

**CULTURAL GLOBALIZATION AND ACADEMIC STAFF DEVELOPMENT IN
TERTIARY INSTITUTIONS IN RIVERS STATE, NIGERIA**

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ABSTRACT

Staff development is central to the quality of higher education, but the way it is considered and delivered at present owes a lot to the general employment framework and conditions of service for staff of higher institutions in Rivers State, Nigeria. This study titled "Cultural Globalization and Academic Staff Development in Tertiary Institutions in Rivers State, Nigeria" was undertaken to determine the influence of cultural globalization on academic staff development in tertiary institutions in Rivers State. Cultural globalization was the independent variable, while Continuous Professional Development and Research Advancement were the dimensions considered under Academic Staff Development as the dependent variable. Two objectives, two research questions and two hypotheses guided the study. The correlational research design was adopted for the study and was delimited to four Rivers State owned tertiary institutions. A sample of 145 out of the population of 1,454 academic staff from the four tertiary institutions was randomly selected. The method of data collection was the questionnaire titled 'Cultural Globalization and Academic Staff Development Questionnaire' (CGASDQ). The instrument was validated by experts to ensure face and content validity. A reliability coefficient of 0.77 was established. The data were analyzed with Mean and standard deviation in answering the research questions and the p-value used to test the null hypothesis at 0.01 level of significance. The analysis showed a relationship between cultural globalization and the measures of Academic Staff Development considered in the study. The major findings are that there is a low, positive and significant correlation between Cultural Globalization and Academic Staff Development. The study concluded that academic staff of the institutions need to evolve and align themselves with the benefits of cultural globalization for more productive outcomes, and therefore recommended among others that tertiary education administrators in Rivers State should be open to providing platforms and facilities for staff members to collaborate with peers and contemporaries outside their institutions.

Keywords – Cultural Globalization, Academic Staff Development (ASD), Continuous Professional Development (CPD), Research Advancement, Tertiary Institutions.

INTRODUCTION

The educational system is viewed as an important influence on human capacity development since it is the major means of imparting productive competences to individual members of the society. The role of a nation's human resources to its development cannot be overemphasized and as a consequence, countries of the world invest heavily towards human capacity development through the provision of qualitative education. Several scholars have highlighted the significant role of education towards

national development. Olu (2012:482) argues that education “is the bedrock of any meaningful development” and a “means by which citizens are equipped with the necessary attitudes knowledge and skills that will enable them contribute meaningfully to national as well as human development”. The state of a nation’s educational sector therefore goes a long way to determine the quality of manpower required for socio-economic advancement. It has been established that education has a far reaching implication on any society.

Being a nation’s most important resource, the human resource is central to the economic development of any country (Okoli, 2013), and the usefulness of all other resources depend on the activities people. In every sphere of life, the human being is the most priced resource because the human resource largely determines the level of productivity in any system. Even in a digital age, the human resource is still the driving force of every organization. As in any other organization, the human resource is the most valuable asset in educational institutions and is vested with the responsibility of grooming students who will contribute to the all-round development of the nation. Educators and trainers are especially important because they are charged with the responsibilities of developing the human assets by inculcating learners with knowledge, skills and competencies to address current and future challenges. Overtime however, the educators themselves diminish in their capacity to prepare others, thus the need for regular development towards self-improvement. Peretomode and Chukwuma (2016) pointed out that with age, human beings suffer from diminished vitality, creativity and flexibility. This suggested that with the passage of time, at the different stages of their career circle, lecturers in tertiary institutions need to be assisted to remain vibrant, vital and productive. These authors found that in tertiary institutions where lecturers have the opportunity of training or self-renewal on the job, even though such development efforts do not ensure automatic promotion, it increases lecturers’ productivity. They further asserted that manpower development seeks to address, enhance and transform the work environment and improve the productivity of the workforce. Thus, Olu (2012: 483) is of the view that “teachers who shoulder the responsibility of training the young ones need to be developed to be able to perform their role, up-grade and up-date their competency within the school system”. This is particularly important for tertiary education because according to the World Bank, “Education in general and higher education in particular, are fundamental to the construction of a knowledge economy and society in all nations (Jelilov, 2016: 1863).

Every nation is therefore expected to be positioned to take full advantage of the gains of globalization in enhancing the quality of its education to be able to compete favorably with its counterparts all over the world. But how the Nigerian educational sector has fared in taking advantage of the gains of globalization to address the manpower development needs is the focus of this study with emphasis on tertiary education in Rivers State. Therefore, cultural, which is one major type of globalization will be focused on, while continuous professional development and research advancement will be the dimensions to be considered under Academic Staff Development (ASD).

Statement of the Problem

The need for constant development of an organization’s workforce cannot be over emphasized, and academic staff in tertiary institutions are no exception. This is important

to enable the staff members not only to perform their assigned duties, but also to keep them abreast about the changing and new trends in their chosen fields and the advancement of their careers. But sadly, there seem to be a problem with academic staff development in tertiary institutions in Rivers State, Nigeria who have often speculated that funding may have been a major challenge, with staff development not receiving adequate budgetary provisions, leading to sustained agitations by academics. The opportunities offered by globalization to shrink the world, where people in a given space can take advantage of the benefits provided by other climes can be taken advantage of by academic staff members of tertiary institutions in Rivers state, Nigeria in the area of staff development efforts. There is however little evidence to suggest that higher institutions in Rivers State, Nigeria have taken advantage of these avenues of staff development programmes. This study seeks to address the influence of cultural globalization in addressing the extent of staff development programmes in tertiary institutions in Rivers State. This is the gap that this study seeks to address with the major consideration in of assessing the role of cultural globalization in determining the extent of staff development programmes in tertiary institutions in Rivers State, Nigeria.

Purpose of the Study

This study was aimed at determining the influence of cultural globalization on academic staff development in tertiary institutions in Rivers State. The specific objectives of the study were to:

1. Determine how cultural globalization influences continuous professional development in tertiary institutions in Rivers State.
2. Determine how cultural globalization influences research advancement in tertiary institutions in Rivers State.

Research Questions

Drawing from the objectives of the study, the following research questions were posed to guide to the study:

1. How does cultural globalization influence continuous professional development in tertiary institutions in Rivers State?
2. What is the influence of cultural globalization on research advancement in tertiary institutions in Rivers State?

Hypotheses

The following null hypotheses were tested in the study:

- H₀₁: There is no significant relationship between cultural globalization and continuous professional development in tertiary institutions in Rivers State in higher institutions in Rivers State.
- H₀₂: There is no significant relationship between cultural globalization and research development in higher institutions in Rivers State.

Conceptual Clarifications

Globalization

Globalization means the speedup of movements and exchanges of human beings, goods, and services, capital, technologies or cultural practices all over the planet which is aimed at promoting and increasing interactions between different regions and populations around the globe. It increases interdependence and integration among economies, markets, societies and cultures of different countries of the world, an unprecedented international connectivity of nations. The Merriam-Webster Dictionary (2017) defines Globalization as the act or process of globalizing; the state of being globalized, especially the development of an increasingly integrated global economy marked especially by free trade, free flow of capital, and the tapping of cheaper foreign labour markets. Onodugo in Aina and Reuben (2014) stated that globalisation has different facets, mostly seen in terms of economic and technological forces with huge effects the socia, cultural and political sphere.

Similarly, Holland and Holland (2010) defined the term as the process of transnational dissemination of ideas, languages, economies and cultures throughout the international community. This is necessitated by an increase in world travels, immigration and communication technology, which has made the world become more interconnected and interdependent. With globalization, the exchange of goods, capital, services, education, information, technology and labour has been on the increase. Also, Stief (2017) posited that it is an international exchange, a process concerned with geography, which increases inter connectedness among countries notably in the areas of economics, politics and culture.

Globalization is a process through which events, decisions, activities in one part of the world can come to have a significant consequences for individuals/communities in quite distant parts of the globe (Mc-Grew, 1996).The concept is a set of economic and political structures and processes deriving from the changing character of the goods and assets that comprise the base of the international political economy, in particular, the increasing structural differentiation of those goods and assets (Cerny, 1997). Buttressing the above positions, Ojedele, Oyekan and Oresajo (2015) emphasized that globalization is one fundamental change occurring at a global level. According to them, globalization is the integration of national, economies, culture, social life, technology, education and politics; and the movement of people, ideas and technology from one place to another. The definitions considered above point to the fact that the wave of globalization has the characteristics of encompassing social, political, economic, technological and cultural landscape, shrinking time and space, and bringing about profound advances in communication, transportation and infrastructure.

Olotu (2013) posited that globalization is generally seen to mean:

- Internationalization which deals with cross border relationships among countries, giving rise to increase in international exchange and interdependency
- Liberalization in the areas of removal of restrictions on movement imposed by governments , leaving room for a borderless world economy
- Universalization : disseminating of information to people everywhere with the use of computers and television
- Modernization: the spread of modernity all over the world in the form of capitalism, rationalism, industrialism, bureaucratism, etc. which is intended to displace the culture of localized self determination

- Deteritorialization which refers to the temporal compression of distance by making porous state borders.

Characteristics of Globalization:

Globalization is characterized by, but not limited to, liberalism, free market policies, information and communication technology, inter-connection, inter dependence, and borderless border that has made the world a global village (Gogo, 2015). Some of the characteristics of globalization as outlined by Stief (2017) include:

- Improved technology in transportation and telecommunications
- Movement of people and capital
- Diffusion of knowledge: Spread out of new knowledge
- NGO's and multinational corporations e.g. global climate change, energy use, child labor regulation: Amnesty international or doctors without borders.

Ohmae in Ogbondah and Okai (2013) argued further that the concept is characterized by international capital driven investment, transnational companies in search of new resources and markets throughout the world, the use of information technology for the transnational organization and coordination of production, and individual consumers in pursuit of the globe's best and cheapest products. A defining feature of globalization, therefore, is an international industrial and financial business structure (The Levin Institute, 2016). There have been contrasting views held about the concept of globalization as it is variedly viewed as frightening, stimulating, overwhelming, destructive or even creative. The debate about the positive and negative effects of globalization may linger for a long time to come. However, there isn't much argument as to whether it has come to stay with its attendant gains and ills. Every sphere of human society seem to be grappling with the advantages and disadvantages of globalization. Today Globalization is well recognized as an inescapable feature of the world. It is one of the major topical issues drawing much attention from countries around the world. Globalization is an economic tidal wave that is sweeping over the world. It can't be stopped, and there will be winners and losers (Collins, 2010). Just like every other phenomenon of life, globalization has its advantages and disadvantages which can be argued by scholars depending on the divide on which they choose.

Benefits/Impact of Globalization on Education:

The impact of globalization have been viewed from both the positive and negative angles, not just in education, but in all spheres. Imhonopi and Urim (2014) argued that though there are many disadvantages associated with globalization on Nigeria's educational system such as brain drain, internet crime, plagiarism, and erosion of positive values, one cannot take away the glaring advantages such as the introduction of a paperless economy, easy access to information, diffusion of technology, increased knowledge sharing, inter alia. As noted earlier, one of the major features of globalization is advances in ICT. Scholars like Afonja and Kpakol in Kaegun and Nwikina (2016) posited that improved technology is capable of transforming both students and staff of tertiary institutions, and empowering individuals, organizations and government with tools for opportunities around the world, and accelerate the wealth creation process which can

cause developing countries, institutions and organizations to catch up quicker. Also, there is universalization of access and promotion of equity in education where individuals now have access to education the world over despite colour, race, or religious inclination. There is increasing focus on learning skills as people acquire appropriate skills to equip them for meaningful living and contribute to the development of society, broadening the means and scope of education, enhancing the learning environment and strengthening educational partnership (Wali, 2007). This is buttressed by Natter (2018) who stated that as additional money flows into a country's economy, the government has more resources to fund important initiatives such as educational advancement. Furthermore, individuals become financially stable and can afford things that were previously unattainable, such as schooling and vocational training. However, a potential downside of increased educational opportunities is that some of those individuals who achieve a professional level may immigrate to other countries in search of higher salaries and improved lifestyles.

Cultural Globalization

Culture is a very broad concept which has many facets. It can be described as a shared set of beliefs, customs, and ideas that held people together in recognizable, self-identified groups. Today, culture is no longer perceived as a knowledge system inherited from ancestors. It is therefore now treated as a set of ideas, attributes, and expectations that change as people react to changing circumstances. Cultural globalization is simply the intensification and expansion of cultural flows across the globe. It is the process by which one culture's experiences, values, and ideas are disseminated throughout the world through various means. The interpenetration of cultures which as a consequence means that nations adopt beliefs, principles and customs of nations, losing their unique culture to a unique globalized supra-culture. Watson (2016) defined cultural globalization as a phenomenon by which the experience of everyday life, as influenced by the diffusion of commodities and ideas, reflects a standardization of cultural expressions around the world. Cultural globalization according to James (2006) refers to the transmission of ideas, meanings, and values around the world in such a way as to extend and intensify social relations. It is a process marked by the common consumption of cultures that have been diffused by the Internet, popular culture media, international travels and involves the formation of shared norms and knowledge with which people associate their individual and collective cultural identities. Propelled by wireless communications, electronic commerce, and international travel, cultural globalization has been seen as a trend toward homogeneity that will eventually make human experience everywhere essentially the same.

Cultural globalization involves travel, clothing, entertainment, religion, food, the spread of language, the arts, business ideas, technology and demographic influences which determine family sizes and birth rates, non-governmental organizations and trans-national workers. Its impact is felt by almost everybody in the world. And certain factors that have contributed in promoting cultural globalization to include:

- New technologies and forms of communication around the world help to integrate different cultures into each other

- Transportation technologies and services along with mass migration and individual travel contribute to this form of globalization which allows for cross-cultural exchanges
- Infrastructures and institutionalization embedded change (e.g. teaching languages such as English across the world through educational systems and training of teachers).

Cultural globalization helps spread awesome ideas and has the potential for cultural homogeneity. This refers to worldwide cultures becoming similar. Tomlinson (2003) suggested that instead of viewing cultural globalization as threatening to cultures in existence, it can actually be a catalyst for creating and shaping culture. He argued that culture is difficult to be changed by globalization, particularly with the existence of a "national identity" and institutions in the country that continue to maintain this identity. He reiterated that nations can be altered by globalization, but that it cannot be a "destruction" and argued that there is also another way to look at the relationship between culture and globalization. For him, the argument is that instead of one culture dominating another, the relationship between cultural globalization and cultural diversity is one that actually allows for greater diversity.

Academic Staff Development (ASD)

Staff development is an intentional effort by supervisors and administrative leaders to improve staff members' effectiveness which leads to improved effectiveness in organizations. Staff development programmes, which could be formal or informal helps staff members improve on their responsibilities, develop required skills and competencies which are needed to accomplish goals, for personal and professional growth, and for preparation for advancement. It is frequently argued that professional development has the potential to empower university academics with the necessary pedagogical skills for them to cope with educational challenges encountered in higher education. Professional development is seen as an intervention strategy which could capacitate the higher education sector to meet graduate output (Scott, 2008 in Chabaya, 2015). Flippo (1976) opined that development is concerned with the increase in skill through training, which is necessary for proper job performance, and considers it of great importance in the organization due to changes in technology, realignment of jobs, and the increasing complexity of the task of management.

Need for Staff Training and Development:

Litchfield and Spear (1999) in Chabaya (2015) considered the impact of diverse staff development activities and demonstrated clearly that well-funded and managed professional development increase staff's knowledge and skills competencies about learning. Training need is any shortfall in employee performance or potential performance, which can be remedied by appropriate training (Cole, 2002). Since training and development is intended to increase the knowledge, skills and competences of the employee for doing a particular job, management must always recognize its importance for the overall achievement of set organizational goals.

Some reasons which give impetus to continual training and development as noted by Peretomode and Peretomode (2001) include: Inadequacy of academic programmes which

prepare candidates for future positions and the corresponding responsibilities; the declining rate of employee mobility and the less hiring of new blood; the presence of aging employees and the explosion of knowledge; the increasing heterogeneity of employees in organizations from economically, culturally and educationally disadvantaged backgrounds; the public and organization's disenchantment with the quality of educational products.

In educational institutions, staff development is aimed at enhancing and supporting excellence in academic practice. It could be in professional skills, research and teaching, staff relationship and leadership. Staff training and development programmes are professional activities engaged by school personnel to enhance their knowledge, skills and attitudes for the purpose of educating students more effectively. It is aimed at improving the performance of both teaching and management staff, with improvement in teaching and learning. The developmental programmes are directed towards correcting staff deficiencies, ability to face challenges arising from innovation in school curriculum, non-professionals to professionalism and acquisition of higher qualifications.

METHODOLOGY

This study adopted the correlational research design. This design is thus appropriate for this study which sought to establish the relationship between cultural globalization and ASD. The population of this study was 1,454 academic staff of the two state owned universities and the two state owned polytechnics in Rivers State, namely: Ignatius Ajuru University of Education, Rumuolumeni, Rivers State University, Nkpolu-Oroworukwo, Kenule Benson Saro -Wiwa Polytechnic, Bori and Captain Elechi Amadi Polytechnic, Rumuola. The sample of 145 academic staff was obtained by applying 10% to the study population of 1,454. The study adopted the simple random sampling technique to guide the mode of distribution of the research instrument. The distribution to the institutions was done proportionately. The instrument for data collection Cultural Globalization and Academic Staff Development Questionnaire (CGASDQ). The responses to the items were rated Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). The research instrument was validated by experts to ensure face and content validity. In this study, the tests for internal consistency of the instrument is the Cronbach alpha coefficient (r). The data obtained from the field were cleaned and imputed into the database in the Data View of the Statistical Package for the Social Sciences (SPSS). The Cronbach's alpha coefficient (r) obtained from the test in this study is 0.77. 145 copies of the instrument were administered to the respondents and retrieved within a space of two weeks. 131 copies (90%) were retrieved, with 125 useable copies which represents 86% of the total sample. The data analyses involved demographic analysis, descriptive analysis and inferential analysis. Mean and Standard Deviation were used to answer the research questions while Pearson Product Moment Correlation Coefficient (ρ) test the null hypotheses at 0.01 level of significance. The analyses were all done with the aid of the Statistical Package for the Social Sciences (SPSS), version 22.

Results

Research question 1: How does cultural globalization influence continuous professional development in tertiary institutions in Rivers State?

The first research question sought to ascertain the influence of cultural globalization on continuous professional development. The result of the analysis is shown on table below:

Correlations on Cultural Globalization and Continuous Professional Development

		Cultural Globalization	Continuous Professional Development
Cultural Globalization	Pearson Correlation	1	.376**
	Sig. (2-tailed)		.000
	N	125	125
Continuous Professional Development	Pearson Correlation	.376**	1
	Sig. (2-tailed)	.000	
	N	125	125

** . Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS Output

From the Table shown above, the r coefficient of .376 indicates a low correlation, but a definite small relationship between Cultural Globalization and Continuous Professional Development in the institutions of the respondents.

Research question 2: What is the influence of cultural globalization on research advancement in tertiary institutions in Rivers State?

The second research question sought to ascertain the influence of cultural globalization on research advancement. The result of the analysis is shown on table below:

Correlations on Cultural Globalization and Research Advancement

		Cultural Globalization	Research Advancement
Cultural Globalization	Pearson Correlation	1	.389**
	Sig. (2-tailed)		.000
	N	125	125
Research Advancement	Pearson Correlation	.389**	1
	Sig. (2-tailed)	.000	
	N	125	125

** . Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS Output

The r coefficient of .304 as shown above indicates that there is a low correlation, but a definite small relationship between Economic Globalization and Research Advancement in the institutions of the respondents.

Test of Hypothesis

Null Hypotheses	R	P-Value	Conclusion	Decision
H ₀₁ : There is no significant relationship	.376**	0.000	Significant	Reject

between cultural globalization and continuous professional development in tertiary institutions in Rivers State in higher institutions in Rivers State.

H₀₂: There is no significant relationship between cultural globalization and research advancement in tertiary institutions in Rivers State. .389** 0.000 Significant Reject

** . Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS Output

Ho1: There is no significant relationship between cultural globalization and continuous professional development in tertiary institutions in Rivers State in higher institutions in Rivers State.

As shown in the Table above, the calculated p-value is .000 which is less than 0.01, is showing a significant relationship. Therefore, the stated null hypothesis is rejected while the alternate hypothesis is accepted, meaning that there is a significant relationship between cultural globalization and continuous professional development in tertiary institutions in Rivers State in higher institutions in Rivers State.

Ho2: There is no significant relationship between cultural globalization and research advancement in tertiary institutions in Rivers State.

The Table above show that the calculated p-value is .000 which is less than 0.01, shows a significant relationship. Therefore, the stated null hypothesis is rejected while the alternate hypothesis is accepted, meaning that there is a significant relationship between cultural globalization and research advancement in tertiary institutions in Rivers State.

Discussion of Findings

Cultural Globalization on Continuous Professional Development in Tertiary Institutions in Rivers State.

The analyzed data showed the level of appreciation of cultural globalization by academic staff of tertiary institutions in Rivers State. It indicated a high rating that the curriculum has changed over time to reflect cross cultural differences of the students of academic staff in tertiary institutions in Rivers State. Also, it was shown as high that the student mix is more culturally diversified today than it used to be. Furthermore, the academic staff indicated at a high level that it is easier to get information on the method of teaching adopted by foreign cultures and a high rating that they have had to change from the traditional methods of teaching to accommodate the cultural diversities in the composition of their class membership. The r coefficient values from the research question and p-value for the hypothesis on cultural globalization and continuous professional development indicated a significant relationship between the individual variables.

The view of Misra (2012) that the total education system of the world under one roof, which aptly describes cultural globalization requires the unification of teaching curriculum, methodology and upgrade of knowledge and systems to remain in the context

for efficiency and effectiveness for the transformation of knowledge in a justified manner to attain the goals of life.

Cultural Globalization and Research Advancement in Tertiary Institutions in Rivers State.

A high rating indicated that the curriculum of the institutions of the respondents has changed over time to reflect cross cultural differences of their students, that the student mix is more culturally diversified today than it used to be. Furthermore, the respondents indicated at a high level that it is easier to get information on the method of teaching adopted by foreign cultures, and a high rating that they have had to change from the traditional methods of teaching to accommodate the cultural diversities in the composition of their class membership. Also, an average rating by the respondents that they have benefited from international research grants to fund their academic research, an average rating that their institutions facilitates the process of accessing research grants for academic research, that the respondents now have an easier access to foreign journals for the publication of their research papers than before and that it has now become easier for academics to publish in foreign journals than before. The r coefficient values from the research question and p -value for the hypothesis on cultural globalization and research advancement indicate a positive and significant relationship between the individual variables. These findings buttresses the study by Glanz (2001) in Okoli (2013) that in the 21st century global market, the richer countries attract and retain the world's best brains through effective policies that stimulate research and development activities, which increases direct investment, offer attractive post-graduate training and research opportunities, and recruit younger graduates and professionals. The view of Misra (2012) also supports the findings that major international development such as wars and world economic crises, patterns of influence with foreign states and multinational organizations assistance and pressure have heavily influenced globalization of education. Teacher education programs should exhibit a positive approach in building up the knowledge base, in fostering innovative and interactive transactions strategies and in broadening continuous and comprehensive evaluation. All these add to build the profile of teachers full of confidence in themselves in the big, wide and competitive world. Globalization symbolizes a paradigm shift involving the re-thinking of beliefs and structures in traditional consciousness. It symbolized a shift from mono-cultural approach to education to multi-cultural approach with attendant implication for changes in school curriculum and attendant practices.

CONCLUSION

Drawing from the research findings, conclusions are drawn as follows:

As tertiary institutions in Rivers State evolve and become more adaptive to global imperatives created by cultural globalization, academic staff members will better adapt to the demands of diversity through continuous professional development programmes. Furthermore, tertiary institutions in Rivers State has the capacity to evolve and become more adaptive to global imperatives created by cultural globalization, where academic staff members will be better equipped to meet the high standard demanded by international multi-cultural publication outlets.

RECOMMENDATIONS

This research work will be incomplete if recommendations are not made in light of the outcomes of our analysis. The following recommendations are thus put forward:

1. Tertiary institutions in Rivers State should enhance the various advancement centres of the schools to connect culturally with other national and international educational institutions for the gains of global best practices.
2. Tertiary education administrators should be open to providing platforms and facilities for staff members to collaborate with peers and contemporaries outside their institutions.

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