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# Psychological And Social Attitudes Of University Students Towards The Impact Of Globalization On Identity

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## Abstract:

For a better apprehension of the effects of globalization on national identity, this study aims to uncover the psychological and social attitudes of university students at the Universities of M'sila and Djelfa. The study found no variations in the research population's perceptions of how globalization affects identity. The targeted sample, regardless of its variety of age, educational level and gender, concurred on the significant impact of globalization on personal identity and local culture, particularly in underdeveloped nations.

**Keywords:** Psychological - Social Attitudes -University- Students- national identity.

## Introduction:

worldwide system that incorporates scientific innovation, technical advancement, and the area of communication to erase national boundaries and create a little global village. Although globalization can take many forms, economic is the most well-known. Additionally, social and cultural forms increase societal interdependence and cross-cultural interactions. Experts warn against it, nevertheless, as it destroys peoples' sense of community and their sense of national and cultural identity.

### 1-The research problem:

Globalization is the social phenomenon that humanity is currently experiencing on a worldwide scale. It has not excluded anyone, not even the countries that have called for challenging its growing forces.

Globalization is a phenomenon that has emerged since the dawn of history. It had different names, objectives and tools over the centuries. Hence, the issue of globalization, with its negatives and positives, has occupied an advanced place in recent years among scholars and researchers in an attempt to understand this phenomenon that imposes itself in various fields of life.

The economic sector was where globalization first started. Thereafter, it spread and multiplied to affect the political, cultural, scientific, and social spheres. It aims to make the globe smaller and more condensed so that it resembles a single global town. The only problem within this open-border system is the domination of the strong over the weak and the imposition of its philosophy and opinions as a new weapon without a declared war with conventional weapons.

Therefore, to prevent ourselves from dissolving into the other, we must immunize future generations with scientific knowledge and what safeguards human civilization. Due to its relatively new concept and the profound effects that this phenomenon in its various

manifestations has on identity, the issue of globalization and its effects on identity is, therefore, one of the important topics that researchers have started to pay attention to since the middle of the last century (**Warm, 2014, pp: 10-11**).

Young people are the most severely impacted group by this threat in the first place. Given the foregoing, it is possible to ask the following questions:

## **2- Study questions:**

- What is the nature of university students' psychological and social attitudes towards the impact of globalization on identity?
- Are there statistically significant differences in these psychological and social attitudes due to gender?
- Are there statistically significant differences in these psychological and social attitudes due to age?
- Are there statistically significant differences in these psychological and social attitudes due to the academic level?

## **3- Study concepts:**

### **3-1- Psychological and Social Attitudes Theoretically:**

There are several definitions, including what was mentioned by Duha Fattahi, quoting Mansour Ali:

**a- Attitude:** "A state of neurological, mental readiness, regulated by experience, which exerts a directive or dynamic influence on the individual's responses to all related topics or situations."

**b- The attitude:** is "an acquired organization, which has the characteristic of the relative continuity of the beliefs that the individual believes about an issue or situation, and prepares him to respond, with a response that has a preference for him" (**Doha, 2010, p.1**).

### **3-2- Psychological and social attitudes "Operational definition":**

The current study adopts the concept of psychological attitudes as "a relatively firm belief in the direction of erasing the issue of globalization and the extent of its impact on the identity of individuals and groups."

### **3-3 Globalization theoretically:**

Globalization is a system that spans all of society. It is built on the electronic mind, the information revolution, and endless technological innovation, regardless of the world's pre-existing systems, civilizations, cultures, values, and geographical and political boundaries. Dr Burhan Ghalioun adds, "The role of the external factor is increasing in determining the fate of the national parties constituting this merged circle and its margins as well (**Abdul Karim, 2013, pp. 11-12**).

### **3-4- Globalization "Operational definition":**

Abd al-Khaliq Abdallah's approach to defining cultural globalization is adopted procedurally in the current study. He says, "It seeks to impose the values of Western culture that prevail in the world. These values contradict people's cultural and civilizational specificities (**Abdul Nasser, & Qadri, 2012, p :7**).

### **3-5- Identity theoretically:**

Determining the identity of a society, group, or individual requires a return to several elements that can be classified into the following groups:

**3-5-1- Physical material elements.**

**3-5-2- Historical elements.**

**3-5-3- Cultural elements.**

**4-5-3- Psychological Elements (Mabrouk, 2011, p : 1).**

### **4-5- Identity “Operational definition”:**

Our study adopts the cultural identity defined by Dr Jamal Nassar (2015), who declared, "Cultural identity is a system of values and perceptions that characterize a society according to its historical and civilizational characteristics, and every human race belongs to a culture that is distinct from others."

Identity is an entity that is constantly evolving and affected by other cultural identities, which have three levels individual identity, collective identity, and national identity (**Jamal Nassar, 2015, p. 1**).

### **6- The study method:**

Due to the nature of the study, which necessitates expressing students' attitudes regarding globalization as they are without any modification, a descriptive approach is used in its execution. The article also needs to compare the variables that were studied.

### **7- The study tool:**

The researchers prepared the questionnaire, which was used, and presented it to some specialists in the fields of psychology and education. The questionnaire's psychometric characteristics were calculated as follows:

### **8- Psychometric properties of the tool:**

#### **8-1- The validity:**

##### **8-1-1- The validity of the arbitrators:**

The questionnaire was presented to 5 arbitrators, four agreed on its items, and one amended some of its items. Thus, the validity is as follows:  $5/5 = 1$ , which is very strong.

##### **8-2- Reliability:**

To expedite the research process, the study resorted to adopting the questionnaires of 12 statistical individuals, other than the study sample, to calculate the resilience by half-partition using the software SPSS version 20. The resilience value was also 0.92, which is a very strong value.

### **9- Interpretation of statistical significance:**

If the value of  $\text{Sig} \geq \alpha$  is not statistically significant, i.e. there are no differences or no relationship. If  $\text{Sig} < \alpha$  (completely smaller), then it is statistically significant, i.e. there are differences or there is a relationship (**Harzelli, 2018, p: 80**).

### 10- Statistical processing:

After collecting, classifying, arranging and finally coding the information obtained from data, it was processed statistically using the method of statistical packages for social sciences, abbreviated as SPSS version 20, and the results were as follows:

### 11-Characteristics of the study sample:

Table. 01 shows the characteristics of the study sample according to its variables.

variables	University level			sex		age			
	master	3 <sup>rd</sup> year Bachelor's degree	2 <sup>nd</sup> year Bachelor's degree	female	male	Over 40 years old	3-40 years old	2-33 years old	Under 25 years old
number	30	23	24	56	21	01	07	18	51
$\Sigma$	77			77		77			

### 12- Comparing the teachers' view with the hypothetical average:

Table: 02 shows the statistics for one group.

standard error	Standard deviation	Arithmetic mean	N	
.275	2.411	43.95	77	Raw scores of the study sample's view of the role of globalization in affecting identity

Table: 03. The "T" test shows the differences, for one group, between the mean of the sample raw scores and the hypothetical mean.

Hypothetical mean value = 40					
T-test	degrees of freedom	Significance level Sig	averages difference	95% confidence level	
				high	low
14.369	76	.000	3.948	4.50	3.40

Note: The hypothetical average represents the mean of the questionnaire.

### 12-1-Analysis and interpretation of Tables 03 and 04's results:

The results in Table 03 suggest that the sample's arithmetic mean is 43.95, more than the hypothetical mean of 40, which corresponds to the questionnaire average. As shown in Table 04, the T-test value is high, 14.369, and Sig = 0.000 for the significance level, which is less than  $\alpha$  with its values of 0.01 and 0.05. This is statistically significant, i.e. there are differences.

**12-2-Conclusion:** The psychological and social attitudes of students (the study sample) concerning the effect of globalization on national identity differ from other averages in favour of the students' average.

### 13-Comparing the attitudes of the sample according to the gender variable:

**Table: 04 shows the group count.**

Stage	N	Arithmetic mean	standard deviation	standard error
Female	56	44.02	2.519	.337
male	21	43.76	2.143	.468

**Table: 05 the T-test shows the differences between the two independent groups of both sexes.**

	homogeneity		T-test	degrees of freedom	Sig	averages difference	deviation differences	95% confidence level	
	F-test	Sig						Low	high
	assumption of equality	.777						.381	.413
assumption of inequality			.444	42.003	.659	.256	.576	- .907-	1.419

### 14-1-Analysis and interpretation of Tables 04 and 05's results:

The arithmetic mean for men and women shown in table 04 is 44.02 and 43.76, which are fairly close. As shown in Table 05, the significant level Sig = 0.681 is higher than  $\alpha$  with its two values 0.01 and 0.05. Therefore, there are no differences which are not statistically significant. The value of the t-test is weak at 0.413.

### 14-2-Conclusion:

There are no differences between the study sample members (students) in their psychological and social attitudes towards the impact of globalization on national identity depending on the gender variable.

### 15-Comparing the attitudes of the sample according to the age variable:

**Table: 06 shows the descriptive statistics of the age variable for the studied sample.**

	N	Arithmetic mean	standard deviation	standard error	95% confidence level		Low values	High values
					low	high		
<b>Under 25</b>	51	43.94	2.549	.357	43.22	44.66	37	50
<b>25-32</b>	18	44.11	2.398	.565	42.92	45.30	40	48
<b>33-40</b>	7	44.00	1.291	.488	42.81	45.19	42	46
<b>Over 40</b>	1	41.00	.	.	.	.	41	41
<b>Total</b>	77	43.95	2.411	.275	43.40	44.50	37	50

**Table: 07 shows the analysis of the variance test for the age variable of the sample.**

	Sum of squares	Degrees of freedom	mean squares	F-test	Sig level of significance
Between groups	9.191	3	3.064	.517	.672
Within groups	432.601	73	5.926		
Total	441.792	76			

**15-1-Analysis and interpretation of the results of tables 06 and 07:**

According to the values shown in Table 06, the arithmetic averages for the different ages of the studied sample are all accumulated. Regarding the results shown in Table 07, the F-test value is weak at 0.517, and the significance level Sig = 0.672 is greater than  $\alpha$  with its values 0.01 and 0.05, which is therefore not statistically significant, i.e., there are no differences.

**15-2-Conclusion:**

There are no differences between the study sample members (students) in their psychological and social attitudes towards the impact of globalization on national identity depending on the variable of age.

**16-Comparing the attitudes of the study sample according to the educational level variable:**

**Table: 08 shows the descriptive statistics of the studied sample according to the educational level variable.**

	N	Arithmetic mean	standard deviation	standard error	95% confidence level		Low values	High values
					low	high		

Master 2	24	44.38	2.318	.473	43.40	45.35	40	49
3 <sup>rd</sup> -year bachelor degree	23	44.30	2.704	.564	43.13	45.47	39	50
2 <sup>nd</sup> -year bachelor degree	30	43.33	2.187	.399	42.52	44.15	37	48
Total	77	43.95	2.411	.275	43.40	44.50	37	50

**Table: 09 shows the analysis of the variance test for the sample's educational level variable.**

	Sum of squares	Degree s of freedom	mean squares	F-test	Sig level of significance
Between groups	18.631	2	9.315	1.62	.203
Within groups	423.161	74	5.718		
Total	441.792	76			

**16-1-Analysis and interpretation of the results of Tables 08 and 09:**

Based on the values shown in Table 08, the arithmetic averages for the various educational levels of the studied sample are all accumulated. As shown in Table 09, the F-test value is weak (1.629), and the significance level Sig = 0.203 is greater than  $\alpha$  with its values 0.01 and 0.05, which is therefore non-significant. Statistically, there are no differences.

**16-2-Conclusion:**

There are no differences between the study sample members (students) in their psychological and social attitudes towards the impact of globalization on the national identity, depending on the variable of the educational level.

**17- Discussion:**

The discussion of our research is based on the results obtained in the tables from 02 to 09, respectively.

**17-1- The study questions:**

17-1-1- What is the nature of university students' psychological and social attitudes towards the impact of globalization on identity?

17-1-2- Are there statistically significant differences in the psychological and social attitudes due to gender among students?

17-1-3- Are there statistically significant differences in students' psychological and social attitudes due to age?

17-1-4- Are there statistically significant differences in the psychological and social attitudes due to the educational level among students?

**17-2- Discussion of the first question:**

This is based on the results in tables 02 and 03.

- What is the nature of university students' psychological and social attitudes towards the impact of globalization on identity?

There are differences between the averages in favour of the average of the study sample (students at both the Universities of M'sila and Djelfa) in their psychological and social attitudes towards the impact of globalization on the national identity, as we collected these differences from the individuals themselves.

**8-3- Discussion of the second question:**

Built on the results in tables 06 and 07.

- Are there statistically significant differences in the psychological and social attitudes due to gender among students?

There are no differences between the study sample members (students at both the Universities of M'sila and Djelfa) in their psychological and social attitudes towards the impact of globalization on national identity, depending on the gender variable.

**8-4- Discussion of the third question:**

Assumed from the results in tables 09 and 10

- Are there statistically significant differences in students' psychological and social attitudes due to age?

There are no differences between the study sample members (students) in their psychological and social attitudes towards the impact of globalization on national identity, depending on the variable of age.

**8-5- Discussing the fourth question:**

This discussion is formed on the results of tables 12 and 13.

- Are there statistically significant differences in the psychological and social attitudes due to the educational level among students?

There are no differences between the students in their psychological and social attitudes towards the impact of globalization on the national identity, depending on the variable of the academic level.

**9- Findings:**

It is commonly established that globalization began in the economic field and then moved to several aspects, including the political, cultural, scientific, and social aspects. It seeks to shrink the world and converge it on several levels to become one global village. Such an open system would pave the way for the domination of the strong over the weak and the imposition of his philosophy and opinions as a new weapon. Hence, it was necessary for us to provide new generations with scientific powers to preserve the local culture so that we do not dissolve in the other.

The psychological and sociological attitudes that university students at the Universities of M'sila and Djelfa had on how globalization affected national identity were thus exposed by this study.



The research population's attitudes are consistent with what was stated by Al-Shahqa (2003) "the national security does not overlook the characteristics of the political, economic and cultural environment within the state itself, which may be more influential than the national security of the state in this era."

The study also showed no differences in the students' attitudes in these directions due to differences in age, educational level, or gender.

Despite their differences, students agree that globalization has a tremendous impact on individual identity and local culture—which includes the elements of national identity, particularly in underdeveloped countries.

This is consistent with what Belkeziz (1997) reached, as he affirms in his view of globalization that it is cultural homogeneity. Homogeneity does not occur except with the dissolution of local culture into other cultures, which would cause the death of the local culture.

Globalization also means capitalizing on the world (i.e., capitalism), as Al-Azm Jalal Sadiq (2000) stated. His perception of globalization is a political and economic view, where he believes globalization is a process that continuously affects the identity by affecting the culture of economically dependent people.

### **Conclusion:**

In many fields, some people extol globalization as a public good. However, we must not lose sight of the bitter fact that there are costs in exchange for the advantages of globalization. The sacrifice required in all areas, including politics, economics, ideology, civil rights, and food security, is dependency. Additionally, dependency has an impact on identity and what it contains because it is the final goal; as a result, the weak lose their original components and merge with others. Dissolving into the other is an inevitable result of globalization as an imposed system, which cannot be blocked, or its temptations can be resisted, especially by young people who are not aware of the danger of merging into the other.

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