTE), Teachers' Registration Council of Nigeria (TRCN), National Universities Commission (NUC), amongst others. Through the regulatory agencies, conscious activities and programmes are carried out in Nigeria's higher education which are usually geared towards equipping the students with requisite competencies direly needed for them to fit into the global trend and the educational transformations that are caused via globalization. Conclusively, as a phenomenon, higher education globalization is an ideology that is geared towards expanding the boundaries of higher education in tandem with the global perspectives. It is recommended that, both teachers and students of higher education in Nigeria should regard the concept of globalization in higher education as a conscious attempt towards improving the status of higher education in Nigeria and not otherwise. Therefore, they must always disregard those antagonistic elements of globalization to Nigeria culture and values which Nigeria's higher education seeks to promote. Also, globalization generally should be aimed at continuously accentuating the integral tenets and values of Nigeria's higher education rather than adulterating them.

**Keywords:** Higher education, globalization, higher education globalization, regulatory agencies, Nigeria

### **INTRODUCTION**

Pivotal to the construction of knowledge and society in the countries of the world is higher education. Higher education tends to be considered as the pathway to both collective and personal yearnings. The potential of higher education system in developing countries to fulfill this responsibility is often scuttled by protracted encumbrances that emanates from issues of finance generation, efficiency stabilization, equity, quality assurance and responsible governance in the educational enterprise. Higher education is the key factor for the development and achievement of every country, hence the need for globalization of higher education. The essence of education with specific reference to higher education is to engender

expected attitudinal change in the learner's approach to life via in-depth thinking which is also accentuated by globalization (Abdullah & WanZari, 2015).

Higher education refers to the western type of education which is organized after college education. Higher education refers to all organized learning activities at the tertiary level. The National Policy on Education (2004) defined tertiary education to include Universities, Colleges of Education, Polytechnics and Monotechnics. Usually, laws are administered by the ministries of education which are normally established to regulate the higher educational institutions (Jaja, 2013). In Nigeria's higher education systems, there are statutory agencies that tend to regulate the conduct of the system. They ensure that the educational policies are fully implemented and the educational requirements sternly adhered to when the need arise. They set the template for policy institutionalization and ensure that there is constant improvement and increased sustainability of educational trends and developments in Nigeria, one of such agencies that is saddled with this colossal mandate is the National Universities Commission (NUC).

The word globalization first appeared in the Webster's English Dictionary in 1961. Going back to history, a scholar called Roland Robertson first used the word globalization (Razak, 2011). Roland Robertson had the great conviction that globalization is a pre-modern phenomenon, started in the fifteenth century with the European colonial policy of expansionism to subjugate most part of Asia and Africa (Razak, 2011). However, globalization can most commonly be defined as the process of international integration arising from the interchange of world views, products, ideas and other aspects of culture, which promises dramatic and rewarding change to the higher education systems of the developed as well as developing countries.

Globalization which has got innumerable opportunities in the field of higher education in diverse areas now appears to be immense. Globalization is simply putting 'the space – time compassion' which brings together nations, cultures, economics and at the same time increasing interdependency. It should however, be the goal of Nigeria to become one of the global leaders in higher education. Although, the novel vision requires re-evaluation of curriculum and programmes to make them adequate for the difficulties that accompanies globalization (Mishra, 2013).

Globalization refers simultaneously to differentiated social phenomena and its shaping of new systems such as changed realities and actors characterized by globalized interactions. Globalization can be understood as part of a modernization and westernization process through which a tendentious global transition from traditional to modern society takes place (Scrottner, 2010). The level of impact of globalization varies depending on the region and criteria which do not automatically lead, as one might expect to global homogeneity (Varwick in Scrottner, 2010). As a process, globalization has impacted greatly disparate aspects of human quotidian endeavour especially their educational well-being. Obviously, it is unequivocal to articulate that educational globalization which inadvertently implies the transfer of knowledge from the western countries into developing countries, is intended to improve the skills and abilities of its target audience (Sharma, 2017).

The globalization of higher education can be linked to various internal and external transformations in the international system. Externally, there have been changes in the labour market, which have resulted in the calls for more knowledge and skilled workers, and workers with deeper understanding of languages, cultures and business methods from all over the world. The current globalization of higher education creates both challenges and opportunities. The relationship between higher education globalization and globalization gives special attention. Educational goals are seen to be of great concern in the era of globalization. It is impossible however, to ignore the global; universities need to reflect on the impact of globalization. They must engage with the issues of globalization, both theoretically as analysts and researchers, and practically as academic workers involved in an increasingly globalised enterprise (Sharma, 2017).

Regulatory agencies are indispensable and veritable tool for the institutionalization of higher education globalization in Nigeria. They bring sanity, uniformity, orderliness and sense of direction to the entire phenomenon of higher education globalization in Nigeria. Through these regulatory agencies, conscious activities and programmes are carried out in the Nigerian higher education system which are usually

geared towards equipping the students with the requisite competencies direly needed for them to fit into the global trend and the educational transformations that are sourced through globalization. No doubt, all regulatory agencies should be charged with one specific mandate or the other that will culminate into a collective force no one regulatory agency as mentioned above can do it alone as an island.

Consequent upon the pivotal role of globalization of higher education to the economy of Nigeria, the pertinent role of some of the educational regulatory agencies cannot be undermined. The policies of these regulatory agencies serve as the essential element in the entire business of higher education globalization. They give a sense of purpose and direction to the system and also determine the degree of influence the global practices and phenomena could have on the Nigerian Higher education. These professional tasks of these agencies tend to intensify the quality and effectiveness of the higher educational system in Nigeria amidst the risks pressures that could emanate from global community. Since without possible identifiable regulatory measures being put in place as it pertains to the globalization of higher education, there could be a resultant effect of a mismatch of educational cultures and principles, the ideal thing for the educational regulatory agencies to do is to establish institutions and policies that are geared towards harmonizing the western education that is being spread sporadically and sparsely through globalization and the system of higher education being practiced in Nigeria. Therefore, this is aimed t establishing and identifying the place of regulatory agencies in the globalization of Nigerian higher education. Indeed, this is essential to the fact that both concepts have inseparable impact on one another.

### **Globalization: Concepts and Principles**

Globalization is a term in heavy current usage but one whose meaning remains obscure, often even among those who invoke it. The term is often distinguished with what it is not rather that what it is. Also, globalization must not be regarded as globalism, which points to aspirations for an end state of affairs wherein values are shared by or pertinent to all world's five billion people, their environment, their roles as citizens, consumers or producers with an interest in collective action designed to solve common problems. Nor is it universalism – values which embrace all humanity, hypothetically or actually. Globalization redefines the relationship between territoriality and authority, shifting authority from the level of the state of supranational and sub-national units, perhaps offering more to rasp from in the operational terms but precious little in causal terms (Reich, 1998).

The political, economical, social and technological links in disparate countries could also be considered to mean globalization. Globalization is typically understood as an economic, political, and cultural process that is reshaping the role of many nation-states in relations to global markets, agreements and traditions. It is a contested concept that refers to shrinkage of time and space. It is the diminution or elimination of state-enforced restrictions on exchanges across borders and the increasingly integrated and complex global system of production and exchange that has emerged as a result. Generally, Globalization has two macro-level paradoxical effects on Nigeria's higher educational system. First, it simultaneously integrates and segregates. It tends to integrate world educational norms and cultures through the global communication networks and less restricted movement of students. Second, it promotes higher educational competition between two competing parties (Muhammad, Muhammad, Muhammad & Abdullah, 2011; Sahlberg, 2017).

Globalization refers to all those processes by which the people of the world are incorporated into a single world society. Globalization – however, the world is understood involves the weakening of state sovereignty and structure. Globalization could be defined as a material set of practices drawn from the world of business combined with a neo-liberal market ideology. The process of globalization suggests simultaneously two images. The first image entails the extension outward of a particular culture to its limit, the globe. Heterogeneous cultures become incorporated and integrate into a dominant culture which eventually covers world. The second image points to the compression of cultures.

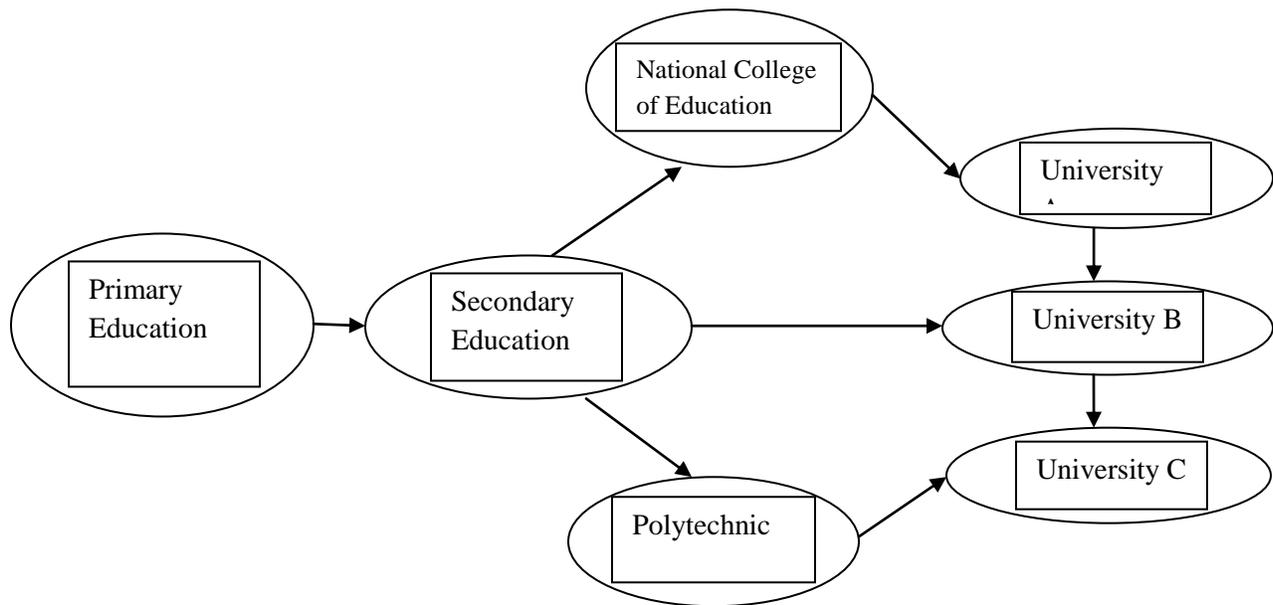
Things formerly held apart are now brought into contact and juxtaposition. The process of globalization was not just accelerated along a continuum of European expansion but a new ordering of relations of dominant and subordination among all regions of the world. One cannot conclude that if globalization has not occurred then it is not a process. It may simply be that globalization is proceeding in a very uneven dimension fashion and that trends which can be readily discerned in financial systems and to some extent in research and

development, particularly in the electronics industry, ought not to be presumed to apply to the same degree in every sector (Beerkens, 2006).

Globalization is technical, political and cultural, as well as economic. It is “new” and “revolutionary” and is mainly due to the “massive increase” in financial foreign exchange transactions. This has been facilitated by dramatic improvement in communications technology, especially electronic interchange facilitated by personal computers. Globalization is both an historic fact and a political football. It could be viewed as the replacing of one region, the bounded nation-state society of the “west”, with another, that of global economy and culture. Globalization could be viewed not as one larger region replacing the smaller region of each society, but as involving alternative metaphors of network and fluid. Globalization is destroying everything that is valuable in our civilization. Globalization cannot be regarded simply as a higher form of internationalization. Instead of their relationship being seen as linear or cumulative, it may actually be dialectical. In a sense the new globalization may be the rival of the old internalization. There are five possible meanings for the word “globalization”: internalization, libation, universalization, westernization/modernization and deterritorisation. Globalization has been used to describe each and all of these phenomena. Each of the first four possible meanings is declared ‘redundant’ as the basis of an adequate definition. Only the last – ‘deterritorisation’ – can provide the basis. For according to scholte it alone identifies something which is historically new, which has a real causal significance that is irreducible to the others, and which therefore merits the use of new term (Beerkens, 2006)?

**Higher Education in Perspective**

The concept of higher education is often times misconstrued to mean further education even though they may have some semblance. But while further education describes continuous learning after General Certificate of Secondary Education (GCSEs), Business and Technology Education Certificates (BTEC), higher education is the continuation of study after the age of majority according to the constitutional provision of Nigeria. In Nigeria, there is a sequence of higher educational levels. The first channel assumes that a graduate went through NCE and then to the university. The other two channels are the more common ones, that is, those who went straight from secondary schools to university and those who went through polytechnics to university. This assumption is predicated on experience from the labour markets and the years of schooling involved in each higher education levels which place a higher value on universities, polytechnics and NCE (Amaghionyeodiwe, & Osinubi, 2006). See figure 1 below;



**Figure 1: Possible Channels to Higher Education in Nigeria**  
 Source: Okuwa (2004)

Higher education encompasses the process of electing to study at a particular tertiary institution or partaking in a long-distance course in a degree, diploma, vocational, foundation, full time and part time courses so as to advance in knowledge, skills and professional competencies needed for economic self-dependence and employability. The higher education sector comprises both public and private sectors which can further be categorized into (Balley, 2014):

1. Universities
2. Other degree awarding institutions (which offers degrees in specific areas such as management)
3. Other tertiary institutions (which offer certificates and diploma programmes)

The overall goal of Nigerian higher education is the production of community of Nigerians that are highly skilled and who will be well prepared for the world of work, sustainable national development and global competitiveness in terms of expertise. The vehement believe that education is an engine of growth rests on the quantity and quality of higher education in a country like Nigeria (Adeyemo, 2000; Afolayan, 2015). Generally, the aims of higher education in Nigeria are: Self and personal development, Economic emancipation, Economic independence, Responsible citizenship, Employability and Social harmony

Higher education also refers to as the post secondary or tertiary education is the education system given after secondary education in Colleges of education, monotronics, polytechnics and universities and those institutions offering correspondence course. Defining higher education in terms of the levels and functions of educational experiences offered, one could opine that higher educational institutions as a unique institution which is differentiated from others in terms of research and its managers are designated as provosts, rectors and vice chancellors (Asiyai, 2013). It is however, interesting to note that in the Nigerian educational sector, there are cornucopias of identifiable kinds of opportunities for every individual in our higher educational system irrespective of age, creed, qualification, background and other possible social affiliations. Since it is evident that not everyone could have the potential, will and disposition to fit into Nigeria's higher formal education, young school leavers could alternatively venture into vocational and skill acquisition programmes that best suits their situations and dispositions.

Higher education has been recognized as a fundamental instrument for the construction of a knowledge economy and the development of human capital all over the world. According to Peretomode (2008), higher education is the facilitator, the bed rock, the power house and the driving force for the strong socio-economic, political, cultural, healthier and industrial development of a nation as higher education institutions are key mechanisms increasingly recognized as wealth and human capital producing industries. Higher education is fundamental to all developing countries if they are to prosper in a world economy where knowledge has become a vital area of advantage (World Bank, 2002). The aim of higher education in Nigeria as outlined by the Federal Ministry of Education (2013) and Asiyai (2013);

- Contributing to national development through higher level manpower training
- Development and inculcation of proper values for the survival of the individual and the society.
- Development of the intellectual capabilities of the individual to understand and appreciate their local and external environment.
- Acquisition of both physical and intellectual skills which will enable the individual to be self-reliant and useful member of the society.
- Promotion and encouragement of scholarship and community services
- For national unity and the promotion of national and international understanding and interaction.

The quality of higher education in Nigeria is regrettably tending towards the decline stage as their seemed to be a gradual and noticeable shift from how higher education was administered in the early 1960s the period after the independence of Nigeria from the colonial masters. The observable characteristic features of higher education are changing for the worse. Schools are no longer properly administered and discipline is being gradually eroded. According to Iruonagbe, Imhonopi and Egharevba (2015), quest for higher education in Nigeria increased geometrically during the oil boom of the 1970s and the number of students increased without commiserate funding. They further reported that things fell apart in the late 1980s which brought about the neglect of higher education considerably and since then; the caliber of

graduates that are being produced by the higher education system of Nigeria has dwindled, thereby, affecting grossly the disparate spheres of life and the society.

The tertiary education system in Nigeria is composed of Universities, Polytechnics, Institutions of technology, Colleges of education, that constitutes part of or affiliated to, universities and polytechnics colleges and professional, specialized institution. They can further be categorized as state or federal universities and s first, second and third generation universities. Higher education in Nigeria can further be divided into the public or private sector and the university sector. Public universities owned by the state and federal governments monopolize the system usually. The higher education system usually has a governing board or council appointed by the government and has some internal representatives of the institution as elected member(s) (Afolayan, 2015).

Higher education is already a global business. The days when higher education was a matter of national policy and government regulation are rapidly fading. Higher education provisioning is now globalised and in many ways, a commercialized affair and the way that the state had in the goings-on is vastly diminished. Knowledge is the true basis of higher education; its production via research; its transmission via teaching and finally its acquisition and use by the students. The social mission of higher education depends on the quality of this knowledge. Informed by the Jeffersonian ideals of limited government and freedom of expression, states, religious communities, and individuals established and maintain a range of higher education institutions and continue to protect these institutions from the level of government control seen in most countries of the world (Sanat, 2006; Eckel & King, 2003; UNESCO, 1991).

#### Higher Education Globalization Phenomenon

Higher education globalization has to do with a given process whereby all the encumbrances occasioned by territorial boundaries on social and cultural arrangements recedes and in which students become greatly aware of such a receding situation in the educational enterprise. Globalization of higher education simply entails the process of inter-cultural harmony and cross boundary exchange ideas, knowledge and values between two or more unequal nations of the world through technological advancement. According to Beerkens (2006), the notion of higher education globalization can when developed with care, precision, consistency and suitable qualifications be more than intellectual gimmicks. Higher education globalization is seen as a process that encompasses two disparate and simultaneous processes: global compression of the world and the intensification of educational consciousness of the world in general.

Similarly, higher education globalization could be regarded as the advanced educational sustainable development of all intellectual activities across national and regional political boundaries. It finds expression in the increased movement of tangible and intangible educational material and services including patent right through trade and investment and often educational expecorate through migration. Higher education globalization can often be facilitated through the decrease in the bottlenecks created by government and/or through technological advancement especially in the terms of transportation and communication. Higher education globalization is thus a centrifugal process and does not necessarily point to those subjective avenues through which educational interrelatedness is enhanced, but it also involves those essential and subjective issues pertaining to the consciousness of the world as also one social arena.

#### **Specific Regulatory Agencies and Higher Education Globalization**

Basically, the success or failure of Nigeria sustainable higher education globalization has a distinctive relationship with the role the regulatory agencies in Nigeria has to play. The regulatory agencies are integral stakeholders of the higher educational system in Nigeria and thus, should be seeing to be living up to expectation in terms of the regulation of higher education in relation to globalization. Unarguably, Nigeria is among the West African states that is blessed and well armed with disparate educational regulatory agencies that should man the higher educational system and see to it that foreign cultures that are highly alien and antagonistic to our values and African cultural heritage are not forced into the system through the trend of higher education globalization.

Similarly, for Nigeria as a developing nation to continue to compete favourably with other developing (D8) nations, attain its strategic educational goals, these regulatory agencies must deploy serious enthusiasm and become more armed as they set out to carry out their colossal onus. However, some of these regulatory agencies that could be considered as having a key role to play in higher education globalization include the following;

- Nigeria Educational Research and Development Council (NERDC)
- Comparative Education Study and Adaptation Centre (CESAC)
- West African Examination Council (WAEC)
- National Board for Technical Education (NBTE)
- National Universities Commission (NUC)
- National Commission for Colleges of Education (NCCE)
- Joint Admission and Matriculation Board (JAMB)
- Teachers Registration Council of Nigeria (TRCN)
- National Teachers Institute (NTI)

**NERDC:** Formerly called Nigeria Educational Research Development Council (NERDC). It was in 1988 that the body was given a novel appellation known as National Educational Research and Development Council (NERDC). It was set up by the Nigerian government in response to the clarion calls by the Nigerians for a system of education that will cater for their needs and aspirations.

**CESAC:** Established in 1968 at the University of Lagos, Akoka with grant from Ford Foundation in America. The main focus of this agency is to study how education in Nigeria is being operated, find out the shortcomings and provide remedial measures.

**WAEC:** This agency was created in 1953 to serve West African Anglophone countries like Gambia, Ghana, Nigeria and Sierra-leone. They conduct examinations such as Senior School Certificate Examination (SSCE) and the General Certificate in Education.

**NBTE:** This agency is charged with the corporate function of making sure that a systematic growth and development of technical and technological education in Nigeria is attained. It was created with the enactment of Decree No. 8 of 1993.

**NUC:** It was created in the year 1962 with the cogent of making sure that there is sequential and systematic development of Nigeria University Education and also ensuring that high standard is continuously maintained.

**NCCE:** This agency was the full force of law with the enactment of Decree No. 3 of 1989. The aim of its establishment was to coordinate the activities of Nigeria's Federal and State Colleges of Education through the maintenance of uniform standard.

**NTI:** This agency was created in the year 1976 so as to enable teachers adjust competently and positively in their disparate aspects of incompetence in their pre-service training and also carry out training and retraining professional programmes for practicing teachers. The instrument that energized this agency was the Decree No. 7 of 1978.

**JAMB:** It was created via Decree No. 2 of the 1972 and subsequently amended by Decree No. 3 of 1989. They were broadly given the inalienable right to conduct matriculation examination for entry into all Nigerian institutions that awards degrees and to put competent candidates in the admission spaces provided by the universities.

**TRCN:** This is a 21st century council established by the Federal Government of Nigeria and saddled with the responsibility of making sure that all practicing teachers are duly registered and certified as a professional by any recognized teacher training institution in Nigeria or Diaspora before they venture and commitment towards responding to the agitations of teachers and educational stakeholders over the professionalization of teaching in Nigeria. It is an agency of the Federal Ministry of Education of Nigeria. Teachers' Registration Council was established by Decree No. 31 of 1993 (now TRCN Act CAP T3 of 2004). They are also charged with the core mandate of regulating and controlling the teaching profession at all levels of the Nigerian Education system, both in the public and private sectors (TRCN, 2004).

Corporate Onus of Regulatory Agencies in Higher Education Globalization in Nigeria

In the Nigerian higher education globalization business, some of the regulatory agencies like the National Education Research and Development Council and the Comparative Education Study and Adaptation should as part of their statutory obligation consider the following roles they can perform in higher education globalization;

- Sponsor teachers and students in global and/or national professional conference in order to accentuate the global awareness the teachers and students as key stakeholders in the business of higher education globalization.
- Be in continuous liaison and communication with other global higher educational agencies in to be in continuous conformity and synergy with the happenings in the global terrain.
- Carry out and sponsor research on global comparative studies so as to unravel the possible areas of personal and collective rethinking and possible adjustment for effective global competitiveness.
- Ensure that there is global uniformity in standard of higher education globally through the institutionalization of international best practices in terms of human resources management and the incorporation of impeccable maintenance culture.
- Develop effective instructional materials and provide conducive teaching-learning atmosphere where various national and international languages could be taught effectively so as to make the higher education student develop effective communication skills that will aid them as they communicate with their counterpart in the global community.
- Systematically adopt and adapt to the global curriculum that conforms with the culture of Africa and Nigeria's cultural heritage specifically.
- Engage in global innovative thinking and discoveries in the drafting of the teacher education curriculum. This will make the teachers of Nigeria higher education healthily compete and relate competently with their counterpart in the globalised world.

Also, the regulatory agencies of higher education globalization Nigeria should continue to play the role of identifying inadequacies in the higher education system of Nigeria which may result from globalization. They are to put regular check on the higher education system as it is being practiced in Nigeria in relation to the pressures that may arise from the global community. Regulatory agencies should serve as the moderator of the communication between globalization and higher education of Nigeria. That is, they are to set template upon which the stakeholders of the Nigerian higher education interweave with globalization. Thus, global tenets must be seen to be compatible with the system of Nigeria's higher education through the efforts of the regulatory agencies in Nigeria. They are to partner with International Organizations like the World and International Monetary Fund on the areas of funding to equip the institutions in line with global standards and requirements. The expected role of regulatory agencies in higher education globalization could be summed up in the following highlights;

1. Dictate the tempo and direction of curriculum development and innovation through a calculated effort to integrate it into the global curriculum.
2. Participate in global workshops and national panels for the sole aim of curriculum review in order to be on the same page with the global economy.
3. Establish and maintain minimum standards in higher education in consonance with global best practices.
4. Recommend the establishment and citing of new tertiary institutions in tandem with United Nation's Standard and specifications as is being done in other developed parts of the globe.
5. Prepare the periodic master plans for the balanced and coordinated development of higher education to synchronize with other players in the global arena.

## **CONCLUSIONS**

Globalization could be frightening, stimulating, overwhelming, destructive or creative, depending on one's point of view even though it could also be beneficial in developing contemporary attitudes towards Nigeria's higher education. Globalization of higher education can be linked to various internal and external transformations in the internal system. Externally, there have been changes in the global market

which have resulted in call for more knowledge and skilled workers, and workers with deeper understanding of language, cultures and business methods from all over the world. The current globalization of higher education creates both challenges and opportunities. Thus, such condition requires the participatory roles of the regulatory agencies so as to contain the trend.

As a phenomenon, higher education globalization is an ideology whose rationale is to expand the frontiers of knowledge and boundaries of higher education in tandem with the global perspectives. Thus, globalization must be for the common good of Nigeria's higher education system. Since globalization is only one of many factors affecting people's lives, integrating global culture into Nigeria's higher education would reliably spark-off educational advancement and also introduce into the system the necessary basis for a healthy international educational competitiveness.

Although, Nigeria's higher education is in serious need of globalization influence, caution must be taken in order to avert unnecessary deviations and paradigm shift from the broad philosophy of Nigerian education system. That is why, the corporate onus of regulatory agencies of higher education globalization in this instance, will remain increasingly indefatigable. However, it lies on the shoulders of these regulatory agencies to ensure that they are not found wanting as they tend to discharge their corporate onus. Considering the pertinence of the corporate onus of the regulatory agencies in higher education globalization, the government of the day must also ensure that they are adequately fortified with the requisite intellectual know-how and other resources that will accelerate the processes involved in their regulatory onus.

### **RECOMMENDATIONS**

The following are recommended;

1. The regulatory agencies should be more energized to discharge their role in the area of higher education globalization through the establishment of complementary institutions and the enactment of effective laws. This development if achieved, will grant the regulatory agencies of higher education globalization the legal framework upon which they can predicate their corporate functions.
2. Since globalization could be considered essential in higher education system of Nigeria, regulatory agencies should endeavour to intensify the much needed effort in ensuring that globalization does not become a clog in the wheel of higher education progress in Nigeria. This could be possibly attained via conscious, scrupulous and intermittent follow-up of the system generally.
3. Students and lecturers of higher education in Nigeria should regard the concept of globalization in higher education as a conscious attempt towards improving the status of higher education in Nigeria and not otherwise. Therefore, they must always disregard those antagonistic elements of globalization to culture and values which Nigeria's higher education seeks to promote.
4. A unified and synergized agency should be established by an act of parliament and empowered to checkmate the intensity and nature of impact globalization is having on Nigeria's higher education. This will enhance the entire system and redirect it towards positivity.

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