

PalArch's Journal of Archaeology
of Egypt / Egyptology

GLOBALIZATION AND ITS RELATIONSHIP TO THE LEVEL OF
CULTURAL AWARENESS OF BIOLOGY TEACHERS IN ALQADISIYAH
GOVERNORATE

Firas ayal mater

Directorate of Al-Qadisiyah Education

firasalbdiry33@gmail.com

dr.prof.qahtan fadhil rahi

University of Kufa College of Education for Girls

Firas ayal mater -- Globalization and its relationship to the level of cultural awareness of biology teachers in AlQadisiyah Governorate -- Palarch's Journal Of Archaeology Of Egypt/Egyptology 17(6). ISSN 1567-214x

Abstract

The research aims to identify globalization and its relationship with the level of cultural awareness of biology teachers in AlQadisiyah governorate, to achieve the research aims, the researchers used the descriptive analytical approach, the research sample consisted of (200) male and female teachers distributed on (4) schools in education directorates in AlQadisiyah governorate. The researchers built a scale of globalization and a scale of cultural awareness to be a research tools, the research reached the following results:

- The presence of statistically significant differences at a significance level (0.05) in favor of the mean of biology teachers 'grades in the globalization scale.
- The presence of statistically significant differences at the level of significance (0.05) in favor of the arithmetic mean of biology teachers 'grades in the cultural awareness scale.
- There is a high correlation between the globalization scale and the cultural awareness scale.

In light of this, researchers came out with a number of recommendations and proposals.

The Research problem:

In light of the huge developments that the world is witnessing in various fields, especially in the field of communication, information and communication technology, and the rapid storage of knowledge, transfer and mixing of cultures, and with the increase in scientific knowledge and the effectiveness of communication methods between countries, various concepts emerged, including the concept of cultural globalization, which has become an important tool. Which has a direct impact on education, and the use of its tools to influence the Arab cultural identity, including behavior and thinking that children are exposed to that seeks to achieve the educational goals adopted and pursued by globalization, and perhaps one of the groups that can be affected by globalization are biology teachers as they are a force A pioneer and leaders for youth, and as globalization targets this category of society in the first place, because they are a role model for their students, as they are considered one of the important sources for the personality of their students, and for the lack of internal immunity for students as a result of being besieged by the technology of communication, information and the media, and their ideas and orientations have become directives for the simulation And imitation, therefore, requires knowledge of the effects of globalization and its repercussions on the cultural awareness of teachers, based on the above The research problem is determined in the following question:

What is the relationship of globalization with the level of cultural awareness of biology teachers in AlQadisiyah governorate?

The importance of research: It is clear that the tremendous scientific development in many countries of the world in various fields of life has led to these countries, especially the strong ones, to impose their hegemony and policies and try to influence the cultures of other peoples in a manner consistent and consistent with their scientific and cultural interests, benefiting from scientific and technological progress That is why many countries have paid attention to globalization and its impact on the peoples of these countries of various groups, especially teachers, so they have been interested in developing cultural awareness for them and studying their orientations as strengths and leaders. (Al-Mutairi, 2013,1)

Communication technologies, internet networks and satellite broadcasting have become today the backbone of international communications that have abolished the geographical and temporal boundaries, and became covering events day by day and moment by moment without any barriers or obstacles or monitoring what people see at all different levels, it is of the utmost importance in identifying the most important factors Influencing social, cultural and scientific change in different societies, in addition to the widespread interest in the phenomenon of globalization and the impact of its means on teachers because they depend on receiving media transmissions in a more effective way, as well as clarifying the cultural dimensions of this influence and identifying its

quality, whether that is negative that can be confronted or positive that can be encouraged To help us maintain their cultural level. (Al-Ramahi, 2017, 6).

And deepening cultural awareness is one of the basic things in building the teacher's personality, preparing him for life, and preparing him for all cultural influences and technological and scientific variables at the beginning of the twenty-first century, and this leads to expanding his experiences and information and instilling in him the desired values and trends (Syed, and others, 2016, 930).

Hence , the importance of the research can be summarized in the following points:

- 1- Identify the positive and negative aspects of the concept of globalization.
- 2- Learn about the future challenges posed by globalization to the lives of biology teachers.
- 3- Emphasizing the importance of cultural awareness for biology teachers to uncover the dangers of globalization.

The Research aims : The current research aims to identify the following:

- 1 - Identifying the statistical differences between the scores mean of biology teachers and the hypothetical average at a significance level of 0.05 in the globalization scale.
- 2 - Identifying the statistical differences between the scores mean of biology teachers and the hypothetical mean at a significance level of 0.05 in the cultural awareness scale.
- 3-. Knowing the relationship of globalization with the level of cultural awareness among biology teachers in AlQadisiyah governorate.

Research limits: The search is determined by the following:

A- Spatial boundary: Directorate of Education Al-AlQadisiyah

B- Time limit: The research was conducted in the academic year 2019-2020 AD.

C- Human limit: biology teachers in AlQadisiyah education.

Defining terms:

Globalization defined by (Mustafa, 2013): as belonging to a single global culture, taking into account the disappearance of cultural differences between societies, and the belief that the global culture derives its strength from the dominant Western central culture that has the most influence on the global cultural project (Mustafa, 2013, 184).

And defined by (Al-Mutairi, 2013): as the process of dominating the cultures of countries that affect the manifestations of the lives of weaker peoples and imposing their policies on them through cultural, economic, political and material means (Al-Mutairi, 2013, 8).

Cultural awareness : Defined by (Abu Maal, 2008) as the process of adhering to cultural generalities and their origins, so that the individual is more aware of choosing the correct cultural and scientific alternatives that come from other cultures (Abu Maal, 2008, 168).

Also defined by (Abd al-Rahim and Mahdi, 2010): as “awareness of daily life, including the customs, traditions, norms, provisions, interaction and images of spontaneous and organized public activity” (Abd al-Rahim and Mahdi, 2010, 14).

Theoretical framework:

First: Globalization:

The emergence of globalization: there have been many opinions about determining the exact date in which globalization arose and its stages of development, and with the expansion of the definitions of globalization in terms of explanation and description of this phenomenon, its fields and its characteristics, globalization is not of recent origin. Rather, researchers from educators, socialists, economists and politicians almost agree that it has close historical roots. The connection with the profound transformations in the ratio of the capitalist mode of production and technological advances in communications, the Internet and global trade from the invention of the compass until the invention of satellites, and that the first historical knowledge globalization represented by the generalization of letters was the Phoenician globalization, which sought to achieve communication between cultural centers, especially between the three European, Asian and African continents. It was followed by the Roman civilization with military orientations, achieving the first communicative globalization through land roads and the establishment of military cities (Al-Shibli, 2012, 13).

There are those who believe that globalization is a recent idea of origin dating back to the fifteenth century and began to develop gradually through stages until it reached its current form due to the escalation of communication technologies and digital culture, and on this basis some researchers and analysts built the early emergence of the concept of globalization, so (Zuland Roberts) followed the temporal dimension. And the historical concept of globalization in the following stages:

1- **The embryonic stage:** It is a stage that started from the beginning of the fifteenth century until the middle of the eighteenth century, during which Europe witnessed the growth of national societies.

2- **The stage of emergence:** This stage begins from the middle of the eighteenth century until the year (1870 AD), during which the idea of a homogeneous and unified state developed, which appeared with the increase of international agreements and institutions specialized in organizing relations between countries.

3- **The starting stage:** It is the stage that started in (1870 AD) to the second decade of the twentieth century.

4- **The stage of struggle for hegemony:** This phase continued from the second decade of the twentieth century until the mid-sixties of the last century, when letters and intellectual differences began and the focus became on most human issues, especially after the bombing of Japan.

5- **The Certainty Stage:** This phase started after the mid-sixties of the last century to the present time, when the third world countries were included within the scientific community, and it witnessed the end of the Cold War and the increase in global institutions (Hamad, 2012, 11).

Goals of globalization: There is a set of vital goals of globalization that can be summarized as follows:

1- Reaching the global open labor market without customs, administrative or physical breaks or barriers, and establishing an extended market that includes all the different sectors of the world.

2- Making the world a single, integrated and clustered unit in terms of common interests or benefits.

3- Reaching a form of global homogeneity, whether by reducing differences in standards of living or in the minimum limits of life's requirements, including human rights.

4- The development of the trend towards creating a single idiomatic language that gradually turns into a single language of the world that is used and exchanged, whether by communicating between humans or between electronic computers or between data exchange centers and the creation of the information industry.

5- Reaching the unity of humanity as a whole. To achieve this goal an increasing amount of civilizational mobility is used to confirm the global identity and to achieve additional improvements in the human conscience and conscience.

The positives of globalization: There are those who view globalization as a phenomenon that has brought with it many changes that may fit a culture

without another or a society without others, so the positives of globalization can be summarized in the following points:

- 1- Globalization contributes to the spread of modern technology from its center in the developed world to the rest of the world.
- 2 - Dealing with the phenomenon of globalization means keeping pace with the development in scientific research through an organic connection with international communication networks and the Internet.
- 3- Globalization enables the understanding of the technological and research explorations and the effective theories that have brought about a major transformation in treatment, understanding, and practice mechanisms.
- 4- Globalization enables knowledge of international and intellectual currents through regular meeting and publishing the results of their research by electronic transmission and modern and advanced technological means.
- 5- Globalization can benefit developing countries from higher education outcomes.
- 6- Globalization makes an important and clear contribution to the transfer, storage and provision of information to those who want to benefit from it (Al-Mahmadi, 2009, 2-3).

The negatives of globalization: Opinions varied about the negatives of globalization, as some view globalization as a complete evil and harmful that does not fit with peoples' cultures, and the negative aspects of globalization can be summarized in the following points:

- 1- Globalization is a colonial project, with multinational corporations dominating and controlling the goods of developing countries.
- 2- Globalization paved the way for developed countries, who dominate with their technological power, to invade the cultures of weak countries and impose their decisions.
- 3- Interference in the internal affairs of the state with international organizations such as the World Bank and organizations concerned with human rights.
- 4- The gap between the developed and developed world and the third world countries widened, that is, the gap between the rich class and the poor class widened.
- 5- Globalization is melting the national culture to replace it with the American and international culture (Tamim, 2006, 15).

The role and impact of globalization on university students:

Globalization has become an epidemic and a dangerous disease threatening Arab and Islamic countries in their educational and educational institutions. The process of developing education and renewing curricula in Arab countries has become dependent on the Western will. Therefore, education has moved away from meeting the needs of the nation in the face of the phenomenon of globalization and the curricula in Arab countries have become directed to serve The West and its projects, and the graduates of educational institutions in the Arab world have become seen as weaker than graduates of Western educational institutions, and the penetration of globalization among college and university students has led to the graduation of thousands of students, whose appearances have changed, and their dress has changed, and some of them have called for taboos. And openly, unchecked punishments and other acts that are not in harmony with Arab traditions and norms, so universities and their professors have a great role in the social, ethical and educational upbringing of their students (Tarawneh, 2010, 21).

There is a great role for university professors in the moral and educational upbringing of university students by linking curricula and curricula at the university with the global reality so that they do not hear about interaction with globalization technology to develop global cultural awareness for university students, and directing it at the university to adhere to their beliefs and constants and to move away from ethnicity and the dangerous and negative aspects of globalization (Hammad, 2005, 25).

The impact of globalization on education:

The educational and cultural institutions, with their current means and capabilities, cannot cope with the tide of the phenomenon of Western globalization, and that the control of the Western media over the Arab cultural sphere would transform this inner space into a space of exclusion. From the time of the recipients, which reached its climax in the television pattern, it brings everyone closer to living in an ethereal virtual world consisting of signs, images and texts read and visible on electronic screens, and this in itself constitutes a threat to systems of values and symbols and a change in existential references and lifestyles, as it would The local educational product loses all its capacity for the interest of its recipients, and this bleak picture is a description of the reality of the status of educational and cultural institutions in the third world countries, including the Arab countries. The depth of the local identity. Therefore, it is necessary and necessary for all institutions to seek to protect Arab cultural security by declaring a rupture with a Of the traditional mechanisms that have been described in the Arab educational field through the formulation of a new educational program that is aware of the nature of the stage the world and the region are going through, and the nature of the grave responsibility expected from it (Kanaan, 2008, 416)

The effect of globalization on culture: There is a difference between researchers about the relationship between globalization and cultural identity,

and the extent to which globalization is dangerous for the cultural identity of societies, based on the fact that there are multiple effects of globalization on peoples' lives, whether cultural, political or economic, and these effects are reflected on cultural identities, in general. Globalization tries to dissolve all cultural identities in developing countries, including Arab societies by not recognizing these cultural identities. Some researchers and thinkers assert that there is a danger to globalization on cultural identity, and this is evident by the “ego” defense of cultural identity and local privacy in the face of the other who unites with globalization. The relationship between them is a historical existential crisis, as some researchers see it, and it is certainly an unequal relationship, and in general the cultural identity stands in the face of the process of Westernization, cultural subordination, and civilizational hegemony, and there are two trends for some researchers on the issue of the impact of globalization on culture, the first trend. He believes that there is a danger to the national culture from the phenomenon of globalization represented in working to unify world cultures into one culture, and this includes in the end. The final outcome is the abolition of cultural identities. As for the second trend, globalization does not seek to control the national cultures of countries, nor does it work to unify them. Rather, the phenomenon of globalization increases the adherence and concern of the state to protect its culture, thus it emphasizes the cultural identity of those countries, and in fact. Both directions carry part of the right, not all of the right. The Arab cultural identity may be subject to integration and dissolution in the culture of globalization, and it may hold up somewhat and preserve its cultural identity like other societies participating in globalization without losing its specificity and cultural identity.

Second: cultural awareness:

The concept of cultural awareness: Both consciousness and culture are two terms that are directly related to the social nature of man and its development. Consciousness develops as a person practices his social life and the way he interacts with those around him from the individuals and the extent of his knowledge and how he deals with the nature of the things that surround him. What distinguishes the individual's self-awareness is his ability to Take any decision, and know his public and private behavior.

And deepening the student's cultural awareness is essential to build his personality and prepare him for life, and he becomes prepared for cultural factors and influences and scientific and technological changes at the beginning of the twenty-first century, and this requires developing his information, expanding his experiences, stimulating his thinking, and inculcating the desired trends and values in him, by paying attention to the cultural awareness of students in various school stages. And the need to pay attention to the development of cultural awareness among students by developing a vision for curricula and academic courses (Syed and others, 2016, 930-931)

The importance of culture in contemporary thought is evident in the field in which all philosophies and currents operate in which goals are achieved on the ground, and then they reflect, with all credibility, what these philosophies call for in terms of principles and orientations, and with it communication between generations, interaction with the present, and looking forward to the future (Drunk, 2006, 117).

The role of culture continues until the individual controls, how he speaks, how he lives, and what he wears. In short, culture works in determining what and how the individual behaves with his group (Lee, 2009, P29).

The most important common concepts of culture in terms of the general meaning that are reflected in the definitions of scholars and researchers in this field in various terms and formulations, as it defines two clear directions of culture, namely:

The first trend: viewing culture as consisting of beliefs, standards, values, symbols, and other products of the mind.

The second trend: is the process of linking culture with the overall lifestyle of a community, and linking the pattern of relationships between individuals that are related in their daily lives (Kaddour, 2007, 26).

Cultural awareness means awareness of daily life, which includes customs, traditions, norms, judgments, and interaction, as well as images of public activity in the type of automatic, organized (Abdul Rahim and Mahdi, 2010, 148).

Sources of cultural awareness: There are multiple sources that provide students with cultural awareness, so if educational institutions prepare educational and training plans and programs for their students and students, because of these programs and plans of importance in students' achievement of the educational materials they came to study, then there is another aspect that is no less important than that. , Namely, the cultural awareness of those students, as what is presented inside the classrooms and laboratories is only part of the education process that students receive, and perhaps the most important thing that educational institutions mean is to raise the cultural level for their students by providing an educational vision and critical educational opportunities for them so that they Dealing with cultural influences in society, and this is one of the most difficult tasks before it, as the formation of cultural visions takes place with many influences. These visions may sometimes come loaded with some obstacles that limit the role of the educational institution in the formation of cultural ideas and perceptions of students due to some influences that are among the most prominent Family, school, friends, etc., and therefore there have been many sources of support for students' cultural awareness, including the family, the school, the teacher, the library, the mosque, and most educational institutions. In addition to the media, visual, audio, read, and other

sources of knowledge that lead to the formation of the educational and scientific culture of students (El-Aaajiz, and Assaf, 2009, 436-437).

The importance of cultural awareness: Cultural awareness is of great importance in the lives of all human beings, because of its clear and direct positive effects. (Al-Shalhoub, 2012), quoting Hamdi, 2015, 1678) indicated that there is an importance of cultural awareness in the following points:

1- Cultural awareness enables individuals to enjoy a clear and correct scientific view that helps them explain some phenomena, and makes them able to search for the causes of phenomena and events as well as enables them to explain these phenomena and events.

2- Cultural awareness is a cognitive asset from which the individual can use it when needed in order to make the right decisions.

3- Cultural awareness creates a spirit of appreciation, pride and confidence in science as a means of goodness for specialists studying cultural awareness.

4- Cultural awareness generates among individuals a desire for exploration and instills love in discovering further research and knowledge that is characterized by advanced and accelerated development.

Degrees of consciousness: There are many scholars and researchers who have placed degrees or divisions of consciousness, and as a result of studying educational literature, it was found that these degrees fall under only two types of degrees, as indicated by them (Al-Ruwaili, 2008, 36-37) and as follows:

1- Individual consciousness: It is considered a social phenomenon resulting from social development, and it is not summarized by individual existence only, but rather the existence of the individual in his class, in addition to that, individual consciousness includes the psychosocial level that is evident in trends, feelings and moods.

2- Social awareness: There is no significant difference between individual consciousness and social awareness, as social awareness results from the awareness of distant individuals, and thus it is a result of social relations in all their manifestations and between social classes, and social awareness is characterized by being general systems of concepts and ideas that give an understanding Clear and holistic relationships.

Pillars of cultural awareness: The culture of awareness, as it is like any other culture, has a set of basic foundations that are based on and based on it. Indeed, culture is based on many things, including the education that the individual receives, religion, the environment that surrounds him, etc., and here we find that the culture of awareness It is based and grounded on the matters on which any other culture is based, and among these foundations are heritage, religion, traditions, customs, morals, values, etc. (Hamdi, 2015, 1680)

Types of consciousness: Consciousness has many and different forms, and the reason may be due to the different historical stage that societies pass through or to the different influences, whether cultural, social, scientific, religious, political or economic, and this calls for the formation of new types of consciousness which they mentioned both (El-Aaajiz, and Assaf, 2009, 16), and (Hamdi, 2015, 1688), as follows:

1- Cognitive awareness: It is defined as the individual's perception of his conditions and actions and his own direct awareness, and is the basis of all knowledge and has varying and different levels of clarity and in it the self-awareness as it knows what it knows and what it feels like.

2- Social awareness: It is defined as a general awareness that includes the awareness of the individual in society of all social, political, scientific and economic issues that have a relationship in their lives.

3- Cultural awareness: Cultural awareness is defined as the extent of the individual's awareness and awareness of his role in preserving his cultural heritage, his original principles, and how to protect them from impurities so that they remain free from any influences that come from outside.

4- Political awareness: it means the individual's awareness of the political and historical reality of their society, their role in the political process, their participation in voting, electoral behavior, their political trends, and how to rely on what should be supported or changed.

5- Health awareness: It is meant to inform citizens of health information and facts in addition to their sense of responsibility towards their health and the health of others.

Related studies:

Studies have dealt with the phenomenon of globalization:

- **Study of (Daniel, 2009):** The study aimed to analyze globalization and its effects on the educational and ethical role, and the role of social institutions in analyzing globalization, and the study used the analytical method, and the study reached a final conclusion that globalization is one of the negative effects on the educational and moral role, as it worked to weaken The educational methods used by the family in front of the children.

Study of (Barbara, 2010): This study aimed to reveal the effect of globalization on educational concepts, and to analyze the concepts established within the vision of the global future with concepts of education, and the study used the descriptive approach, and the study concluded that there is an adaptation process for educational concepts of the phenomenon of globalization, especially educational concepts Alternative creativity, as education is able to make contributions in countering the negative impact of globalization on social integration.

Studies dealing with cultural awareness:

- **Study of (AlAajiz and Assaf, 2009):** The study aimed to identify the role of recreational education in spreading cultural awareness among secondary school students in the Gaza Governorate from the viewpoint of physical education teachers, and to reveal the effect of (gender, first major, years of service) on averages The degrees of the sample members on the role of recreational education in spreading cultural awareness among high school students, and the study used the questionnaire as a tool to collect data, and the study reached conclusions, including that the mean percentage of the role of recreational education in spreading cultural awareness among high school students reached higher than the average, and there is no Statistically significant differences between the averages of the respondents 'scores on the role of recreational education in spreading cultural awareness among the members of the research sample in secondary schools due to the study variables.

- Study of **(AL-Lami, 2006):** This study aimed to assess the cultural awareness of students of the English language as a foreign language, and in this study the researcher evaluates the state of cultural awareness among students of the English language as a foreign language with the idiomatic changes associated with English culture, and the study sample consisted of (130 Students were asked to test (20) elements of idiomatic expressions related to culture, and the results of the study showed that there is a significant lack of cultural awareness of idiomatic expressions related to culture, and the study came to the conclusion that the cultural component in language teaching and teaching is an effective field that needs to be emphasized.

The Research Procedures: The researchers used the descriptive and analytical approach in this research due to its suitability to the nature of the research, which describes it accurately, and expresses a quantitative and qualitative expression to indicate the amount of its size and its relationship to the research variables.

The Research community: The research community includes all biology teachers in AlQadisiyah Education for the study year 2019-2020, and their number (704) teachers according to the data of the Statistics Department in the AlQadisiyah Education Directorate.

The Research sample: The researchers chose the research sample in the form of a simple random sample, as the research sample consisted of (200) teachers and schools distributed among the (4) directorates' schools of education, and the following table shows the distribution of the research sample according to the directorate:

Table No. (1) shows the distribution of the research sample according to the department

Education Directorate	Total	Percentage
Al AlQadisiyah	309	%44
AlShamyiah	144	%20
Al Hamzah	133	%19
Affak	118	%17

The Research tools: Researchers have built metrics to be a tool for current research and in the following form:

- 1- Building a globalization scale.
- 2- Building the cultural awareness scale.

First: Globalization Scale: After researchers read the literature and previous studies related to building scales, they built a globalization scale consisting of (40) items, and each item was scaled as follows:

Strongly agree: five marks.

Agree: four marks.

Not sure: one marks.

Oppose: three marks.

Strongly disagree: two marks.

Validity of the scale: In order to verify the validity of the scale, it was presented to a group of arbitrators and specialists in the domain of education, psychology and teaching methods, in order to express their opinions, suggestions and observations, and to amend or add to the items that need to be modified or added, and in light of this the researchers took the opinions agreed upon by the arbitrators And the additions that have been received, the linguistically correct drafting of the items, and the extent to which each item is linked to the globalization variable.

Preliminary exploratory study: The aim of the exploratory study is to identify the extent of clarity of the instructions and items in terms of wording and meaning, and the mean time that the respondent spends in responding to the scale items, so the scale was applied to a sample consisting of (30) teachers, and the researchers discussed with the sample members clearly . The instructions and items of the scale, and it became clear from the application that the instructions and items were clear, and that the response time ranged between (20-30) minutes, with an mean time of (25) minutes.

Statistical analysis of scale items:

The discriminatory strength of each item and its validity and reliability factor were calculated as follows:

A- Discriminatory power: The discriminatory power of the items of the globalization scale was verified by using the method of the two extremes by applying the scale items to the statistical analysis sample of (200) teachers. And they calculated total and arranged it from highest degree to the lowest degree, then the two end groups were determined in the total score, as the proportion (27%) of the members of the two peripheral groups of the sample members was relied upon, and thus the number of individuals in each group became (54) teachers and after applying the T-test for two independent samples to find out The significance of the difference between the two terminal groups in the scores of each of the scale items shows that the T values calculated for all the items are greater than the tabular T value of (1.96) at the degree of freedom (106) and the level of significance (0.05), and the arithmetic mean of the group has reached High (4.9 - 2.4) with a standard deviation (0.23 - 1.48), the arithmetic mean of the lower group (4.0 - 2.1) and a standard deviation (1.09 - 1.13)

B- The method of the relationship between the item score and the total score of the scale:

One of the indicators of the veracity of the item is its link to an external or internal criterion, and when there is no external criterion, the total score of the scale is considered an internal criterion for the calculation of truthfulness, and the method of correlation of the item score with the total degree has been calculated using the Pearson correlation coefficient for the degrees of the globalization scale, Statistical Analysis (200) All correlation coefficients were statistically significant at the level of significance (0.05) and the degree of freedom (198), which is greater than the tabular value (0.138), and as shown in Table (3).

Table No. (3) shows the relationship between the item score and the total score on the globalization scale

correlation coefficient	Item	correlation coefficient	Item	correlation coefficient	Item
0.439	28	0.611	15	0.452	1
0.453	29	0.544	16	0.439	2
0.598	30	0.332	17	0.643	3
0.578	31	0.654	18	0.299	4

0.342	32	0.622	19	0.563	5
0.657	33	0.455	20	0.644	6
0.491	34	0.610	21	0.574	7
0.577	35	0.375	22	0.575	8
0.510	36	0.363	23	0.527	9
0.500	37	0.283	24	0.602	10
0.521	38	0.311	25	0.528	11
0.643	39	0.455	26	0.491	12
0.344	40	0.610	27	0.577	13
				0.510	14

Reliability of scale: The use of the Cronbach's alpha correlation coefficient to scale the reliability of the scale. After applying the equation, the scale reliability reached (0.81), as it is considered an acceptable reliability coefficient.

Second: Cultural Awareness Scale: The researchers built a cultural awareness scale consisting of (30) items, and each item was placed in a five-point hierarchy as follows:

Strongly agree: five degrees.

Agree: four degrees.

Not sure: one score.

Oppose: three degrees.

Strongly disagree: two degrees.

Validity of the scale: To ensure the validity of the scale, it was presented to a group of arbitrators and specialists in the field of education, psychology and teaching methods, in order to express their opinions and observations. Scale with variable research cultural awareness.

Initial exploratory study:

The aim of the exploratory study is to identify the extent of clarity of the instructions and items in terms of wording and meaning, and the mean time spent by the respondent in responding to the scale items, so the scale was

applied to a sample consisting of (30) teachers, and the researchers discussed with the sample members the clarity of the instructions and items of the scale, The application revealed that the instructions and items were clear, and that the response time ranged between (20-30) minutes, with an mean time of (25) minutes.

Statistical analysis of the scale items: The cultural awareness scale was applied to the statistical analysis sample, and the answers were unpacked into a special table that includes the scores of the items for each field and the total of each individual's scores on the scale. The answers were statistically analyzed and the discriminatory strength of each item was calculated and its validity and reliability coefficient, as follows:

a. Discriminatory Power: The discriminatory power of the items of the Cultural Awareness Scale was verified using the two extremes method by applying the scale items to the statistical analysis sample of (200) teachers. The correction of the forms was done, and the total score for each question was calculated, and all the forms were arranged in descending order according to the total grades From the highest degree to the lowest degree, then the two end groups were determined in the total score, as the proportion (27%) of the members of the two peripheral groups of the sample members was relied upon and thus the number of individuals in each group became (54) teachers, and after applying the T-test for two independent samples to find out the significance of The difference between the two end groups in the degrees of each item of the scale shows that the T values calculated for all the items are greater than the tabular T value of (1.96) at the degree of freedom (106) and the level of significance (0.05), and the arithmetic mean of the upper group has reached (4.9 - 3.0) with a standard deviation (0.27 - 0.43), the arithmetic mean of the lower group (4.1 - 2.3) and a standard deviation (1.0 - 1.2).

B. The method of the relationship between the item score and the overall score of the scale:

One of the indicators of the veracity of the item is its link to an external or internal criterion, and when there is no external criterion, the total score of the scale is considered an internal criterion for the calculation of honesty, and the method of correlation of the item score with the total degree has been calculated, using the Pearson correlation coefficient, for the scores of the cultural awareness scale statistical analysis of 200) teacher and all the correlation coefficients were statistically significant at the level of significance (0.05) and degree of freedom (198), which is greater than the tabular value (0.138), and as shown in Table No. (5).

Table No. (5) shows the relationship between the item score and the overall score on the cultural awareness scale

correlation coefficient	Item	correlation coefficient	Item
0.512	16	0.218	1
0.231	17	0.351	2
0.4123	18	0.621	3
0.498	19	0.623	4
0.321	20	0.321	5
0.532	21	0.611	6
0.428	22	0.421	7
0.451	23	0.439	8
0.422	24	0.428	9
0.455	25	0.490	10
0.612	26	0.412	11
0.512	27	0.334	12
0.510	28	0.541	13
0.467	29	0.544	14
0.412	30	0.611	15

Reliability of the scale: Cronbach's alpha correlation coefficient was used to scale the reliability of the scale, and after applying the equation, the reliability of the scale was (0.79), which is considered an acceptable reliability .

The statistical methods used in data processing: The researchers used the (SPSS) program to enter the data, and the following statistical treatment:

- Cronbach's alpha correlation for calculating the invariance of the globalization scale and the cultural awareness scale.
- Descriptive statistics (means and standard deviations).
- T-test of two independent samples.
- Pearson correlation coefficient.

Presentation, interpretation and discussion of results

Interpretation of results:

The first hypothesis: Is there a statistically significant difference between the mean grades of biology teachers and the hypothetical mean at a significance level (0.05) in the globalization scale?

The (t) test was used to find out if there were statistically significant differences between the mean scores of biology teachers and the hypothetical mean at the level of significance (0.05) in the globalization scale, and as shown in Table No. (6).

Table No. (6) shows the arithmetic and hypothetical mean of biology teachers' grades in the globalization scale

Variable	N	Mean	Std. Deviation	Hypothesized mean	t-test		Significance (0.05)
					Value	Value	
Globalization	200	138.91	11.84	120	22.75	1.96	Significant

According to the results shown in Table No. (6) that there are statistically significant differences in favor of the arithmetic mean of biology teachers' grades in the globalization scale because the calculated T value is greater than the tabular.

The second hypothesis: Is there a statistically significant difference between the mean scores of biology teachers and the hypothetical mean at a significance level (0.05) in the scale of cultural awareness?

The (t) test was used to find out if there were statistically significant differences between the mean scores of biology teachers and the hypothetical mean of significance (0.05) in the scale of cultural awareness, as in Table No. (7).

Table No. (7) shows the arithmetic and hypothetical mean of the biology teachers' scores in the cultural awareness scale

Variable	N	Mean	Std. Deviation	Hypothesized mean	t-test		Significance (0.05)
					Value	tabled	
Cultural awareness	200	134.17	6.301	90	99.128	1.96	Significant

According to the results shown in Table No. (7), there are statistically significant differences in favor of the arithmetic mean of biology teachers' scores in the cultural awareness scale because the calculated T value is greater than the tabular.

Third hypothesis: Is a correlation relationship between the mean grades of biology teachers in the globalization scale and the cultural awareness scale at a significance level (0.05)?

The relationship between globalization and cultural awareness:

First: Pearson correlation coefficient was used to find out the correlation between the scores mean of biology teachers in the globalization scale and the cultural awareness scale, and Table (8) illustrates that.

Table No. (8) shows the correlation between the globalization scale and the cultural awareness scale

Correlations			
		awareness	globalization
Pearson Correlation	awareness	1.000	0.824
	globalization	0.824	1.000
Sig. (1-tailed)	awareness	.	.000
	globalization	.000	.
N	awareness	200	200
	globalization	200	200

According to the results shown in Table No. (8), there is a high correlation relationship between the globalization scale and the cultural awareness scale, as the Pearson correlation coefficient reached (0.824), and Table (9) explained the correlation coefficients and determining the relationship.

Table 9 correlation coefficients and relationship determination

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.824 ^a	0.679	0.678	3.57683

a. Predictors: (Constant), globalization

b. Dependent Variable: cultural awareness

b. Dependent Variable: Awareness

Second: To clarify the relationship between the independent variable and the dependent variable, a linear regression analysis was used, which explained that the calculated F value reached (419.664), which is greater than the tabular F value (3.02) with two degrees of freedom (198.1) at the level of significance (0.05) as in Table (10) .

Table 10 regression analysis of globalization and cultural awareness

Source	Sum of Squares	df	Squares Mean	F	Significance
Regression	5369.063	1	5369.063	419.664	Significant
Remaining	2533.157	198	12.794		
Total	7902.220	199			

From the statistical indicators of regression analysis, it was found that there is a relative contribution of the globalization variable to cultural awareness, as it reached (beta) (0.824), which is a significant contribution in terms of the value of the T amount (20.486). This means that the individuals of the research sample have the same level of globalization and cultural awareness as in Table (11)

Table 11: Contribution of the independent variable (globalization) to the dependent variable (cultural awareness)

variables	Contribution	Beta	t	Significance
globalization	0.439	0.824	20.486	Significant

To know the effect of the independent variable (globalization) on the dependent variable (cultural awareness), (ETA square) was used, as its value reached (0.679), which is a high value, and Table No. (12) illustrates that.

Table No. (12) illustrates the impact of globalization on cultural awareness

Conclusions: The current research reached a set of results, the most important of which are the following:

- 1- The results showed that there were statistically significant differences in favor of the arithmetic mean of biology teachers 'grades in the globalization scale.
- 2- The results showed that there were statistically significant differences in favor of the arithmetic mean of biology teachers 'scores on the cultural awareness scale.
- 3- The results showed that there is a high correlation between the globalization scale and the cultural awareness scale.

Recommendations: In light of the results obtained, the researchers recommend the following:

- 1- The existence of alternatives in dealing with the negative effects of the phenomenon of globalization in an educational and health manner for employees, whether in education or in various other sectors and institutions.
- 2- Working to include curricula and academic lectures in universities, topics that clarify the positive and negative effects of the phenomenon of globalization and take advantage of the technological progress that globalization brought to preserve cultural values in societies.
- 3- Paying attention to cultural awareness and cultural values of all segments of society to reach development and modernity with a future vision without prejudice to the cultural values of societies.

Proposals: To complement the current research, the researchers recommend conducting the following future studies:

- 1- Conducting a similar study on the impact of globalization on different media among young people in the middle school.
- 2- Conducting a similar study on the positive and negative effects of globalization on student teachers in Faculties of Education.
- 3- Conducting a similar study on the impact of cultural awareness on the personality and professionalism of science teachers (biology, physics, chemistry).

References

- 1- Al-Rumahi, I. K. J.(2017): Globalization and its Impact on Religious Education for Youth: Field Study in Diwaniyah Governorate, *Master Thesis*, Unpublished, College of Arts, AlQadisiyah University, Department of Sociology.

- 2- Al-Mutairi, O. S. O. (2013): Globalization and its impact on political culture among Kuwait University students, *master's thesis*, unpublished, College of Arts, Middle East University, Kuwait.
- 3- Syed, E. S. M., and others (2016): Building and codifying the cultural awareness scale for primary school pupils in basic education, *Journal of Educational and Social Studies*, Volume (22), First Issue, Egypt.
- 4- Mustafa, H. S.A. (2013): Globalization: Its Concept and Some of Its Educational Implications in Contemporary Thought, *Journal of the College of Education in Suez*, Volume (6), Issue (3), Egypt.
- 5- Abu Maal, A. F. (2008): *Children's Literature and Child Culture*, United Arab Company for Marketing and Supplies, Cairo, Egypt.
- 6- Abdul Rahim, M., and Mahdi, N. A.(2010): The role of the media in forming social awareness among Palestinian youth, *a field study* on a sample from the Faculty of Arts, Al-Azhar University, Egypt.
- 7- Al-Shibli, I. M. H. (2012): Globalization and its representations in postmodern art, *PhD Dissertation*, Faculty of Fine Arts, University of Babylon.
- 8- Hamad, D. (2012): The Impact of Cultural Globalization on the Citizens of the West Bank, *Master Thesis*, , College of Graduate Studies, An-Najah National University, Palestine.
- 9- Al-Mahmadi, S. M.(2009): *Globalization and its Impact on Higher Education*, *College of Education for Girls in Makkah Al-Mukarramah*, Department of Islamic Studies, Umm Al-Qura University.
- 10- Tamim, A. (2006): *Globalization: Contradictory aspects and negative effects on developing countries*, Kiev, Center for Religious Studies of Muslims of Ukraine.
- 11- Tarawneh, M. (2010): *Political Globalization, Challenge and Response*, First Edition, Culture publishing , Amman.
- 12- Hammad, Sh. (2005): The level of awareness of Palestinian university youth about the concept of globalization and its relationship to cultural identity and belonging, the research of the Islamic Call Conference, Changes of the Age, College of Fundamentals of Religion, Islamic University, Gaza.
- 13- Kanaan, A.A.(2008): University Youth and Cultural Identity in the Light of the New Globalization: A Field Study on Students of Damascus University, *Damascus University Journal*, Volume (44), Issue (4).
- 14- Marzouk, Sh. A. (2008): Globalization and Curricula, College of Education for Women, University of Baghdad, *Al-Fath Journal*, Issue (33).

- 15- Sakran, M. M. (2006): *Postmodern Education and Culture*, First Edition, The Anglo-Egyptian Library, Cairo.
- 16- Kaddour, N. (2007): *The Future of Arab Culture in the Light of Globalization*, Edition (2), Al Kutub publishing , Libya.
- 17- Alaaiz , F.A., and Assaf, M. A. (2009): The Role of Recreational Education in Spreading Cultural Awareness among Secondary School Students from the Viewpoint of Physical Education Teachers in Gaza Governorate and Ways to Develop It, *Islamic University Journal* (Humanitarian Studies Series), Volume (17) , The first issue.
- 18- Hamdi, M. H. M. (2015): Awareness and its Impact on Reducing the Spread of Negative Phenomena among Young People - Smoking and Ventilation as a Model, Department of Islamic Studies at the University College of Umluj, University of Tabuk, *Journal of the College of Fundamentals of Religion in Asyut*, Issue (33), The Twenty Fourth Research .
- 19- Al-Ruwaili, N. M. (2008): Factors Affecting the Saudi Young Woman's Awareness of Her Rights: An exploratory study on a sample of female students from King Saud University in Riyadh, an *unpublished master's thesis*, King Saud University, Kingdom of Saudi Arabia.
- 20- Al-Khafaji, R.I. and Abdullah M. H. (2015). *Statistical Means In Educational And Psychological Research (Its Concept - Its Importance - Its Applications Using The Statistical Bag Spss*, Dijlah, Amman.

Foreign sources:

- 27- Lee, N. (2009): Treating culture: What High School EFL Conversation text book in South Korea do "*English Teaching Practice and Critique*", May, Volume8, Number1, Faculty University.
- 28-Daniel, T. (2009): Globalizing Globalization: *The New-Institutional Concept of Education to International Couture*, Vol. 108, No. 2. 29-
- Al- lami, M. K. (2006): Assessing EFL Students Cultural Awakeness of English Language, *Master Thesis* , Education of- Ibn Rushed, University of Baghdad.
- 30- Barbara, S. (2010): *The Effects Of Globalization Phenomena On Educational Concepts // US- China*.