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## Globalization: The Challenges facing by the Developing Countries in the Education System

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**Chronicle****Abstract****Article history****Received:** Jan 2, 2026**Received in the revised format:** Jan 13, 2026**Accepted:** Feb 17 2026**Available online:** March 8, 2026**Dr. Aijaz Ali Soomro** \* is currently affiliated with College Education Department Government of Sindh, Pakistan.**Email:** [aijazas2020@gmail.com](mailto:aijazas2020@gmail.com)**Saleem Ahmed Soomro** is currently affiliated with College Education Government of Sindh Pakistan.**Email:** [sahmed108@gmail.com](mailto:sahmed108@gmail.com)**Tahir Hussain Soomro** is currently affiliated with School Education & Literacy Department Govt of Sindh, Pakistan.**Email:** [tahirhyder@gmail.com](mailto:tahirhyder@gmail.com)

This is essential right of all people to get the quality education. It happens further crucial for all the people to fulfill the needs of learning beyond the limits of national institutes due to the changing trends challenges worldwide. The globalization is interconnection between the societies in the world. In this age, the digital technology plays a vital role. In which global people communicate and trade with one another. There are many challenges, opportunities and issues in this phenomenon as well. The less privileged people with poor economical conditions look this situation difficult. In this age of globalization where almost all field of life is affected there is the education that is facing numerous issues. The global education is multidimensional. It can be formal, informal and inclusive education. In the global citizenship, there are many factors are interconnected with all the people and the issues and problems are interlinked with one another. It is important and the right of all citizens to fulfill the need of learning. According to the thrust of learning and lack of ways of knowledge at the society level, the integration of education at the global society level play important role. The objectives of this study are to find the trends in global education, type of curriculum fit for global education and challenges in such type education system. This study is based on qualitative method through open ended questionnaire by interview. The target population and sample size consist of students of 4 departments from natural and social sciences from various disciplines in public sector university of Jamshoro Sindh. According to the nature and objectives of study the purposive sampling is implied. There are 20 participants of from different department both male and female students. This study found traditional methods of teaching and learning are adapted, there positive impacts and somewhere negative impacts in this type of education. It was found, there is no subject matter in curriculum regarding global education and there is fundamental need of such type of subject matter in the modern conditions.

**Corresponding Author\*****Keywords:** Globalized education, technology, curriculum, challenges.

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## INTRODUCTION

To get the education, it is fundamental right of all humans. It happens essential for all the people to fulfill the needs of learning beyond the limits of national institutes. Nowadays, a lot of subject matter placed and there are many experts of various fields available for clearing the concepts about all types queries and confusions. All the people are connected with one another in the global village by the ICT (information and communication technology). The globalised education can be highlighted into various aspects such as single curriculum and teaching and learning material for the learning to whole global society in diverse and change manner. This type of practice can lead to understand the different cultures according to educational point of view. This may cause to boost and encourage the less privileged people to learn on modern basis from the experts and global fellows all over the world. The globalization is interlinked between the societies in the world. In this age, the digital technology play

a vital role. In which global people communicate and trade with one another. There are many challenges, opportunities and issues in this phenomenon. The people with poor economical conditions look this situation difficult. In this age of globalization where almost all field of life is affected there is the education that is facing numerous issues. The other aspect of globalised education is organizing of exchange programmes. The exchange programmes are among the countries for the students and faculty members. This is implied for the taught and research purposes so that the people know the methodologies and skills, utilizing resources from one another. By the emerging of modern technology it is reasonable and easily reachable to learn through the internet because it is accessible for all the people. Day by day, there are changing the trends of learning all over the world. This approach is widely acceptable and fruitful.

The globalised education is concerned with the integration of education system in diverse manner in world wide. Due to the technological revolution, educational, cultural and economical changes the globalization is rapidly flourishing according to the needs and priorities of nations and countries. In fact it is a sharing of the above aspects. At the international level, there is flow of information in the various disciplines including the education sector and they are facing numerous challenges. In order to meet the challenges in education, different approaches are implied particularly after the emerging the information technology. On account of changing learning trends, it is inevitable for the people to remain confined and rely on the conventional methods and available resources at the local level. It is crucial and priority for all the societies to enhance the quality of education fundamentally the less privileged people who live in the scarcity of the resources and lack of skills among the people who deliver the knowledge.

The global education is multidimensional. It came formal, informal and inclusive education. In the global citizenship, there are many factors are interconnected with all the people and the issues and problems are interlinked with one another. The global development, disasters, environmental related issues, terrorism and also the science and technology cases are shared factors. Such type of matter are tackled by globalization. In the past many years, there was not facility of the internet in the remote areas of world. But nowadays, it can be shared the knowledge and education the people by availing the facility of technology.

The global education can be through the physical attending the classes and by face to face with the teachers in the educational programmes and this is the age of modern technology, there is the chance to every people to enhance and standardizing the quality education with the global fellows despite of cultural, religion, race and region. Students and parents ever remain in the struggle of quality education according to their economic conditions. The affordability of one of the key factor for all the developing students of developing countries. This notion is disturbing for the almost all the concerned learners.

There is need of change in educational policy in the light of culture, society for fulfill the targets set by the government. In the economical crisis can hinder the process of education. There must be familiarity of the students for the awareness regarding the education and research all over the world. For such type of education. There must be change in the curriculum in the perspective of pedagogy to implement at the school level. For the global education, there is crucial the use of information technology.

**LITERATURE REVIEW**

According to the researcher, there is no escape from the change in the social situation. The evolution of change from ancient to this modern generation and furthermore change is possible and these are compelled to accept by the people. The learners required the standardized education to meet the quality at world level according to the learners financial range (Paudel, 2022). According to the author, the term globalization now understood as a social transformation and it is concerned with the diverse experiences. For the social globalization there is required various aspects of life such as family and work (Amoore, 2002). According to the author, the concepts of globalization is with the interconnection of economic, political, financial, cultural and social procedure at local and regional stage (Ocampo, 2003). The author described, the target achieving for the millennium development goal is great opportunity for the underprivileged countries to get free poverty and join globally (Dervis, 2005). The author referred, the globalization is associated with global trade around the world more than national level. This is the thriving process dependency on one another countries in terms of production and competencies (Brooks, 2010). The author described, the globalization is not only concerned with the economic and political boundaries but it is also connected with the problems relevant with cultural, environmental and so on (Sheffield, 2013).

According to the author, Asian government should adapt the educational policy associated with the globalization according to their cultural and political conditions to enhance the educational standard (Peng, 2022). According to the author, there is point of view that interrelation between the education and the world. It is important for the learners to share the information point of view with the global fellows. The author described the universal declaration of human rights, education is for nurturing the peoples personality ,tolerance, freedom and peace in the all groups of nations and religions. According to the author, the global education is associated with the exchange of information and trends of education around the world. According to the author, the global education is worthwhile for learning. There is need of flexible curriculum and friendly environment in the schools. Author expressed, the policy makers have to revise the part of school more than the source of promoting the national goals. There should be promoted the students in the global point of view to make them capable for living together in challenging environment (da Silva et al, 2010).

The author elaborated, the role of ICT at the school level can be beneficial. In this context, the proper usage of technology, inclusion of technology in the curriculum and the courses including research work should be by the computers (Jahanian & Soleymani, 2013). The researcher found, there is great significance of globalization on the higher education, collectively, there are merits and demerits but there are more advantages than the demerits. The respondents in the research reflected the positive results for the education in terms of globalization (Dr.Tahira & Saira, 2020). According to the study, the globalization in the perspective of 21<sup>st</sup> century pedagogical skills influences the education from higher to middle school education in the classroom (Menand, 2013). According to the researcher , the globalization makes both challenges and opportunities, instead of worrying about the difficulties, to avail the opportunities. The global education is the main factor to manage at national and world level. Where a vast approach is to adapt in this situation the skills and the knowledge will be considered in logical manner (Machekhina, 2016). According to the author, the change in education at higher level is rapidly expanding in the 20<sup>th</sup>

century and this is caused the influence on the education (Vladeva, 2022). According to the researcher, the notion of inclusive education is to provide the opportunities for all individuals to get the education in the routine classroom (Jardinez & Natividad, 2024). The researchers concluded, the globalization give the space in higher education. The underprivileged countries feel risks of globalization (Alli & May, 2007). According to the author, the inclusive education is based on the fundamental right of individual's needs for the learning. Such type of education is students centered, adapted by the system (Heijnen, 2016).

As researcher quoted, the inclusive education is concerned with the educational environment which thrives the capability of learner without any difference, with diversified needs of students (Sahani & Patel, 2023). Author described, the globalization is interrelated process among the people and countries. (Kasych & Vochozka, 2019 ). According to the researcher, the globalization is the exchange of services in the economic world (Subaşat, 2008). This is very challenging to the less developed areas due to the lack of resources and opportunities for learning where there is information and communication technology all over the world to access the valuable and need based information. The globalised education is essential in the current scenario to remain integrated with the global citizens for sharing and accessing the knowledge.

### Significance of Problem

It is important and the right of all citizens to fulfill the need of learning. According to the thrust of learning and lack of ways of knowledge at the society level, the integration of education at the global society level play important role. This approach of imparting education is economical and easy for all individuals of society. This way of education may be beneficial for all the learners to know the potential of the global citizens.

- To analyse the modern trends in the global education
- To find the type of curriculum fit for education in global perspective
- To find the challenges facing in Education system by the developing countries
- To suggest the initiative for global education for developing countries

## THEORETICAL FRAMEWORK

The theoretical framework of the study indicate the factors associated with global education are the trends of learning, curriculum concerned, challenges and initiatives taken for favorable change.

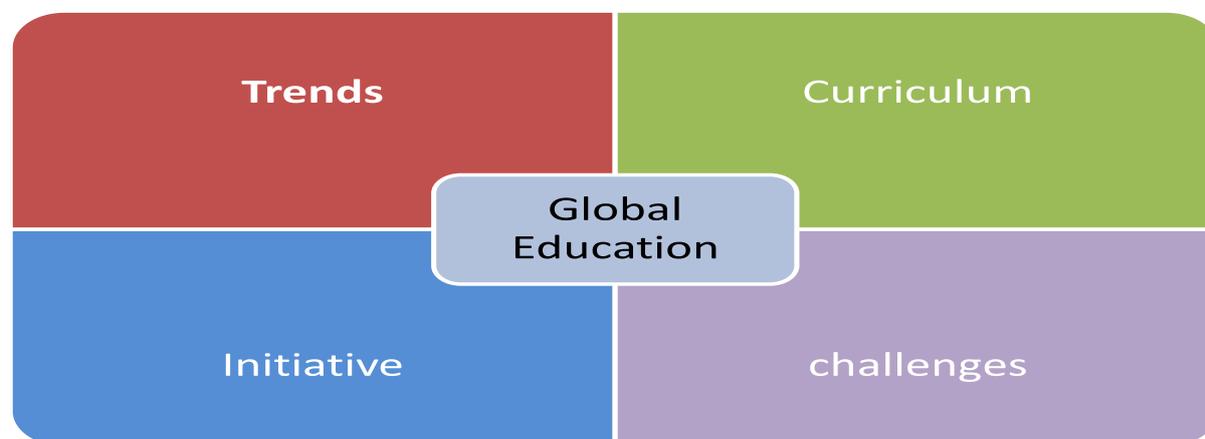


Figure 1

## METHODOLOGY

This study based on qualitative method and exploratory. The instrument is open ended questionnaire was implied for in depth interview. The data was analyzed manually.

### Population and Sample

The target population and sample size consist of students of 4 departments from natural and social sciences from various disciplines in public sector university of Jamshoro Sindh. According to the nature and objectives of study the purposive sampling is implied. There are 20 participants of from different department both male and female students.

**Table 1.**

Students	Population	
	Natural Sci:	Social Sci:
Male	10	10
Female	10	10
Total	20	20
Total	40	

## RESULTS AND DISCUSSION

### Themes

There are three themes:

- Traditional education system
- positive and negative impacts of globalised education
- Subject matter in curriculum for global education

### The traditional education system fit in present situation.

The participants expressed about the traditional methods of teaching and learning are not enough to meet the challenges in the digital age. One of the participant said: For achieving the objectives of education in true sense, every nation must bring the change in education system according to modern perspective. This theme supported by the study, to enhance the quality of education, the learner should be connected with the modern education system. (Paudel, 2022).

### There are positive and negative impacts of globalised education

Most of the participants shown the positive impacts with some negative impacts and they further said, it depends on the learners. Some respondent said:

The use and misuse of technology in terms of globalised education. Some students waste time by the use of technology on the social media. Simultaneously, some students indulge in the proper use of technology and connected with the global fellow students and educationists and they get the benefit and enhance the knowledge and skills in their respective fields on modern perspective. One of the study found that there are some advantages and disadvantages of the globalization in the education system. (Dr.Tahira & Saira, 2020).

**There is subject matter in Curriculum in terms of learning by global education**

The opinion by the participants about the subject matter concerned with the globalised education, they showed disagreement with the inclusion of matter in curriculum. They added further, there is fundamental need of such type of subject matter in the modern conditions. The study found that the ICT can be fruitful due to proper usage; (Jahanian & Soleymani, 2013).

**RESULTS**

The study found, the traditional methods of teaching and learning are adapted and this not enough to meet the challenges in the digital age. Further this study revealed that there positive impacts and somewhere negative impacts. It was found, there is no subject matter in curriculum regarding global education and there is fundamental need of such type of subject matter in the modern conditions.

**CONCLUSION AND RECOMMENDATIONS**

The globalization is interconnection between the societies in the world. In this age, digital technology play a vital role. In which global people communicate and trade with one another. It happens essential for all the people to fulfill the needs of learning beyond the limits of national institutes. It is crucial and priority for all the societies to enhance the quality of education fundamentally the less privileged people who live in the scarcity of the resources and lack of skills among the people who deliver the knowledge. In the globalised environment, every learner has the right to achieve the objectives of the learning in standardized way. It is challenging to the less privileged countries to cope this issue. The countries where already many problems, there is another challenge to educate the students in the modern basis. The governments of such type of countries take concrete decisions by which students can avail the opportunity of learning in the contemporary way. For this situation, the teachers and students will have to provide the necessary facilities of new technology and must be trained. There is need of curriculum designing in this way.

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**Consent to Participate:** Yes

**Consent for publication and Ethical approval:** Because this study does not include human or animal data, ethical approval is not required for publication. All authors have given their consent.

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