

Attitudes of Jordanian Badia Students towards the Use of Globalization Technologies

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Abstract

The study aimed at exploring the different trends associated with the use of globalization technologies by students coming from Badia region. The study also looks at the impact of gender, the academic stage and the income of the family. A sample of 244 students, gathering both males and females, was selected randomly and a questionnaire, consisting of 38 sections, was developed to measure these trends. The questionnaire was credible and reliable enough for the purposes of this study. The findings of the study revealed that students had a positive attitude towards the globalization technologies and there were statistically significant differences at the level of $\alpha = 0.5$ in favor of gender and particularly females, while there were no statistically significant differences at the level of $\alpha = 0.5$ that can be attributed to the academic stage and the income of the family. The findings also presented a host of recommendations, most importantly: encouraging students from Badia region to use globalization technologies and utilizing them for electronic education as well as conducting additional studies in this field to tackle other variables.

Keywords: attitudes; Badia students; information and communication technology

1. Introduction

The "information's revolution" is perceived as an important cultural revolution, changing everything that we think of as well our perceptions. In addition, it has changed the nature of information and the role of education, as a lot of the facts that were discovered long time ago have lost their significance as opposed to this era's scientific and industrial achievements. It is important for us, in this digital world, to not only focus on knowledge, but also tackle the making of knowledge and the ability to use it. In other words, citizens should possess effective mental skills in the future such as the ability to examine information, make the necessary links and process it as well.

The advent of globalization technologies and the information's revolution has created a new reality that is self-evident in our contemporary times. One of the most important manifestations of this reality is the fact that advanced countries monopolize these technologies, leading to an imbalanced flow of technology among the different parts of the world. As a result, this has allowed the western media outlets and culture to invade the communities of the developing world and threaten its identity and culture, making the preservation of the Arab identity a top priority (Ridha, 2007).

The globalization technologies, a vital issue in a globalized world and open spaces, are constantly developing with an impact that is growing stronger every day. This technical advancement was coupled with a series of rapid and consecutive changes affecting the Arab societies in the recent years in different cultural, intellectual and social fields. The youth segment is exposed to these changes and social and cultural transformations more than other societal segments, given their social status and the fact that they are in a transitional period, whereby they are prone to change their intellectual and social status through acquiring science and knowledge from all available sources. The youth are not only exposed to change more than others, but they also constitute one of the most important factors for cultural and social change, as they carry visions and perceptions that counter, in some cases, what their predecessors, living in completely different circumstances and with different technologies, have. Their beliefs may also be different from what others will hold in the future (Abdulltif, 2008).

The globalization technologies, which have turned the world into a global village, have increased the need to exchange expertise with others and the need, borne by people engaged in a learning process, to explore different environments where resources for self-search and self-development are in abundance. Thus, a lot of new techniques and methods of learning and teaching have emerged including the electronic education. It is defined as a method of learning that uses modern communication methods such as the computer; its networks; the multimedia methods encompassing picture, audio, drawings, search engines and electronic libraries; internet portals from afar or during the studying time; mobile phones and satellite channels. In short, the electronic education uses all forms of technology in order to deliver information to the student within the shortest period of time and with the least of efforts and the greatest advantage.

Perhaps the learning process is growing more important and dangerous at the same time, especially at this specific time, which came to be known as the "information era" or the era of

"computer and internet" and "technology". At this moment, global communications and the information's revolution have affected every single aspect of the human's life, especially that the human being is a civil creature by nature and cannot distance him/herself from these technologies or remain isolated from the world and what it is witnessing in terms of advancements, inventions and events. Therefore, the human being is compelled to embrace technology and know what is happening in this field through integration just like other people (Nasrallah, 2001). The emergence of the information technology and modern communications, including the internet, has led to changes in education, as the internet has offered space for a lot of activities and educational conferences as well as other issues that have not existed in science before. Jordan is one of the Arab countries, where the information and communication technologies have witnessed a remarkable development. Thus, the use of internet has gained a greater importance especially that the government announced that it intends to turn the Kingdom into a place that attracts investments in this field as one of the primary goals.

According to statistics revealed in 2010, Jordan's population stands at 6.7 million. The annual income per capita does not exceed 2400 \$ in the relatively poor country. Land-line phones amount to 830,000, which means that there are 13 phones for every 100 people, while the mobile phones reach a total of 2,600,000 lines (General statistics, 2010). There can be an almost unanimous consensus that the use of internet in Jordan is accompanied by a state of freedom that is not found in many other Arab countries. The government officially affirms that there is no censorship or prohibition with regards to the content of the websites or the different electronic communications including the news groups, email messages or any other form of internet usage.

Internet cafes are an important outlet to use the internet, namely for youth and students who do not have personal computers or cannot afford a monthly internet subscription. The cost of connecting each café to the internet reaches up to 3200 JD on a monthly basis (4480 \$), which is a high price. However, café owners say that it is a good investment, although they offer the service at affordable prices (0.48) \$ per hour. Some sources put the number at 500 internet cafes. (General statistics, 2010).

Statistics, conducted by the General Statistics Department, reveals that the age group 18-22 constitutes the majority of users at internet cafes in Amman and Irbid, the two largest cities in Jordan as they make up more than 44 % of the population. In addition, the electronic chat constitutes 85 % of the overall use of internet in Jordan, exceeding any other form or application. Another interesting finding of the General Statistics Department's survey, covering 1000 Jordanian families, is that males use the internet and computers more than women, although this trend is changing with a growing number of females visiting internet cafes apparently. (General Statistics, 2010).

Today, the globalization technologies shorten distances, bring people closer irrespective of borders, globalize the private life, infringes upon the privacy of individuals and stereotypes behaviors, expectations and interests. The emergence of satellite channels has carried along a change on the society in terms of structure, functions, beliefs, values and ideas, which has happened on purpose. These changes have led to the development and advancement of the

society on one hand, while crippling the society, tearing it and its culture apart and making it "inferior" on the other hand. The nature of the change is associated with the response to the satellite message and the way it is received. Did recipients respond to benefits or disadvantages? (Nijar, 2004).

Teresa (2001) suggested that the involvement of the information technology in teaching will develop the intelligence and skills of the students, and add extra confidence in their education more than that the traditional ways of teaching do.

The satellite channels are playing the major role in social upbringing, as the channels broadcast shows all day and night and continue to compete with others to present the best content. Television has become one of the factors that compete with the family, school, university and worship places. Therefore, it is important to focus on what is being presented and media workers should take into consideration the mindset of this nation and its values and ideas. Furthermore, official and non-official entities should cooperate to instill good values and deepen their presence (Nijar, 2004).

While speaking of globalization technologies, it is important to tackle the two contradictory faces; the positive face and the negative one. They have opened new spaces that have broadened the human's knowledge and allowed us to learn closely about the world. This has happened to those who have avoided its dangers and understood how to deal with the issue to increase the benefits without losing. The following are some of the advantages: (Al-Najjar, 2004):

- 1) It contributes to development, education and delivering information to remote and isolated areas through receiving information directly from satellite dishes in the sky, breaking all borders and entering households without permissions. The user has access to the whole world and can know directly what is happening.
- 2) It carries media content that is of great use, including the educational channels that offer free classes in different sciences, cultural channels broadcasting seminars and productive debates and news channels that cover political, social, cultural and economic news from the field in a speedy manner. In addition, some channels broadcast drama that carries a message addressing the user and contributes to strengthening the bonds within the Arab family.
- 3) Globalization have generally created a bond between Arab expats and their greater homeland. They have bridged the gap in the performance of Arab joint institutes and enhanced the image that Zionists have promoted of Arabs in Europe and America, making it easier to preserve the Arab heritage.

The following are some of the disadvantages of globalization technologies (Al Bayani, 2004, Abdul Ameer, 1999):

- 1) Information technologies are a main tool of globalization; therefore, its ideology seeks to eliminate all familial, national, religious, pan-national, cultural and other ties associated to segments in order to associate the individual with the technologies

and the new life, created by successive generations in its different developments.

- 2) The large number of programs coming from this technology will force the members of the family to sit for long hours to watch them, reducing the social interaction among members of the family.
- 3) Information technologies help change the values and introduce imported ideas and values that may not be consistent with the Arab and Islamic heritage.
- 4) Inhabitants of the entire planet are connected to satellite dishes and TV channels that are found all over the globe, which means they address an international globalized audience and not a local one.
- 5) Arab countries rely on foreign news agencies, which tend to structure and put the news in the form that western entities prefer in order to distort the individual and his/her preferences. Therefore, we are consuming their news, ideas and traditions.

There are other studies that have highlighted the positive and negative outcomes of using globalization technologies including:

*A study by Abu Jaber and Abu Omar (2000) sought to identify the attitudes of students and teachers towards computers in public schools in the southern governorates of Jordan. The sample consisted of 700 students, selected in a random, segmental and cluster manner. The teachers' sample was comprised of 74 teachers and the study has shown that the attitudes of students and teachers were positive towards the computer.

*Carswell and others conducted a study that aimed at exploring students' opinions in the experience of remote learning through internet and its impact on the outcomes of education as opposed to the traditional way (Carswell, et al, 2000). The sample was comprised of 500 students who were distributed among two groups: the first group, consisting of 300 students, studied the educational subject through the internet and using remote learning methods, while the second group, consisting of 200 students, studied the subject using ordinary means. The study revealed that the outcomes are similar, although students preferred using the internet and wanted to replicate the experience.

*A study conducted by Sanders and Morrison (Sanders & Morrison, 2001) sought to investigate the attitudes of Bachelor students in Southern Georgia University towards studying subjects of biology through education via the web. The findings revealed that students showed positive attitudes towards this form of education. Female students gave more positive attitudes than males towards it.

*Another study by AL_Najar (2001) sought to identify the reality of using the information technology application in the scientific research by the teaching staff of King Faisal University. The study sample included (130) instructor. The results showed that most of the staff realized the importance of using the internet in the scientific research, and considered it to be of great importance.

*Ereikat's study (2003) aimed at investigating the attitudes of higher studies' students at the

University of Jordan towards the internet, described as a means of information and communication technologies. The study also examined the impact of gender and experience in computers on these attitudes. The sample was comprised of 350 students. The results showed positive attitudes from students towards using the internet in education and there were statistically significant differences that are attributed to the gender and in favor of males. Scientific majors also had more positive attitudes than literary majors. Holding an experience in computer is also positively linked to the attitudes of students towards using internet in education.

Koohang (2004) conducted a study that aimed at investigating the learners opinions about e-learning, in the University of National Lueiss and the effect of gender, age and the internet experience on their opinions. The results showed that the more experience the students were, the more positive attitudes they had, but their weren't statistically significant differences attributed to gender, age or internet experience.

*In Paris' Study (2004), the researcher aimed at investigating attitudes of high school students towards education via the web, a form of electronic education. The sample was comprised of 52 students from Idalia School in Australia. They were divided into two groups: an experimental group learning information and communication technologies with support from the web and a control group learning through ordinary means. The results showed that students from the experimental group had more positive attitudes than their colleagues from the ordinary group. There were no statistically significant differences that can be attributed to the gender.

*Another study by Minhsein (2005) was conducted in Taiwan about internet learning and attitudes towards it, through a questionnaire distributed to 630 male and female students. The conclusion was that male students prefer to use the internet for learning more than females, and they have positive attitudes towards internet learning.

*The study of Upton (2005) sought to design and produce a subject of psychological health for students who were pursuing a bachelor degree in nutrition at Wales institute. The study wanted to present it in the form of electronic education via the web directly and investigate the students' attitudes towards this kind of education. The performance of the students who studied through this method was then compared to that of others who used traditional means. The results showed that there were no statistically significant differences between the two methods. However, students who used the electronic education were enjoying the subject and had positive attitudes.

*Another study by Abuloum& Al-Khakash (2005) aimed at evaluating the impact of gender, experience in the internet and the frequency of accessing the website of educational topic on the attitudes of students towards electronic education. The sample was comprised of 440 students who studied principles of accounting at the Hashemite University. The results showed that the experience in using internet and the frequency of accessing the website have an influence and can change students' attitudes towards electronic education. There were no statistically significant differences to be attributed to the gender.

* Suplico study (2008) measures the attitudes towards globalization of 95 South Korean college students at a private university in Seoul, South Korea. The 53 male and 42 female respondents were Business Administration majors. Using the Program on International Policy Attitudes (PIPA) questionnaire, attitudes towards globalization were classified into two major groups 1. attitudes towards economic globalization and 2. attitudes towards cultural globalization. Overall, the results show that these students feel positive about economic and cultural globalization. Of the 13 items measuring economic globalization, there was a statistically significant difference in the replies of male and female respondents when asked if globalization was good for the environment. The female respondents tend to be less enthusiastic when asked if globalization was good for the environment compared to their male counterparts. Although the question on the environment was only one of the 13 items in the PIPA questionnaire under economic globalization, the results strengthen previous studies that showed that females tend to be cautious towards globalization compared to their male counterparts. The replies of male and female respondents to the 10 items measuring cultural globalization showed no significant difference. This implies that male and female respondents find cultural globalization easier to embrace rather than economic globalization.

*The study of Al-Zyoud (2009) 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 results 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.

*The study of Al-Muhtaseb (2009) aimed at assessing secondary school students' level of scientific literacy and its relation with their attitudes toward science and technology.

The sample of the study consisted of 1173 students distributed into 20 schools selected randomly out of 150 schools in Amman. The data were analyzed by using One-Way ANOVA to compare mediums of the groups' achievement in the scientific literacy test, and Pearson correlation factor between level of literacy and attitudes was calculated. Results showed that there were low levels of scientific literacy among the whole sample, a significant difference ($\alpha \leq 0.05$) due to gender in favor of males, specialty in favor of scientific stream, school environment in favor of private schools of foreign programs, and a high correlation factor between literacy and attitudes.

The researchers believe that examining attitudes is among the most important criteria that can help project and predict behaviors. They argue that knowing individuals' attitudes towards the use of information and communication technologies is strongly linked to the actual use of them. In addition, forming flawed or negative concepts of them can drive people away from these technologies.

Therefore, the current study seeks to examine the attitudes of a sample, representing students from Jordanian Badia, towards the use of information and communication technologies and what the latter offer in terms of advantages and disadvantages. It also explores their confidence in these technologies to combat the western cultural expansion and how the youth are being prepared to protect themselves from the negative implications and benefit from technologies in a manner that is in line with our culture, values and religion.

2. Method and Procedures

The methodology: the researchers adopted the descriptive methodology, as they used a survey to assess the attitudes of students towards the use of information and communication technologies.

2.1 Problem and questions of the study

In light of the objectives, we can now highlight the problem of the study. As we can observe, youth, including students from Badia, are widely using globalization technologies (using the computer and internet, watching Arab and foreign satellite channels and using mobile phones). This can possibly lead to an improper behavior, resulting in negative outcomes on the social behavior of this segment of society. The problem of this study lies in the absence or scarcity of studies that identify the attitudes of Jordanian Badia students towards the use of these technologies. They are identified through answering the following main question: what are the attitudes of Jordanian Badia community towards the use of globalization technologies?

The following are sub-questions that are derived from the main one above:

- 1) Are there any statistically significant difference at the level ($\alpha=0.5$) for the attitudes of Jordanian Badia community towards the use of globalization technologies according to impact of gender?
- 2) Are there any statistically significant difference at the level ($\alpha=0.5$) for the attitudes of Jordanian Badia community towards the use of globalization technologies according to academic stage?
- 3) Are there any statistically significant difference at the level ($\alpha=0.5$) for the attitudes of Jordanian Badia community towards the use of globalization technologies according to income of the family?

2.2 Objectives of the study

The current study aims at identifying attitudes of Jordanian Badia students towards the use of globalization technologies and the extent to which they are influenced by the latter, positively

and negatively, in psychological, social, cultural and other fields. The two researchers believe that there are few studies that focus on the attitudes of Jordanian Badia students towards these technologies that have invaded our households and work places and other venues. These studies can help understand the psychological and social reality of our youth and the link between some variables of the study and these attitudes.

The objectives can be listed as follows:

- 1) Identifying the attitudes of Jordanian Badia students towards using globalization technologies.
- 2) Identifying any statistically significant differences among the attitudes that can be attributed to: gender, academic stage and income of the family.

2.3 Importance of the study

The study's importance emanates from the fact that it is an attempt to identify attitudes of Jordanian Badia students towards the use of globalization technologies. It is also important because the sample is comprised of both; males and females and it is one of the few scientific studies on the topic, as far as the researchers know. In addition, the importance of the study springs from the importance of globalization technologies themselves, perceived as modern technologies that help solve a lot of educational problems such as knowledge explosion and the considerable and sudden increase of these technologies.

2.4 Terms used in the study

The following terms and concepts, presented in this study, mean the explanations that are shown below:

- Attitudes: organized and planned way of thinking, feeling and responding towards people, groups, social causes or any incident in the surrounding environment (Abdulltif, 2008).
- Jordanian Badia students: Students, from both sexes, who come from Jordanian Badia community and attend public schools in various directorates of Jordanian Badia.
- Globalization technologies: anything that enables us to access information, interact with each other and affects the environment using electronic and digital means. Accordingly, information and communication technologies are more than just computers. They include the internet, mobile phones and satellite channels (Al-besher, 2008).

2.5 Determinants of study:

The determinants of the study are as follows:

- The sample, presented in the study, only represents students from Badia who attend Jordanian public schools under the jurisdiction of directorates of education for the academic year of 2011/2012.
- Independent variables are: gender, academic stage and income of the family.

2.6 Community of the study and the sample

The community of the study covers all Jordanian Badia students who attend schools in different directorates under the jurisdiction of the Ministry of Education in the academic year of 2010/2011. The total number of individuals, making up the community, has reached (54218) students with males standing at (22332) students and females reaching (22886) students. As for the sample, it was comprised of 244 students with 131 males and 113 female students. Table NO 1 shows the distribution of the community according to the independent variables.

Table 1: Distribution of sample according to directorate, gender, specialty and qualification

Percentage	Frequency	Segment	
53.7	131	Male	gender
46.3	113	Female	
60.2	147	Elementary	Stage
39.8	97	High school	
79.1	193	Less than JD 3000	Annual Income of the family
20.9	51	More than JD 3000	

3. Results of the study

3.1. Results of the first question, which is:

"What are the attitudes of Jordanian Badia community towards the use of globalization technologies?"

In order to answer this question, the research first worked on extracting arithmetic averages and standard deviations for the attitudes of Jordanian Badia community towards the use of information and globalization technologies and the results were as follows. (Table No 2).

Table 2: Arithmetic averages, standard deviations and percentages of the sample's performance on a scale for attitudes organized in a descending order according to arithmetic averages

Percentage	Standard deviation	arithmetic average	Sections	Section No	Order
%91.4	.71	4.57	I believe information and communication technologies save time and effort.	6	1
%91.0	.67	4.55	I believe that using the information and communication technologies is a cultural necessity.	1	2
%89.6	.77	4.48	I believe that information and communication technologies allow us to know the latest news, innovations and inventions.	4	3
%87.8	.93	4.39	I like information and communication technologies because they help find answers	20	4

Percentage	Standard deviation	arithmetic average	Sections	Section No	Order
			that are not attainable through other sources.		
%86.2	.87	4.31	Information and communication technologies encourage the innovation and the scientific thinking.	11	5
%96.6	.83	4.28	I feel that information and communication technologies turn the world into an interconnected global village. .	3	6
%85.0	.88	4.25	I like information and communication technologies because they help promote scientific and technological means.	7	7
%84.4	.92	4.22	I believe that using information and communication technologies help in academia and education and enable us to a better qualitative education.	33	8
%81.8	.90	4.09	I like information and communication technologies because they offer additional options for entertainment and pleasure.	16	9
%80.8	1.06	4.04	I feel that the collective use of information and communication technologies (at schools) has tangible risk-free advantages.	2	10
%79.8	1.11	3.99	I believe that the use of information and communication technologies reduce the use of standard Arabic and promote the colloquial Arabic or English.	37	11
%76.4	1.25	3.82	I am interested in information and communication technologies because they offer additional opportunities of knowing others and friendships between the two sexes and with the same sex.	17	12
%76.0	1.27	3.80	I hate information and communication technologies because it does not allow me to perform my duties (worship, studying and helping the family)	29	13
%75.6	1.24	3.78	I like the information and communication technologies because they help connect the women with the public life through their participation in labor market outside the household.	28	14
%75.4	1.31	3.77	I believe that information and communication technologies make the youth get closer to sins	23	15

Percentage	Standard deviation	arithmetic average	Sections	Section No	Order
			prohibited by religion and society (adultery, drugs, alcohol, etc)		
%75.0	1.14	3.75	I believe that information and communication technologies help promote the American intellectual, moral and behavioral model.	24	16
%75.0	1.22	3.75	I believe that information and communication technologies have strengthened the bond of friendship among individuals.	31	16
%75.0	1.34	3.75	I believe that the use of information and communication technologies is among the most important and fastest methods to promote corruption and immoral acts.	38	16
%74.8	1.06	3.74	I believe that information and communication technologies promote global models and samples that negatively affect the traditional local models.	21	19
%74.6	1.09	3.73	I like the information and communication technologies because they help promote the universal and humane values.	25	20
%74.4	.91	3.72	I feel that the information and communication technologies help broaden perceptions of the family and help the family make the best of it.	13	21
%74.4	.95	3.72	I believe the information and communication technologies help promote a global model that is not consistent with my culture and environment.	30	21
%74.4	1.13	3.72	I believe that the use of information and communication technologies helps promote blind adherence and eliminates the components of a character.	36	21
%73.6	1.21	3.68	I dislike the fact that information and communication technologies make the family lose control over the children and the ability to monitor them.	12	24
%72.8	1.12	3.64	I believe that the use of information and communication technologies is an additional financial burden for the family.	9	25
%72.8	1.08	3.64	I believe that the use of information and communication technologies threatens the religious, moral and national criteria and	34	25

Percentage	Standard deviation	arithmetic average	Sections	Section No	Order
			components and help create new ones.		
%71.0	1.11	3.55	I believe that information and communication technologies encourage the growth of consumptive attitudes and wasting resources.	10	27
%70.0	1.27	3.50	I like the information and communication technologies because they strengthen bonds within the family (increase interaction among members of the family)	14	28
%69.6	1.05	3.48	The information and communication technologies embolden the sentiments associated with an Arab identity that bypasses national local entities. .	19	29
%69.0	1.35	3.45	I dislike information and communication technologies because they promote incorrect manifestations of religion.	26	30
%66.2	1.31	3.31	I believe that information and communication technologies have promoted the values of peace and love among individuals and societies.	32	31
%66.0	1.39	3.30	I refuse the use of information and communication technologies because they distort the humanity of women and their cultural status.	35	2 3
%65.0	1.44	3.25	I am interested in information and communication technologies because they enhance the image of women in society.	27	33
%64.6	1.32	3.23	The information and communication technologies weaken the demand on local products (manufacturing, tourism, heritage, art, traditions)	22	34
%63.6	1.07	3.15	I believe that information and communication technologies make information more ambiguous and inaccurate and distort facts.	5	35
%59.0	1.26	2.95	I believe that information and communication technologies weaken the allegiance towards the local society.	18	36
%56.0	1.33	2.80	I believe that information and communication technologies are a waste of time.	15	37
%48.0	1.20	2.04	I dislike information and communication	8	38

Percentage	Standard deviation	arithmetic average	Sections	Section No	Order
			technologies because they do not help the promotion of science and scientific advancement.		
%74.0	.34	3.71	The tool as a whole		

3.2 Results of the second question, which is

"Are there statistically significant differences at the level of ($\alpha=0.5$) in the attitudes of Jordanian Badia students towards the use of globalization technologies according to gender?"

To answer this question, the researchers carried out a (T-test) on the attitudes of Jordanian Badia students towards these technologies according to the variable of gender as shown in table No 3.

Table 3: Arithmetic averages, standard deviations and T test for the impact of gender

Statistical significance.	Level of freedom	Value of "T"	Standard deviation	Arithmetic average	Number	Gender
.015	242	-2.445	.332	3.67	131	Male Total
			.339	3.77	113	Female

As table No 3 reveals, there are statistically significant differences at the level of ($\alpha=0.5$) in the attitudes of Jordanian Badia students towards these technologies, which can be attributed to the gender and stands in favor of females. The value stood at T 2.445 and had a statistical significance of 0.015.

3.3 Results of the third question, which is

"Are there statistically significant differences at the level of ($\alpha=0.5$) in the attitudes of Jordanian Badia students towards the use of globalization technologies according to the academic stage?"

To answer this question, the researchers carried out a (T-test) on the attitudes of Jordanian Badia students towards these technologies according to the variable of the academic stage as shown in table No 4.

Table 4: Arithmetic averages, standard deviations and T-test on the impact of the academic stage

Statistical significance	Levels of freedom	Value of T	Standard deviation	Arithmetic average	Number	
.771	242	-0.291	.334	3.71	147	elementary Total
			.347	3.72	97	High school

As the table No 4 shows, there are no statistically significant differences that can be attributed to the academic stage. The value stood at T (0.291) with a statistical significance of 0.771.

3.4 Results of the fourth question, which is

"Are there any statistically significant differences ($\alpha=0.5$) in the attitudes of Jordanian Badia students towards the use of globalization technologies that can be attributed to the income of the family?"

To answer this question, the researchers carried out a (T-test) on the attitudes of Jordanian Badia students towards these technologies according to the variable of the family's income as shown in table No 5.

Table 5: Arithmetic averages, standard deviations and T test for the impact of family's income

Statistical significance	Level of freedom	Value of T	Standard deviation	arithmetic average	Number	
.396	242	-.851	.339	3.70	193	Less than JD 3000
			.338	3.75	51	More than JD 3000

Table 5 shows that there are no statistically significant differences that can be attributed to the income of the family, as T value stood at 0.851 and had a statistical significance of 0.396.

4. Discussion of the Results

4.1 Discussion the results of the first question and its content

What are the attitudes of Jordanian Badia students towards the use of globalization technologies?

Results have shown that the attitudes of Jordanian of Jordanian Badia students towards the use of globalization technologies are positive, as the sections that scored higher than 60 % added up to 35 out of 38 with their percentages ranging between 63.6 % and 91.4%.

There were two sections that ranged between 56.0% and 59.0 % and one section with a percentage of 48.0%. The overall percentage of the tool stood at 74.0 %. This answers the first question and indicates that the attitudes of Jordanian Badia students towards the use of these technologies are positive. This conclusion is perhaps consistent with the studies of Upton (2005) and Paris (2004), which have shown positive attitudes towards electronic education.

However, it is different from the studies of (Koohang, 2004) which have indicated that the attitudes of students towards electronic education are not highly positive. This conclusion is probably in line with the advantages of globalization technologies, as they contribute to developing intellectual aspect and instilling self-dependence in education which is a more effective, active and interactive form (Al Bisher, 2008).

Jordanian Badia students seem to have realized that globalization technologies will be of advantage to them in the future and that they will play a key role in the future. Thus, they have shown willingness to use them. It has urged them to keep up with the scientific advancements and the positive attitudes towards these means and technologies. This has created positive attitudes among the students and a tendency towards modern technology and scientific updates.

4.2 Discussion of the results of the second question

"Are there statistically significant differences at the level of ($\alpha=0.5$) in the attitudes of Jordanian Badia students towards the use of globalization technologies according to gender?"

The answers to this question have shown that there are statistically significant differences at the level of ($\alpha=0.5$) among the attitudes of Jordanian Badia students towards the use of globalization technologies. The differences are attributed to gender and in favor of females. It indicates that females' attitudes towards the use of these technologies are more positive than those of their male counterparts. The fact that these technologies can be used within households can probably explain this conclusion, as female students can access information, log in websites related to their studying curricula and do school homeworks through computers and internet from home. These can be practiced without having to go through an embarrassment to females, especially that the predominant social trend in Badia's communities tend to go for segregation of the two sexes.

All of these reasons have led to attitudes among females that are more positive than those of their male counterparts.

This study agreed with (Sanders & Morrison, 2001) study, which highlighted significant differences in favor of females. However, it disagreed with Ereikat's study (2003) which showed significant differences in favor of males. It also disagreed with studies of (Paris, 2004; Abuloum & Al-Kadash, 2005) that did not find any differences according to gender.

4.3 Discussion of the third question

"Are there statistically significant differences at the level of ($\alpha=0.5$) in the attitudes of Jordanian Badia students towards the use of globalization technologies according to the academic stage?"

Answers to this question found that there are no statistically significant differences at the level of ($\alpha=0.5$) in the attitudes of Jordanian Badia students towards the use of globalization technologies according to the academic stage. This conclusion is probably attributed to the fact that all of these students had similar opinions towards the use of these technologies, regardless of their academic stage, especially that these technologies have spread to the majority of the households and are used by the majority of students irrespective of their academic stage.

They may also find answers to some of their homeworks, assigned by their teachers at school, as teachers motivate their children and encourage them to learn the educational topics electronically and interact with these tools, technologies and their content. This situation

has created similar attitudes towards globalization technologies, making them have one perception whether they are in the elementary school or high school. This conclusion is similar to the one presented by (Al Bisher, 2008).

4.4 Discussing the result of the fourth question

"Are there any statistically significant differences ($\alpha=0.5$) in the attitudes of Jordanian Badia students towards the use of globalization technologies that can be attributed to the income of the family?"

The answers to this question have shown that there are no statistically significant differences ($\alpha=0.5$) in the attitudes of Jordanian Badia students towards the use of these technologies, which can be attributed to the income of the family. In other words, income has not played an important role in shaping the character or the values of an individual. In addition, it does not change the perception towards the use of these technologies. This is attributed to the fact that students from all social and economic classes share the same interests. globalization technologies create a certain mindset and approach that is different from the traditional ones and so these technologies have become naturally widely spread among the students due to scientific advancement.

These findings are different from that of (Bisher, 2008), as the latter found an impact for the income of the family, with those who have a high annual income enjoying the influence. In the coming years, the researchers believe that people will use these technologies on a wider scale, and therefore, the demand will be on the rise, the cost will be reduced and the importance of these technologies will grow among the society and students in particular.

5. Recommendations

- 1) Encouraging the students, coming from Badia, to use the information and communication technologies in order to enhance their knowledge in this field, benefit from it for electronic education and respond to this form of education and promote it.
- 2) Expanding the use of electronic education in schools due to the positive attitudes of Badia students towards the use of information and communication technologies. This can be achieved through increasing the number of lessons in this field in all subjects.
- 3) Encouraging the students to use the computer and internet in schools in order to enhance their expertise.
- 4) Conducting seminars, designed to raise awareness, familiarize students with the positive use of these technologies and warn them of their disadvantages.
- 5) Conducting additional studies in the field of information and communication technologies to tackle other variables such as: the region and the student's grades (GPA) at school.
- 6) Conducting other studies to identify the attitudes of teachers and administrative staff

towards the use of information and communication technologies.

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