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**Impact of Globalization on the Intensification of Economic, Political, Social
and Cultural Relations in Africa**

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Abstract

Purpose: The study sought to investigate the impact of globalization on the intensification of economic, political, social and cultural relations in Africa.

Methodology: The study adopted a desktop methodology. Desk research refers to secondary data or that which can be collected without fieldwork. Desk research is basically involved in collecting data from existing resources hence it is often considered a low cost technique as compared to field research, as the main cost is involved in executive's time, telephone charges and directories. Thus, the study relied on already published studies, reports and statistics. This secondary data was easily accessed through the online journals and library.

Findings: The study concluded that more than that globalization is often seen by its proponents as facilitating a new idealism of economic openness, political transparency, and global culture. Globalization provides an opportunity for the advancement of common human standards and equality as norms and rules are channeled throughout the world.

Unique Contribution to Theory, Practice and Policy: The study was informed by globalization theories on the with the focus on the hyperglobalist approach, the sceptical approach and the transformational approach on globalization, future studies could benefit from this theory especially in other research context. This study will be insightful to researchers as it articulates the impact of globalization on the intensification of economic, political, social and cultural relations in Africa.

Keywords: *Impact, Globalization, Intensification, Economic, Political, Social, Cultural, Relations, Africa.*

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INTRODUCTION

Globalization can be defined as an extensive network of economic, cultural, social and political interconnections and processes which goes beyond national boundaries' (Lee,2020) However its agreed that globalization 'is not a policy option but a fact to which policy makers must adapt' (Santiago,2020).Globalization is not an end state in itself, it is not an objective of humanity, globalization is a consequence of the development of society and, at the same time, an engine of it and brings with it a new understanding, a new approach, and at the same time new risks, new vulnerabilities and new opportunities (Jones,2015). Globalization can be seen from three perspectives: from the perspective of uniformity, generalization and differentiation; from the perspective of destruction of entities and the abolition of any frontiers; from the perspective of interconnecting entities, each perspective bringing to the fore new dimensions and features of this complex phenomenon (Mishra,2020).

The globalization process exposes all areas of society to important mutations and generates an increased interdependence of all domains. Globalization is a fact, but its manifestations and consequences are not a fatality, proof being that this cyclical phenomenon accompanies the evolution of human society, determines an adaptation of the whole society and leaps in the development of human civilization. Globalization implies an expansion of social, political and economic activities across borders, so that events, decisions and activities in a region of the world have significance even for remote individuals and regions of the globe.

Globalization has many positive effects but also produces negative effects, amplifies inequalities between people and between states, maintains certain conflicts, gives rise to new conflicts, generates new relationships that have developed in the colonial era (Wood,2020). Globalization is not a bad thing in itself. More than that globalization is often seen by its proponents as facilitating a new idealism of economic openness, political transparency, and global culture. Globalization provides an opportunity for the advancement of common human standards and equality as norms and rules are channeled throughout the world. This global proximity is thought to foster cooperation and to increase security. Its usefulness depends on where we are and how we use it (Munir, 2020).

To understand the phenomenon we need to look at the mechanisms of globalization, whether we agree with it or not. Globalization is about interests, the attainment of objectives by various means, the imposition of will, opinions, either by using peaceful means, using soft-power specific instruments, or using constraints and violence, through hard power manifestations. The phenomenon of globalization contributes to the evolution of human society and offers a number of opportunities that can strengthen the state of security (Khan,2019). People can only contribute and benefit from globalization if they are endowed with knowledge, skills and with the capabilities and rights needed to pursue their basic livelihoods. They need employment and incomes, and a healthy environment. These are the essential conditions which empower them to participate fully as citizens in their local, national and global communities. These goals, can only be reached if national governments allocate adequate resources to education, basic infrastructure and the environment, and create the institutional framework which ensures broad access and opportunity (Saitseva,2016).

The economic globalization is characterized by world markets tied in a single system and national economics included in a global economic framework. Players of paramount importance in the phenomenon are supranational companies capable of operating in a multitude of countries and states. This type of globalization is also driven by venture capital flowing freely between global stock markets, affecting world currencies and the markets themselves (Suci, 2016). Different sectors of global economy experience the concentration of decision-making, but also the growth of work productivity. Newly emerging market players intensify competition (Zaidi, 2019). The last decade has been typical of steep rise in international commerce, even steeper rise in direct foreign investments and the steepest of all - the growth observed in the volume of international monetary transactions

The social globalization manifests itself in the emergence of links newly developed between societies and people generally. Mass public transportation facilitates travelling, boosts tourism and encourages international migration (Perez, 2017). Modern media, communication technologies and especially the Internet make information exchange instantaneous and widely accessible. The social dimension of globalization refers to the impact of globalization on the life and work of people, on their families, and their societies.

Africa's economic growth over the past several decades has been steady, although differentiated across countries (Zeibote, 2019). Globalization has accounted for much of that growth by breaking down barriers of culture, commerce, and communication across African states and beyond (Ibrahim, 2013). According to the latest study from the McKinsey Global Institute (2016), there are about 400 global and multinational corporations in continental Africa each generating an annual revenue in excess of \$1billion.

The cultural globalization intensifies contacts among cultures, spreads cultural phenomena and supports cross-cultural exchange (Munir, 2020). Such contacts and exchanges then affect all cultures and societies of the world and spawn new, hybrid forms. It is true that the cultures have never been quite separated and have always influenced each other and adjusted themselves to each other

Education is a major concern for all societies. As the foundation and essential driving force of economic, social, and human development, education is at the heart of the change that is dramatically affecting our world in the areas of science, technology, economics, and culture (Reader, 2017). It is the reason behind social change and scientific progress, and in its turn, it is subjected to the results of progress that it itself has engendered, both with regard to content as well as methods and established aims (Mwika, 2018).

The political globalization is characterized by the tight integration and interconnection of individual states and countries; by the influential position of international entities (UN, EN, and NATO) and by the impact of politically weighty institutions like the International Monetary Fund, World Bank and/or the World Trade Organization (Olanguju, 2019).

Ecosystems often cross borders, and their ecologies are heavily impacted by globalizing processes: climate change, resource depletion, pollution or, more positively, sustainable agriculture or renewable energy initiatives (Shahbaz, 2017). Globalization plays a role for better and for worse

in the health or vitality of ecosystems, which in turn plays a role in human health with feedback loops creating complex pathways of causality. Sustainable development has become the dominant theme of the post-2015 development agenda, as the potential of broad-based ecological crises keeps global environmental issues high on the global policy agenda (Colantone, 2018).

Related to issues of global governance for health and globalization and health development, a new area of research and policy scholarship examines how health becomes identified as a priority issue within country's foreign policy deliberations, how this in turn affects debates and decisions at a global scale, and how global agreements such as norms, declarations, and conventions affect a country's domestic policy environment and decision-making (Van,2018).

Statement of the Problem

Although globalization seems to be unavoidable to many countries and numerous initiatives and efforts have been made to adapt to it with aims at taking the opportunities created from it to develop their societies and people, in recent years there are also increasing international concerns with the dangerous impacts of globalization on indigenous and national developments. Various social movements have been initiated against the threats of globalization particularly in developing countries. The negative impacts of globalization include various types of economic, political, and cultural colonization by advanced countries on those developing and under-developed countries. Inevitably, how to maximize the opportunities and benefits from globalization to support local developments and reduce the threats and negative impacts of globalization will be the major concerns of developing countries. Various studies have been done on globalization, Valentines (2018), conducted a study on economic globalization as a multidimensional process and investigate its effect on incomes, Ronald (2018), conducted a panoply of concepts describing the internationalization of health concerns, Barrie (2013), conducted research on theories of globalization however all this studies failed to articulate impact of globalization on the intensification of economic, political, social and cultural relations in Africa. Our study intends to bridge this knowledge gap by investigating impact of globalization on the intensification of economic, political, social and cultural relations in Africa

Theoretical Review

This study will benefit from globalization theories on the focus on the hyperglobalist approach, the sceptical approach and the transformational approach to globalization. The perception of globalization largely depends on the personal stance and greatly determines how the phenomenon is defined. Waks (2003) develops the argument that commentators can be grouped according to their position for and against globalization. However, the division is far more complicated as even among the proponents of globalization there is a variety of opinions in terms of evaluation. Still three main stances can be distinguished theorizing globalization (Held et al., 1999).

The hyperglobalist approach presents the stance in the globalization theory which claims that the world has entered a truly global age legalizing the dominance of global capitalism (Tikly, 2001.). The logic of hyperglobalist stance is underpinned by neo-liberal agenda (Held,) which views globalization 'in terms of open market' (Waks, 2003). The advent of market principles causes re-interpretation of political, socio-economic and cultural issues, the restructuring of the

relationship between the state and an individual, and introduces new values. However, a global market and free trade poses a threat to the national economy and puts an end to the nation state 'as the primary unit of political organization' (Green, 1997). 'Liberal progressives' also support the idea of economic liberalization, but admit the fact that it can be a double-edged sword unless special attention is paid to equality issues

The concern about equality is shared by Neo-Marxists who see the salvation in 'trans-national alliances of labour and human rights activists' (Waks, 2003). This approach to globalization as Green (1997) clarifies would allow cultural hybridization through global interaction where there are no cultural distinction or physical borders between the nation states. In terms of education it would mean that the government gave up the control over the education system. However, literature on globalization and education does not provide any evidence to support the assumption. "As governments lose control over various levers on their national economies and cede absolute sovereignty in foreign affairs and defense, they frequently turn to education and training as two areas where they do still maintain control" (Avis et al., 1996). As it has already been mentioned, education played vital role in the formation of nation states. In spite of hyperglobalist claim, national education systems, along with nation states still retain their value and importance. As evidence shows national education system provides irreplaceable means for survival and building national identity. A vivid example of the claim is the appearance of over 100 nation states throughout the recent decades. After the Second World War in the postcolonial world the national education systems have formed the cornerstone for 'democratic transformation and national liberation from colonialism' (Tikly, 2001). Building up national identity and statehood is as much as important for former Soviet Republics and they have to rely on their education systems to pursue their goals. Thus, the claim that the state will loosen its control over education, or the nation state itself will become obsolete sounds like a wishful thinking.

The sceptical approach questions the effectiveness of trading blocs and views the issue through historic perspective (Tikly, 2001). Moreover, sceptics do not perceive globalization as a novelty and do not observe any global changes. The world is just the same. And if the reference of worldwide trade is made, they consider that most of exchange takes place at a regional level rather than global. European Union, the Pacific Rim and other trading blocs can serve as examples (Giddens, 1999). The trade between the nations has centuries' history and in some respect sceptical Sceptics claim that "the logic of global capitalism has led to greater polarization between the developed and developing countries" (Tikly, 2001,). Besides, though many of globalization theories refer to the demise of the nation-state, sceptical stance argues that, paradoxically, globalization extends the role of the state to confront modern dilemmas. In terms of education, sceptics doubt that any meaningful globalization has taken place. Though through policy borrowing national education systems tend to resemble each other, the argument lacks solid ground that national education systems do not exist anymore, or the nation states gave up control over them. Through globalization theory there has been an attempt to reconceptualise the role of the state in terms of education provision. The new role has been described as involving a 'new orthodoxy' aimed at making nations more competitive within global economy (Tikly, 2001).

The idea is that taking into account the specificity of the context of 'new orthodoxy' will enable nation states to find their original approaches to global challenges. The process can be described

as the shift from Keynesian welfare-state to post-welfare, neo-liberal state (Waks, 2006). Neo-liberal discourse determined that many western states developed similar approach to education. Decentralization of education became the main strategy to solve accumulated problems. By devolving the authority to the local bodies, the state sought to meet equality and quality demands. Besides, decisions taken closer to the context where they are to be realized can prove to be more effective and efficient (Welsh and McGinn, 1999). Elements of neo-liberal educational policy are increased accountability, competition and standardizations (Clair and Belzer, 2007). Devolving authority to sub-national and local level gave start to the argument, mentioned earlier, that the nation state has lost its control over education. On the other hand, accountability issues keep educational authorities under the central state control. Competition is expected to increase quality of teaching and learning and will result in more diversification so that the issues of social exclusion are resolved and consumer demands are satisfied. It is assumed that standardization process will ensure high quality and enhance access to education. However, it can be argued that “the push towards standardization can potentially reduce diversification” (ibid.), and again equality will come under concern.

The transformational approach represents intermediary, more balanced stance towards globalization. They do agree with the hyperglobalists about an intensification of global interconnectedness and recognize the all-pervasive nature of globalization process (Tikly, 2001). However, they doubt the novelty of the phenomenon and view it as 'a historically contingent process replete with contradictions' (Tikly, 2001).

On the one hand it promotes economic, cultural and political integration, and on the other hand it causes stratification distancing 'First World' from 'Third World' (Taylor et al., 1997). Some nations, states and communities get full advantage by being part of the global world, whereas others become more and more disadvantaged. Transformationalists explain the contradictions of globalization by the inconsistency of 'global division of labour' in terms of Centre periphery relationship (Tikly, 2001). More and more individuals from transition or developing nations are represented in the 'core' of the global economy, whereas there is an increase in number of disadvantaged in the periphery of industrial states (Hoogvelt, 1997.). How transformational stance affects education can vividly be seen in its effort to address the issues of social stratification within the society as well as at international level (Tikly, 2001). Policy borrowing and lending has become a common practice through global communication and interconnectedness between the nations.

Globalization “unifies national education policies by integrating them with the broader global Very often many transition countries depend on external aid and this creates the ground for policy borrowing without contestation of the reform initiative and policy agenda as to the compatibility to the local context. And in most cases, through the involvement of the World Bank and the International Monetary Fund, education policies are influenced by 'research and development in Anglo-Saxon countries' (Sahlberg, 2006). The efficiency and compatibility of the recommended policies can be judged according to the studies of the era of the Cold War Period, and the judgement can be generalized. “Regardless of circumstances, British and American experts almost always favoured the introduction of a decentralized system of educational administration, whereas Soviet and German Democratic Republic expert always recommended the introduction of polytechnical education in the countries they advised” (Steiner-Khamsi,2006,). The

transformationalist stance shows a realistic approach to globalization. It does not try to oppose the existence of global trends, but rather tries to face the dilemmas it poses. Thus it would be more practical if pragmatic approach is adopted as to how individual cultures and nations react to it. Cheng (2004) provides interesting theories how local and global can interact. His idea of viewing globalization theory in terms of DNA provides an interesting approach to the global and local dilemma. This theory places emphasis on identifying and transplanting the better key elements from the global knowledge to replace the existing weaker local components in local development.

Empirical Review

Wekesa (2020), conducted a study on the determinants of unmet need for family planning in the era of the global gag rule at Family Health Options Kenya in Nairobi City County. Data was collected from clients using questionnaires for quantitative data and key informant interviews of service providers for qualitative data. The study design was a descriptive cross sectional study design. Purposive sampling was used to select the clinics of the study and systematic random sampling was used to select the participants of the study. Data Analysis was done using Statistical Package for Social Sciences (SPSS). Chi square was used to test the significance of the association between the dependent and independent variables. The study found out that the most popular contraceptive selected at FHOK was implants. Unmet need was found to be 46.1%. Affordability of FHOK services was not found to have a significant association with unmet need for family planning. Accessibility and quality of FHOK services were also not found to have a significant association with unmet need. However, it was noted that the patients who used to visit the Kitengela clinic that was closed due to the global gag rule reported that the distance to the FHOK clinics in Nairobi County was too far.

Ndumba (2016), conducted a study on globalization and its challenges on the African conception of the person. The research methodology was philosophical analysis and argumentation, and the materials were sourced from documents on philosophy, globalization and ethics, which were analyzed to address the problem of the study. The study found out that the increase of individualism and excessive liberty is also challenging the powers of the African community in setting and evaluating the moral values which guided the behavior of the individual in the community. This erosion is associated with the increase of social evils such human trafficking, theft, sexual immorality like prostitution among others which are being experienced in most of African communities.

Otwori (2013), conducted a study that investigated the factors to consider when going globally (a case of Kenya Commercial Bank Branches, Kenya). The study adopted a survey research design. The target population was senior, management staff of Kenya Commercial Bank. Simple random sampling was used to select the Managers to be studied and on data collection. The study used both primary and secondary data collection methods. The primary data was collected using questionnaires. Secondary data was obtained from the books and records from the bank records. Qualitative data analyzed qualitatively using content analysis based on analysis of meanings and implications emanating from respondents information and documented data. Descriptive statistics was used to analyze quantitative data. The study found out that employees can be scattered geographically but still work as team members even if distance apart and that manual work

procedures had been replaced with automated work procedures, work flows and process respectively, KCB have been able to respond to changes in the market place. The study concluded that local culture of host country promoted effective business environment and that a good foreign relationship with host country was a determinant when considering global.

Matuarichiu (2012), conducted a study on challenges facing distributors of carbonated drinks as a result of globalization in Kenya. The target population of the study consisted of Sofia distributors in Meru Central District and employees of SBCL in Nairobi, especially those in marketing departments and the sales force. The researcher were selected using stratified random sampling technique. The data collection instrument were questionnaire that were self-administered with the help of a research assistant. The study found out that globalization have really affected the performance of manufacturing firms within the Carbonated Drinks' industry.

Ayiela (2011), conducted a study to investigate extent to which globalization characterized by the overwhelming power of the Western-controlled information super highway called the internet, and consummated by the hegemonizing tendencies of the Euro-American social-political and economic structures-has influenced the school system in Kenya. The research employed the descriptive survey strategy to harness data. The final data was rigorously analyzed through the prism of Michel Foucault's theoretical disenchantment with modernity. The study established that global mass culture has profoundly shaped the general behavior of youthful teachers and students in the schools under review. Attributable to the intimidating consequences of globalization was the growing tendency among the students and the youthful teachers to disobey authority and question the usefulness of the school curriculum, routine and rules. In an attempt to restore the integrity of the traditional school, school managers have often clashed with the youthful teachers and students. Consequently, due to contemporary globalization; most schools in Butere- Mumias have serious disciplinary problems.

Farhad (2009), conducted a study on the impact of globalization on culture and educational system for developing countries. The study used i descriptive-analytical methodology. The study found out that adult education is a core element of society, and the foundation of democratic choice. In other words, education is a major concern for all societies, the foundation and essential driving force of economic, social, and human development and is at the heart of the change in the areas of science, technology, economics, and culture.

METHODOLOGY

The study adopted a desktop methodology. Desk research refers to secondary data or that which can be collected without fieldwork. Desk research is basically involved in collecting data from existing resources hence it is often considered a low cost technique as compared to field research, as the main cost is involved in executive's time, telephone charges and directories. Thus, the study relied on already published studies, reports and statistics. This secondary data was easily accessed through the online journals and library.

RESULTS

The results were grouped into various research gap categories namely as conceptual, methodological and geographical gap.

Research Gaps

A conceptual gap occurs when desired research findings provide a different perspective on the issue discussed. Ndumba (2016), conducted a study on globalization and its challenges on the African conception of the person. The research methodology was philosophical analysis and argumentation, and the materials were sourced from documents on philosophy, globalization and ethics, which were analyzed to address the problem of the study. The study presented a conceptual as it focused on globalization and its challenges on the African conception of the person while our study will focus on impact of globalization on the intensification of economic, political, social and cultural relations in Africa.

Otwori (2013) conducted a study that investigated the factors to consider when going globally (a case of Kenya Commercial Bank Branches, Kenya). The study adopted a survey research design. The study presented a methodological gap since our study will use desktop literature review method.

Matuarichiu (2012), conducted a study on challenges facing distributors of carbonated drinks as a result of globalization in Kenya. The study was done in Kenya presenting a geographical since our study will be done in Africa.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

The study established that global mass culture has profoundly shaped the general behaviour of youthful teachers and students in the schools under review. Attributable to the intimidating consequences of globalization was the growing tendency among the students and the youthful teachers to disobey authority and question the usefulness of the school curriculum, routine and rules. In an attempt to restore the integrity of the traditional school, school managers have often clashed with the youthful teachers and students.

The study concluded that more than that globalization is often seen by its proponents as facilitating a new idealism of economic openness, political transparency, and global culture. Globalization provides an opportunity for the advancement of common human standards and equality as norms and rules are channeled throughout the world.

Recommendations

The study recommended that, for the prospective researchers that Individual type of integration of globalization. social, political and economic integration and its effects on economic growth can be examined. Besides that, distinct components of individual type of integration of globalization and its impacts of growth rate of economy can be studied. In addition, comparison of economies on the basis of effects of individual components of globalization on the growth rate of economy in the different time periods should be studied.

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