

Globalization and Cultural Attitudes of Saudi Arabia's College Students:
Impact of Satellite Entertainment.

by

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ABSTRACT

This study focuses on the effects of modern entertainment programs on the attitudes of Saudi Arabia's college students. A total of 1,355 students from King AbdulAziz University in Saudi Arabia, between the ages of 18 and 24, responded to a survey aimed at identifying the rate of change in social attitudes. The results indicate significant change and Westernization in the categories of parental authority and behavior mode. However, in the category of attitudes toward women's rights, no significant change in attitude was detected. Since this research study involved only a sample population from one university, a larger population would be necessary to add further results to this study.

DEDICATION

To my parents; for their undying support and prayers. Without them, I will never have gone this far. To my loving husband; for pushing me through. To my children; for leaving their childhood home for my betterment.

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CHAPTER 1

Introduction

Over the last two decades, the Middle East has seen a transformation of available media, as access by the general population has expanded due to shifts from predominantly government control to private ownership and distribution by independent providers (Hanson, 2008). This transformation has led to changes in the cultural environment across the region as it became easier and more affordable to have satellite television available in the private sphere.

Satellite channels, especially entertainment programs, have turned into a tool used to influence young people and consequently their attitudes, and social behavior.

Entertainment programs now target all categories and groups of society including youth. This phenomenon has sparked sociologists and media researchers to be study the social and cultural effects of entertainment programming and track these effects in the attitudes and behavior of young people. Clearly, this study of the influence of programming includes the study of the nature of social influence and the role entertainment programs play in influencing the attitudes, values, and behavior of youth and the further influence of the external appearance (life style), academic achievement, and perspective on family authority of youth.

Contemporary Saudi Arabia is experiencing positive and upward socio-economic development throughout the whole of society. The state has allocated a considerable portion of the federal budget to provide fundamental services to citizens with the aim to build a society capable of coping with state-of-the-art technology and techniques and to

raise the national standard of living to the ranks of developed countries ("Ministry of Foreign Affairs," 2010). Developmental efforts exerted by the state have not been limited to provision of domestic services, rather they also include providing facilities to individuals to further recognize other cultures and interact with such through provisions of modern communication tools like as the satellite television channels.

Satellite television was first introduced to Saudi Arabia in the 1990s. Often, new technology is subjected to harsh criticism by the Saudi population due to religious and cultural norms, (Bin Khalid, 2012). However, over time, these new technologies became widely accepted. Now, satellite television can be found in most households, including homes in small towns and semi-remote villages. Television programming has become an important aspect of Saudi society, as it is both a national pastime and has opened a new means of communicating and receiving information with the rest of the world. People are able track ongoing international news, events, and cultures at the touch of a button.

In this environment, newly developed Arabic television stations created a wide variety of programming, including educational, informational and entertainment programming for a range of ages and tastes- but in particular catered to the tastes of the youth. These channels competed against each other in creating programming that targeted and appealed to the youth population in different age groups, in part, because they were considered to be most influenced by the media and open to change. Movies, television series, talk shows and more programming from western media were translated and broadcast in Arabic, in turn transferring western culture, ideology and values to the people. Imitation shows began to appear; programs such as "American Idol", became

“Arab Idol”, “America’s Got Talent” became “Arab’s Got Talent”. Entertainment television shows like these quickly became the most watched programming amongst the youth population of the country, as it is related to their tastes and perspective and enticed them with its visual excitement and suspense. Orabi and Al-Omari (2001) found that the changes associated with the modernization process and values lie in the fast-paced transformation. This transformation has induced consumption and dependence values, alongside with the change in familial structure and receding of parental authority. This process continues to trickle down to the youth population.

In Saudi culture, young people are viewed as the most susceptible age group, specifically in terms of vitality and capability of giving as well as vulnerability to the changes of a contemporary world. This stage of life is then considered the most perilous stages in the human lifetime as ideology become stronger and the scope of relationships extends the intimate domestic to interaction and responsibility for the entire society. Additionally, youth are in the midst of developing their psychological and intellectual preparedness, at this point they are vulnerable to absorb any new during that stage of life. Research suggests that in this search young people tend to prefer openness and choose to search for novelty in ideas and beliefs, due to a wide-spread appreciation of intellectual and psychological preparedness for renovation, innovation, and creation (Al-Youssif, 2000).

The initiative behind targeting Saudi college students as subjects for this study is because of their place in the future of Saudi Arabia’s economy and working world. Their studies make way for opportunities to lead companies and be proactive in foreign

relations. The generation of youth that is now in college and university will essentially be granted the responsibility in the future to be ambassadors and spokesman for the culture in Saudi Arabia. Being given this position, they are most vital in research to understand the pattern that the culture in Saudi Arabia follows.

Culture is an important component in the formation of character as it involves a set of valuable directives. Since culture, with all of its relevant values and criteria, is partially responsible for steering the individual's conduct in the social arena, it is clear that the characters of young people that may not contain cultural components sufficient to steer their behavior may be vulnerable for behaving in a manner deemed to go against social harmony and acceptance. In the course of such period, young people may have or develop some type of resistance to their original cultural loyalties or values, as they are subject to an experience of trial, change and modification to all values acquired during the social-raising process. Within this frame, a specific conflict of values surfaces regarding the dynamic between the beliefs of young people and those of previous generations due to the developing and differing beliefs that exist among the younger population in terms of their values and self-satisfaction, particularly in a world replete of contrasts and contradictions (Lily, 1995). Globalization poses a challenge to domestic values in all societies, including Saudi society. This challenge requires an efficient and cooperative reaction to steer globalization in a manner that allows for benefits of globalization. This reaction could be achieved through conducting field studies and using the results to approach this target of global advantage. Within this approach and frame, this study is developed.

Statement of the Problem

Mass media, especially satellite television stations, is considered one of the most prominent sources of culture. According to Castells (2010):

The real power of television, as Eco and Postman have also argued, is that it sets the stage for all processes that intend to be communicated to society at large, from politics to business, including sport and art, television frames the language of societal communication. (p. 364)

These tools shape the perceptions and behaviors of many of the members of a specific community, especially because the growing numbers of entertainment programs broadcasted by these stations are no longer isolated from the recipient. Furthermore, it may be said that the influence of this media is stronger than all other means of influence. This assertion may be especially accurate when the recipients belong to the younger generation of a given population, of whom many have not yet had life experiences to distinguish between culturally and morally appropriateness specific to their specific community. Therefore, widespread access to these entertainment programs available on satellite television creates concern from within society about the impact and affect on the attitudes and cultural values amongst Saudi youth. This concern, in turn, influences researchers to study and understand how these programs affect the values of the youth. Hence, a problem of this study can be identified through investigating the effect of globalization—represented in entertainment TV satellite channel programs— over attitudes of Saudi college students towards specific selected given local values, such as parental authority, woman's rights, and behavioral modes.

Importance of the Study

The importance of this study lies in researching and investigating an intellectually and societally important issue of extensive debate within both the global and Saudi communities at the present time. Therefore, this study is an attempt to grasp and understand globalization at the cultural level.

- This study explores sociological concerns with the cultural aspect of globalization, as well as the challenges and effects upon an important social stratum—i.e., the youth. Young people are facing two different cultures: first, the local culture which expresses the voice of their society and its culture; second, the global culture originating in this study from satellite channels, which express internationally prevalent cultural currents. For this reason, importance of this study manifests itself through its attempt to identify the effect of such cultural dualism over young people as well as on their values and social coherence.
- This study may shed light on negative and positive effects of entertainment programming and is likely to enrich the knowledge about these consequences, the approaches to practically derive benefit from them, while reducing the negatives effects ensuing from exposure.
- Specialists in the planning and development sectors may draw benefits from findings and recommendations of this study in preparing programs for young people in Saudi viewership as well as their societal peers to reduce friction.
- Researchers in sociology, education, and mass media may draw benefit from

findings in understanding Saudi society, and grasping changes or problems ensuing from globalization, and finally proposing solutions for outsiders and members of Saudi culture in facing it.

Objectives of the Study

The main objective of this study is to recognize the effect of globalization on the attitudes of Saudi college students over their values embodied in the use of entertainment programs viewed via satellite channels and through access to internet weighed against time spent viewing programming.

In view of what has been previously stated, secondary objective of the study is to explore the demographic variables, such as (gender, age, parents' education level, traveling, and fluency in other languages) that may influence Saudi college students by globalization (specifically through entertainment programs).

Study Questions

Out of the main objective, several questions emerge for this study to answer. The main questions are as follows:

What is the effect of entertainment programs on attitudes in participants in the sample group towards parental authority values?

What is the effect of entertainment programs on attitudes in participants in the sample group towards woman's rights and status values?

What is the effect of entertainment programs on attitudes in participants in the sample group towards behavioral modes?

The sub-question in this study will be as follows: Is there a relationship between demographic variables, which include gender, age, parents' education level, traveling, and fluency in another language, and vulnerability by globalization represented in TV satellite entertainment programs?

CHAPTER 2

Literature Review

After reviewing the information about the subject, the significance, and problem of the study, this chapter will be divided into two sections to further investigate the subject. The first section will discuss study concepts and more specifically the different factors within globalization and the perceived impact of globalization on culture. The second section will examine previous studies regarding globalization and its impact to the cultural values and attitude in the Arab world, and will focus specifically on Saudi Arabia.

Section I

Study Concepts

In order to understand fully the different concepts involved in globalization as well as in the aspects of culture and values, this section provides the discussion to each of the following terms:

a. Globalization Concept

The term "Globalization" refers to the clear-cut interference with economy, politics, culture and conduct without any observance to political borders of sovereign states or affiliation to a limited nation or particular state. The term "Global Village" is regarded as one of the terms associated with the term "Globalization". This term was coined by McLuhan (1964) in his publishing "Explorations in Communications Factors". McLuhan focused on the role of fast-paced developments of communications as means to morphing the whole world into a global village (Murad, 1998, p. 592).

The term "Globalization" is applied to the attitudes towards the merging of the whole world into one community relying on economic and culture homogeneity. It is an economic phenomenon with political, social and cultural dimensions which refers to the globalization of production, commerce, multinational corporations, and financial relationships. Implied here is the entry into the stage of global merge at several levels. Consolidation of sources of information and communication networks alongside with relevant tools emerge (Kholi, & et al., 1998).

b. The Concept of Culture

Culture is considered one of the most important aspects and components of society. It is relatively acquired as much as it is practiced by one generation after the other. Variations of definitions of culture can be taken; one definition can be taken from Tylor (1871) as he provides one of the earliest forms of definition, "culture is that complex whole which includes knowledge, belief, art, morals, laws, customs and any other capabilities and habits acquired by men as a member of the society" (p. 1).

Broad as it may sound, Tylor's definition was later expanded by Peoples & Bailey (2011). Most anthropologists agree that culture is learned from others in childhood and adolescent development in a particular human society or group, shared by members of the society, responsible for the differences in ways of thinking, and considered as essential in the psychological and social development of the individual (p. 22).

c. The concept of Social Values

One of the most important indicators of a country's identity is the application of specific values amongst its people. The values passed from one generation to the next

serve to be a particular component that allows each nation to be unique amidst its own diversity. From the practice of culture and traditions, values are social constructs that continually live from the past and even towards the future.

Kluchhohn views values as perceptions of preference and part of culture (Jalbi, 1984, p. 128). To Kluchhohn, values are an apparent perception, tenacious or mingled, about a topic pertaining to an individual or a group.

Auguste Comte considered values as the source of social coherence since lack of values concordance would render loose society structure and the spread of psychological disorders at the level of individuality (Al-Johari, & et al., 1991, p. 257).

d. The Concept of Attitude

The concept of attitude is also directly tied to the relative culture and values of the people within a specific society. One definition posits attitudes as the feelings and outlook that people have for certain situations and conditions found within the society that it belongs. Ultimately, it is this definition of attitude that brings in the group reactions towards certain positions of contemporary issues.

Attitude always correlates with certain topics, since, (if attitude is defined as reactionary,) no attitude may emerge without a given topic, and often, attitude is formed through experience, whether negative or positive. As long as the information received by the individual, directly or indirectly, explicitly or implicitly, becomes reiterated, the attitude and stance may be further consolidated and stable (Al-Anzi, 2000, p. 234).

e. The Concept of Youth

Young people can be defined as those individuals whose age ranges between eighteen and twenty four years. This stage is featured as being a transitional stage to either manhood or womanhood, where young people go beyond the stage of orientation and caring to entertain more freedom (Badawi, 1993, p. 452).

Hollinger defined youth as "the stage in one's life wherein the society stops looking at the individual as a child and not giving the same the full rank, roles and functions enjoyed by the adult person." Shelski defined youth as "the period of human growth where the person does play neither the role of a child nor the role of an adult as a full member in the social system" (Al-Quanbadi, 1998, p. 78).

The youngest generation of today is seemingly the most targeted, with the highest influence of globalization. While globalization is an evolving term that impacts the different sense of values and attitudes, the youth remain as susceptible to the acceptance of the likable changes that globalization brings, and much more optimistic on the possible new movements that can be made real.

Youth Characteristics

In general, youth have been characterized in accordance to their physicality, sociability, intelligence, and emotional features. Many characteristics define and create the social interactions in which youth engage. The adolescent or youth stage is a vital stage in life, as "it is considered an unmatched energy at any other stage of life; it expresses those who enjoy the most extent of activity and freedom thanks to having unique dynamic feature" (Modammed, 1985, p.29). There exists a certain type of

“identity crisis” at this stage of life, where a young woman or man may find themselves incapable of understanding, accepting or dealing with a new self. Eliminating this confusion is dependent on continuous and proper maturity throughout ones life. (Hegazy, 1978).

It is at this point, that youth begin to criticize the world around them, breaking the norm of accepting the ideas, principles, and values provided to them by their elders-as they did in their childhood-and opposing them openly (Lily, 1995). They are far more open to change in this state of mind, as their characters and world-views shift rapidly. More so, they are inclined to investigate and experiment with new ideas. Teevor Potman reiterates this idea through his mentioning of the youth playing a large role in the process of shaping society as time passes. Furthermore, this stage is also characterized by an increase of described courage, a sense of adventure, and psychological independence (Lily &, et al., 1991).

Globalization Factors

Taken from these definitions, it is implied that globalization should actually come with many sets of factors that drive towards its formation and existence in the society. A set of these factors includes as follows:

a. Economic Factor

One of the most particularly evident drivers of globalization is the economy. Therefore, globalization is meant to spread the concept of free market capitalism to countries all over the world. According to globalization, the entire world is to be perceived as a single market where commodities, services, and labor are bought and

sold. WTO, IMF, and WB have therefore been given additional authorities and powers. Such organizations have started to find and set up a group of rules and regulations that corroborate free trade (Isaac, 2005). Trade relations are evidence of economic factors that led to globalization.

b. Political Factor

Giddens (2006) notes three reasons why politics became one of the main drivers of globalization. First, this can be credited to the extinction of communist governments, which then allowed for the expansion of Western political and economic systems. Second, the growth of the regional and international mechanisms of the government led to the intensification of globalization. Globalization is driven by international government associations and international non-government organizations (p. 59). Furthermore, as globalization has increased, so has intercontinental social interaction. Global travel driven by business or employment, tourism, and education should also be considered other factors that lead to the globalization of culture. Particularly, students who are travelling abroad to study can contribute to the integration of the cultures from the host nations to one's own country. Upon return, students bring cultural practices and ideas from the host nations (Parker, 2005).

c. Technology Factor

Aside from economic and political motives behind globalization, globalization is driven by changes in technology and the means of exchange of information from one country to another.

It is relevant to consider that since the post WWII era, communications have been far more innovative than in the past. From radio to the television cable networks, the ability to generate content allows technologies to generate high-end means for humans to communicate with each other. Crossing international borders may be considered an metaphor for a wireless mode of reaching another person on another continent through a high speed internet connection. Widespread use of the internet and mobile phones is deepening and accelerating the process of globalization: more and more people are becoming interconnected through the use of these technologies and are doing so in places that have previously been isolated or poorly connected by traditional communications (Giddens, 2006, p. 51).

After exploring the factors technology has brought to the emergence of globalization, this study primarily focus herein on the materialization of television channels. Television allowed such effects in the global integration of societies especially since such domestic media can reach to the most remote areas there are in every country.

Satellite Television Channels

TV is an incredibly influential aspect of globalization. As this domestic medium has become more globalized, its shows and programs tend to be imported from the concepts of other countries' networks. The innovation of satellite is further creating a sense of integration of one nation with others. The incorporation and viral spread of the satellite to many people's homes around the world demonstrates that the experience of globalization is at hand. Integration through the use of television can be evident in both cultural and economic aspects. Baltruschat (2002) notes, "Co-productions have the

potential to reflect upon globalization processes, such as the hybridization of cultures and their diversification; however, due to their commercial focus, they target international audiences as consumers rather than citizens”. The very purpose of television satellite makes these co-productions even more prevalent. It is best assumed that while television has become widely used by millions of people around the globe, there is more anticipation to the spread of globalization, even to the underdeveloped cultures and nations.

Regardless of the developmental level of a society, the importance of satellite channels are mainly attributed to their potentials for containing society members in all specters and strata. These satellite channels attempt to cater to and market to the needs of both gender, regardless of time or place. Moreover, such satellite channels meet the objectives of social, political, educational, and health orders.

According to Zakaria (2002), satellite channels combine both audio and visual, thereby increasing its influence. Satellite channels are characterized partially by their ability to attract diverse and loyal audiences, especially adolescents, alongside with achieving a high rate of participation through educational and entertainment materials provided by these channels. Added to all these characteristics are the social influences held by such satellite channels. These channels also have the potential to broadcast social events and incidents live; transmitting several cultural, corporeal, and incorporeal aspects to the spectators; transmitting expertise of talented individuals and people with rare specializations; giving lectures; presenting programs, symposiums, scientific, historical movies and documentaries; alongside with transmitting the daily life of peoples.

Animated and articulated pictures provided by satellite channels render the spectator capable of following up events and incidents without sustaining the burden of travel or going outside from home to search for such events. Hence, time and money can be considerably saved. Such satellite channels have the technical potentials for turning imagination into factual picture and vice versa. Therefore, satellite channels are considered to be a successful instrument for publicity and advertisement.

The Impact of Globalization on Culture

As much as globalization impacts the world from the different factors of politics, economy and technology, it also provides the essential impacts to culture. These impacts can be seen in two ways: both negative and positive ones. Each of these impacts can be explained accordingly:

The first trend advocates that globalization will lead to the clash of civilizations. This viewpoint suggests that the spread of culture has the potentials of interlink and consolidation of capital globalization, and that this combination would motivate and develop reactions and resistance at the domestic and national levels of communities due to fear of cultural dissolution or the supremacy of a foreign culture (Lieber, 2002).

Samuel Huntington presented the idea of civilization clash. Huntington is an influential political scientist, who believes that with the emergence of globalization, the likeness of the Cold War can happen in the future. He suggests the clashing of cultures could lead towards the violence and terror of conflicts between nations. Huntington states, "Nation- states will remain the most powerful actors in the world affairs, but the

principal conflicts of global politics will occur between nations and groups of different civilizations” (Huntington, 1993, p. 22).

Fukuyama believes that Huntington is right in his conviction that cultural disputes would be looming from now on, and that all societies would be forced to pay closer attention to culture since it does not only cover domestic issues and problems but also issues from the external world. However, Huntington's ideas are regarded less persuading in their allegation that cultural disputes would be necessarily a source of conflict. Conversely, competition resultant from interaction between different cultures may lead to creative positive change (Fukuyama, 1992).

The second trend advocates that globalization would increase solidarity out of the cultural barriers between societies so as to form an international culture, specifically American Culture. To their eyes, globalization is considered a vital step towards a stable balanced world and a better life for all.

Differing from the concepts of Huntington and Fukuyama are the positivism outlook of David Rothkopf and Thomas Friedman. Rothkopf declared the necessity for spreading western culture and liberal democracy and the removal of local and domestic cultures. He further stated that the most important step for globalization is to remove all cultural barriers; and that the United States must achieve victory and hegemony in terms of information recognition and inflow so as to manage control and achieve cultural hegemony presently and in the future— similar to United Kingdom and its hegemony overseas in the past. Every national culture— with all beliefs and political, social and legal systems, customs and traditions and values—must be changed according to

continuous variables. Elimination of national cultures is hereby considered a measurement for the advancement of human civilization and a proof of communication and understanding reinforcement among nations. The alternative for such cultures is embodied in the emergence of an international culture incorporated in the culture of democracy. The United States must export its culture to countries all over the world since societies are not in need of their historic origins or cultural inheritance. Democracy and modern technology would satisfy the increasing needs and requirements of such societies (Sakran, 2003, p. 34).

According to Friedman (1999), globalization has its own culture. This culture is more inclined to find homogeneity. Cultural globalization is meant to be the spread of Americanization starting with the Big Mac up to Mickey Mouse at a scale covering the whole world. Globalization has its own technology such as computers, satellite communications, and the internet. If the perspective that determined the Cold War world was "division", then the perspective that determines globalization is the integration. If the symbol of Cold War system was the dividing wall, then the symbol of globalization system would be the Internet that unifies all.

This review analyzes demonstration of ideas and knowledge perceptions over the phenomenon of globalization, the role of globalization and its implications at current and future stages. One group may view the probable relationship between cultures in light of globalization as it is represented by the notion of integration, while another group may view it as conflict and clash. Also, there are advocates for adaptation and merge, discarding it even if it leads to the elimination of features and characteristics of cultural

identity of such countries. Globalization, in fact, cannot be denied as Friedman and David Rothkopf perceived. Another group may view that which looms is an ideological clash and conflict as Huntington had anticipated. In the following section, studies will be looked at regarding globalization- specifically in Saudi Arabia.

Section II

Previous Studies

As the whole world today witnesses developments and changes in all its fields which have never been seen before at its present state, research for this study was based upon previous studies, but moved forward into new developments. Most important of these developments in the global arena, is the phenomenon of globalization which understandably attracted universal attention because of the economic, political, cultural and intellectual challenges it poses.

a. Globalization Studies

Some have attributed the wide spread use of the term "Globalization" recently to the deep-rooted transformations of international relations since the early 90s. These transformations have left an overall impression among a large number of researchers that the world order is about the foothold of new era that is totally different in terms of general characteristics and features compared to the stages through which this world order had developed.

Several international and introspective meetings between Arab researchers and intellectuals have been held with the aim to investigate the features of this order and its positive and negative impacts and methods to handle, such as Egypt Conference and New

World Order, 1995 and Globalization Symposium held in Cairo in 1998. A conference entitled "Globalization and Cultural Identity Issues" was held in Cairo in 1998; and Symposium on "Arab and Globalization" was held in Beirut in 1998; Symposium on "Globalization and Social Transformations in Arab World" held in Cairo in 1999; Symposium on "Arab Youth Vision of Globalization" held in Cairo in 1999; and finally Symposium on "Globalization and Education Priorities" held in King Saud University in 2004.

Considering efforts and contributions of intellectuals and researchers in symposiums, conferences, and scientific periodicals, it could be noticed that there is contradiction among visions and viewpoints regarding New World Order and its implications that involve economic, political and cultural globalization. Also, it is noticeable that antagonists decline the term "globalization" on account of that they view its aim as increased hegemony of economic, social and cultural values. While protagonists claim that globalization would lead to liberalization and expansion of world trade; hence improving growth opportunities in developing countries, to the eyes of advocates, cultural globalization in a world with unified culture bearing consolidated conceptions and values would lead to a stripping and unifying of cultural and civilized discrimination among diversified nations.

Globalization exercises its role at the level of perceptions, beliefs, ideas, taste, and collapse of the principle of absolute sovereignty through infiltrating the state borders via the Internet and satellites. As a result, globalization had adversely affected the state cultural function, especially in connection to preservation of values, customs and

traditions in society (Abdrabou, 2001, p. 64).

Nassar's study (2001) observed trends of Egyptian press towards the issue of globalization and cultural identity to recognize its stance on the issue. This study concluded that press and media had been concerned with the cultural dimension of globalization rather than any other dimensions (i.e., political, social, and economic). Many viewed cultural globalization as the weapon used by the United States to achieve political and economic globalization with the aim to impose US and western values over other cultures.

Abdrabou's study (2001) came as a scientific attempt to participate in the ceaseless argument about the issue of New World Order, as well as the associated challenges imposed by globalization through identifying the stance embraced by the educated elite towards the problematic issues stirred by the New World Order. The study revealed that the concept of "New World Order" was never agreed upon among researchers, as the definition of such term varied according to the ideological affiliation of intellectuals and their research interest. Some view the New World Order as a means to increase control and hegemony from developed countries. Others described globalization as cultural invasion since posing a threat to cultural privacy. Some perceive that it is a mere transformation into global market and competition. Several concepts expressing their concern over cultural globalization had been used such as invasion, hegemony, infiltration, imposing one universal culture, eroding cultural privacy, and control. The study concluded the Arab collective experienced tension, confusion, and perplexity in understanding current international changes. The study had further asserted

that the predominant trend affirmed that negative impacts of World Order over the Arab World remarkably exceed the positive aspects.

Abdel-Elah's study (2001) aimed to identify whether or not cultural globalization has effects on the content of Arab satellite channels; and further to identify the type of such effects (negative/ positive) at four levels (i.e., programs, issues, method of proposing, and values), alongside with the factors influencing such satellite channels with cultural globalization.

The study had revealed that several concepts of globalization have come as conversely to negative aspects of it. These concepts had focused on the meanings of hegemony, control, ignorance to privacy element, and Americanization of the world. Moreover, the study viewed that negative aspects of globalization exceed its positive aspects; and that cultural globalization had left its obvious negative impacts on Arab satellite channels since such channels have been focusing on the values of promoting services and commodities provided to the global market.

b. Studies Related to Youth

Some researchers had been concerned with young viewers, for they ascribed this age as the most difficult stage of life to get through as it represents a crucial turning point in which the individual turns from preparation stage into performance stage. At such stage, the researchers suggested youth have a tense relationship with society. Studies also suggested the youth stage of life as a stage of important radical change in the features of behaviors. On another hand, researchers also noted this stage as featuring consecutive

fast-paced changes that would never leave a chance for adaptation or arrangement.

b-1 Arabic Studies

Zaher (1985) revealed that the most important problems faced by Jordan young people and Arab young people are not derived from overpopulation or political or economic regimes, rather, such problems are derived from customs and traditions which the individual failed to turn into developed laws and regulations according to the nature of change. He posits young people faced contradicting currents, as they live a perfect life theoretically and a contrasting one in practicality and action. In view of such circumstances of tensions, individual identity melts away, and affiliation would disappear. Nothing would appear save isolation, introversion and self-seclusion.

Lily's study (1991) was concerned with recognizing Qatari young people and the features of psychological structure and their problems. The study had further been concerned with recognizing the nature of interaction between parents and children; their stance towards the issues of culture and values; perspective of young people towards deviation behavior, their role in participation and social affiliation, alongside with the future perspectives of Qatari young people.

This study concluded several findings. Qatari young people interact with global human events and issues. In their relationships between the parent and their children, parents use a double-edge method ranging between giving them freedom and controlling their acts and behaviors according to the situation requirements. Relationships between young people and elders in the family are featured by precariousness between agreement and disagreement; however, disagreement between generations may not reach the extent

of conflict. As for the perspective of young people's attitudes and treatment of women, it is both in a conventional and a contrasting state regarding acceptance and refusal of woman's independent non-domestic work. Further, study findings affirmed the existence of indicative differences in attitudes and response between males and females over different issues.

b-2: Saudi Studies:

Khattir's study (1984) attempted to measure the effect of communication and interaction with foreign cultures in comparison with the trends of the values of the family. In addition, the study aimed to understand the nature of communication patterns in Saudi Arabia and to further recognize the role of communications as a variable in its effect on trends of individuals, the role played by age differences, education, and employment over the strength of trend as well as the used selections, preferences and aspirations of the person.

This study is classified under descriptive studies that employ social surveys through sampling as a data collection tool and then apply the tool randomly on a sample selected from a male community. Khattir concluded that inclination of participants to newly introduced values increased as long as the age group of individuals decreases. Moreover, communications with foreign cultures through travelling abroad have had an impact on the trends of the sample members.

Saad's study (1989) aimed to recognize the attitudes of Saudi young people towards social and economic development issues, their stance towards the values of social upbringing, woman's rights and status, education, and relationship between

generations. Saad concluded that treatment method between parents and children tends to resilience and discussion. Still, young people's perception of women is considered conventional in terms of the woman's role in professional and social life. Saudi media plays an important role in forming the citizen culture and increasing awareness. Findings indicated the emergence of changes in values among young people. These changes are a reflection of the comprehensive changes that have occurred in the Saudi society. Some findings reflect the dissolving direction of some Saudi values such as the inclination of young people to consumption rather than production, when Saudi moral code privileges production over consumption.

Al-Fareh's study (1996) aimed to recognize that social values changed among female university students at preliminary and advanced academic stages with the aim of comparison between the two groups so as to identify which group had been vulnerable to more changes. The researcher had opted for some of social values to be studied, such as time respecting, academic aspiration, value of saving, and effect of university education over the changes of these values. The study was conducted on a sample group composed of 758 female students, from the Faculty of Arts and the Faculty of Sciences.

The study affirmed the emergence of a change in values among Saudi females. Additionally, the study revealed that university education cannot be the only variable relied upon when studying changes in the trends of values among females.

Al-Ghreabi's Study (1998) attempted to identify some values selected by Saudi female youth to serve as the determinant of her conduct and behavior. The values were also used to monitor the most outstanding variables and factors that would help in the

formation of the stances and trends of female youth towards modern values, further measuring the trend of female youth toward these modern values such as new expertise, time value, kinship and family, women's rights, and citizenship.

The study showed the effect of education on some modern values such as those values directed to consumption behavior on one hand, and the effect of education on the level of confidence and future optimistic viewpoint on the other hand. The study further pointed to the existence of positive relationships between the use of modern telecommunications and cultural communication with other communities and societies as well as the acceptance of female youth to modern values.

Al-Habib's study (2002) aimed to recognize the sources that had the greatest effect on the trends and values among young people—whether in contrast or harmony with the matrix of trends and values prevalent in the Saudi society.

The study concluded that the sources that have the greatest effect on the trends and values among young people at the two levels (of beliefs and behaviors) are as follows: - extent of daily relationship with neighbors, colleagues, the university Faculty staff, and satellite channels. These four variables managed to maintain the indicative relationship in the variation and disparity of trends and values among young people at the university.

Al-Omari's Study (2000) shed light on the extent of the spread and use of personal telecommunications technology in Saudi society. The study further investigated the extent that the effect of telecommunications technology had on social values such as personal relationships, familial visits, business, and time. The study further revealed the

extent of receptivity of Saudi young people to use personal and modern telecommunications technology such as cellular phones and computers. Additionally, the study revealed the effect of the use of such modern technology on criteria that determine their attitude and behavior in different social situations such as the social values in connection to personal relationships, family, jobs, and time. Some examples include studying communications through the use of modern technology instead of personal visitation; in addition, the effect of telecommunication technology on women as it opens the door for new employment opportunities for Saudi women such as banking activities, alongside with previous employment fields such as teaching and medicine.

Al Saud's study (2005) focused on the effect of Internet use on the use of Communication Means among Saudi University Students. The study concluded several findings. The most important of these are as follows: The Internet has a role in satisfying and achieving willingness for communication among youth, including chatting and information provision. Besides, the Internet helps young people achieve their academic studies. Most members of the sample group preferred to use the Internet rather than any other communication tool.

c. Satellite TV Channels Studies

With the spread of satellite channels recently, these channels have turned into a social phenomenon. As a result, several researchers in the fields of psychology and media sociology have been encouraged to study such phenomenon thanks to its social, psychological, and cultural effects. Those researchers have also traced the effects within

the patterns of thought and behavior among spectators, targeting young people in particular.

Al-Hassan's study (1998) focused on the channels of foreign cultural invasion and their effect on the ideas and principles of young people and orientation of their daily behavior and acts. The study aimed to identify the nature of problems and challenges brought in to young people by cultural invasion and its negative effects. The study sample group was from three Arab countries: Egypt, Iraq and Libya. The study revealed that most sample group members believed that the cultural invasion affected the values and beliefs of young people. In addition, such cultural invasion instills several negative features among young people such as sectarianism and selfishness.

Quablan's study (2001) investigated the effect of satellite channels over the rate and content of social interaction within the frame of primary social relationships such as phone calls and social visits likely to occur to those who are aged 20 in Egypt. The study concluded that TV exposure has little to do with social interaction among Egyptians.

A study carried out by Zakaria (2002) tackled the relationship between exposure to Arab drama which dealt with the Egyptian family presented by satellite channels on one hand, and the public perception of family adhesion and correlation to what presented by satellite channels on the other hand. The study concluded that there is no relationship between the intensity of watching drama and episodes presented by satellite channels and the public perception of familial adherence and correlation of Egyptian family. The study also revealed that there are four main motives for watching drama and television episodes

presented by satellite channels: education, habituation, entertainment, and interaction with others.

Al Omar suggested that after screening more than 500 feature length movies, the topics of love, crime and sex were represented in 72% of the films. In a 100-movies study over crime and violence, it was revealed that 168 scenes of crime or attempted murder were displayed. Additionally, it was revealed that only 13 movies had displayed 73 scenes characterized by violence (Al Omar, 2007).

In a study conducted with female high school students in Eastern Province, Saudi Arabia by Al-Khadab, she concluded that there is a positive, (or support of traditional Saudi cultural values), impact of watching satellite channels, in that they reinforce the values of provision of assistance to family members as well as promote affection and passion among family members. Yet, she also asserted that satellite channels play an important role in encouraging young people to commit crimes and engage in delinquent behavior among individuals. Finally, she found that most of study sample group had objected to imitate artists in attire (Al-Khadab, 2005).

Abdul Rahman's study focused on the relationship between exposure to satellite channels and prevalent values among Yemeni young people. The study concluded that a considerable change of values had been detected among Yemeni young people, as the total number of modern values followed by them was equivalent to 22 modern values, out of 30 values – subject of the study.

The change in social values was considerably large when compared to political and economic values that were equivalent in terms of change. The study found a strong

correlation between the intensity of exposure to satellite channels on one hand and change in values (i.e., social, political, and economic values) among young people on the other hand. Social values were ranked first, followed by economic values, and finally political values. Lastly, compared to other factors, the factor of satellite channels is considered to be the largest factor that induced a change in values; or from which Yemeni young people derived their new modern values (Abdul Rahman, 2006).

Al-Nemr's study (2004) focused on the effect of exposure to satellite channels on the value order among adolescents in high schools in Egypt. She found that there is a correlative relationship that exists between the intensity of watching satellite channels by adolescents and the increase of their preparedness to adopt values of freedom and affiliation. However, no relationship was found between the intensity of watching satellite channels among adolescents and the increase of their preparedness to adopt religious, political, and work-related values. Also, she found that the intensity of relationships is increased between the intensity of watching satellite channels among adolescents with high and low socio-economic status, and their preparedness to adopt ethical, freedom and affiliation values as promoted by satellite channels.

These studies found that young people are influenced by information provided through diversified communications tools as indicated in the studies conducted by Al-Omari (2000). These studies also indicate that there is a positive relationship between the spread of telecommunications means and the change of criteria determining the behavior of young people. Al-Habib's studies show that youthfulness plays a role in accepting some modern values and that there are distinctive differences between males and females

regarding orientation of these values (Habib 2002). Furthermore, contact with outside cultures and knowledge of other languages influences youth values significantly (Khattir, 1984). The studies that related to satellite channels concluded that the use of satellite channels is considered the largest factor that induced change in youth values as Abdu study 2006.

Finally, it should be noted that many of the studies listed here are older studies, some of which have been conducted prior to the telecommunications boom in Saudi Arabia around 2000s that has made Arabic entertainment programs and satellite television channels widespread. The aim of this study is to contribute to research done in previous studies regarding the same social phenomenon. This study specifically views the effects of entertainment programs on attitudes of Saudi college students, considering more Western programming is finding its way in to popular Saudi culture.

Based on the previous studies related to the effect of general media and the Saudi college students and also the theories related to attitude change, globalization factors such as economic, technological and political factors; one might expect to find that the entertainment programs has positive effects on the attitudes of the Saudi College students towards parental authority, behavioral moods and women rights. However, the magnitude of these effects might be varied based on age, gender, travel experience, and knowledge of languages other than Arabic. If the following null hypotheses of this study are rejected, this would lend support to the previous literature review and theories that suggest cultural changes can result from globalization.

Hypotheses

Ho: there is no linear relationship between college students' attitude toward parental authority and time spent watching entertainment programs.

Ho: there is no linear relationship between college students' attitude toward women's rights and time spent watching entertainment programs.

Ho: there is no linear relationship between college students' behavior modes and time spent watching entertainment programs.

Ho: The scores of students' attitude are not significantly different between different ages.

Ho: The scores of students' attitude are not significantly different between male and female.

Ho: The scores of students' attitude are not significantly different between participants who speak only one language and those who speak more one language.

Ho: The scores of students' attitude are not significantly different between male and female.

CHAPTER 3

Methodology

Previous chapters discussed theoretical aspects of research such as identification of a topic and its fundamental concepts. In addition, the previous chapter discussed the most important theoretical frameworks and previous studies that have contributed to the enrichment of scientific knowledge concerning this specific research topic. This chapter will focus on the research design and methodology for this study as well as provide an introduction to the target population and the sample of the study. In addition, the research variables, data collection, and limitations will be discussed.

Research Design

This study used a quantitative method to explore the impact of globalization represented in entertainment TV satellite channel programs on the attitudes of Saudi college students towards local values such as parental authority, women's rights, and behavioral mode. The researcher decided to use the quantitative method for information verification regarding the impact of entertainment programs on the different areas of Saudi community in order to gain awareness of the influence and prevalence of these entertainment programs on Saudi college students. The quantitative approach usually includes data collection through instruments to quantify phenomena (Creswell, 2003). In this study, surveys were used as the tool to collect the data. Using survey data will allow for the data gathered from a sample to be generalized in order to describe a population (Tabachnick & Fidell, 2001). In addition, statistical analysis has been used to get the results. The results of this method may deliver a detailed description of information

gathered. This study aims to understand the effects of current entertainment programs on the attitudes of Saudi college students.

The Variables

The dependent variables are students' attitude measured by survey questions regarding their attitude toward selected local values. The independent variables that have been selected are: gender, age, frequency of foreign travel, fluency in another language, and amount of time spent watching entertainment programming (hours/week)

Target Population

The nature of this study dictated that a certain segment of the society needed to be targeted. Therefore, this study exclusively concentrates on Saudi college students since a great percentage of Saudi young people are enrolled in universities—an estimated 898,251 students (male and female) in (2010/2011) enrolled in universities and programs of higher education (MOHE, 2012).

Ideally, the participants should be randomly selected from each university to get a representative sample. Unfortunately, this would take too much time and money for traveling and data gathering. Therefore one university has been chosen and a sample of students is derived from that population. Accordingly, the researcher has chosen the male and female university students enrolled in Bachelor's degree programs at King Abdul Aziz University in Jeddah. This university has been selected for its distinguished standing as one of the most important scientific and education establishments and occupies the first place spot among all of the universities in the Kingdom. With more than 132,000 students, the appeal of this university spans outside of Jeddah and into other Saudi

Arabian cities (MOHE, 2012). Therefore, being a comprehensive university, a survey sample from King Abdul Aziz University would be the simplest way to cover all basis and get an overview of preferences from all over the Kingdom.

Sample of Study

The sample had been limited to participants between 18 to 24 years of age because students begin their undergraduate studies in Saudi Arabia at the age of 18. The sample was taken from all members of the population through the sections of Islamic culture classes for the four levels (IC 101, IC 102, IC 103, and IC 104). Such curricula are furnished by the university every semester and considered requirements for all students without exception. Students were to be registered for such curricula regardless of their majors or academic standing. The selected sample represented all students in the university at different levels and majors. King Abdul Aziz University cooperated with this study by supplying participants from specific class forums. Of the 55,000 students registered for Islamic Culture classes at King Abdul Aziz University, 1400 participated in the study. However, 45 participants were deleted due to providing incomplete answers.

Data Collection

A survey served as the tool to collect data. The survey was administered online via Survey Monkey and a link was distributed to students in collaboration with the graduate studies office. The questions encompassed two parts as follows.

The first part involved statements for measuring the attitudes of college students towards the content. For each statement a Likert 5-point scale will be used. The format of the scale will be as "Strongly agree", "Agree", "neutral", "disagree" and "Strongly

disagree". Each member of study sample group was requested to identify the extent of consent for each statement on the scale. The content of statements involved the measurement of following indicators: Parental authority, woman's role and rank, and behavior mode.

The second part involved demographic information of the sample and amount of time spent watching entertainment programs (hours/week).

Data Analysis

The main objective of this study is to investigate if there is a relationship between watching entertainment programs and attitudinal change among Saudi college students toward parental authority, women's rights, and behavior mode. A regression analysis was used in determining the correlation between the dependent variables (students' attitude) and the independent variables (e.g. time spent watching entertainment programs). The independent variables are considered to be continuous variables. Therefore, using the regression analysis is the best statistical tool to approach the results.

For the sub-question relating to demographics variables (gender, age, traveling, and multilingualism), TWO- WAY ANOVA was used for each demographic variable, time spent watching entertainment programs and college students' attitude. Due to the multiple independent variables and the fact that demographics variables have limitation categories, TWO- WAY ANOVA was used to answer the sub-questions.

Limitations

Some issues that limited the strength of the results of the research stemming from the way in which the data was collected. Since selected students registered at only one

university, the sample is not representative of all Saudi college students. Ideally from a random sample of all Saudi youth would be collected but, because of financial and time restraints, a convenience sample was used. If we can assume that students at the prominent university chosen, King Abdul Aziz University in Jeddah, closely represent the college student population in Saudi Arabia, then our results can be inferred to that population. Based on government data, this university is the largest in the country and attracts students from all over the Kingdom; however specific data on the origins of the student body is not available.

Also, the research depends heavily on the honesty of the respondents, as it does with all surveys that are administered. Although the anonymity of the responses will be stressed when the survey is administered, there may be some students who wish not to answer, answer incompletely, or answer in a way that is not consistent with their genuine beliefs because they feel that to answer the question truthfully may have negative consequences. The data may further be biased because it is the responsibility of each targeted youth to go online and respond to the survey. This self-selection process can sometimes limit the validity of the results since self-selected responders tend to have strong feelings one way or the other.

CHAPTER 4

Results and Discussion

The objective of this study was to investigate the impact of globalization represented in entertainment TV satellite channel programs on the attitudes of Saudi college students towards local values such as parental authority, women's rights, and behavioral mode. The target sample was chosen from the students of an Islamic Culture class at King Abdul Aziz University in Jeddah, Saudi Arabia. The study took place in the fall of 2012. The survey was sent as an online link using a survey website to distribute it to students in cooperation with graduate studies at King Abdul Aziz University. A total of 1400 surveys were received from the participants. However, 45 surveys were deleted because these surveys have missing data. Some only filled out the questionnaires and left the demographics section blank.

This chapter will be divided into three sections. The first section will describe the demographics of the participants. The second section will answer the main questions. The last part will answer the sub-questions of the study.

Demographics of Participants

1. Gender

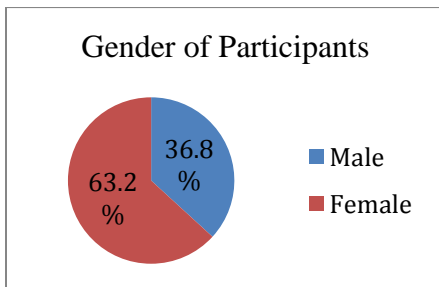


Figure 1. The large portion of the participants was female, (63.2%).

2. Age

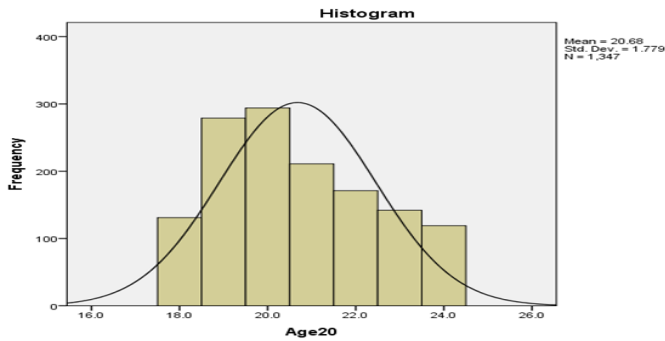


Figure 2. Age of Participants. The mean of the students' age was 20.68 years old.

3. Frequency of traveling

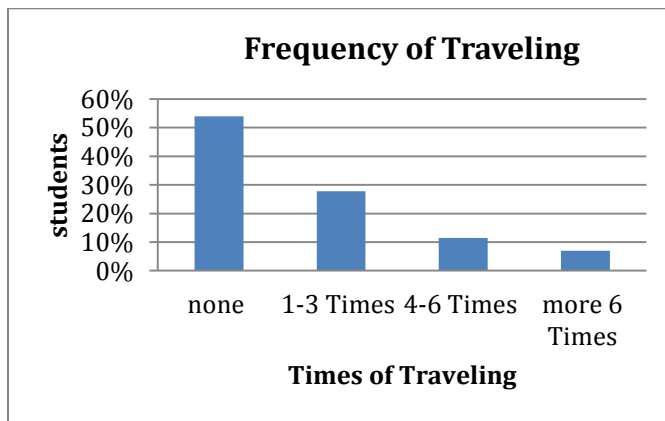


Figure 3. Frequency of Traveling – most participants (over 50%) do not travel frequently..

4. Multilingualism between Participants

Table 1

Multilingualism between Participants: Over two-thirds speak more than one language		
	Speak One Language	Speak more than Language
Students percentage	32.14%	67.86%

Data analysis

Main questions

A total of 1,355 people participated in this survey. The first seven questions related to openness to parental authority and the following seven related to women's rights and status, respectively. Four questions corresponded to behavioral modes, while the remaining questions were simply related to the demographics of each participant. For each of the core questions, a Likert scale of 1-5 was used to represent values of 0-5, 6-10, 11-15, 16-20 and 20+ hours per week. Participants with missing values were deleted in this data analysis.

a. College Students Attitude toward parental Authority

The following section answers the main questions asked of students in relation to their opinions of their parents and elderly family members, as well as their positions as decision makers within their own lives.

Some believe that the role of family members as authority figures is a result of globalization. This study, therefore, attempts to demonstrate the effect of entertainment programs on attitudes concerning parental authority. The relationship youth has with their parents in Saudi Arabia is far different from most parts of the world. Parents have a huge position in the lives and decision making of their children, from choice of spouse to choice of college major. Parents, additionally, are granted the highest respect from their children due to their age and experience as elders. This position gives them the freedom to control their children's decisions. One may wonder if the power of parents weakens as a result of programs discussing the rights of youth and parent authority,.

To analyze the effect of entertainment programs towards Saudi college students' attitude and acceptance of parental authority, a regression analysis was created to visually represent the relationship between the amount one views television shows and the general attitudes toward accepting parental authority with the significance level at $p= 0.05$. Table 2 is the parameter estimate from a simple linear regression model. Since the p-value for variable entertainment hours is less than 0.05, it can be concluded that entertainment programs is a significant variable of attitudes toward parental authority. Also, the estimate 0.32968 shows the positive relationship between entertainment programs and change on attitudes toward parental authority, which means that as one increases their television viewing time, they increase the likelihood of ridding themselves of old traditions in which parental interference and involvement is key in major life decisions. Instead, they adopt a more globalized point of view in which one has the right to make his/her own life decisions devoid of parental involvement or interference.

Table 2
Parameter Estimates for Entertainment Programs on
Students' Attitude toward Parental Authority

Variable	DF	Parameter Estimate	Pr > t
Intercept	1	21.63019	<.0001
Hours watch	1	0.32968	0.0054

Table 3 explains the means of the parent authority questions. The first variable response statement in the survey stated that “elders in the family should not impose their viewpoints on me.” With a mean of 3.83, this means that participants believed that elders should not impose their opinion on younger members of the family. It could be suggested that the students prefer to adopt their own viewpoints without involving elders. The second variable response statement is “it is normal to argue about my beliefs with my own parents.” With a mean of 3.57, the indication is that the child has the right and desire to negotiate and pose their own viewpoint despite the possibility of a differing opinion among elders. Also, with the same mean of 3.57, the average response to the statement, “Parent authority becomes an obstacle to achieve my aspirations in selecting my academic major” means that the large portion of the participants prefer to choose their own academic major without parental involvement. The response to the statement “My parents have to give me the right to make my own decision in choosing my spouse without parental involvement” has a mean of 3.35. This indicates that, as far as marriage goes, the current adult generation prefers to make independent choices devoid of parental interference or suggestion. The mean of the expression “I refuse parental involvement (interference) in my relationships with others” was 3.03, indicating that a significant amount of people identify with this statement. The expressions “I prefer to be free from parental authority just like young people whom I watch in foreign movies or television series” and “The best relationship with my parents is non-interventional in my life unless I will need their help” have a mean of 2.5 and 2.43 respectively. This means that college students do not desire to fully liberate from their parents’ authority, but they prefer

moderate freedom, and, at the same time, do not depend on the Western form as an example.

Table 3
Means of Students Attitude toward Parental Authority Questions

Parental Authority Questions	N	Mean
1. I prefer to be free from parental authority just like young people whom I watch in foreign movies or television series.	1345	2.50
2. It is normal to argue about my beliefs in front of my parents.	1348	3.57
3. Parent authority becomes an obstacle to achieve my aspirations in selecting my academic major.	1343	3.57
4. I refuse parental involvement (interference) in my relationships with others.	1341	3.03
5. The best relationship with my parents is non-interventional in my life unless I will need their help.	1343	2.43
6. My parents have to give me the right to make my own decision in choosing my spouse without parent involvement.	1336	3.35
7. Elders in the family should not impose their viewpoints on me.	1344	3.83
Valid N	1301	

Viewing the results from Table 3, it is apparent that entertainment programs affect the attitude of students toward parental authority. They prefer further freedom regarding big life decisions such as marriage, choice of academic major, and friends. However, they do not tend to get rid of parental authority completely as seen in Western communities, but, instead, typically adopt a desire for moderate freedom. This result is logical, as it is associated with the Saudi customs and traditions.

b. College Students' Attitudes toward Women's Rights

The varying opinions and attitudes towards women's rights has been a long-standing issue in the country of Saudi Arabia. While some strive for equality among the sexes, many prefer to keep women submissive as a representation of male dominance and

out of fear for their safety. This study monitors the extent of agreement or disagreement one has regarding Women's Rights issues. Such issues involve difficulties in the areas of choosing a particular major or profession, freedom to make decisions regarding one's future, equilibrium between men and women in the workplace, freedom for women to leave the house and driving. The larger issue at stake is the countrywide perception that women are the weaker sex and need constant monitoring and protection.

In total, 1,283 participants, a regression analysis was conducted to assess the relationship between watching television programs and the general attitude about women's rights. Table 4 is the parameter estimate from a simple linear regression model. The p-value for variable entertainment hours is greater than 0.05 indicating that entertainment programs do not significantly affect the general attitude towards women's rights.

Table 4
Parameter Estimates for Hours Watch of Entertainment Programs on Students' Attitude toward Women's Rights

Variable	DF	Parameter Estimate	Pr > t
Intercept	1	23.14703	<.0001
Hours watch	1	0.07100	0.6098

The results indicate that although the students are affected by globalization tools in many aspects of life, their attitude toward women's rights do not change. This suggests that, regardless of globalization, women are still viewed as the weaker sex and that society still does not accept the ideas that give women their rights. It seems that women are also buying into the idea and are therefore doing little to persuade their community to give women the same rights as men. This change should be applied by two sides. Firstly,

women should do their part to rid their own sense of the negativity and weakness associated with gender. Rather than accepting the cultural norms and living at less than one's potential, women should instead stand up and give themselves a voice.

c. College Students' Behavioral Mode

Since television influences many people in many aspects of life, it is safe to infer that even a place as traditionally based as Saudi Arabia can be affected by the growing openness of television, as well as the general globalization of the rest of the planet that are exposed to the same things. When a group of people live in one place and adhere to one style of life, they gain one mode of behavior. This study investigates the students' attitudes to recognize their agreement or refusal of some behaviors such as change of clothing style, putting constraints to prevent relations between boys and girls, and imitation of clothing and speech.

For the relationship between the amount of watching entertainment programs and behavioral modes, a regression analysis was created with 1,322 participants. Table 5 has the parameter estimates from a simple linear regression model. Because the p-value for variable entertainment hours is less than 0.05, therefore, the effect of entertainment programs is significant. There is a positive relationship between entertainment programs and change on behavioral modes with the positive estimate 0.24766, which means that if the hours of entertainment programs increase, the score of behavioral modes will increase, and behavior will be significantly affected by television content.

Table 5
 Parameter Estimates for Entertainment Programs on
 Students' Behavioral Modes

Variable	DF	Parameter Estimate	Pr > t
Intercept	1	10.68238	<.0001
Hours watch	1	0.24766	0.0010

Table 6 shows the means of behaviors mode questions that shows the change among students in relation to their exposure to television programs. The imitation of Western communities in clothing choices is the most significant with a mean of 3.90. This means that entertainment programs had a strong effect among students in their clothing style. The second place is represented by the expression “there is no problem using English words while I am speaking Arabic with others” with a mean of 3.09. This indicates that the original language of Arabic has begun to be affected by watching entertainment programs, especially because American movies and television programs are among the most watched by college students. Many agree that one’s style of haircut, clothing, etc. should not be criticized by society even if it looks strange and foreign to them. The expression “There should be no contact restrictions between a man and a woman before marriage” which is 2.39 indicates that there is no change in the students attitude toward the style of marriage and they mostly accept the prevailing tradition of marriage planned by the parents.

Table 6
Means of Behavioral Modes Questions

	N	Mean
There should be contact restrictions between a man and a woman before marriage.	1344	2.39
There is no problem using English words while I am speaking Arabic with others.	1340	3.09
My style of haircut, clothing, etc. should not be criticized by society even if it looks strange.	1345	2.68
My clothing style has changed since I began watching satellite entertainment.	1349	3.90
Valid N	1328	

From the previous analysis, it is noted that entertainment programs affect the students in some aspects. One of the aspects by which students has been affected is in the areas of clothing and style which is expected due to social change in the Middle East in general, and, more particularly, Gulf countries. Western merchandise is now flooding Saudi Arabia and the other Gulf countries as a testament to globalization and the ever-increasing acceptance of Western ideals.

Sub-questions

In order to test whether there is a relationship between demographics variables and vulnerability to globalization represented in entertainment programs, TWO-WAY ANOVA was created. Respectively, gender, age, frequency of traveling, and fluency in other languages were the independent variables together with time spent watching entertainment programs. The dependent variables are students' attitude toward parental authority, attitudes toward women's rights, and students' behavioral modes. Each demographics variable was treated as a categorical variable with different categories.

For attitudes toward parental authority, after four analyses were done with four different demographic locations, only fluency in another language and age are significant. Table 7 shows the ANOVA table of attitudes toward parental authority, entertainment programs, and language with 1,282 total participants. Since p-values for entertainment programs and language are both less than 0.05 and so the two variables are both significant. It can be concluded that there is a relationship between parental authority and fluency in another language.

Table 7
ANOVA Table of Attitudes toward Parental Authority,
Entertainment Programs and Language

	df	Sig.
Source		
Hours watch	4	.007
Language	1	.002
Total	1282	

Table 8 shows the least square mean of attitudes toward parental authority for participants who speak another language other than Arabic is 23.5262, while for those that only speak Arabic is 22.2958. Hence, while keeping the other variable the same, higher score of parental authority will be obtained for those who speak more than Arabic, which means that those who speak languages other than Arabic have a higher likelihood to separate themselves from parental authority.

Table 8
Least Square Mean of Attitudes toward Parental Authority

One language	More than one language
22.2958	23.5262

Although the analysis of ONE-WAY ANOVA has shown that the effect of entertainment programs on attitudes toward women's rights is not significant, the variable of entertainment programs is still included in the model. From the TWO-WAY ANOVA results of four different demographics, age, gender, multilingualism and frequency of travel should be taken into more consideration. Table 9, Table 10 and Table 11 are the ANOVA tables for age, gender and travel respectively with number of observations at 1,276, 1,279 and 1,269. From Table 9, the p-value of age is 0.000 which means that age is a significant variable. From this, it can be observed that there is a relationship between attitudes towards women's right and age. The p-value of gender from Table 10 is also significant on attitudes toward women's rights. The mean score of attitudes towards women's rights for males is 19.97, while for females is 25.66. This means that the opinions of women towards women's rights are more globalized and open-minded than those of men. Table 11 displays the p-value of frequency of travel of less than 0.05. Thus, the effect of travel on changed attitudes toward women's rights is significant. Table 13 gives the least square mean for travel, suggesting that the higher the frequency of travels, and the more open they correlate to equalizing women's status in the community. Combining the three results above, age, gender, and travel affects students' attitude toward women's rights significantly.

Table 9
ANOVA Table of Attitudes toward Woman's Right,
Entertainment Programs and Age

Source	df	Sig.
Hours Watch	4	.384
Age	7	.000
Total	1276	

Table 10
ANOVA Table of Attitudes toward Woman's Right,
Entertainment Programs and Gender

Source	df	Sig.
Hours watch	4	.426
Gender	1	.000
Total	1279	

Table 11
ANOVA Table of Attitudes toward Woman's Right,
Entertainment Programs and Travel

Source	Df	Sig.
Hours watch	4	.991
Traveling	3	.020
Total	1269	

Table 12
A Least Square Mean of Attitudes toward Woman's Right for Differences in Age

Age	18	19	20	21	22	23	24
W Sum	25.14	24.44	23.09	22.91	23.08	20.81	22.03
LS mean							

Table 11
Least Square Mean of Attitudes toward Woman's Right for Frequencies of Traveling

Traveling	None	1-3 times	4-6 times	6+ times
W Sum LS mean	22.71	23.21	24.47	24.71

The significant effect on behavioral modes is gender. Table 14 is the ANOVA tables with 1319 participants. The same criterion for the p-value was used as before. From Table 14, the p-value for gender is less than 0.05 and is a significant variable for behavioral modes.

Table 15 shows the least square mean of behavioral modes for males is 10.94, while it comes to 11.77 for female. Namely, the behavioral score from women is higher than that of the men. This indicates that globalized women or the women seen in American or European television programs set an example that Saudi women follow. In more open societies, women play a bigger role in their own lives as well as in their households, and men do not dominate the society to the same degree.

Table 14
ANOVA Table of Behavioral, Entertainment Programs and Gender

Source	df	Sig.
Hours watch	4	.002
Gender	1	.000
Total	1319	

Table 15
Least Square Mean of Behavior Mode for Gender

Male	Female
10.94	11.77

As previously noted, the objective of this study was to investigate the impact of globalization represented in entertainment TV satellite channel programs on the attitudes of Saudi college students towards local values such as parental authority, women's rights, and behavioral mode. After reviewing the total of 1400 surveys were received from the participants, (removing the incomplete,), clear results of changes and effects were derived from the study. In general, all of the null hypotheses can be rejected, except for the attitudes towards women's rights. The next chapter will investigate these findings in more detail as well as their value and consequences.

CHAPTER 5

Conclusion

In this paper, three main questions are addressed; all pertain to the impact of satellite entertainment programs on Saudi college students. The study found that the satellite entertainment programs have largely influenced college students' values and attitudes, especially the values and attitudes that are the focus of the students in their daily lives and their dealings with others. However, other factors may apply with entertainment programs to impact the college students such as travelling and social communication.

The study stresses that college students have rejected many of the issues and traditional attitudes in Saudi society relating to the authority of the parents, which is relevant since Arab culture, especially Saudi culture, places a large role for parental authority and position in the lives of their children and their decisions. However, students tended more to accept ideas present in most entertainment programs that reflected liberation and non-interference of parents in the affairs of their daily lives and their decisions. This result is somewhat likely because, in the participants' answer, TV series and movies were the most favorite programs to them. Logically, these programs should influence students because they focus the attention of students to deal with issues that relate to their daily lives and dealing with others people, especially their relationship with parents and how to accept their authority.

In connection with the liberation and movement for freedom exhibited by Saudi college students along with the globalization, the study also found that students are

becoming firm in rejecting viewpoints from their elders. The majority of the respondents of the survey utilized by the study said that elder members of the family should not impose any viewpoints to them. In addition, a similar ratio of respondents also stressed the importance of making arguments and holding discussions with their parents of their beliefs.

With this, the paper concludes that entertainment programs clearly influence Saudi college students, specifically in their search for their own freedom, particularly in terms of marriage, education and other social aspects, however, in spite of their stance on decision-making, they do not completely outweigh parental authority to prioritize authority styles exemplified by western countries. This result is therefore appears to be in line with the culture and customs of Saudi Arabia.

Results also demonstrated that multilingualism among students have an important role in increasing the acceptance and influence by the ideas of entertainment programs. This may be due to that most foreign programs presented in different languages other than Arabic. Speaking the language of programs aimed at international youth, especially the English language led to the popularity of watching these programs

As for the Saudi college students' attitudes towards women's issues and rights, the study found that satellite entertainment programs do not significantly affect attitudes towards status and rights of women. Therefore, it shows that even students are influenced with some other aspects of life, their perception towards women remains. They are still adhering in the attitudes and traditional ideas, which they inherited from their society towards women and they still prefer women's freedom to be restricted in contrary to what

is displayed in the Entertainment programs. This could most likely be attributed to deeply rooted gender role assignments, which centuries of enforcement have entrenched into the population.

For gender, the study also revealed that women are more receptive to accept the changes for the traditional perception of women's issues and more acceptable for the women freedom than the men. Also, the study showed that traveling outside the Kingdom played a significant role to change the college students' ideas toward women freedom.

Turning to the behavioral mode, the most important results that the study found is the vast impact of the entertainment programs to student behaviors and the style of dressing which might be considered as a normal. These changes stem from what students are watching on fashion programs that might form a large attraction factor for them to imitate and emulate fashion and dressing way.

Further, the study demonstrated that Saudi students attitude towards traditional way of marriage are not affected much by the ideas showed by the entertainment programs on gender relationship and dating before marriage. They believe that the traditional way of marriage is the best way.

The study also suggested that gender differences are an important factor in college students' behavior affected by entertainment programs. The study found that women are more susceptible in their behavior and way of dress than the men. This really reflects a higher level of interest with fashion and dressing on the part of women.

With all the results attained in this study, it then proves that entertainment programs brought by the globalization all throughout the world plays a significant role in shaping the social and behavioral aspects of college students in Saudi Arabia. Students tend to follow what they see in the entertainment media, thus changing their beliefs including the right to argue for their freedom and behavioral preferences. However, in spite of the contradicting values and behaviors learned by college students from satellite entertainment programs, such influence is still considered to be inevitable.

Recommendations

From the conclusion, the study suggests the following recommendations, which are divided into two categories:

For future studies

This study enables future research to explore other aspects of the impact of globalized entertainment media to Saudi college students and other category of group of people. Moreover, future research can deal with the impact of these changing cultural, social and behavioral manifestations of youth in the whole society.

For the Saudi society

Parents should recognize that significant changes and rapid transformation in the society are occurring. Parents should take into account that resistance to change will increase the cultural gap between them and their children. Therefore, they should support their children's decision and encourage them to express their opinions in order to understand their needs and behaviors. Establishing good communication in relationships between parents and children is the key ingredient to avoid conflict and to protect their

children from any negative influences that resulted from those new changes in the society. Media will play a major role in convincing parents to accept their children's new behaviors by increasing the awareness among the society to adopt change instead of rejection and adherence to customs and traditions. In addition, government media authorities should be more attentive to youths' needs by creating more specialized TV channels that develop variety of programs that meet their needs and alternate the external influences to match the society culture and religion. Satellite TV has a great power to control public opinion and shape thinking. It acts as a "double-edge sword", either to modify the society to implement better ideas or it may introduce the society to whole new ideas that are counter to the traditional and religious ideology.

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APPENDIX A

Survey Cover Letter in English

Dear participant,

I'm Ruaa Zamil, a graduate student in Global Technology and Development Program in the School of Letters and Sciences at Arizona State University in the United States of America.

I am conducting a research study to investigate the effect of globalization —represented in entertainment TV satellite channel programs —over attitudes of Saudi youth towards some given local values. For the purpose of this Thesis, I am inviting your participation, which will involve about 5 to 10 minutes of your time to fill-out the survey.

You should be from 18 to 24 years old to participate this study, and your participation in the study is voluntary. You can skip questions if you wish. If you choose not to participate or to withdraw from the survey at any time, there will be no penalty.

Your responses will be anonymous and the results of this study may be used in reports or presentation, and results will only be shared in the aggregated form. There are no risks of taking this survey since it is 100% anonymous. Also, there will be no financial or physical benefits for you.

If you have any questions concerning the research study, please contact me –Ruaa Zamil - at rzamil@asu.edu

Thank you for your participation/

Note: If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact the Chair of the Human Subjects Institutional Review Board, through the ASU Office of Research Integrity and Assurance, at [\(480\) 965-6788](tel:4809656788)

APPENDIX B

Cover Letter in Arabic

عزيزي المشارك

انا رؤى عيسى زامل طالبة دراسات عليا في قسم تكنولوجيا عالمية وتطوير في كلية العلوم و الاداب في جامعة ولاية اريزونا في الولايات المتحدة الامريكية

انا حاليا اعد رسالة الماجستير و الهدف منها هو دراسة أثر القنوات الفضائية وعلى وجه الخصوص البرامج الترفيهية على قيم واتجاهات الشباب السعودي. من اجل إتمام هذه الدراسة ارجو منك المشاركة في الاستبيان التالي و الذي لن يأخذ اكثر من 5 الى 10 دقائق من وقتك.

يجب ان يكون العمر من 18 الى 24 سنة حتى تستطيع المشاركة و مشاركتك في هذه الإستبيان اختيارية. تستطيع حذف اي سؤال لا ترغب في الاجابه عليه و تستطيع عدم اكمال الاستبيان. لن يكون هناك اي مخالفات او عواقب ان فعلت ذلك. اجاباتك على الاسئلة ستكون مجهولة المصدر و النتائج ستستخدم في عمل تقرير لهذه الدراسة و النتائج سوف يتم عرضها بصوره رمزيه فقط. لن يكون هناك اي مخاطر عليك لأن الدراسة مجهولة المصدر 100% بالإضافة لن يكون هناك اي فوائد مادية تعود عليك .

ان كان لديك اي استفسارات ارجو التواصل معي على الايميل التالي

rzamil@asu.edu

اذا كان لديك اي استفسارات بخصوص حقوقك كمشارك بهذه الدراسة تستطيع ان تتواصل مع مدير حقوق المشاركين من خلال جامعة ولاية اريزونا على الرقم التالي

+1(480) 965-6788

مع خالص الشكر والتقدير لمشاركتكم وتعاونكم

APPENDIX C

The Survey in English

Questionnaire:	Strongly Agree	Agree	Natural	Disagree	Strongly disagree
Questions Related to the Attitude toward Parent					
1. I prefer to be free from parental authority just like young people whom I watch in foreign movies or television series.					
2. It is normal to argue about my beliefs in front of my parents.					
3. Parent authority becomes an obstacle to achieve my aspirations in selecting my academic major.					
4. I refuse parental involvement (interference) in my relationships with others.					
5. The best relationship with my parents is non-interventional in my life unless I will need their help.					
6. My parents have to give me the right to make my own decision in choosing my spouse without parent involvement.					
7. Elders in the family should not impose their viewpoints on me.					
Questions Related to the Attitude toward Women's Rights					
8. Women are not weak persons and do not need men to protect them.					
9. Women's work outside is not regarded in conflict with her essential role at home.					
10. Women should have the right to do the same work (job) that is performed by men.					
11. It is time to give women the freedom of outdoor activities similar to men.					
12. Driving is one of the life necessities for women.					
13. Women should have the right to give their opinion for all matters that relate to their family.					
14. Women should have the same personal freedom similar to man					
Questions Related to the behaviors mode					
15. There should be no contact restrictions between a man and a woman before marriage.					
16. There is no problem using English words while I am speaking Arabic with others.					
17. My style of haircut, clothing, etc. should not be criticized by society even if it looks strange.					
18. My clothing style has changed since I began watching satellite entertainment.					

I. Demographics Information

19. Gender
a. Male b. Female
20. Age:
21. Major:
22. Father Education Level
a. No school b elementary school c. Intermediate school d. High school
e. College f. Graduate
23. Mother Education Level
a. No school b Elementary school c. Intermediate school d. High school
e. College f. Graduate
24. Family Income in SR:
25. Accommodation (Residential) Type and status
a. Rent b. Own c. Available for the employer d. Others (specify): _____
26. Place that you grew up in.
a. Big city b. small town c. Rural d. outside the Kingdom
27. Where mostly do spend your vacation?
a. Inside the Kingdom b. Outside the Kingdom c. both
28. How many times you traveled outside the kingdom last five years ?
a. None b. 1-3 c.4-6 d. +6
29. Do you speak another language than Arabic?
a. Yes b. No
30. If yes, specify?
31. Do you watch the entertainment programs (Movies, TV series, Talk Shows)
a. Yes b. No
32. If yes, what your favorite TV shows are? (For example, Arab got talent, Star Academy, TV Series, etc.)
33. If you have favorite TV shows, why do you like it/them?
34. The amount of watching the entertainment programs weekly in hours
a. 0-5 b. 6-10 c. 11-15 d. 16-20 e. +20

APPENDIX D

The Survey in Arabic

غير موافق اطلاقاً	غير موافق	موافق الى حد ما	اوافق	اوافق بشدة	ما مدى موافقتك على العبارات التالية
					أفضل أن أكون أكثر تحراً من سلطة الوالدين كما هو الحال في المجتمعات الغربية
					من الطبيعي أن اجادل وأدافع عن وجهة نظري أمام والدي
					أرفض تدخل الوالدين في إختيار تخصصي العلمي
					أرفض تدخل الوالدين في علاقاتي الخاصة بالآخرين
					أفضل نموذج للعلاقة بيني وبين الوالدين هو عدم تدخلهم إلا في حالة إحتياجي لمساعدتهم
					لا بد أن يترك لي حرية اتخاذ القرار الخاص باختيار شريك حياتي بدون تدخل الوالدين
					أرفض أن يفرض الكبار في الأسرة آرائهم عليّ
					في وجهة نظري أن المرأة مخلوق ليس بضعيف وأنها ليست بحاجة الى مراقبة وحماية الرجل
					عمل المرأة خارج المنزل لا يتعارض مع دورها الأساسي تجاه أسرتها
					من حق المرأة أن يتاح لها مزاوله جميع الاعمال والوظائف المتاحة للرجل
					يجب أن يتوفر للمرأة حرية ممارسة النشاطات الخارجية كالأندية الرياضية والاماكن الترفيهية كما هي متوفرة للرجل
					قيادة المرأة للسيارة من ضرورات العصر
					لا بد أن يكون للمرأة رأي في كل الأمور الخاصة بأسرتها
					يجب أن يعطى للمرأة نفس الحرية الشخصية التي يتمتع بها الرجل
					لا امانع تعارف الفتى بالفتاة بهدف الزواج
					لا أجد مشكلة في استخدام بعض الكلمات الإنجليزية أثناء حديثي مع الآخرين باللغة العربية
					في وجهة نظري طريقة اللباس وقصة الشعر هي حرية شخصية ولا يحق للمجتمع التدخل والانتقاد حتى لو كان المنظر غريباً او غير متعارف عليه في المجتمع
					الاحظ تغييراً لذوقي في اللباس بسبب مشاهدتي لبرامج القنوات الفضائية

البيانات الشخصية

- الجنس: () ذكر () أنثى
- العمر:
- الكلية:
- القسم:
- المستوى التعليمي للأب
- () غير متعلم () ابتدائي () متوسط () ثانوي () جامعي () دراسات عليا
- المستوى التعليمي للأم
- () غير متعلم () ابتدائي () متوسط () ثانوي () جامعي () دراسات عليا
- الدخل الشهري للأسرة بالريال:
- صفة ملكية سكن الأسرة
- () ملك () إيجار () متوفر من قبل العمل () أخرى تذكر:
- البيئة التي عشت فيها خلال العشر سنوات قبل دخولك الجامعة
- () مدينة حضرية كبيرة () مدينة شبه حضرية صغيرة () منطقة ريفية (قرية) () خارج المملكة
- اين تقضي اجازتك غالبا
- () داخل المملكة () خارج المملكة () كلاهما
- عدد مرات السفر خارج المملكة خلال الخمسة السنوات الماضية
- () لم اسافر () 1-3 () 4-6 () اكثر من 6
- هل تتحدث لغة أخرى غير اللغة العربية
- () نعم () لا
- لو كانت الإجابة نعم الرجاء ذكر اللغة/ اللغات الأخرى
-
- هل تشاهد البرامج الترفيهية على القنوات الفضائية على سبيل المثال (أفلام, مسلسلات, برامج الواقع مثل ستار اكاديمي, سوبر استار..)
- () نعم () لا

إذا كانت الإجابة نعم ما نوع البرنامج / البرامج المفضلة لديك مع ذكر السبب

.....

.....

.....

.....

كم من الوقت تقضي اسبوعيا في مشاهدة البرامج الترفيهية بالساعات

- () 0-5 () 6-10 () 11-15 () 16-20 () أكثر من 20

APPENDIX E
IRB APPROVAL

To: Mary Jane Parmentier
Interdisci

From: Mark Roosa, Chair *MR*
Soc Beh IRB

Date: 07/10/2012

Committee Action: **Exemption Granted**

IRB Action Date: 07/10/2012

IRB Protocol #: 1206007957

Study Title: Globalization & Cultural Attitudes of Saudi Arabia's Youth: Impact of Satellite Entertainment.

The above-referenced protocol is considered exempt after review by the Institutional Review Board pursuant to Federal regulations, 45 CFR Part 46.101(b)(2) .

This part of the federal regulations requires that the information be recorded by investigators in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects. It is necessary that the information obtained not be such that if disclosed outside the research, it could reasonably place the subjects at risk of criminal or civil liability, or be damaging to the subjects' financial standing, employability, or reputation.

You should retain a copy of this letter for your records.