Perceptions of King Saud University Students to Their Leadership Role in Facing the Challenges of Cultural Globalization

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Abstract: The purpose of this study is to explore the Perceptions of King Saud University Students to their role in facing the Challenges of Cultural Globalization in the light of different variables. The sample of the study consisted of (650) Students from different Scientific and Humanitarian Colleges within Study level (3rd and 4th). In order to achieve the aim of this study the researcher developed a questionnaire consisting of 37 items after reliability and validity measures. The findings of this study revealed the student perceptions for their leadership role came in a moderate degree as well as there were no significant statistical differences in their responses due to study level. Accordingly, several recommendations were discussed.

Key words: cultural globalization, leadership role, King Saud University

1. Introduction

Cultural globalization is one of the most important challenges facing higher Education institutions in our modern day, as Globalization in the cultural field goes beyond all Political and geographical boundaries in several ways such as: faculty staff culture, the curriculum based on foreign theories as well as the rapid development in the means of communication and information technology. All those aspects form a real danger on the self concept of the nation and this can be reflected in the tasks performed by higher Education institutions (Abu Lubda, 2005).

This challenge was stated clearly in the international Conference held by the UNESCO in 1996 by providing that "the phenomenon of globalization affecting the economy, culture, information and international relations and the increasing movement of individuals and the enormous development of the means of communication and the intervention of IT in our daily lives and work areas, all the phenomena of a challenge and an opportunity for education systems" (Al-Hmeed, 2004).

The concept of Globalization has intermixed with so many illusions that has become a complex and sometimes ambiguous issue, which always generates controversy. It has also become associated with the hegemonistic policy exercised by the country that has become the sole leader of the world in this era, after the collapse of the other antagonistic pole and the fall of its ideological, political and cultural system. Globalization is therefore a multifaceted phenomenon: it is a political Globalization, an economic Globalization, a cultural Globalization, media Globalization, scientific Globalization and technological Globalization. The most alarming fact, in this regard, is that all these Globalizations are interdependent. There can be, for instance, no cultural Globalization without a political and economic Globalization to pave the way for it through pressure and

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intimidation or lure and deceit (Altwaijri, 1998).

Hence, Globalization is to be understood as a system of political and economic principles, social and cultural concepts, media and information patterns, codes of conduct and ways of life. This system aims at forcing the whole world to subscribe to it, adopt its values and live under its domination.

One of the most salient features of Globalization is the amazing developments witnessed in the fields of information and communication via satellites, computers and the Internet, which have resulted in Amine (1998):

- Deep effects on cultures, social behaviours and ways of life;

- Diversity of economic opportunities through the dynamic of international investment and open markets, as well as a shortage in political alternatives given the decreasing viability of economic self-sufficiency models and the increasing economic interdependency;

- The advent of the so-called "electronic herd" constituted by multinational institutions and individuals who run after profit and have influence on the decisions of the states and the destinies of their peoples;

- The utilization of Globalization's tools in a way that enables their producers to control consumers and audiences, and to work towards superseding their local languages and obliterating their national identities

Information technology is the propelling force of cultural Globalization in the light of the new sophisticated boom of information technology, the world seems to be divided into three major categories:

- 15% of the world population provide all modern technological innovations.

- 50% of the world population are able to assimilate this technology as regards consumption and production.

- The rest of the world population, that is 35%, live isolated and insulated from this technology.

These facts indicate that the influence of cultural Globalization is rather limited in spite of its exuberance, aggressiveness and the power of the world order which is paving the way for it and broadening its horizons. This being said, the impact of Globalization on the peoples it invades is very baneful given the deteriorated economic and social conditions prevailing in the largest part of the world, including the Islamic world. It is indeed impossible to ignore all the suffering of the vast majority of the latter especially at the economic and social levels (Al-Dwekat, 2007).

Cultural globalization has penetrated poor and needy societies which lack the capacity of resistance even if they have preserved their sense of difference. We can easily assess the general situation in the Islamic world from the following statistical data: (Altwaijri, 1998).

- World population has reached 6 billion people and continues to grow at a rate of 100 million people each year. 90% of this increase takes place inside 127 countries, all of which belong to the developing world that cannot absorb such a rapid increase. The Islamic world is of course part of the developing world.

- At the dawn of the 21st century, one third of world population lived below the poverty line (that is with a per-capita income of 300 dollars). The vast majority of the peoples of the Islamic world are affected by this situation.

- According to the statistical studies conducted by UNICEF, 12 million children under the age of 5 die every year of a curable disease. That is 33, 000 children die every day of causes that can be avoided, including malnutrition. This study concerns also the children of the Islamic world which stretches from Bangladesh to Mauritania.

- According to the statistical data released by the United Nations, more than 75 million people have been driven out of their homes during the last quarter of the 20th century as a result of wars and religious, ethnic and tribal conflicts. As the 21st century unfolds, more than 60 million people still live as refugees. A high percentage

of these refugees are Arab, African or Asian Moslems

- More than 75 countries entered the 21st century with complete or partial submission to the dictates of the International Bank. They apply its dictated policy to avoid being declared in a state of bankruptcy or in deficit. Accordingly, these countries pledge to orient their economies in a direction which does not generate development, by cutting expenditure and subsidies for consumer goods which are meant to support poor people. Muslim countries feature among these states.

Cultural Globalization is forced upon the Islamic world under these hard conditions and circumstances. This state of affairs should prompt us to work toward determining the causes and factors which were conducive to the economic weakness of the Islamic world, as well as to relate the treatment of the negative effects of Globalization to a serious initiative which should be based on solid grounds. Therefore youth, especially those in higher Education institutions, must obtain their role in facing this kind of Globalization.

However, the perceptions and opinions of youth must be explored in order to draw a clear framework of their attitudes and leadership skills needed to face globalization. This will be discussed in our current research.

2. Identification of the Research Problem

The problem of the current study is represented in Exploring King Saud University students' perceptions to their leadership role in facing cultural Globalization through answering the following research questions:

The first Question: What are the perceptions of King Saud University Students to their leadership role in facing cultural Globalization?

The Second Question: Are there any significant statistical differences at the level of ($\alpha \leq 0.05$)between the means of students evaluations on the study tool related to their perceptions to their leadership role in facing cultural Globalization due to (Study level, College) variables and interaction between them?

3. Significance of the Study

The significance of the current study is represented in its objective which is directed to explore the Youth leadership behaviors in facing Cultural Globalization in Saudi Arabia. The current study may benefit stakeholders in the University in conducting training courses and seminars to enlighten students of this new concept. Moreover, the university may build in the results to offer courses about globalization in order to enable students from confronting any negative aspects of Cultural Globalization.

Finally, this study may benefit researchers from future trends in this field. It will also be another addition to the Saudi and Arabic literature in this field which already suffers from a weakness in this field.

4. Definition of Terms

- **Cultural Globalization:** The transmission of culture globally, facilitated by the movement of people, objects, signs and symbols. Moreover, it is movement of books and cultural artifacts

- **King Saud University:** A public academic university working in Saudi Arabia under the law of Higher education in the Kingdom.

- **Saudi Youth:** All male and female students aged from 20–26 studying in Scientific and Humanitarian Colleges in King Saud University in the Academic year 2009/2010.

5. Study Limitation

The current study is limited to the responses of King Saud University Students in the 3rd and 4th levels in the first semester of the academic Year 2008/2009.

6. Methodology

The researcher adopted the descriptive approach as it is statistical research, describes data and characteristics about the population or phenomenon being studied. Descriptive research answers the questions who, what, where, when and how. Although the data description is factual, accurate and systematic, the research cannot describe what caused a situation. Thus, descriptive research cannot be used to create a causal relationship, where one variable affects another. In other words, descriptive research can be said to have a low requirement for internal validity (Marsh and O'Neill, 2004).

A questionnaire was developed and completed by 3rd and 4th level students at King Saud University in Saudi Arabia.

6.1 Study Sample

The researcher drew a sample totaling (730) students of King Saud University students in the 3rd and 4th study levels on both Scientific and Humanitarian Colleges in the Academic Year 2008/2009. The researcher retrieved (650) questionnaires. The characteristics of the Study sample are shown in Table 1.

Table 1   Characteristics of the Study Sample

Study level	College	No	%
3rd	Scientific	199	47.4
	Humanitarian	221	52.6
Total		**420**	**100.0**
4th	Scientific	83	36.1
	Humanitarian	147	63.9
Total		230	100.0
Total	Scientific	282	43.4
	Humanitarian	368	56.6
Total		**650**	**100.0**

6.2 Study Tool and Reliability

In order to achieve the aim of this study the researcher developed a questionnaire consisting of (35) paragraphs through reviewing the literature and related studies. The tool was reviewed and referred by specialized referees in Saudi Arabia. The referees added and omitted items to conclude that the final form of the tool is (27) items related to students perceptions of their leadership role in facing cultural globalization.

6.3 Study Validity

The tool was applied on 25 individuals from the sample (through Test- Retest) within a time limit of two weeks between the two applications. Then person coefficient factor had been calculated and Alpha coefficient will be calculated. The validity rater was 93.0 and it's considered valid for the purposes of this study.

6.4 Statistical Criteria

The interpret the responses of the sample on each item on the questionnaire the researcher adopted the statistical criteria mentioned in Al-Deyi & Al-Salama (2007), Al-Ghraibeh, (2002), the criteria are as follows:

1.00 – less than 1.50	Very low Evaluation
1.50- less than 2.50	Low Evaluation
2.50- less than 3.50	Moderate evaluation
3.50 –less than 4.50	High Evaluation
4.50- 5.00	Very high Evaluation

6.5 Statistical Analysis

In order to answer the study questions the researcher used the appropriate statistical analysis as follows:

- Means and Standard deviations for students' responses to their leadership role in facing cultural Globalization.

- Two Way Anova to detect differences between variables.

7. Study Results

7.1 Results of the First Question

What are the perceptions of King Saud University Students to their leadership role in facing cultural Globalization?

To answer this research question means and standard deviation of the sample evaluations for each item in the questionnaire was calculated as shown in Table 2.

Table 2 showed that the means and standard deviations of the sample evaluations ranged from (2.21 – 3.37) with Low to Moderate Evaluation degrees as Paragraph (11) which provided that **"I hold my Arabic Values against culture Globalization"** came in the first rank with a mean of (3.37) and standard deviation of (1.51) and a moderate evaluation degree, followed by Paragraph (10) which provided that "Knowing my history and defending it" with a mean of (3.26) and standard deviation of (1.49) and a moderate evaluation degree.

While paragraph (4) Provided that **"I'm well trained to face globalization came"** in the last rank with a mean of (2.26) and standard deviation of (1.47) and a low evaluation degree. The total mean was (2.81) indicating a moderate evaluation degree. The researcher refers this to the lack of support of students' leadership practices by the university or due to the shortage in those skills between students since there is no interest by the university in such matters especially if we know that there are know related courses or even workshops or seminars inside the university.

7.2 Results of the Second Question

Are there any significant statistical differences at the level of ($\alpha \leq 0.05$)between the means of students evaluations on the study tool related to their perceptions to their leadership role in facing cultural Globalization due to (Study level, College) variables and interaction between them?

To answer this research question, means and Standard Deviations of sample evaluation on the tool as a whole, according to (Study level, College) variables as calculated. Table 3 represents the related statistic results.

Table 3 showed that there are differences between the samples evaluation according to study level and college. To explain the statistical indication of those figures Two ways Anova was conducted, and Table 4 presents the results.

Table 4 showed that there are no significant statistical differences at the statistical level of ($\alpha \leq 0.05$) due to study level, college and interaction between them. This result indicates the students in King Saud University in both levels and in scientific and humanitarian colleges agree that their leadership role is not in a satisfactory level, this result is justified as students don't receive any instructions or materials regarding Globalization in their study career.

Table 2　Means and Standard Deviation of the Sample Evaluations for Each Item in the Questionnaire

No	Rank	Paragraph	Means*	SD	Evaluation degree
11	1	I hold my Arabic Values against culture Globalization	3.37	1.51	Moderate
10	2	Knowing my history and defending it	3.26	1.49	Moderate
13	3	Globalization don't enhance multism	3.24	1.49	Moderate
14	4	I'm qualified to face Culture Globalization challenges	3.22	1.52	Moderate
12	5	I can express my culture to other Youth in the world	3.13	1.54	Moderate
15	6	We may face culture Globalization through promoting Arabic Culture	3.08	1.47	Moderate
27	7	I can Transfer Saudi culture to others in the world	2.96	1.39	Moderate
21	8	I can evaluate the best culture for my community	2.95	1.46	Moderate
9	9	The accurate understanding of my culture nature is a way to face Globalization	2.93	1.47	Moderate
22	10	I can detect negative aspects of Future Globalization	2.90	1.41	Moderate
25	11	I can detect positive aspects of Culture Globalization	2.89	1.32	Moderate
23	12	I use the internet to discuss globalization with others	2.87	1.36	Moderate
24	13	Higher education provided me with needed skills to face Globalization	2.85	1.33	Moderate
26	14	It is not my duty to face culture Globalization	2.84	1.38	Moderate
7	15	Leadership training will benefit me in facing Globalization	2.82	1.50	Moderate
2	16	I practice Arabic language more than English language	2.73	1.50	Moderate
1	17	Globalization weakens citizenship under human rights principles	2.72	1.34	Moderate
8	18	I don't imitate Western Life style in my daily life	2.69	1.47	Moderate
16	19	I hold my Arabic Values against culture Globalization	2.66	1.48	Moderate
20	20	Knowing my history and defending it	2.62	1.54	Moderate
6	21	Globalization don't enhance multism	2.59	1.45	Moderate
18	22	I'm qualified to face Culture Globalization challenges	2.55	1.61	Moderate
19	23	I can express my culture to other Youth in the world	2.54	1.61	Moderate
5	24	We may face culture Globalization through promoting Arabic Culture	2.51	1.48	Moderate
17	25	The university taught me national Pride to face culture globalization	2.39	1.53	Low
3	26	I studies several courses about Globalization in the University	2.26	1.47	Low
4	72	I'm well trained to face globalization	2.21	1.46	Low
		Total	**2.81**	**0.40**	**Moderate**

*maximum score (5)

Table 3　Means and Standard Deviations of Sample Evaluation on the Tool as a Whole
According to (Study Level, College) Variables

Study level	College	Number	Means	SD
	Scientific	199	2.84	0.39
3rd	Humanitarian	221	2.80	0.43
	Total	**420**	**2.82**	**0.41**
	Scientific	83	2.83	0.37
4th	Humanitarian	147	2.76	0.36
	Total	**230**	**2.78**	**0.36**
Total		**650**	**2.81**	**0.40**

Table 4   Two Way Anova Results to the Means of Sample Evaluation on the Tool as a Whole According To (Study Level, College) Variables and Interaction between Them

Variance Source	Sq	Freedom degree	Sq Means	F	Statistical significance
Study level	0.086	1	0.086	0.550	0.459
College	0.557	1	0.557	3.568	0.059
Study level X College	0.027	1	0.027	0.173	0.678
Error	100.768	646	0.156		
Total	101.437	649			

8. General Discussion

Globalization has become one of the most popular buzzwords of our time frequently used by people. Globalization is the increasing interaction of national economy with that of the First World, which ultimately aims at creating a state of frictionless capitalism. According to Orunmoluyi (2002) it is a process of creating a global market in which increasingly all nations are forced to participate. The process of globalization entails that there is interconnection of sovereign nations through trade and capital flows; harmonization of economy rules that govern relationships among these sovereign nations; creating structures to support and facilitate interdependence and creating a global market place.

From the culture point of view, David (2002), states that globalization is the process of harmonizing different culture and beliefs. Duru (2002), state that globalization is the process of eroding differences in culture and producing a seamless global system of culture and economic values. The harmonization, according to Awake (2002), is achieved due to advancement in communication and countries are increasingly being forced to participate. Therefore, globalization can be viewed as a process of shifting autonomous economies into a global market. In other words, it is the systematic integration of autonomous economies into a global system of production and distribution.

Therefore, it is worthy to conclude that there are positive and negative aspects of Cultural Globalization. So countries, especially developing ones like Saudi Arabia, must prepare the Youth in order to attain thier leadership role in facing negative aspects and enhancing positive aspects of this new concept.

9. Recommendations

Based on the findings of this study the researcher recommends the following:

- Calling on King Saud University to train the Saudi Youth on the needed leadership skills as well as guiding them towards systemic work to confront the challenges of Cultural Globalization.

- Calling on students themselves to stick to the values and traditions of the Saudi society under the careful attention of future perspectives.

- Conducting seminars and workshops in the university to discuss Globalization in general and Cultural Globalization in particular.

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