

The Impact of Globalization on Jordan Society

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ABSTRACT

This research aimed to identify the meaning of the concept of globalization and its impact on Jordan society from the perspective of teachers. The research used a qualitative research approach based on using the interview as a research tool. Accordingly, an interview with each subject of the study sample, (30) teachers, was conducted. The findings of the research were analyzed according to the research questions. The findings of question one showed that teachers defined globalization in various ways; it is the control of the United States of America on the world's economic, cultural, and political life. Moreover, other teachers defined globalization as the absence of cultural, political, and human restrictions across nations.

Also, findings of question two revealed that, from teachers' perspective, globalization has affected Jordan society in different ways, some teachers believed that globalization has affected the Jordan society negatively; others believed that it has affected it positively. The positive effect of globalization was in the form of openness and communication with other nations which was essential to the development of the Jordanian community. Also, globalization helped in developing the level of scientific progress of the Jordanian community as so many of the advanced technology entered Jordan after the adoption of openness to other developed countries. In contrast to the teachers' positive perspective towards the impact of globalization on the Jordanian society, some teachers believe that globalization affected the Jordan society negatively. The negative effect of globalization appeared in the decrease that happened in the national, social, and moral values that characterized Jordan society.

In the light of the findings of this research, a set of recommendations has been suggested by the researcher for a better understanding of globalization and its impact on the Jordanian society.

KEYWORDS: Globalization, Culture, Society, Jordan, Teachers.

1. INTRODUCTION

Jordan society has its own features. These features characterized the people of Jordan for many years, and those people of Jordan have their own social habits that organize their life. They act in a very systematic way when they are in a situation of marriage, sadness, illness, and happiness. Also, they have certain traditions toward elderly people, parents, and strangers. These certain traditions stand on respect of dignity and humanity. Moreover, there is a common lifestyle that emphasizes the social ties among people, and social values like; tolerance, cooperation, equality, respect of others, and respect of national symbols. Besides, respect of woman is

an essential issue based on social and religious rules. This Jordanian identity also has its national or conservative Jordanian dress which, for woman, is consisted from scarf and a kind of fabric that covers the woman's body from neck to feet; while for men it is a trouser and jacket. The men and women of Jordan have a common personal style which is based on being serious most of the time, and obeying the social tradition in dress, behaviour, and general appearance.

In the last fifteen years, there have been so many changes in the characteristics of Jordanian society. These changes occurred in all aspects of people life, at the individual and the collective level. And among young and old generations, many writers and specialists in social change refer that to the phenomenon of globalization. The society changed from a conservative, classical, and tribal society to an open society. Many negative features of this change become part of the society; for instance, the phenomenon of showing off and pride among Jordanians,

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the presence of new consumer values, the dominance of a culture of consumption, and spending more on the luxury rather than on the basic needs of life.

These changes in the Jordanian society life, for many people, were explained as a result of the phenomenon of globalization. This phenomenon has preoccupied scholars and researchers in the last years due to its effects on the structure of societies and nations in various fields. As a result of the effect of globalization on societies and nations, hundreds of studies have discussed the phenomena of globalization from different aspects. This research has discussed the impact of globalization on the Jordanian society from the perspective of Jordanian teachers.

2. REVIEW OF RELATED LITERATURE

Globalization is a historical legacy and is lasting as old as history. It is a continuous phenomenon with different titles; like globalization, westernization, internationalism, and Americanization. These differences are referred to its nature; whether it is an economic, political, social, or cultural one. Globalization has multiple and varying definitions depending on the different orientations and specialty of the users of this term (Yakan and Tanbor, 2000). Accordingly, there are positive and negative definitions of globalization. The positive definitions tried to show the positive aspects of globalization; Hussein (2001), for example, indicated that globalization is an economical, technological and educational civilization aspiration and orientation in which melt the borders between countries, between North and South, and between civilizations. Also, it is the way that helps people and individuals to communicate constantly and exchange experiences in all areas of life such as investments, goods, services, ideas, concepts, and cultures.

Globalization is a complex phenomenon having its economic, political, social, cultural and technological dimensions; it has been produced by the contemporary world and has affected the life of individuals, communities and nations. In this context, Killow (1998) defined globalization as a movement that is based on the removal of barriers and obstacles that limit the productivity of the world economically, culturally and politically according to the developed capitalist countries. Also, Komilian (1997) defined globalization as a system and network for the exchange of power, which

encourages the publicity of what we might call (developmental model), this model consists of consumption habits, forms or photos of production, styles of life, social organizations and success criteria, it also consists of ideologies, cultural references and even forms of political organization. Furthermore, Robertson (in Murad, 2002) stated that globalization means the formation and development of the world as a single state. Therefore, globalization means that the results of political events, decisions and activities somewhere in the world have an important effect on other groups and communities any where else in the wide world.

Contrary to these positive definitions of globalization, there are many negative definitions which are based on some sort of mistrust, suspicion and lack of confidence. For instance, Adam (2000) defined globalization as the dominance and spread of capitalism production and the spread of multinational corporations. Also, Ahmad (2000) indicated that globalization is contemporary expression of the behaviour of the strongest, and its dominance on other parties by imposing its influence on them so that to meet its interests and to ensure the continuation of its dominance in a logical, graceful, elegant and fit manner.

Moreover, Reich (1991) stated that globalization is the integration of world markets in the fields of trade, direct investment, transfer of funds, manpower, cultures and technological innovations within the framework of free market capitalism, and; consequently, the submission of the whole world to global market forces, leading to breaking through the national borders and to a substantial decline in the sovereignty of the state. This is through the dominance of the multinational enormous capital companies. Also, Al-Gabri (1997) defined globalization as the Americanization of the world; he claimed that the word globalization first appeared in its current implications in the United States of America. It means the expansion of the American model in terms of economy, culture, and ideology. Saleh (2001) stated that globalization, in essence, is Western liberalism which is based on absolute freedom in everything, and that globalization is not something new; the concept is an old one but is given a new meaning for more deception and confusion in people's minds. Globalization is a group of activities for a large number of capitalists who do not know each other but have common interests and the only thing that they know is the amount of profit they want to achieve from trade in anything even if it is human blood.

In light of these definitions of globalization, there are reasons behind the emergence of globalization in the last twenty years of the twentieth century. One of these reasons is the revolution in technology and communication which has made the flow of information available to all human beings. This has enhanced the concepts of communication and dialogue, and the expansion of investments outside the framework of the nation-State as well as the widespread of multinational companies. These reasons constitute the dimensions of globalization, including the economic dimension, which means the transition to a market economy, preventing the state from interfering in economic activities, lifting barriers and borders for the easy movement of capital and its transmission, and the existence of multinational companies, one of the most important institutions of global capital, as well as international financial institutions such as the World Bank and the International Monetary Fund (Jumaili, 1994). The economic dimension also means that global economies are open to one another, the free exchange model, and the importance of competition and productivity (Atris, 1998). The political dimension of globalization appears in the fall of totalitarianism and authoritarianism, and in the tendency to democracy, political pluralism and respect for human rights (Atris, 1998). Also, it is the adoption of democratic and liberal politics and individual freedoms (Atris, 1998). This political aspect of globalization means respecting freedom of thought and religion, freedom of choice, freedom of representation and elections, freedom of access to information and data, and freedom of privacy (Alkhoterey, 2000). The third dimension of globalization is the cultural one which is concerned with the unification of values, traditions, habits; and the role and general view of women and family; the desire and need and consumption patterns in taste, nutrition and clothing; generally, it's about unifying people's way of thinking (Atris, 1998). The cultural dimension of globalization means that a global cultural model is a need for the entire world (Hussein, 2001).

As a result of the multiple dimensions of globalization, multiple objectives emerged, these objectives are like the definitions; some of them are positive and others are negative. The positive objectives of globalization include: speed in the capital turnover around the world, solving common problems facing humanity that cannot be solved from the perspective of absolute national sovereignty of the State such as the

proliferation of weapons of mass destruction, nuclear threats, environment problems and the development of epidemics and infectious diseases, movement of labour force from one area to another, the spread of crime and drugs, and many others problems. Also, the positive objectives of globalization include: liberalization of the financial sector from the restrictions that were imposed on it, modernization and development of incentives for reforming the structures of financial institutions, and introducing such institutions to provide comprehensive financial services (Obeid, 1997).

In return for these positive goals of globalization, there is a negative view of globalization and its goals, as some believe that globalization is based on the foundations of injustice and greed, domination of the strong over the weak, and looting the resources of other nations. In addition to the fact that the strongest country can impose its culture, identity and its economic, political and educational systems on the weaker, which is reflected negatively on the individual and society in general. It aims to dominate world economies by the United States of America (Al-Adhami, 1997). Also, it aims to control the political decision-making of the world to serve the interests of America and its allies (Al-Adhami, 1997). It is shown as the destruction of national identities and national cultures of other countries, which the United States of America seeks to achieve by globalization (Obeid, 1997).

In addition to the globalization literature, there are many studies examined globalization in its actual context, Tucker and Evans (1995) studied challenging the global era. The objective of the research was to show the role of social studies in developing a global vision for the students by answering the following question: how could the social studies contribute to developing a global vision for the students? The sample of the research consisted of a group of literature related to globalizing of social studies. Analysis of content was used to figure out that purpose. The research concluded that the social studies are capable of contributing, in a large scale, to building that vision by adopting the following objectives: get the students acquainted with world geography, culture, race, languages, economy...etc, understanding possible problems of global contents, planning for alternative future forms and a responsible participation in the world.

Also, Wheeler (2000) studied the new media of globalization and the Kuwaiti national identity. The objective of the research was to understand the reaction

of Kuwaitis (as journalists, teachers, students and doctors) toward globalization phenomenon and its influence on the Kuwaiti national identity. The research sample consisted of 150 individuals who visit internet coffee frequently; interviews were conducted for that purpose. The research concluded that globalization phenomenon is a dangerous phenomenon that contains opportunities and risks, therefore; strict cautions and carefulness would be a must while dealing with globalization, especially under the wide spreading of different kinds and forms of media.

Furthermore, Sanjalawi (2001) studied the level of knowledge acquired by the social studies teachers at the secondary schools regarding the concept of globalization and the assessment of its degree of importance. The objective of the research was to understand the level of knowledge acquired by the social studies teachers at the secondary schools regarding the concept of globalization and the assessment of its degree of importance. To accomplish the objective of the research, the researcher used two instruments: testing the concept of globalization and making a questionnaire to measure the importance of such a concept. The research community consisted of all social studies teachers at the secondary schools in the first directorate of Irbid for education. The research concluded that the level of knowledge acquired by social studies teachers at the secondary schools regarding the concept of globalization was less than the reasonable educational level.

Also, Jdetawi (2001) studied globalization and its anticipated influence on the Jordanian economy. The objective of the research was to analyze the anticipated influence of globalization on the Jordanian economy within the period of (1976- 2000) by utilizing descriptive analysis and measuring analysis that depends mainly on the Ordinary Least Squares procedure (OLS). The results of the study showed that most of suggested changes had moral statistical indications, in other words; these changes explain an important part of those influences. The results also showed negative influences of globalization on the growing rate of Gross National Production, on the other hand, it showed positive influences on the income per capita and the unemployment rate.

Moreover, Ahmad (2003) studied the concept of globalization and its educational reflections. The research aimed at explaining globalization as a new term on the international scene, and its educational reflections on the

individual and society; as put forward by the American School on one hand, and by the Islamic school on the other. The Islamic school is inspired by the Quran and the Prophet Traditions (Sunna). The research came out with the following results:

- Globalization from the American view is a new system meant to unify the world in the economic, political, cultural, and other fields so that the world will be increasingly connected, and values will tend to be closer to the international context. Globalization is something positive, and it will be difficult to give it up as it is supported by human aspiration of huge strength to reach higher levels of living, and to live free of all barriers- national, religions and even continental. Globalization seeks to establish a free man of democratic mentality who can communicate with others, exchange knowledge and ideas, and build up a developed well-coherent society.

- Globalization has educational effects on individuals and societies, however, this phenomenon may have positive effects despite the fact that it may lead, at the same time, to an educational and cultural shock that may influence individuals and societies at large.

As long as there was no single Jordanian research that deals with the meaning and the impact of globalization on the Jordanian society, this research is an attempt to cast lights on this impact from the perspective of teachers who are well- educated and acquainted with the real impact of globalization on the Jordanian society.

3. THE PROBLEM

It is widely believed in Jordanian society that globalization is a real challenge for the national culture and identity; this is due to the negative behaviour of many Jordanian people whether they are intellectuals or not. These behaviours are not related to or expressing the real conservative Jordanian culture. As a result of this belief, this research was conducted to find out the impact of globalization on Jordan society from the perspective of teachers. The researcher asked teacher of the sample ten questions related to globalization and its impact on Jordan Society. These questions were about the definitions and aspects of globalization, its negative and positive impact on the Jordanian society, teachers' suggestions to deal with globalization, and how globalization affected Jordan national identity. In order to realize the research aim, the research ten questions were

grouped under the following two main questions:

Question 1: What is globalization from the perspectives of teachers in Jordan?

Question 2: What is the impact of globalization on Jordan society from the perspectives of teachers?

Significance of the Research:

This research is considered important for the following reasons:

- It is a new research area in Jordan, and it is the first research that deals with globalization and its impact on Jordan society.
- It is the first one of its kind that deals with the teachers' ideas and thoughts on globalization.
- It is expectable for the findings of the research to be valuable for many ministries and organizations in Jordan if they adopt the research recommendations.
- It uses the qualitative research methodology, which gives details of accurate and objective information on the subject and the dimensions of the research.

4. AIMS OF THE RESEARCH

This research aimed to find out the teachers' definitions of globalization and its impact on Jordan society from their perspectives.

Definition of Term:

Globalization: is an umbrella term for a complex series of economic, social, technological and political changes seen as increasing interdependence and interaction between people, cultures, states and companies in disparate locations (Ssenyonga, 2007).

Research Limitations:

- This research is restricted to class twelve teachers (Tawjihi teachers).
- This research is restricted to teachers who teach citizenship and social education subjects.
- This research is restricted to teachers who teach biology and mathematics.
- This research is restricted to teachers of Amman third and fourth educational directorates during the second semester 2006/2007.

Methodology and Procedures:

This research used the qualitative research approach which is based on conducting interviews with Jordanian

teachers. The data collected from the interviews were analyzed qualitatively to examine the teachers' views about the meaning of globalization, and its impact on Jordan society.

Population and Sampling:

The population of this research is compromised from teachers who teach class twelve (Tawjihi) and citizenship, social education, biology and mathematics subjects. Teachers were selected from two educational directorates, Amman third and fourth educational directorates. Teachers were randomly selected and interviewed. The simple random sample technique was used to select teachers from the selected school. Some teachers who were selected apologized as they have no time or they are not interested in the topic, or they have no idea about globalization. In qualitative inquiry, sample size depends on what you want to know, the purpose of the inquiry, what's at stake, and what will be useful, so in-depth information from a small number of people can be very valuable, especially if the cases are information-rich (Patton, 2002). The research sample consisted of (30) teachers, (15 males and 15 females) from those who were randomly selected and were willing to be part of the research and had interest in the topic.

The Research Tool

The research adopted the interview as a research tool; the interview questions were designed and formatted and its validity checked by interviewing three teachers from outside the research sample. This research interview is a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information. The interview focused on the content specified by research objectives by using the methods of systematic description, prediction or explanation. To get substantial information about the research questions, face-to-face interviews were conducted by the researcher with the teachers. Each interview with each teacher lasted for one hour in average. The frequencies of the teachers' answers on each question were used and presented according to the research question.

Findings and Discussion

The findings of the interviews with Jordanian teachers are presented below according to the research questions, as follow:

Table 1. Frequencies for globalization definitions from the perspective of teachers

no	Definition	Frequencies
1	The control of the United States of America over the world's economic, cultural, and political life.	5
2	The generalization of western economic and cultural system.	5
3	The process that demolishes social and physical borders between countries.	4
4	The absence of cultural, political, and human restrictions among nations.	4
5	The process that ends the commercial and cultural barriers between countries through the adoption of advanced telecommunications and free capital economy.	3
6	A system that helps people to move from one country to another freely without any restrictions	3
7	The process that ends the restrictions over the movement of capital and labour force and transforms the world into a small village.	2
8	The process that helps people to understand other cultures of the world and to benefit from its aspects of development.	2
9	The process of control of the developed countries over the economic, political, social, and cultural life aspects of the third world countries.	1
10	The stage which transfers a country life from the local to the regional to the international level.	1
	Total	30

Findings and discussion of question one: What is globalization from the perspectives of teachers in Jordan?

Teachers were asked to define globalization from their perspective, teachers' definitions of globalization and its frequencies are explained in table (1):

Table (1) shows that teachers defined globalization in various ways. Five teachers defined it as the control of the United States of America over the world's economic, cultural, and political life, and this control is in favour of the controller without any respect of human, political, civic rights of the nations that is controlled. Also, it is the Americanization of the world. This is referred to the fact that the Jordanian people are surrounded by the American occupation and control over other countries in the region, such as Iraq, Afghanistan and Somalia. Five teachers defined globalization as the generalization of western economic and cultural system. This is referred to the fact that many aspects of the western culture have become part of the Jordanian people daily life, such as the spread of the fast food restaurants, and the wide range of freedom for women. Also, four teachers defined globalization as the process that demolishes social and physical borders between countries. Furthermore, four teachers defined globalization as the absence of cultural, political, and human restrictions among nations. This can be seen in the flow of goods to the country, and the flow of the western habits being adopted by many Jordanians. Three teachers stated that globalization is the process that ends the commercial and cultural barriers between countries through the adoption of advanced telecommunications and free capital economy. The

reasons behind this definition of globalization from teachers was the wide spread of new technologies in the Jordanian society, as it becomes a common feature of the society using the new technologies in all aspects of people's life. Moreover, three teachers defined globalization as a system that helps people to move from one country to another freely without any restrictions; and that's why one can notice the increase in the opportunities for people to move from one country to another without restrictions. Also, two teachers defined globalization as the process that ends the restrictions over the movement of capital and labour force and transforms the world into a small village. This is obvious in the current situation of Jordan society which witnessed the formation of multinational companies with a multinational labour force; which, in itself, is a proof that the world is becoming a small village. Furthermore, globalization is the process that helps people to understand other cultures of the world and to benefit from its aspects of development. This can be referred to the openness of the society and the new culture of accepting others. Also, this is referred to the society culture which is based on showing respect and hospitality for others regardless of their ethnic origin. Further, globalization is the process of control of the developed countries over the economic, political, social, and cultural life aspects of the third world countries. It is the stage which transfers a country life from the local to the regional and to the international level. Moreover, globalization appears when some Arab citizens are affected by the foreign cultures through media and internet leading them to abandon their local culture and to favour the new comer culture. This

may be true for many young Arab citizens who have their desires.
shown a great respect for the western culture that meets

Table 2. Frequencies for the positive impact of globalization on Jordan society from the perspectives of teachers

No	The positive impact of globalization	Frequencies
1	Increasing the degree of openness and communication other societies; which was essential to the development of the Jordanian community	5
2	Helped in developing the level of scientific progress of the Jordanian community as so many of the advanced technologies entered Jordan after the adoption of openness to other developed countries.	4
3	It has raised the level of economic openness which was not possible before the era of globalization.	3
4	The acceleration of economic investments in Jordan from other countries and from foreign companies for the benefit of the Jordanian society.	3
5	Helped Jordanian people to exchange experiences with other cultures in all fields, especially, in the educational, social, and technological ones.	3
6	Importing new traditions to the Jordanian culture, such as the accountability of the governments toward its people.	2
7	Adopting some positive social principles such as the equality and social justice which purified the Jordanian culture from some negative habits, like favouritisms.	2
8	Affected the state policy to become more open and closer to the people conditions; it encouraged it to improve the standards of life of the people of Jordan.	2
9	Helped in amending and issuing new legislations that affected people's life positively.	2
10	It educates people of Jordan about other cultures which improved their abilities to live and communicate with these cultures on the base of respect and cooperation.	2
11	Helped Jordan society to make effective investment of his human capital, and this makes Jordan a major country in the Arab world that provides other countries with the skillful labour force in all fields.	1
12	It assists Jordan society to promote the respect of human rights, human dignity, and the practice of democracy on the official and public levels.	1
	Total	30

Table 3. Frequencies for the negative impact of globalization on Jordan society from the perspectives of teachers

No.	The negative impact of globalization on Jordan society	Frequencies
1	Globalization decreased the national, social, and moral values that characterized Jordan society.	12
2	Globalization affected the young generations' identity in that they abandoned the Islamic and Arabic identity and replaced it with the western culture.	11
3	Globalization brought war and conflict to the Arab world under the name of democracy and liberation.	10
4	Globalization increased the ignorance of the young generation of their traditions, habits and customs, as they care only about new fashions, media, internet, fast food, and advanced technology more than caring about their national culture, social problems, or their country needs.	9
5	Globalization convinced young generations to have a respectable look towards the quality of the western products while the national product has less quality.	8
6	Globalization brought many social and moral problems into the country, such as the damage of the family ties which was in the past one of the main components of the Jordanian society.	7
7	Globalization, for some teachers, was behind the spread of pornography among young generations during the last ten years which was in the name of development and following the era.	6
8	Globalization caused the spread of some bad behaviours among people from watching movies that present the details of crime, drug smuggling and aggression.	5
	Total	30

Findings and discussion of question Two: What is the impact of globalization on Jordan society from the perspectives of teachers?

The impact of globalization on the Jordan society from teachers' perspectives varied; some teachers believed that globalization affected the Jordan society negatively; others believed that globalization affected the Jordan society positively. The positive effect of globalization from Jordanian teachers perspectives is explained in table (2):

Table (2) shows that globalization has positively affected the Jordanian society and this appears in the degree it reached of openness and communication with other societies; which was essential to the development of the Jordanian community. This is referred to the nature of Jordanian people who are well- educated and appreciate other cultures. Four teachers stated that globalization helped in developing the level of scientific progress of the Jordanian community as so many of the advanced technologies entered Jordan after the adoption of openness to other developed countries. It is clear that all new technologies, from using the internet, mobile, and educational technologies in schools and universities, to using the media, was not possible before adopting the policy toward globalization and recognizing its valuable aspects. Another positive effect of globalization is the feeling of the Jordanian people that globalization has raised the level of economic openness which was not possible before the era of globalization. This is stated by three teachers, who attributed it to the fact that Jordan has signed many agreements with the developed countries in all fields, especially the economic one, and that was reflected on the improvement in the services provided to people as a response to the international criteria specified for these services, for instance, the improvement in the health sector. Also, another effect of globalization was the acceleration of economic investments in Jordan from other countries and from foreign companies which is for the benefit of the Jordanian society and that is stated by three teachers, this is because of the Jordanian state new strategy to bring as much as possible investments to the country in all fields in order to serve people and meet their ambitions and to improve the quality of life. Moreover, three teachers stated that globalization helped Jordanian people to exchange experiences with other cultures in all fields, especially, in the educational, social, and technological ones. This has become a matter of fact as teachers and students in schools experience many

initiatives to exchange visits with other cultures, and they witnessed real implementation of technology in schools and universities. Also, two teachers stated that globalization helped in importing new traditions to the Jordanian culture, such as the accountability of the government toward its people. This was possible only because of the government's responses to the international standards in guaranteeing high quality of services for citizens. And this was not also possible without the society and the state believing in the values of globalization. Two teachers stated that globalization helped in adopting some positive social principles such as the equality and social justice which purified the Jordanian culture from some negative habits, like favouritisms. Also, two teachers stated that globalization caused the state policy to become more open and closer to the people conditions; it encouraged it to improve the standards of life of the people of Jordan. Moreover, two teachers stated that globalization helped in amending old legislations and issuing new ones which affected people's life positively. This is referred to the political system's desire to meet the international standards in transparency and to lead the country to adopt the culture of the developed countries. Further, two teacher stated that globalization educates people of Jordan about other cultures which improved their abilities to live and communicate with these cultures on the basis of respect and cooperation. This was through exchanging programmes between Jordan and many of the western countries; a step that changed the view of many people about their aims from the relation with the west to become positive. One teacher stated that globalization helped Jordan society to make effective investment of his human capital, and this makes Jordan a major country in the Arab world that provides other countries with the skillful labour force in all fields. One teacher stated that globalization assists Jordan society to promote the respect of human rights, human dignity, and the practice of democracy on the official and public levels. This view of the teachers is justified as all of the state steps towards democracy emerged and developed during the last fifteen years which was the era of globalization, but this was supported with the national interest first.

In contrast to the teachers' positive perspective towards the impact of globalization on the Jordanian society, some teachers believe that globalization affected the Jordan society negatively. The negative impact of globalization on the Jordan society is explained in table (3):

Table (3) shows that the negative effect of globalization appears in many ways. Twelve teachers stated that globalization decreased the national, social, and moral values that characterized Jordan society. Also, eleven teachers stated that globalization affected the young generations' identity in that they abandoned the Islamic and Arabic identity and replaced it with the western culture. This is correct seeing the unlimited access of the young generation to internet and television channels and how it is reflected negatively on the ethics of those generations. It is the responsibility of the family to control and guide its members to the right programmes to watch but with the parents' engagement; the young generation have the unlimited freedom to watch and do whatever they want contrary to the society's culture. Ten teachers stated that globalization brought war and conflict to the Arab world under the name of democracy and liberation. This is true for many people of Jordan as Jordan received millions of refugees who escaped from Iraq, Palestine, and Kuwait. The reasons behind these wars were the United States of America and its allies, who claimed that the reasons were to bring peace and democracy to the region; but no real democracy or peace were realized on the ground. Further, for nine teachers, globalization increased the ignorance of the young generation of their traditions, habits and customs, as they care only about new fashions, media, internet, fast food, and advanced technology more than caring about their national culture, social problems, or their country needs. This is for many people true as the interests of young generations nowadays have been only focused on the internet and the new fashions, not any thing else, but this is the case of the whole world in the west or in the east, people love and follow their desires, especially in the early years of age. It is the responsibility of education to face this problem and provide young generations with the right guidance and instruct them about the right behaviours they should follow. Moreover, eight teachers stated that globalization convinced young generations to have a respectable look towards the quality of the western products and that the national product has less quality. In addition, seven teachers stated that globalization brought many social and moral problems into the country, such as the damage of the family ties which was in the past one of the main components of the Jordanian society. This is based on the open market, open borders, and open culture of the whole world which gives all countries the same right to export their products, habits and traditions. But

the negative understanding of globalization affected people's use of the Arabic language, as many of the youth prefer using English language over the use of their Arabic language. This is referred to the fact that English language is the language of science and technology; so young people prefer English in order to have the ability to use the new technology. Also, globalization for six teachers was behind the spread of pornography among young generations during the last ten years which was in the name of development and following the era. Further, five teachers stated that one of the negative effects of globalization on the Jordanian society was the spread of some bad behaviours among people as watching movies that present the details of crime, drug smuggling and aggression. This is referred to the absence of government, family, and school from doing their role in advising and educating young generations about their culture and their traditions which is based on respect and dignity.

5. CONCLUSION AND RECOMMENDATIONS

The research concludes that globalization means:

- The control of the United States of America over the world's economic, cultural, and political life, and this control is in favour of the controller without any respect of human, political, and civic rights of the nations that is controlled.
- Globalization is the generalization of western economic and cultural system.
- Globalization is the process that demolishes social and physical borders between countries.
- Globalization is the absence of cultural, political, and human restrictions among nations.

Also, the research concludes that globalization affected Jordan society positively in the following aspects:

- The degree of openness to and communication with other societies that the society reached; which was essential to the development of the Jordanian community.
- Helped in developing the level of scientific progress of the Jordanian community as so many of the advanced technologies entered Jordan after the adoption of openness to other developed countries.
- It has raised the level of economic openness which was not possible before the era of globalization.
- The acceleration of economic investments in Jordan from other countries and from foreign companies

which is for the benefit of the Jordanian society.

- Furthermore, the research concludes that globalization affected Jordan society negatively in the following aspects:
- The decrease of the national, social, and moral values that characterized Jordan society.
- Affected the young generations' identity in that they abandoned the Islamic and Arabic identity and replaced it with the western culture.
- Brought war and conflict to the Arab world under the name of democracy and liberation.

- In the light of the findings of this research, the research recommends the following:
- There is a need for certain type of education and training for teachers to understand globalization and its impact on cultures and societies.
- It is urgent to have a national plan to meet the impact of globalization on the Jordanian society.
- There is a need to educate young generations about their culture, traditions, habits and it is the responsibility of the whole Jordanian society: family, schools, community colleges and universities.

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