

Globalization and how to adapt to its technical and intellectual implications for higher education from the point of view of university academics in Kuwait

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Abstract

This study aimed to identify the negative and positive effects of technical and intellectual globalization on higher education from the point of view of faculty members of the College of Basic Education in the General Authority for Applied Education and Training of Higher Education in Kuwait, as well as to identify appropriate ways to deal with these repercussions. Higher education and ways to deal with it, consisting of (55) paragraphs, and to confirm its sincerity was presented to a committee of arbitrators, while it was confirmed to be stable in the method of testing and returned to a random sample outside the scope of the study sample. The average faculty estimates showed that the positive effects of technical globalization on higher education were high. Average faculty estimates showed that appropriate ways to deal with the negative effects of intellectual globalization on higher education were high. The results showed that there were no statistically significant differences in the study sample's estimation of the positive and negative technical and intellectual implications and ways to deal with it, due to the change of educational experience, degree, and the source of the certificate.

Keywords: Implications of Globalization, Higher Education, Technical Globalization, Intellectual Globalization, College of Basic Education, General Authority for Applied Education and Training of Higher Education, Kuwait.

Introduction

Western societies embraced globalization, disseminated it, and embraced its ideas with philosophies that it believed were true. And tried to spread its ideas through globalization to the whole world, and was convinced by the peoples of the world - including Islam - as a result of the intellectual vacuum and a clear approach that is enlightened by its principles, and therefore there has been a lot of talk about globalization in thought, and concluded intellectuals and enlightened minds between supporters For her and all that she has come to, and that those who reject her are those who are behind and closed and the superficial view of things.

Between its opponents and its ideas and values, and those who see it as deceiving and misleading minds, are led by the powerful to achieve their interests at the expense of the least powerful, some of whom were fair to them in the sense that they took their positives and participated in correcting the course of their negatives, or worked to avoid them by confronting the negative. In the Arab world, the cultural, social and political landscape has taken a great deal of interest in all aspects of globalization, and this global project has received unprecedented attention in all these circles, as a result of the justified sense of its dangers, in the absence of a clear arab civilization project, and the elements of entering the third millennium in a way that ensures the magnitude and effectiveness of dealing with these resulting changes (Jarrah, 2009).

Globalization, in its simplest sense, means universalizing and making it global. Its various economic, political, media, cultural and social dimensions are therefore also global. Globalization is now at the forefront when talking about the world and all its fields, and scientists have been busy researching its implications and thereby creating a lot and differing about it and its effects. Globalization has a phenomenon in which the economy, politics, culture, sociality and behavior overlap, and belonging across international political boundaries may also be abolished by some. As a result of the transformations taking place at various levels affecting human life on the planet wherever it is, and contributes to the emergence of these transformations the emergence of multinational companies supported by multinational companies in which the actual ownership is distributed among capital companies of different nationalities, with these companies carrying out their various investment activities in several countries, which may consist of economic companies whose activities are scientific, media or any other name, but the long goal is the economy, and we do not forget the main engine of this system, which is the great development in the field of technology and communications (Rajab, 2009).

Globalization as a new concept is inevitable and inevitable, and this phenomenon has pros and cons that we must not ignore, but be very careful about. It is becoming increasingly difficult for the national state to control the paths of shaping citizens' thinking, values and feelings. It leads us to say that the future belongs to those who possess knowledge, and where invention and creativity precede.

What we are exposed to in practice in the context of the influence of the current of globalization, whether we like it or not, is the process of shaping thought according to the next model of external influences, as provided by the media, communication and the Internet. Globalization has unprecedented advantages, and in turn it has drawbacks that carry risks and threats, and that opinions have been divided on the intellectual and practical level between an optimistic, impulsive, unreserved enthusiasm and fierce opposition to its criticisms. The refore, in the face of the multiplicity of these aspects and opinions, an objective position must be taken, allowing for an active and active movement to take on the role, status and share of opportunities, and at the same time to guard against the dangers (Al-Anzi, 2009).

The relationship with globalization needs to be reconsidered, as a comprehensive phenomenon, and dealt with as a whole. This does not mean an uncritical acceptance of it, but the use of reason to understand what is going on around the international arena in its various aspects as a result of globalization and its challenges, as dealing with it requires moral immunity, intellectual, mental and practical immunity. It is necessary to prepare the emerging future, prepare them, adapt them to the twenty-first century, and enable them to face the currents of globalization, it is imperative to link the young to the Islamic faith, to establish values and principles in them, to prepare them correctly, to speak to them in the language they understand, and to provide them with examples. Arab-Islamic civilizations, and we take the hand of young people to delve deeper into the principles and values of these civilizations. Accordingly, we need a vision of flexibility, awareness and openness, and then respect for human beings and their privacy so that they can trust themselves and those around them, cherish their dignity and secure themselves, their future and their legitimate rights. Our action must be at the heart of mutual respect, the trust of generations in us, and we must strive to respect human rights, particularly freedom of expression, the ability to speak and to speak.

Based on the apparent vision of globalization, the world of tomorrow will be different from today's, and we must work to build a new humanity, since globalization may be the best and the worst of human ity; The role of educational institutions, particularly those of globalization, must be seen from within the existing globalization and to recognize the mechanisms of this globalization, in order to create generations with the necessary attitudes, attitudes and skills, and the knowledge required to deal with globalization and the developments of its age in a properly selective manner.

From this point of view, globalization and the scientific, technical and information revolution it represents constitute a strong reality, to renew and change educational concepts, frameworks, patterns, contents, forms and fields, as we are faced with a large amount of multi-directional knowledge, perhaps the most prominent of which is this development in the world Information and communications, the growth of electronic technologies from computers to the Internet and open space, in addition to what is imposed by the market control system, and the new international system that needs advanced and productive education capable of dealing with globalization in the light of its implications and conformity with it on the basis of It is inclusive of the world, and its absorption needs to give generations more skills and characteristics that enable them to choose, choose, take advantage of the positive cultural data provided by globalization and move away from their negative flaws (Al-Sarisari and Hassan, 2002).

Globalization and its technological revolution have contributed to radical changes in the methods of learning and higher education, whether at the level of students who continue their studies up to university, or those who seek to build themselves and develop their information through modern teaching and learning methods, as well as affect the quality, adaptation, access and cost of higher education, thus providing the appropriate conditions, providing direct access to sources of technical and cultural information, and facilitating rapid communication between faculty members and researchers, and providing them with services and facilities that enable them to reach their scientific and practical objectives (Al-Sahouri, 2008).

Globalization has led to a range of challenges to higher education, leading to the presence of global foreign universities within developing countries, increasing competition and superiority for national universities. The role of governments in supporting public universities has diminished and their inability to increase university fees for economic, political and social reasons. And to the diversity of patterns of higher education and the emergence of new types of universities such as open universities, and virtual universities that cost less than traditional universities. The possibility of an imbalance between scientific, basic and human specializations. The private sector has invested in higher education and has entered into a public sector competitor for higher education and on the basis of profitable business. The quality of education provided by private and foreign universities is not guaranteed. The absence and decrease of the role of governments in formulating strategies and setting goals for the preservation of national identity (Arabiyat, 2006).

The problem of study and its questions

Globalization in its broad and comprehensive sense has a profound impact on the higher education system and has led to new transformations and practices in the education system that were not previously used, as higher education has the greatest burden in addressing its obstacles, as economic and social development depends on knowledge. Highly qualified citizens have to play a pivotal role in the development of society and help it meet the challenges of globalization. In the context of the overlap of globalization in all areas, the problem of study is determined by globalization and how to deal with its positive and negative technical and intellectual implications for higher education to reach the goals and challenges of the stage for this important sector. In order to achieve satisfactory results and achieve the desired goals, the following questions must be answered:

1. What are the positive effects of technical and intellectual globalization on higher education from the point of view of the faculty members of the General Authority for Applied Education and Training of Higher Education in Kuwait?
2. What are the negative intellectual and intellectual implications of globalization on higher education from the point of view of the faculty members of the College of Basic Education in the General Authority for Applied Education and Training of Higher Education in Kuwait?
3. Are there statistically significant differences \square at the level of statistical significance ($= 0.05$) between the averages of faculty estimates on the paragraphs of the tool as a whole concerning the negative intellectual implications of higher education attributable to a variable (educational experience, degree, source of certificate)?
4. What are the appropriate ways to deal with the negative intellectual and intellectual implications of globalization on higher education from the point of view of the faculty members of the College of Basic Education in the General Authority for Applied Education and Training of Higher Education in Kuwait?
5. Are there statistically significant differences \square at the level of statistical significance ($= 0.05$) between the averages of faculty estimates on the paragraphs of the tool as a whole and related to appropriate ways to deal with the negative intellectual implications of higher education attributable to a variable (educational experience, degree, and source of certificate)?

The importance of study

This study deals with the positive and negative effects of technical and intellectual globalization on Kuwaiti higher education institutions, and the importance of the study comes from the following points:

The importance of exploring the views of faculty members on globalization and its implications. The disclosure of their views is a necessary step, and to help the trends and aspirations of the Ministry of Higher Education in Kuwait towards expanding higher education in accordance with the requirements of the times and its progress.

The disclosure of faculty members' views on globalization and its implications for higher education can give a rough picture of the effectiveness of educational policies in Kuwait to prepare faculty members and programs provided to students in proportion to contemporary life and this ever-changing world faster than long-term plans.

The current study is important because its results give feedback to academics on the effectiveness of their plans in introducing technology into higher education, as well as the effectiveness of training and training programs for faculty members.

The importance of study through what you can add to theoretical literature and previous studies in the subject of the effects of technical and intellectual globalization on higher education, especially in The State of Kuwait.

Study objectives

This study aimed at:

1. To learn about the negative and positive effects of technical globalization on higher education, especially the implications for the student and faculty.
2. To learn about the negative intellectual implications of higher education, especially the implications for the student and faculty.
3. To show appropriate ways to deal with the negative effects of technical and intellectual globalization on higher education at the College of Basic Education in the General Authority for Applied Education and Training of Higher Education in Kuwait.

Definitions

Globalization: A term that means making the world one world, directed in one direction within a single civilization, and therefore may be called cosmic or constellation (Abdal-Jawad, 2000:17): 17).

The implications of globalization: all that globalization has brought about and brought about a change in an institution or society (Al-Ali, 2002: 7).

Technology: Computers and systems that rely on them from software applications used to convert, store, process and benefit from them (Riachi,2001:11): 11).

Thought: Thought is the mechanization of the mind and its processes in finding solutions and means to get out of the problems of civilization that accumulate with its development(Mind, 1999:3): 3).

Study determinants

- This study was limited to the negative and positive effects of technical and intellectual globalization on students and faculty.
- The study is scheduled for the academic year of 2019/2020.
- The study was determined spatially in the College of Basic Education in the General Authority for Applied Education and Training of higher education in Kuwait, and its study community of faculty members.

Theoretical framework

The concept and the emergence of globalization

Globalization is an old concept that has evolved with the development of the times and the thinking of those who are behind its dissemination and support, and globalization has been associated with the movement of man and his movement from one place to another, and from one country to another, as well as to the military invasion and colonial domination of hundreds of years ago. Paradoxically, according to the interests of individuals, and according to the purposes that each state strives to achieve (Ibrahim, 2008).

Abu Zaaroor (2001:13) defined it as "a new world order based on the electronic mind, information-based information revolution, unlimited technical creativity, without regard to the systems, civilizations, cultures, and geographical and political values and boundaries of the world."

Mabrouk and others defined it as "an attempt to impose secular, materialistic, utilitarian philosophy (American philosophy) and related values, laws, principles and perceptions on the entire world population." Globalization is: the process by which barriers between nations and peoples are eliminated, by which societies move from a state of division and fragmentation to a state of convergence and unity, from a state of conflict to harmony, from inequality and differentiation to homogeneity and symmetry, and here a global consciousness and unified values are formed based on Global humanitarian charters. Al-Atrash defines globalization as: "The integration of the world's markets in the fields of trade and direct investment, the movement of funds, manpower, cultures and technology within the framework of market freedom capitalism, and thus the world's submission to global market forces, leading to the penetration of national borders, and to The great decline in state sovereignty, and the key element of this phenomenon is multinational corporations" (Al-Anzi, 2009:14).

There is a difference in the view of scientists according to their specialties towards globalization and its definitions as follows (Al-Rubaie, 2007):

1. The United Nations must be able to achieve the desired and effective global security.
2. Economists believe that globalization is a phenomenon, or a global economic system that threatens weak economic systems, but at the same time leads to communication and interdependence between global markets and global transcontinental giants, which undoubtedly contribute to the competition of local and regional companies. The little one.
3. Sociologists believe that globalization is a global social system or social culture that carries many values and standards of conduct that are contrary to the cultures and systems of societies in many countries of the world, through increased links between associations, institutions and non-governmental networks, facilitating the process of coordination of interests. The common altruism of groups, institutions and the emergence of alliances between international social forces and groups with common interests, whether positive or negative, and this unlimited communication may often result in a loss of value and moral balance, social norms and traditions among nations and peoples.
4. Religious scholars see globalization as a new phenomenon that threatens the principle of faith and associated norms and norms, which sow sowing the seeds of doubt and mistrust, in everything, including values and ideals of faith and the spiritual world of man, and the material overcomes the spirit and whimsy of principle, and religious

scholars believe that globalization Contributed strongly to the promotion of secularism with its Western concepts, which call for the complete separation of religion and state in thought, politics and action, and even multiplied even further in promoting some writers of the civilizational conflict between East and West, and spreading some misconceptions about religions, with the aim of widening the gap between the differences and divisions between Peoples.

5. Education scientists see globalization as a threat to existing traditional systems and their ability to preserve the values and rewards on which they were founded, and a threat to them because they do not have the material and human capabilities that qualify them to compete with educational institutions coming from the arms of Other civilizations are loaded not only with science but with a different vision and thought on the other side, and according to the scholars of education in this regard, the existence of international educational institutions through their services and programmers, or the establishment of branches that support local expertise and an incentive to compete for quality improvement.

Globalization is the phenomenon of the end of geographical and political boundaries between states, and the existence of a single world State that has an impact on the people of their own state. Economically, it is the freedom of the economy, the movement of large capital, the establishment of mega-corporations, free trade, and the movement of goods and services between the nations of the world. Culturally, it is the domination of one culture over all other cultures and its assimilation into the new culture. Socially, they are the strengthening of social classes, increasing class differences, deepening unemployment among people, and increasing poverty (Al-Khaala, 2003).

It can be said that globalization means that developed countries seek through scientific and technical superiority to control other countries educationally, culturally, socially, politically and economically, under the pretext of helping to develop comprehensively and achieve equity in investment and welfare for society. With no denying some positive aspects in different areas of life.

The researchers differed in the history of the emergence of globalization, among them these researchers believe that the phenomenon of globalization is five centuries old, i.e. dating back to the fifteenth century of the modern European Renaissance, where scientific progressing the field of communication and trade is evidenced by this: the basic elements of the idea of globalization: the increase in mutual relations between nations, whether in the exchange of goods and services, the movement of capital, the spread of information and ideas, or the influence of a nation by the values and customs of other nations known from that date. There are those who believe that globalization is a new phenomenon and is only an extension of the Western capitalist system, but the last stage of the development of the secular capitalist system, which is a useful material, and emerged in the second half of the twentieth century, as a result of certain political and economic events, including: the end of the Cold War between the Soviet Union and the United States in 1961, and then the fall of the Soviet Union politically and economically in 1991, and the subsequent unilateralism of the United States of America to the forefront of the contemporary world, and its uniqueness with its political, economic and military leadership, highlighted, and thus highlighted, The economic power of the free financial and industrial groups, which are multinational companies and economic institutions, is strongly supported and a note that has made its fruits and products benefit almost all the world's population and thus linked their destiny to the fate of their great power. The United States of America was assisted in this by the liberalization of international trade, the flow of foreign investment and the knowledge revolution, and the growing role and influence of multinational corporations in global economic activity (Abu Zazur, 2001).

Goals of globalization

When we talk about the objectives of globalization, we present this as seen by supporters and enthusiasts and the vision of the second group is the ones who are opposed to it, and we are also asked to view the average view between the two previous opinions. It is noted that opinions agree that the most important aspect of globalization is the economy or that all the fruits it reaps through the economy or the economy itself. Proponents of globalization see it as positive, and many of the advantages have been brought to human societies in general, and one of the positives they see is what they see as what they have pointed out (Abu Zazur, 2001): bringing global trends towards trade and capital market liberalization closer together. Expanding production worldwide and creating opportunities for global economic growth. The solution of common humanitarian problems that cannot be solved from the perspective of the domestic national sovereignty of the State, on which the international system is based and maintains its balance (nuclear weapons, environmental protection and the spread of crime). To create stability in the world and seek to unite it in accordance with universally agreed principles, regulations and laws. The dissemination of modern technology that serves human beings, and easy access to important information by taking advantage of this modern informatics revolution. In addition to raising the standard of living of people, fighting unemployment, increasing incomes, and reducing inflation.

However, there are opponents of globalization, which is seen as a kind of neo-colonialism, which is through a legitimate and legal cover, according to organizations and bodies concerned with the world at large, including the

United Nations, as they see it as a threat to the developing world and serve the powerful at the expense of poor and developing societies, including these objectives: domination of the world's economies by America, through the domination of the economy of states by major corporations, control of the political decision center and industry in the nations of the world to serve American interests, at the expense of the interests of peoples and their national and national wealth, and the destruction of identities. The local nationalism and culture of the peoples of the countries where the currents of globalization are being solved. The refore, the need for a comprehensive and comprehensive approach to the development of the united nations is a priority for the United Nations. The imposition of capitalist thought and Western civilization on all countries of the world, particularly non-capitalist ones (Al-Anzi, 2009).

Nevertheless, there is a middle ground team that has its opinion between the point of view of these two groups, which sees globalization as a double-edged weapon where there is much good and opportunities, which will serve societies, especially the emerging ones, and in return there are many disadvantages that may be inflicted on societies if they are not Vigilant, engaging and active.

Dimensions of globalization

Globalization has many dimensions, such as economic, social, intellectual, political and media, and these dimensions, each of which spreads a kind of globalization according to the area in which it occurs, for example, where economic globalization and political globalization are. Here are some of these dimensions related to the subject matter of the study:

1. The economic dimension: The economic dimension has been associated with the phenomenon of globalization, and it has become one of the most important dimensions on which it is based, noting that globalization is a historical mix of all different dimensions of life including economy, politics and culture, an integrated system that is integrated, integrated, influential and influenced in each other, intertwined and intertwined to form a world without economic, political or cultural boundaries. Information, and interdependence between the economies of countries, in the long run, is for the benefit of all."

Economic globalization means the emergence of a working enterprise for the world economy, which is not subject to traditional control, and which deals with all matters relating to the free movement of goods and services and capital at the global level. Economic globalization aims to divert the world's attention to the economy more than it is to any other life, including morality and human values, whose principals have begun to decline in the face of economic values and principles and their temptations, and have made human relations linked to commodity services and profitability. utilitarianism, and economic benefit has become the first to be seen in any relationship of adoption. The World Trade Organization, which belongs to the United Nations, is today the most important institution of economic globalization, coordinating its work and policies with other economic institutions, but it is the only entity that manages the world commercially and enacts global economic decisions, It is obliged to all states that fall within their agreements (Al-Anzi, 2009).

2. Cultural globalization means the formulation of a comprehensive global culture covering various human cultural activities, and it attempts to formulate a global cultural pattern of universal moral ity, encompassing all human features of material, spiritual, intellectual, artistic and emotional, as well as the sum of knowledge, values, ways of thinking, aesthetic, artistic, cognitive, religion, language, behavior and behaviors, expression and lifestyle, as well as human aspirations for ideals.

Cultural globalization also calls for the opening of global cultures to each other, the transfer of the focus of human attention and cultural awareness from the local to the global sphere, where awareness of the world's world and the unity of humanity is increased, and the global identity and citizenship that may replace Local identity and this is a threat to the spread of cultural globalization to the peoples and communities targeted by them.

3. Social globalization is intended to spread social universal concepts and values, to create modern patterns of behaviors, to serve globalization and to spread its ideas. Parents, reproduction, birth control, freedom of sex, and family legality.

Jarrah (2009) believes that social globalization under American hegemony is based on changing the nature of social formation in Arab societies, even destroying social structures in them, and spreading the American social pattern to Arab societies and all countries of the world.

4. Intellectual globalization: the dissemination of global thought that achieves the objectives of globalization, affects the thinking of the communities of the target countries, and changes it in line with the objectives of globalization, whether economic or political, where there is no doubt that globalization is a global thought with different dimensions spread across the world in various ways, and as a result of the growth, spread and effects of globalization, it has been accompanied by global intellectual variables sent to the societies and peoples of the world and the features of the spread of intellectual globalization, the prevalence of democratic concepts and ideals in different societies of the world, which are spread across the world in various ways.

Social, economic and political change as a result of globalization. And the entry of technological thought in various fields of knowledge and life in general. (Seddoh, 2002)

The United Nations is the only country in the world that has been able to achieve the goal of a world free of war. This has spread across various spheres of life, such as sports, politics, fashion, the environment, law, identity and culture, thus becoming recognized in most societies in the world that globalization is a force with unbridled thinking that enters all spheres and cannot be scaled away from any aspect of life (Ibrahim, 2008).

5. Technical globalization has contributed to making the world a single global village with different impacts, events and developments in all fields and walks of life, which increases the convergence of human beings and the ease of communication between them, regardless of the divergence between them. It has become recognized that the global village and the local village have become one village where distances have come together and all of them are affected and influenced. Others, dealing with them and respecting their privacy i.e. the whole world (Al-Rubaie, 2007).

Technical globalization has linked the world to all aspects of life with technology, which has helped to spread globalization in general, where the economy, politics and education have all become served by technology, thereby trying to minimize the role of human beings and even to compete with their position in their careers, where in this era they have become familiar and acceptable security guard: the official in charge of admission and registration of educational institutions like this, all through technology and communications, as well as the central staff no longer needed them and even the monitoring of the staff and the repair of space craft problems. In the cosmic space for years, as well as the conduct of surgeries in hospitals, all through technical globalization and at the expense of man and the human being behind globalization, its objectives are achieved as a result. Technology at this stage of the era is almost the strongest means of spreading globalization in general and in order to achieve its economic objectives if we say that the economic aspect is the most important objective of globalization. Education and learning have become remote. Culture and media via satellite, fiber optics and the Internet (Resourceful, 2004).

Education, globalization and its challenges

Globalization poses many challenges to education in all its aspects and its multiple and accelerated issues, interlocking and thorny, and put it in the face of a fateful challenge and a dangerous intellectual crossroads between assimilation, or the integration between abolition and marginalization, or the participation and effectiveness between a strange dualism that seems to raise societies The province.

In this era, education has become the target of globalization to achieve its global goals at the expense of education, where the makers of globalization and those who walk its cart went to an information bank, the philosophies of education, and how to reshape it, in accordance with the vision that would achieve their goals. Thus, education in the Muslim world is facing the challenges and effects of this strong intellectual wind, which is blowing on the most important pillars of development society, namely education, one of which requires education to reconsider its methods and methods. The aspects of globalization are education, as noted by Al-Azzam (2006): Following:

Technological and cognitive advances are accelerating, and its scientific information is constantly increasing.

1. The call for shared universal values is contrary to the values of the Islamic community and the expansion of cultural security breaches sought by foreign institutions.
2. Cultivating and developing cultural and cultural alienation among young people in particular, which expresses itself in a way that is dazzled by all that is foreign with a sense of despair, frustration and distrust among members of the Muslim community and their sense of inferiority.
3. Increased spending on education by the state will inevitably fail to meet what should be done in this regard, while the hope of education to be a designated and productive companion for it through its qualification to those who carry the banner of progress and development and reject dependency and get out peacefully with sound thinking and insight.
4. To popularize concepts and values that reflect the utilitarian pragmatic trend, and its economic principles, which will inevitably undermine the authentic Islamic positive values.
5. The growing hidden unemployment, which results from educated people who do not need their science and specialization.

With regard to the share of education in the Arab countries and the challenges of globalization towards them, one of the most serious is the Arab culture and this crisis is multifaceted, it is a legitimate crisis and a rational crisis at the same time, and the latter is the one that has brought the Arab system to a prominent state of economic deficits and political weaknesses and some researchers believe that the challenges of globalization for education relate in three areas: knowledge, technology and culture (Ibrahim, 2008).

In the age of globalization, the issue of technology in developing countries has become a serious challenge of the times because of the following problems (Al-Anzi, 2009):

1. The difficulty of producing advanced technology, due to the lack of building a sophisticated technological base.
2. Technological dependency, with the high cost of technology transfer from its exporting countries.
3. The difficulty of obtaining advanced technology, which can be used to build a technological base, is to deny the industrialized countries access to advanced technology.
4. The migration of promising technological cadres to exist abroad, due to the lack of important possibilities that help to work productive lying at home and the economic temptations offered by developed and industrialized countries that have long sellers in this field.

Education is the main factor in the building of man, and it is responsible for the progress and backwardness of peoples, because the power of nations lies not in the treasures buried in their lands, nor in the gold that fills their coffers, but whose strength lies mainly in human capital, which creates the idea of education with successful goals and visions. Strategic education is also the first to lead development and an important factor in all its aspects, and is essential in building the modern state advocated by globalization in this era.

Globalization and this rapid development of it and the resulting problems, and the successes it aspires to through the spread of globalization can only be addressed by educational thought, which proves its success by producing in all its productive forms of knowledge, as well as focusing on the development of human forces intended by that education to move and refine its mind. The formulation of its capabilities, skills, scientific and practical knowledge must be harnessed to the human element in which success is hoped and relied upon in taking the initiative and moving societies and peoples to progress and prosperity, and education is capable of achieving all of this if globalization is for peace and development. Sustainable education is able to benefit from that thought, and if globalization is for others, the minds that have been educated are able to transform the goal, the means for them, and their communities (Al-Anzi, 2009).

Higher education and globalization

Higher education means all types of education that follows secondary education or its equivalent and is provided by vocational training centers, higher institutes and university colleges (Al-Ghamdi, 2005).

The aim of modern higher education systems is to establish education for independence and for high efficiency in performance in response to rapid changes towards globalization and economic, social and political independence, and that higher education institutions are more demanding than ever to move society towards development and progress, and to keep pace with rapid changes in globalization, benefiting societies and their development (Al-Nouri, 2005).

Scientists and researchers are expanding hopes for higher education and placing before it great responsibilities of interest to society that will lead it towards development, prosperity and progress in various fields, in which Hareb (2006) identified three main dimensions that are considered to be the tasks and responsibilities of higher education:

- Rehabilitation and development of the local workforce and providing the needs of the community from technical, administrative, scientific, educational and economic frameworks.
- Provide training programs to ensure the continuous and sustainable development of the workforce, research and development programmers' in general.
- Strengthening the values of work, production, progress, peace, openness, tolerance, participation, belonging, responsibility, volunteerism and other positive values and transforming them from mere theoretical concepts into behavioral values and societal practice.
- Support autonomy in thinking and objectivity and unleash an individual's creative energy by developing his or her ability to observe, experiment, analyze and install.
- Emphasizing the role of active citizenship and intellectual, cultural, political and social participation in building a society that overcomes the phenomenon of underdevelopment and dependency based on science and knowledge.

The challenges of globalization towards higher education

This era has seen an interest in globalization and its effects on education in general, and higher education in particular, for which scientific conferences and seminars have been held in various countries and universities. This is due to the fear of challenges that globalization may bring in higher education, the most important of which is trading in it and expanding its spread without controls or standards, as well as the idea of correspondence and distance learning began, and then the concern of educators began to worry, and what they felt became a reality

when the General Convention on Trade was established in Services, known by the acronym "Jat", in which education is regarded as a commercial commodity, and this agreement is one of the products of the World Trade Organization, and on this approach a number of writings have emerged in which it was said that "the WTO carries a serious threat to the values and customs of the University Traditionally, we are facing a real revolution in higher education, which can bring about radical changes in our understanding of the role of the University and its role towards society and development in general. The changes ahead are enormous and there is still much to be done by globalization that casts a shadow over all institutions of higher education (Altabach, 2001).).

Among the challenges faced by higher education in general are the following (Al-Rubaie, 2007)

- Expansion of higher education to meet growing demand.
- To develop the quality and quality of the outputs of higher education institutions.
- Aligning education outcomes with the lab our sectors, and the diversity and speed of changing lab our market demands.
- Continuous change in the design and development of programs and disciplines, in line with the needs of the community.
- The growing trend towards human and literary disciplines has diminished.
- Addressing the challenges of globalization, particularly with regard to the liberalization of higher education services.
- Increasing the cost of funding higher education.
- The increasing role of ICT in higher education has increased.

Thanks to globalization and the technical means it has brought to education in general, and higher education in particular, many new patterns have emerged to provide educational services, and the methods and methods of educational programmers' have varied, including as noted by Al-Rubaie (2007): (Distance education, Open universities, virtual universities, multi-system universities). All types are involved in e-learning and e-learning, which is one of the most widespread forms of learning at present. E-learning has contributed to the creation of appropriate solutions to many of the challenges faced by higher education, particularly in relation to the cognitive explosion, the expansion of the growing demand for higher education, the provision of continuing education, distance education, and contemporary educational problems that enable E-learning system contributes significantly to its solution: (cognitive explosion, continuing education and lifelong learning, classroom overcrowding, lack of faculty, professional development of faculty and staff) (Rajab, 2009; Al-Atiwi, 2005).

The Internet uses all sectors it sees as its service. She was employed in the field of education to provide some educational services such as e-mail, file transfer, chat service, search service and live streaming. Given the significant changes taking place in the global community with the introduction of the information age and the communications revolution, educational institution programs need to be reviewed and developed to keep pace with these changes in the field of computers and accessories. The educational process, its objectives and means, allowing the student to benefit from the acquisition of knowledge related to information and communication technology, and through its various means. Thus, with the increase of students to use the Internet, as well as with the increase of modern technologies, the institutions of higher education have tended to accept the changes that have taken place in the education environment, and have accompanied that development and began to provide their educational services by taking advantage of this technology, where courses have become available on Internet, as well as the establishment of universities and virtual libraries so that the student can apply, register and enroll in the university, buy references and books and attend lectures without the need for an actual visit to the university buildings, as well as specialties and educational programs have been developed to interact between them and students This type is called e-learning, as the educational institutions differed in their dealing with technology and take advantage of it according to the decision makers, some of which have become purely virtual educational institutions where they provide all their services via the Internet and some of them take the Internet as an aid as sections Virtualization such as admission, registration and payment of university fees, as well as study, distance education and other services provided by these institutions. This is the future of education and its status in this age (Musa, 2003; trick, 2004). The government's decision to re-establish a new government in 2008 was a major step in the right to education.

With increased investment in higher education and global competition to provide the best in this field, and the fear of some regimes losing the educational reins in this important educational facility, there has been a so-called quality in education, and conditions have been established through which the path of higher education can be adjusted and the appropriate environment created. To compete in accordance with international quality standards in the field of higher education. Quality assurance in higher education is undoubtedly at the forefront of the concerns of states and institutions of higher education. There is considerable interest at the global level, as well as at the level of states and regional groupings.

There is considerable competition in the provision of transcontinental higher education services, which became more apparent after the emergence of the negotiation of the Free Trade Agreement in services that regard education as part of these services, and the entry of new competitors to provide educational programmers' in various ways and patterns, which is a concern. On the quality of education and therefore efforts have been made to establish local and international systems to ensure quality. For example, the Global Network for Quality Assurance in higher education institutions, in this regard, has worked to place quality assurance on the list of its conferences on education, whether regional or international, in order to develop and maintain its quality of higher education (Bridge, 2004).

Quality indicators are a certificate of excellence awarded to educational institutions, both from organizations of excellence, and from communities themselves, and in this regard some educational literature refers to a set of criteria for measuring performance assurance in universities and colleges (Al-Rubaie, 2007).

Previous studies

Burbules & Torres Study: This study examined globalization and education (as a critical vision), including a book entitled *Globalization and Education*, which brought in a distinguished group of international authors to discuss globalization and how globalization affects educational policy in independent states around the world. Financial dependence, for others, means neoliberalism as a dominant policy, for others means the emergence of new global cultural forms, technology and the media shape relationships that promote different cultural affiliations and interactions across the world. New social movements, local popular cultures (contrary to the universal). The need to develop consideration of these basic ideas in order to form a well-defined education policy under the current conditions of globalization has been emphasized. The authors criticize that globalization should be taken and accepted as it is, as this phenomenon has both pros and cons and that there must be full awareness among individuals and Governments of the concept, objectives and harms of this phenomenon.

The study found Porter & Vidovich, 2000): "a range of effects of globalization in the form of higher education jobs, that globalization has created a decrease in government support for universities, higher education institutions, and the spread of quality at the lowest cost, as a result of the expansion of higher education institutions in specialized education or lifelong education. Through non-governmental institutions, the private sector, the use of increased fees or the recruitment of foreign students, a focus on the aspects of paid consultations and research related to companies and economic centers, and in return universities should focus on training programs for different age groups for pay, through distance education. It also emphasizes the creation of new types of responsibility and at all levels, whether in education patterns or special plans workflow, such as the success indicators adopted in higher education institutions and the review of academic performance evaluation through teaching and research, as well as the principles of quality and overall quality in the evaluation of institutes, as the focus is on the processes and outcomes of higher education institutions, and the correlation of material support with the results of the evaluation. The adoption of higher education institutions should adopt multiple forms of education through lecture halls or through multimedia open education.

Gban (2000) conducted a study that aimed at identifying the general effects of the globalization of the economy, its challenges related to higher education, and identifying the most prominent problems of Saudi university higher education, which limit its positive handling of the data of globalization and determine its development to effectively keep pace with these data. Using the documentary descriptive approach. The study found that the globalization of the economy is full of opportunities and risks, which calls for fundamental adjustments in the level of thought, policy and practice in various fields, in order to capture the opportunities that globalization may offer, and that investing in human capital through education and upgrading its levels as How is it one of the key keys to representing the movement of globalization and its transformation and adaptation to it, and the higher education system in the Kingdom must take its course for the era of globalization in a domestic climate more familiar in terms of resource constraints and reduction of public spending and it is in a strong need for profound changes in form and content and in Politics and practice are not just compromised or partial changes if the demands of globalization and the challenges of the twenty-first century are to be met.

Al-Harithi Study (2001) of qualitative studies, aimed at anticipating the effects of globalization on the cultural and educational fields and highlighting the role of Islamic education in confronting it, the study found that globalization has implications that are reflected in the cultural system through the globalization of culture and the transmission of the culture of globalization, which is a breakthrough. For other cultures and their marginalization for the benefit of American culture and that the school environment in the age of globalization has changed in terms of reliance on technology more and the social and moral implications that take shape in the unification of opinions, tastes, homogeneity and convergence with other international school curricula Focus on the qualifications accepted by the owners of companies and in the interests of the makers of globalization and that Islamic education has a major role in educating people about the reality of the phenomenon of globalization and how to deal with it and to present the global Islamic model of the message and the good for all time and place.

It also has a role in activating the principle of continuity of education, the principle of cooperative education and the principle of social solidarity so that the student gets used to sacrifice and altruism with awareness of the needs of society and the requirements of the labor market.

Fathi (2003) conducted a study aimed at explaining the concept of globalization as a new term that appeared on the world stage and its educational implications for the individual and society – as the American school came up with through its flags who wrote in the subject and the Islamic school, which derives its foundations and principles And its contents from the Book of God and the Year of the Prophet of Puritan, and in the light of the theoretical literature presented on the concept of globalization from the point of view of Arab and Muslim writers, the researcher found that globalization may lead to civilizational openness - cognitively and culturally - in the light of globalization to shake the values, ideas and constants carried by man, and become The individual thus accepts everything, and this leads him to feel helpless, depressed and anxious, and that globalization contributes to the control of the tastes of people in the Muslim world, whether in dress, food, and other consumer goods, especially among the youth, and will lead globalization to influence the language Arabic in the Arab and Muslim world, after English, especially the American dialect, is becoming a universal language. Globalization will also make fields such as higher education, education and health, and other businesses that are privatized, to turn them into a private sector-controlled consumer, and therefore only specific social segments will be given, and in the light of globalization, the human dimension will be lost so that All elements of life are transformed into economic projects, money becomes an end in itself, and globalization weakens the attachment of individuals to the State (weakening the concept of citizenship), national society and national culture, factors of stability, cohesion and vulnerability of society with multiple security implications.

Awaqala (2003) conducted a study aimed at revealing the perceptions of the culture of globalization by members of trade unions in Irbid province and its implications for vocational education in universities. The researcher concluded that the members of the unions imagine that globalization has a culture adopted from America to serve its interests, the hegemony of the rich minority, pressure on the Muslim world to accept it, unite markets, adopt privatization, a Western project of control, and force developing countries to join the economic system Globalization forces states to administrative reforms, which are the tyranny of one culture, marginalize the middle classes, and move towards a clash of civilizations, employ science to penetrate, and threaten values, It leads to the alienation of human beings, the alienation of cultures, the transformation of officials in poor countries into businessmen, the loss of national feeling, the jump on the state, the nation and the nation, and the transfer of state power to transnational corporations, targeting groups capable of consumption, melting the world consumer, and requiring Accurate and balanced diagnosis, jumping over borders, reviving extremist conflicts and going to goods produced by transnational corporations, marginalizing young people and women, increasing unemployment, transferring human awareness to the global sphere, breaking up societies, not reflecting a single culture, as it shrinks time and space, It brings ideas to the global level, adopts science, is not with Muslims, moves legislation, revives minority cultures, loses human freedom, entrenches shared values, strengthens civil society, decides democratic values, and works to create a more just world order.

Al-Khamash (2004) conducted a study aimed at identifying the role of the university in the preparation and development of human resources, identifying the impact of globalization on universities and higher education in Saudi Arabia, and knowing the methods and strategies that universities should follow to face the era of globalization and the rapid development of the education Information and communication technology. It has found that universities play a vital and important role in the development of human resources, as part of their teaching, research and training function, and as part of their vital mission in society, and that human resource development faces several challenges posed by globalization, including the increase in the multicultural workforce, which may transfer The study also found a decrease in the use of university information technology, the reliance of education on traditional methods, the dominance of specialists in the programs provided, and the bullying of Professor and reliance on tradition, poor work skills in multinational companies, low ability to communicate in more than one language, and the inability of society to localize technological knowledge and these are challenges of globalization that may impose on societies without knowing the nature of the society in question, she also recommended that the university should Adopts the strategies required in the age of globalization of attention between theoretical and applied sciences, the use of computers in education, mastering the skills of academic work, and the need to develop competencies and develop the faculty member and provide him with knowledge that is in line with the world, as globalization affects Saudi higher education is clearly in the technological dimension and should take advantage of this change and take into account future plans.

The Sultan (2004) prepared a study aimed at identifying priorities for the educational renewal of the school in light of the challenges posed by the globalization system.

This study showed that there is an urgent need for continuous cognitive renewal in the context of globalization, and urges advanced technical and technological innovation, and encourages teachers to innovate and innovate in the learning and education processes and to provide them with training programs that help them to transition from being carriers for knowledge, to its participants and developers, able to interact continuously with its transformations.

Al Zahrani (2005) conducted a study aimed at identifying the reality of the use of faculty members at The King Fahd University of Petroleum and Minerals, for information and communication technology in teaching and may be the study community of all the faculty members of the university and their number (625) and the members of the sample (314) Member, the results of the study indicated: there is a discrepancy in the amount of relative importance of the use of sample members for APPLICATIONs of information technology and communications in teaching in general, as indicated by the low relative importance of the use of discussion groups in teaching as well as the use of the digital library The results also pointed to some difficulties in their relative importance, namely, the increase in the teaching burden and the amount of time spent in the preparation of electronic decisions.

Al-Ghamdi (2002) carried out a study that aimed at identifying the most important social challenges of globalization on the individual and society and the role of Islamic education in addressing it, and using the descriptive approach found that globalization contributes to keeping the family away from its educational role, spreading the culture of consumption in society, and raising the percentage of Crime of all kinds, raising the proportion of immigrants, and increasing ethnic unrest. Globalization aims to obliterate the national identity of members of society, especially young people, spread corruption through the media, question Islam and accuse Muslims of terrorism. Society of crimes of all kinds and applying borders, and fighting forms of poverty and oppression, as emphasized Islamic education on national belonging, which connects rulers and individuals to the land on which they reside in accordance with the rights and meals performed by each of them, and leads them to cherish their religion, as a divine method Compatible with life and self-loathing.

Comment on previous studies

Previous studies have addressed the perceptions of the phenomenon of globalization by the theorists in its various aspects: political, economic, social and cultural, and did not address the reflections of intellectual and technical globalization on higher education. The current study is consistent with previous studies on the subject of globalization and its implications for the educational field, but focuses on the intellectual aspect, the technical aspect of globalization and its reflection on higher education.

Method and procedures

Study methodology

The researcher in the current study followed the descriptive curriculum through the preparation of a questionnaire distributed to a random sample of faculty members in the College of Basic Education in the General Authority for Applied Education and Training of higher education in Kuwait.

The qualitative curriculum was also used through interviews with a sample of faculty members about globalization and its implications for higher education and ways to deal with it.

Study Community

The study community is made up of all the faculty members of the College of Basic Education in the General Authority for Applied Education and Training of higher education in Kuwait for the academic year 2019/2020, which are 2019/2020(680) members and faculty members.

Study sample

A random class sample of the study community, numbering (130) faculty members, was selected in a deliberate manner from the study community, and the study tool was distributed to all members of the sample, and retrieved (116) after they answered its paragraphs. Table (1) shows the distribution of study sample members by variable (educational experience, academic rank, and certificate source).

Table (1)

Distribution of study sample members by variable (educational experience, academic rank, and certificate source)

Variable	Categories	Iteration	Percentage%
Educational experience	Less than 5 years	24	20.7
	5-10 years less than	49	42.2
	10 years and over	43	37.1
Degree	Professor - Associate Professor	13	11.2
	Assistant Professor	54	46.6
	Records	49	42.2
Source of the certificate	Arab University	73	62.9
	Non-Arab University	43	37.1
Total		116	100%

Study tool

To achieve the purpose of the study, which is to reveal the effects of technical and intellectual globalization on higher education and ways to deal with it from the point of view of the faculty members of the College of Basic Education in the General Authority for Applied Education and Training of Higher Education in Kuwait, was used as a questionnaire to achieve the goal of the study.

The researchers prepared a questionnaire to detect the effects of technical and intellectual globalization on higher education in both the positive and the negative, as well as ways of dealing with negative technical and intellectual implications. The response was designed on a five-degree scale: (very high, 5 degrees, high, 4) grades, medium and 3 degrees, low, two degrees, very low and only one score.

The honesty and stability of the tool

The questionnaire was presented to a committee of competent arbitrators from the faculty members of Kuwaiti universities, to make their observations about the appropriateness of the paragraphs, to ascertain the extent to which the paragraph belonged to the area in which it was mentioned, as well as the appropriateness of the wording of the questionnaires and its linguistic integrity. After the re-questionnaire, the observations of the arbitrators were taken into account, the wording of some paragraphs in terms of construction and language was amended, and no paragraph was deleted or added, so the final form of (55) paragraphs came out.

To ensure the stability of the study tool, the tool was applied and reapplied in a testing manner and reapplied to a survey sample from the study community and from outside its sample consisted of (24) faculty members in the General Authority for Applied Education and Training of higher education in the State of Kuwait, then the Pearson correlation coefficient was calculated for each area of study and tool k, and table 2 shows the values of stability coefficients for each area of the study tool.

Table (2)

Correlation symuses between the applications of the study areas and the tool as a whole

Areas of study	Stability coefficients
Positive technical implications of globalization	0.86
Negative technical implications of globalization	0.84
Ways to deal with the negative effects of technical globalization	0.88
Positive intellectual implications of globalization	0.89
Negative intellectual implications of globalization	0.87
Ways to deal with the negative effects of intellectual globalization	0.83

Statistical treatment

To answer the study's questions, statistical methods such as arithmetic averages and standard deviations, three-way ANOVA analysis, and the extraction of repetitions and percentages were used.

View and discuss results

First: The results related to the first question: "What are the positive effects of technical and intellectual globalization on higher education from the point of view of the faculty members of the General Authority for Applied Education and Training of Higher Education in Kuwait?"

To answer this question, the arithmetic averages and standard deviations of faculty estimates were calculated on each of the paragraphs of the implications of technical and positive intellectual globalization, and the following is a presentation of this:

١) With regard to the 9 paragraphs of the positive effects of technical globalization:

Table (3)

Mathematical averages, standard deviations, rank and grade of faculty estimates for each paragraph of the positive technical globalization implications are ranked downward by the arithmetic average

Paragraph No.	Positive technical implications of globalization	Average numeracy*	Standard deviation	Rank	Grade
3	Help get references through the world wide web.	4.11	0.91	1	High
7	Helps create an educational community without online geographic breaks, which is beneficial.	4.09	0.79	2	High
4	Contribute to the continuous development of specialization through the world wide web.	4.02	0.83	3	High
5	Makes it easy to communicate with others by email.	4.01	0.94	4	High
2	Helps publish and benefit academic literature.	4.00	0.95	5	High
6	Help in the registration process and pay university fees through the university's website.	3.95	0.94	6	High
8	Helps practice e-learning and distance learning.	3.93	0.98	7	High
1	Contribute to educational dialogue across global networks.	3.92	1.05	8	High
9	Develop English language skills through language education websites.	3.66	1.23	9	Medium
Paragraphs as a whole		3.97	0.49		High

* Maximum score (5)

The results in table (3) indicate that the mathematical averages of faculty estimate on the positive technical implications ranged from a high grade to a medium grade, with faculty estimates for the whole field and an average calculation (3.97) Standard deviation (0.49). There were also (8) highly positive technical implications of globalization, while there was only one medium reflection. The highest paragraphs in terms of the positive technical implications of globalization were paragraph (3), which states: "Helps to obtain references through the World Wide Web" with a mathematical average (4.11), with a standard deviation (0.91). Followed in second place is paragraph (7), which states: "Helps to create an educational community without geographical intervals over the Internet, which benefits" with a mathematical average (4.09), with a standard deviation (0.79). The lowest reflection was paragraph (9), which states: "English language skills are developed through language-teaching websites" with a mathematical average (3.66), with a standard deviation (1.23), which ranked last.

The results of the first question on paragraph (a) indicated that the positive effects of technical globalization on higher education from the point of view of the faculty members of the College of Basic Education in the General Authority for Applied Education and Training of Higher Education in Kuwait; From different sciences, and to benefit from dialogue with their counterparts faculty and students from around the world, where virtual universities provide their distance study programs, which enabled the student to learn from home and anywhere in the world, and not only education is for universities but also training programs specific to the skills of the person, which may specialize in the development of self, language skills and culture of peoples around the world. This finding is consistent with the results of al-Zahrani Study (2005), which showed that there are significant benefits to technology in the field of practical research, and the need to activate this technical role in Saudi universities. This high degree of positive implications of globalization in terms of technology also explains that technology contributes to educational dialogue among faculty members effectively and can be used to hold scientific meetings and discussions, depending on their location. This is the case with the 2000 burbles' & Torres study, which states that technology and the media are shaping relationships that promote affiliations and interactions between different cultures around the world. It is also consistent with the Porter and Vinovich study, 2000, in which technology helps most institutions of higher education to adopt multiple forms of education through lecture halls or through multimedia open education.

٢) With regard to the 10 paragraphs of the positive reflections of intellectual globalization:

Table (4)

Mathematical averages, standard deviations, rank and grade of faculty estimates for each paragraph of the positive intellectual reflections of globalization are ranked downward by the arithmetic average

Paragraph No.	Positive intellectual implications of globalization	Average numeracy*	Standard deviation	Rank	Grade
26	It preserves intellectual property rights such as patents by registering them with international scientific organizations.	4.28	0.82	1	High
27	Higher education institutions are subject to international quality standards, stimulating creativity.	3.98	0.95	2	High
34	Helps raise awareness of lab our market requirements and stimulate productive education.	3.70	0.95	3	High
33	There are educational institutions that house the outstanding to complete their postgraduate studies.	3.68	1.06	4	High
30	Establish laws that protect rights from certain authoritarian regimes.	3.63	1.09	5	Medium
28	Contribute to raising the ceiling of academic freedom.	3.59	0.91	6	Medium
32	Stimulates creativity and invention from the halal of living the creations of the West and their inventions.	3.54	1.07	7	Medium
31	It contributes to the competition for international awards such as the Nobel Prize, which stimulates scientific production.	3.51	1.15	8	Medium
29	Promote seditious local social values such as respect for the law.	3.50	1.05	9	Medium
35	Works to raise awareness of human rights by including courses at the university.	3.36	0.98	10	Medium
Paragraphs as a whole		3.68	0.54		High

* Maximum score (5)

The results in table (4) indicate that the mathematical averages of faculty estimate on the paragraphs of the area of positive intellectual implications ranged from a high degree of appreciation to a medium rating, with faculty estimates for the whole field and an average calculation (3.68) Standard deviation (0.54). There were also (4) highly positive intellectual implications of globalization, while (6) medium reflections. The highest paragraphs in terms of the positive reflections of intellectual globalization were paragraph (26), which states: "Intellectual property rights are preserved as a patent by registering them with global scientific organizations" with a mathematical average (4.28), with a standard deviation (0.82). Followed in second place is paragraph (27), which states: "Higher education institutions are subject to global quality standards, which stimulates creativity" with a mathematical average (3.98), with a standard deviation (0.95). The lowest reflection was paragraph (35), which reads: "Works to raise human rights awareness by including courses at the university" with an average calculation (3.36), with a standard deviation (0.98), which ranked last.

The results of paragraph (b) indicated that the positive intellectual implications of globalization on higher education from the point of view of faculty members of the College of Basic Education in the General Authority for Applied Education and Training of Higher Education in Kuwait; In addition to the existence of companies, organizations or even states that adopt the ideas and inventions of individuals, including academics in universities, this is in itself a kind of freedom and democracy brought about by globalization. These results are with a study by Awaqala (2003) in which he argues that globalization determines democratic values and works to create a more just world order. It is also in line with the Study of Aweidat (2001), in which globalization is neither pure good nor pure evil, but a phenomenon that has its drawbacks and risks as well as its pros and cons, so what is available is to participate in the event in order to become one of the forces of globalization with its actions and achievements.

Second: Results related to the second question

Which states: "Are there statistically significant differences□ at the level of statistical significance (= 0.05) between the averages of faculty estimates on the paragraphs of the tool as a whole concerning the positive intellectual implications of higher education attributable to a variable (educational experience, degree, and source of certification)?

a. With regard to the faculty's estimates of the paragraphs of the tool as a whole concerning the positive technical implications of globalization:

To answer this question, the arithmetic averages and standard deviations of faculty estimates were calculated on the paragraphs of the tool as a whole concerning the positive effects of technical globalization on higher education and by variable (educational experience, degree, certificate source), and table (5) Shows that.

Table (5)

Mathematical averages and standard deviations of faculty estimates on the paragraphs of the tool as a whole concerning the positive effects of technical globalization on higher education and variable (educational experience, degree, and source of certification)

Variable	Level/category	Number	Average arithmetic	Standard deviation
Educational experience	Less than 5 years	24	4.02	0.57
	5-under 10 years	49	3.86	0.42
	10 years and over	43	4.06	0.52
Degree	Professor or Associate Professor	13	3.96	0.46
	Assistant Professor	54	4.01	0.47
	Records	49	3.92	0.53
Source of the certificate	Arab University	73	4.00	0.50
	Foreign University	43	3.91	0.47

Table (5) shows that there are apparent differences in the averages of faculty estimates on the paragraphs of the tool as a whole concerning the positive effects of technical globalization on higher education and by variable (educational experience, degree, certificate source), and to know the statistical significance of these differences; Three Way ANOVA and Table 6 were used to show this.

Table (6)

Results of the analysis of the three-way variation of faculty estimates on the tool as a whole related to the positive effects of technical globalization on higher education and variable (educational experience, degree, certification source)

Source of variance	Total squares	Degrees of freedom	Average squares	Value P	Statistical significance
Educational experience	0.772	2	0.386	1.594	0.208
Degree	0.223	2	0.112	0.462	0.632
Source of the certificate	0.222	1	0.222	0.916	0.341
The error.	26.614	110	0.242		
Total	27.830	115			

* Statistically significant at the level of statistical indication ($\alpha = 0.05$)

Table (6) shows:

- The lack of statistically significant differences at the level of statistical significance ($\alpha = 0.05$) in the averages of faculty estimates on the paragraphs of the tool as a whole concerning the positive effects of technical globalization on higher education is attributable to a variable (educational experience), where the value ($P = 1.594$) and statistical significance (0.208).

- The lack of statistically significant differences at the level of statistical significance ($\alpha = 0.05$) in the averages of faculty estimates on the paragraphs of the tool as a whole concerning the positive effects of technical globalization on higher education is attributable to a variable (degree), where the value ($P = 0.462$) and statistical significance (0.632).

- The lack of statistically significant differences at the level of statistical significance ($\alpha = 0.05$) in the averages of faculty estimates on the paragraphs of the tool as a whole concerning the positive effects of technical globalization on higher education is attributable to a variable (the source of the certificate), where the value ($P = 0.916$) and statistical significance (0.341).

b. With regard to the faculty's estimates of the paragraphs of the tool as a whole concerning the positive intellectual implications of globalization:

To answer this question, the arithmetic averages and standard deviations of faculty estimates were calculated on the paragraphs of the tool as a whole concerning the positive intellectual implications of globalization on higher education and by variable (educational experience, degree, certificate source), and table (7) Shows that.

Table (7)

Mathematical averages and standard deviations of faculty estimates on the paragraphs of the tool as a whole concerning the positive intellectual implications of globalization on higher education and variable (educational experience, degree, and source of certification)

Variable	Level/category	Number	Average arithmetic	Standard deviation
Educational experience	Less than 5 years	24	3.50	0.61
	5-under 10 years	49	3.64	0.51
	10 years and over	43	3.82	0.52
Degree	Professor or Associate Professor	13	3.92	0.41
	Assistant Professor	54	3.72	0.54
	Records	49	3.58	0.56
Source of the certificate	Arab University	73	3.71	0.55
	Foreign University	43	3.63	0.54

Table (7) shows that there are apparent differences in the averages of faculty estimates on the paragraphs of the tool as a whole concerning the positive intellectual implications of higher education and by variable (educational experience, degree, certificate source), and to know the statistical significance of these differences; Three Way ANOVA and Table 8 were used to show this

Table (8)

Results of the analysis of the three-way variation of faculty estimates on the tool as a whole related to the positive intellectual implications of higher education and variable (educational experience, degree, certification source)

Source of variance	Total squares	Degrees of freedom	Average squares	Value P	Statistical significance
Educational experience	0.903	2	0.451	1.584	0.210
Degree	0.331	2	0.166	0.581	0.561
Source of the certificate	0.435	1	0.435	1.527	0.219
The error.	31.353	110	0.285		
Total	33.023	115			

* Statistically significant at the level of statistical indication($\alpha = 0.05$)

Table (8) shows:

- The absence of statistically significant differences at the level of statistical significance($\alpha = 0.05$) in the averages of faculty estimates on the paragraphs of the tool as a whole concerning the positive effects of intellectual globalization on higher education is attributable to a variable (educational experience), where the value (P = 1.584) and statistical significance (0.210).
- The absence of statistically significant differences at the level of statistical significance($\alpha = 0.05$) in the averages of faculty estimates on the paragraphs of the tool as a whole concerning the positive effects of intellectual globalization on higher education is attributable to a variable (degree), where the value (P = 0.581) and statistical significance (0.561).
- The absence of statistically significant differences at the level of statistical significance($\alpha = 0.05$) in the averages of faculty estimates on the paragraphs of the tool as a whole concerning the positive intellectual implications of higher education is attributable to a variable (the source of the certificate), where the value (P = 1.527) and statistical significance (0.219).

The results related to this question showed that there are no statistically significant differences at the level of indication ($= 0.05$) in the study sample's estimation of the positive technical and intellectual implications of globalization(due (to the change of educational experience, degree and the source of testimony) due to the fact that the effects of globalization in the field of education in general, higher education in particular began years ago such as cognitive economy, quality assurance, distance learning, and other effects of globalization in the educational field, and therefore these variables did not affect the estimates of the study's technical study of the effects of globalization.

And positive thinking since they all knew what is positive about globalization, and in terms of the possibility of benefiting from it in the service of society and its development, and that most faculty members have begun to deal with the effects of globalization in a single period of time, which led to the effect of these variables in the estimates they gave on the questionnaire of the study.

Third: Results for the third question

Which states: "What are the negative intellectual and intellectual implications of globalization on higher education from the point of view of the faculty members of the College of Basic Education in the General Authority for Applied Education and Training of Higher Education in Kuwait?"

To answer this question, the calculation averages and standard deviations of faculty estimates were calculated on each of the paragraphs of the implications of technical and negative intellectual globalization, and the following is a presentation of this:

l) With regard to the 8 paragraphs of the negative effects of technical globalization:

Table (9)

Mathematical averages, standard deviations, rank and grade of faculty estimates for each paragraph of the negative technical globalization implications are ranked downward by the arithmetic average

Paragraph No.	Negative technical implications of globalization	Average numeracy*	Standard deviation	Rank	Grade
17	Impair thinking by relying on ready-made results from your computer such as calculations.	4.08	1.27	1	High
16	Written skills are impaired by relying on a computer keyboard.	3.82	1.20	2	High
10	Contribute souring by relying on published research.	3.70	0.89	3	High
13	Influence behavior through the spread of the phenomenon of dating through websites.	3.44	1.23	4	Medium
11	Facilitates the ratio of scientific effort to the non-owner (scientific theft).	3.40	1.04	5	Medium
12	Increases the burden of keeping pace with the continuous development in the field of specialization	3.28	1.08	6	Medium
14	Contribute to reducing the scientific role by relying on global educational networks.	3.25	1.10	7	Medium
15	Contribute to changing social beliefs by following global network publications.	3.08	1.18	8	Medium
Paragraphs as a whole		3.50	0.64		High

* Maximum score (5)

The results in table (10) indicate that the mathematical averages of faculty estimate on the paragraphs of the negative intellectual implications ranged from a high degree to a medium grade, with faculty estimates for the field as a whole with an average and an average calculation (3.72) Standard deviation (0.72). There were also (5) highly negative intellectual implications of globalization, while (5) had moderate implications. The highest paragraphs in terms of the negative technical implications of globalization were paragraph (36), which states: "Ideal models are imposed regardless of the creation and familiarity of the educational environment, such as English" with a mathematical average (4.09), with a standard deviation (0.94). Next in second place is paragraph (37), which states: "Help imitate the West with their culture, such as clothing and eating by mixing with them" with a mathematical average (4.05), with a standard deviation (0.89). The lowest reflection was paragraph (41), which states: "Contributes to the elimination of the original nationality through material incentives" with a mathematical average (3.26), with a standard deviation (1.14), which ranked last. The results of the third question, which is related to paragraph (a), indicated that the negative effects of technical globalization on higher education from the point of view of faculty members of the College of Basic Education in the General Authority for Applied Education and Training of Higher Education in Kuwait; About the technique that it served the researcher and limited him some effort and time, on the other hand we say that this exempts him from access to the original references related to his research, as we do not forget the behavioral deviations that technology has brought especially to young people through acquaintance with internet communities and the effect of this in the deviation of their behavior and influence on their ethics. This finding can also be explained by Hamdi's (2002) statement that the technology may contribute to the researcher's abandonment of reading printed sources, and work to branch out the information on him.

b) With regard to the 10 paragraphs of the negative intellectual implications of globalization:

Table (10)

Mathematical averages, standard deviations, rank and grade of faculty estimates for each paragraph of negative intellectual globalization reflections ranked downward by mathematical average

Paragraph No.	Negative intellectual implications of globalization	Average numeracy*	Standard deviation	Rank	Grade
36	Ideal models are imposed regardless of the creation and familiarity of an educational environment such as English.	4.09	0.94	1	High
37	Helps imitate the West with their culture, such as clothing and eating by mixing with them.	4.08	0.89	2	High
39	It weakens adherence to Islamic teachings by calling for the separation of religion from life, such as co-education.	3.90	1.15	3	High
38	Citizenship is weakened under the cover of scientific care and human rights.	3.89	1.02	4	High
42	She is obliged to learn and teach in English, which stimulates her preference for Arabic.	3.72	0.95	5	High
45	Magnifies economic principles at the expense of local social principles such as social solidarity.	3.66	1.05	6	Medium
43	The family's influence in the upbringing of its members is weakened.	3.59	1.03	7	Medium
44	It contributes to the influence of Western philosophies that are contrary to Islamic culture, such as pragmatism and existentialism.	3.53	1.11	8	Medium
40	Contribute to the weakness of national belonging through association with international organizations.	3.48	1.19	9	Medium
41	Contributes to the elimination of the original nationality through material incentives.	3.26	1.14	10	Medium
Paragraphs as a whole		0.72		High	

* Maximum score (5)

The results in table (10) indicate that the mathematical averages of faculty estimates on the paragraphs of the negative intellectual implications ranged from a high degree to a medium grade, with faculty estimates for the field as a whole with an average and an average calculation (3.72) Standard deviation (0.72). There were also (5) highly negative intellectual implications of globalization, while (5) had moderate implications. The highest paragraphs in terms of the negative technical implications of globalization were paragraph (36), which states: "Ideal models are imposed regardless of the creation and familiarity of the educational environment, such as English" with a mathematical average (4.09), with a standard deviation (0.94). Next in second place is paragraph (37), which states: "Help imitate the West with their culture, such as clothing and eating by mixing with them" with a mathematical average (4.05), with a standard deviation (0.89). The lowest reflection was paragraph (41), which states: "Contributes to the elimination of the original nationality through material incentives" with a mathematical average (3.26), with a standard deviation (1.14), which ranked last.

The results of the third question on paragraph (b) indicated that the negative intellectual implications of globalization on higher education from the point of view of faculty members of the College of Basic Education in the General Authority for Applied Education and Training of Higher Education in Kuwait came at a high level with an average calculation (3.72) and a standard deviation (0.64), perhaps because of this high degree that a large group of faculty members consider globalization to be a threat to the Arab identity of Saudi society and all Islamic states, particularly with regard to beliefs. Human beings, and globalization overlooks the nature of the society to which it will be solved with its ideas, such as the level of its educational personnel and the extent to which they are familiar with computer skills, for example. This finding is consistent with the Al-Ghamdi study (2002), which states that globalization contributes to the exclusion of the family from its educational role, spreads a culture of consumption in society, increases the crime rate of all kinds, increases the proportion of immigrants, increases ethnic unrest, and aims to obliterate the national identity of members of society, especially young people, spread corruption through the media, question Islam and accuse Muslims of terrorism.

It agrees with the study (2000 Burbules & Torres), in which globalization deepens economic and social inequality, focuses on liberal philosophy in promoting differences, which weakens the concept of citizenship among members of society and its national culture, and adds that globalization has implications in education through identity education, deepening belonging, social responsibility, interest in Arabic, preparation for life, creativity, interdependence, integration, curriculum unity and scientific research.

It also agrees with Fathi's study (2003), in which he believes that globalization is working to control the tastes of people in the Muslim world, whether it be in dress, food and other consumer goods, especially among the youth group, and will lead globalization to influence the Arabic language in the Arab and Islamic world after if the English language, especially the American dialect, becomes a global language, and globalization will make fields such as higher education, education, health and other businesses that the privatizers tend to turn into a private-controlled consumer, and therefore only give it segments. Specific social. With globalization gradually disappearing, the human dimension will be lost so that all elements of life become economic projects and money becomes an end in itself, and globalization also weakens the association of individuals with the State (weakening the concept of citizenship), national society and national culture, which are factors of the stability and cohesion of society.

Fourth: Results for question 4

Which states: "Are there statistically significant differences \square at the level of statistical significance (= 0.05) between the averages of faculty estimates on the paragraphs of the tool as a whole concerning the negative intellectual implications of higher education attributable to a variable (educational experience, degree, and source of certification)?"

a. With regard to faculty estimates on the paragraphs of the tool as a whole concerning the negative effects of technical globalization:

To answer this question, the arithmetic averages and standard deviations of faculty estimates were calculated on the paragraphs of the tool as a whole concerning the negative effects of technical globalization on higher education and by variable (educational experience, degree, certificate source), and table (11) shows that.

Table (11)

Mathematical averages and standard deviations of faculty estimates on the paragraphs of the tool as a whole concerning the negative effects of technical globalization on higher education and variable (educational experience, degree, and source of certification)

Variable	Level/category	Number	Average numeracy*	Standard deviation
Educational experience	Less than 5 years	24	3.52	0.65
	5-under 10 years	49	3.43	0.67
	10 years and over	43	3.58	0.61
Degree	Professor or Associate Professor	13	3.55	0.48
	Assistant Professor	54	3.60	0.65
	Records	49	3.38	0.66
Source of the certificate	Arab University	73	3.57	0.63
	Foreign University	43	3.40	0.66

* Maximum score (5)

Table (11) shows that there are apparent differences in the averages of faculty estimates on the paragraphs of the tool as a whole concerning the negative effects of technical globalization on higher education and by variable (educational experience, degree, source of certification), and to know the statistical significance of these differences; Three Way ANOVA and Table 12 were used to show this.

Table (12)

Results of the analysis of the three-way variation of faculty estimates on the tool as a whole related to the negative effects of technical globalization on higher education and variable (educational experience, degree, certification source)

Source of variance	Total squares	Degrees of freedom	Average squares	Value P	Statistical significance
Educational experience	0.075	2	0.037	0.092	0.912
Degree	1.242	2	0.621	1.528	0.222
Source of the certificate	0.985	1	0.985	2.423	0.122
The error.	44.707	110	0.406		
Total	47.009	115			

* Statistically significant at the level of statistical indication($\alpha = 0.05$)

Table (12) shows:

- The lack of statistically significant differences at the level of statistical significance($\alpha = 0.05$) in the averages of faculty estimates on the paragraphs of the tool as a whole concerning the negative effects of technical globalization on higher education is attributable to a variable (educational experience), where the value (P = 0.092) and statistical significance (0.912).

- The lack of statistically significant differences at the level of statistical significance($\alpha = 0.05$) in the averages of faculty estimates on the paragraphs of the tool as a whole concerning the negative effects of technical globalization on higher education is attributable to a variable (degree), where the value (P = 1.528) and statistical significance (0.222).

- The lack of statistically significant differences at the level of statistical significance($\alpha = 0.05$) in the averages of faculty estimates on the paragraphs of the tool as a whole concerning the negative effects of technical globalization on higher education is attributable to a variable (the source of the certificate), where the value (P = 2.423) and statistical significance (0.122).

b. With regard to faculty estimates on the paragraphs of the tool as a whole concerning the negative intellectual implications of globalization:

To answer this question, the arithmetic averages and standard deviations of faculty estimates were calculated on the paragraphs of the tool as a whole concerning the negative intellectual implications of higher education and by variable (educational experience, degree, certificate source), and table (13) Shows that.

Table (13)

Mathematical averages and standard deviations of faculty estimates on the paragraphs of the tool as a whole concerning the negative effects of intellectual globalization on higher education and variable (educational experience, degree, and source of certification)

Variable	Level/category	Number	Average numeracy*	Standard deviation
Educational experience	Less than 5 years	24	3.80	0.74
	5-under 10 years	49	3.69	0.73
	10 years and over	43	3.71	0.72
Degree	Professor or Associate Professor	13	3.55	0.61
	Assistant Professor	54	3.70	0.76
	Records	49	3.79	0.71
Source of the certificate	Arab University	73	3.81	0.72
	Foreign University	43	3.58	0.72

Table (13) shows that there are apparent differences in the averages of faculty estimates on the paragraphs of the tool as a whole concerning the negative effects of intellectual globalization on higher education and by variable (educational experience, degree, source of certification), and to know the statistical significance of these differences; Three Way ANOVA and Table (14) were used to show this

Table (14)

Results of the analysis of the three-way variation of faculty estimates on the tool as a whole related to the negative effects of intellectual globalization on higher education and variable (educational experience, degree, certification source)

Source variance	of	Total squares	Degrees of freedom	Average squares	Value P	Statistical significance
Educational experience		0.228	2	0.114	0.218	0.805
Degree		0.795	2	0.398	0.758	0.471
Source of the certificate	of the	1.325	1	1.325	2.525	0.115
The error.		57.177	109	0.525		
Total		59.525	114			

* Statistically significant at the level of statistical indication ($\alpha = 0.05$)

Table (14) shows:

- The lack of statistically significant differences at the level of statistical significance ($\alpha = 0.05$) in the averages of faculty estimates on the paragraphs of the tool as a whole concerning the negative effects of intellectual globalization on higher education is attributable to a variable (educational experience), where the value ($P = 0.218$) and statistical significance (0.805).
- The lack of statistically significant differences at the level of statistical significance ($\alpha = 0.05$) in the averages of faculty estimates on the paragraphs of the tool as a whole concerning the negative effects of intellectual globalization on higher education is attributable to a variable (degree), where the value ($P = 0.758$) and statistical significance (0.471).
- The absence of statistically significant differences at the level of statistical significance ($\alpha = 0.05$) in the averages of faculty estimates on the paragraphs of the tool as a whole concerning the negative effects of intellectual globalization on higher education is attributable to a variable (the source of the certificate), where the value ($P = 2.525$) and statistical significance (0.115).

The results of this question showed that there were no statistically significant differences at the level of indication α ($= 0.05$) in the study sample's estimation of the negative effects of technical and intellectual globalization, attributable to a change (educational experience, degree, and the source of the certificate) and explains that all faculty members of the College of Basic Education in the General Authority for Applied Education and Training of Higher Education in Kuwait are convinced of the disadvantages of globalization similarly, and that their estimates given on questionnaires are the result of similarities. The cultural, social and religious environment in which they live, regardless of the variables of the study, as the members of the sample look at the negatives of globalization from the perspective of its conflict with the culture, religious beliefs and traditions of society.

Fifth: Results for question 5

Which states: "What are the appropriate ways to deal with the negative intellectual and intellectual implications of globalization on higher education from the point of view of the faculty members of the College of Basic Education in the General Authority for Applied Education and Training of Higher Education in Kuwait?"

To answer this question, the calculation averages and standard deviations of faculty estimates were calculated on each of the appropriate ways to deal with the negative implications of globalization (technical, intellectual), and the following is a presentation of this:

l) With regard to the paragraphs of the appropriate ways to deal with the negative effects of technical globalization, the number (8):

Table(15)

Mathematical averages, standard deviations, rank and grade of faculty estimates on each of the appropriate ways to deal with the negative effects of technical globalization on higher education are ranked downward by the arithmetic average

Paragraph No.	Appropriate ways to deal with the negative effects of technical globalization on higher education	Average numeracy*	Standard deviation	Rank	Grade
18	The researcher should refer to the original references and view them while taking information from the Internet.	4.22	0.87	1	High
19	Authors should make references other than the Internet, such as books and storage discs, and document them at publishing houses.	3.89	0.99	2	High
25	Develop thinking about the need to use the mind to solve mathematical issues.	3.87	1.08	3	High
22	Activating the role of the scientific academic and not dispensing with it in the educational process.	3.86	0.85	4	High
20	Providing material and moral support to stimulate continuous development.	3.85	1.03	5	High
23	Education of normal beliefs and alerting to destructive ideas that are disseminated on global networks through training courses.	3.78	0.99	6	High
21	Take advantage of the phenomenon of online dating educationally and educationally.	3.69	0.92	7	High
24	Alert the need to write by hand in case of any emergency, such as the absence of the computer.	3.57	1.07	8	Medium
Paragraphs as a whole		3.84	0.59		High

* Maximum score (5)

The results in table (15) indicate that the mathematical averages of faculty estimate on the appropriate ways to deal with the negative effects of technical globalization on higher education were highly appreciated, with faculty estimates for the field as a whole highly regarded. With an average of my account (3.84) with a standard deviation (0.59). The highest paragraphs were in terms of appropriate ways to deal with the negative effects of technical globalization on higher education paragraph (19) which states: "The researcher should refer to the original references and see them while taking information from the Internet" with an average account (4.22), with a standard deviation (0.87). Next in second place is paragraph (19), which states: "Authors should make references other than the Internet, such as books and storage discs, and document them at publishing houses" with a mathematical average (3.89), with a standard deviation (0.99). The lowest possible was paragraph (24), which states: "Alert ing the need to write by hand in case of any emergency, for example, the absence of a computer" with a mathematical average (3.57), with a standard deviation (1.07), which ranked last.

The results of question 5 of paragraph (a) indicated that the faculty members of the College of Basic Education in the General Authority for Applied Education and Training of higher education in Kuwait believe that appropriate ways should be taken to deal with the negative effects of technical globalization to a high degree, with an average calculation of their estimates (3.84) and a standard deviation (0.59). We talk about informing the researcher about the original references while taking information from the Internet we are here to alert to something important which is to maintain scientific honesty, as he should be aware that the information of the world network some of them is not reliable since they are open to all the world and published in them is available to anyone who wants and here is absent accuracy, as Young people, especially those in their maturity, may be vulnerable to some destructive ideas that are posted on the internet, so we have to warn them of this by guiding and guiding and showing what benefits them in order to be safe from some of what affects their beliefs and ideas. The student should also be warned especially that relying on a special keyboard loses the skills it can.

These findings related to this question are consistent with what al-Khamash (2004) went to in its study, which stated that the strategies required for technical globalization is to balance the interest between theoretical and applied sciences, the use of computers in education, and the mastery of technical skills, Retrain and provide learners with knowledge in line with the requirements of this technical age. The technological dimension of globalization is among the most important dimensions that have an impact on educational institutions in general, and this must therefore be taken into account during the development of educational plans and programs that facilitate the handling of these requirements.

With regard to the appropriate ways to deal with the negative effects of intellectual globalization, 10 paragraphs:

Table (16)

Mathematical averages, standard deviations, rank and grade of faculty estimates on each of the appropriate ways to deal with the negative intellectual implications of higher education are ranked downwardby the arithmetic average.

Paragraph No.	Appropriate ways to deal with the negative intellectual implications of globalization on higher education	Average numeracy*	Standard deviation	Rank	Grade
54	Islam has made a frame of reference while in contact with any Western cultures or discussing their philosophy.	4.13	0.94	1	High
46	The need to create an educational environment while taking global educational models.	4.09	1.03	2	High
53	To highlight the importance of the role of the family in social and the need to follow its guidance.	4.07	0.93	3	High
55	Alert to positive local social principles and not to prefer economic temptations to them.	4.07	0.98	4	High
52	Rooting Arabic and making it the official language in education while not neglecting learning other languages.	3.99	0.88	5	High
49	To clarify the Islamic curriculum, which regulates all aspects of life and rejects co-education because of its effects on authentic social behaviors.	3.94	0.94	6	High
48	To warn of the importance of citizenship and to warn against blackmail in any form of problem, such as cultural alienation.	3.93	0.92	7	High
47	Not to be stripped of the positive local culture while keeping pace with globalization and mixing with the West, such as commitment to national dress.	3.90	0.98	8	High
51	Recalling the need of the state to create its children and not to bow to financial temptations or to dispense with nationality and national belonging.	3.88	0.94	9	High
50	Reject the ideas of global organizations that run counter to local national policy.	3.85	1.01	10	High
Paragraphs as a whole		3.99	0.55		High

* Maximum score (5)

The results in table (16) indicate that the mathematical averages of faculty estimates on the appropriate ways to deal with the negative intellectual implications of globalization on higher education were highly appreciated, with faculty estimates for the field as a whole highly regarded. With an average of my account (3.84) with a standard deviation (0.59). The highest paragraphs were appropriate ways to deal with the negative intellectual implications of globalization on higher education paragraph (54) which states: "Make Islam a frame of reference while in contact with any Western cultures or discussing their philosophy" with an mathematical average (4.13), with a standard deviation (0.94). Followed in second place is paragraph (46), which states: "The educational environment must be created while taking global educational models" with a mathematical average (4.09), with a standard deviation (1.03). The lowest was paragraph (24), which states: "Reject the ideas of global organizations that run counter to domestic national policy" with a mathematical average (3.85), with a standard deviation (1.01), which ranked last.

The results of the fifth question, which is related to paragraph (b), indicated that the faculty members of the College of Basic Education in the General Authority for Applied Education and Training of higher education in Kuwait believe that appropriate ways should be taken to deal with the negative effects of intellectual globalization to a high degree, where the average arithmetic for their estimates (3.99) and a standard deviation (0.55). His dealings with globalization, where academics agreed that Islam should be a reference and a method to deal with the repercussions of intellectual globalization, and this is consistent with the study of Al-Harithi (2001) in which it is stated that Islamic education has a big role in educating people about the reality of globalization and how to deal with it and presenting the global Islamic model. Islamic education has a role to play in activating the principle of continuity of education, the principle of cooperative education and the principle of social solidarity so that the student gets used to efforts, sacrifice, and altruism with awareness of the needs of society and the requirements of the labor market so that the graduate can find a job that is protected by unemployment.

It is also consistent with the Al-Ghamdi study (2002) in which Islamic education is the foundation of society, and the consumption that has come with globalization is a means of development, and Islamic education protects society from crimes of all kinds and applies borders, fights forms of poverty and oppression, and Islamic education emphasizes the national belonging that links rulers and individuals to the land on which they reside in accordance with the rights and meals they perform, and pushes them to take pride in their religion, as a divine approach compatible with life and self-esteem. It is also consistent with the Gban Study (2000), in which Kuwait's higher education system has to take its course for the era of globalization in a climate of resource constraints and cuts in public spending. It needed profound changes in form, substance, politics and practice, not merely conciliatory or partial changes if the demands of globalization and the challenges of the twenty-first century were to be met.

The Sultan's study (2004), in which he saw the need for continuous cognitive innovation and technological innovation, as well as the need to encourage teachers to innovate and innovate in the learning and education processes, by providing training programs that help them to transition from being knowledge carriers, to participants and developers, who are able to interact continuously with their transformations, and calls for more powers and flexibility in the financial and administrative aspects as well as to reduce the centrality of educational institutions.

Sixth: Results for question 6

Which states: "Are there statistically significant differences □ at the level of statistical significance (= 0.05) between the averages of faculty estimates on the paragraphs of the tool as a whole and related to appropriate ways of dealing with the negative implications of globalization on higher education due to a variable (educational experience, degree, and source of certificate)?"

a. With regard to faculty estimates on the paragraphs of the tool as a whole concerning appropriate ways to deal with the negative effects of technical globalization:

To answer this question, the arithmetic averages and standard deviations of faculty estimates were calculated on the paragraphs of the tool as a whole and related to appropriate ways to deal with the negative effects of technical globalization on higher education and according to variable (educational experience, degree, source certificate), and table (17) shows this.

Table (17)

Mathematical averages and standard deviations of faculty estimates on the paragraphs of the tool as a whole related to appropriate ways to deal with the negative effects of technical globalization on higher education and variable (educational experience, degree, and source of certificate)

Variable	Level/category	Number	Average numeracy*	Standard deviation
Educational experience	Less than 5 years	24	3.80	0.75
	5-under 10 years	49	3.72	0.50
	10 years and over	43	4.00	0.55
Degree	Professor or Associate Professor	13	4.07	0.48
	Assistant Professor	54	3.90	0.56
	Records	49	3.71	0.63
Source of the certificate	Arab University	73	3.91	0.61
	Foreign University	43	3.72	0.52

* Maximum score (5)

Table (17) shows that there are apparent differences in the averages of faculty estimates on the paragraphs of the tool as a whole and related to appropriate ways to deal with the negative effects of technical globalization on higher education on higher education and according to variable (educational experience, degree, source Certificate), to see the statistical significance of these differences, the three way a nova analysis was used, and table (18) shows this.

Table(18)

Results of the analysis of the three-way variation of faculty estimates on the tool as a whole related to appropriate ways to deal with the negative effects of technical globalization on higher education and by variable (educational experience, degree, certification source)

Source of variance	Total squares	Degrees of freedom	Average squares	Value P	Statistical significance
Educational experience	0.670	2	0.335	1.023	0.363
Degree	0.582	2	0.291	0.889	0.414
Source of the certificate	1.146	1	1.146	3.499	0.064
The error.	36.015	110	0.327		
Total	38.413	115			

* Statistically significant at the level of statistical indication ($\alpha = 0.05$)

Table (18) shows:

- The lack of statistically significant differences at the level of statistical significance ($\alpha = 0.05$) in the averages of faculty estimates on the paragraphs of the tool as a whole related to the appropriate ways to deal with the negative effects of technical globalization on higher education is attributable to a variable (educational experience), where the value ($P = 1.023$) and statistical significance (0.363).
- The lack of statistically significant differences at the level of statistical significance ($\alpha = 0.05$) in the averages of faculty estimates on the paragraphs of the tool as a whole and related to the appropriate ways to deal with the negative effects of technical globalization on higher education is attributable to the variable (degree), where the value ($P = 0.889$) and statistical significance (0.414).
- The lack of statistically significant differences at the level of statistical significance ($\alpha = 0.05$) in the averages of faculty estimates on the paragraphs of the tool as a whole and related to the appropriate ways to deal with the negative effects of technical globalization on higher education is attributable to a variable (the source of the certificate), where the value ($P = 3.499$) and statistical significance (0.064).

h) With regard to the faculty's estimates on the paragraphs of the tool as a whole concerning appropriate ways to deal with the negative intellectual implications of globalization:

To answer this question, the arithmetic averages and standard deviations of faculty estimates were calculated on the paragraphs of the tool as a whole and related to appropriate ways to deal with the negative intellectual implications of globalization on higher education and according to variable (educational experience, degree, source certificate), and table (19) shows this.

Table (19)

Mathematical averages and standard deviations of faculty estimates on the paragraphs of the tool as a whole related to appropriate ways to deal with the negative intellectual implications of higher education and variable (educational experience, degree, and source of certification)

Variable	Level/category	Number	Average numeracy*	Standard deviation
Educational experience	Less than 5 years	24	4.04	0.57
	5-under 10 years	49	3.92	0.53
	10 years and over	43	4.03	0.58
Degree	Professor or Associate Professor	13	4.05	0.61
	Assistant Professor	54	4.00	0.56
	Records	49	3.94	0.55
Source of the certificate	Arab University	73	4.03	0.54
	Foreign University	43	3.90	0.58

* Maximum score (5)

Table (19) shows that there are apparent differences in the averages of faculty estimates on the paragraphs of the tool as a whole and related to appropriate ways to deal with the negative intellectual implications of globalization on higher education on higher education and according to variable (educational experience, degree, source Certificate), to see the statistical significance of these differences, the three way a nova analysis was used, and table (20) shows this.

Table (20)

Results of the analysis of the three-way variation of faculty estimates on the tool as a whole related to appropriate ways to deal with the negative intellectual implications of globalization on higher education and by variable (educational experience, degree, certification source)

Source of variance	Total squares	Degrees of freedom	Average squares	Value P	Statistical significance
Educational experience	0.119	2	0.060	0.189	0.828
Degree	0.139	2	0.070	0.222	0.802
Source of the certificate	0.428	1	0.428	1.362	0.246
The error.	34.242	109	0.314		
Total	34.929	114			

* Statistically significant at the level of statistical indication($\alpha = 0.05$)

Table (20) shows:

- The lack of statistically significant differences at the level of statistical significance ($\alpha = 0.05$) in the averages of faculty estimates on the paragraphs of the tool as a whole related to the appropriate ways to deal with the negative effects of intellectual globalization on higher education is attributable to a variable (educational experience), where the value ($P = 0.189$) and statistical significance (0.828).
- The lack of statistically significant differences at the level of statistical significance ($\alpha = 0.05$) in the averages of faculty estimates on the paragraphs of the tool as a whole and related to the appropriate ways to deal with the negative effects of intellectual globalization on higher education is attributable to the variable (degree), where the value ($P = 0.222$) and statistical significance (0.802).
- The lack of statistically significant differences at the level of statistical significance ($\alpha = 0.05$) in the averages of faculty estimates on the paragraphs of the tool as a whole and related to the appropriate ways to deal with the negative effects of intellectual globalization on higher education is attributable to a variable (the source of the certificate), where the value ($P = 1.362$) and statistical significance (0.246).

The results of this question showed that there were no statistically significant differences at the level of indication ($\alpha = 0.05$) in the study sample's estimation of appropriate ways to deal with the negative technical and intellectual implications of globalization, attributable to a variable (learning experience, degree, and source of certification). This result explains that globalization and dealing with it needs a culture that stems from society regardless of any variable that may disrupt the perception of the faculty member to deal with the negatives of globalization, as well as needs beliefs and convictions that the human being considers as a reference to him and this is what the faculty members of the College of Basic Education in The General Authority for Applied Education and Training of higher education in Kuwait, where they are from one community and believe in its beliefs and adhere to its traditions, and therefore this result came in terms of the difference sought by the parties to show them appropriate ways to deal with the negative technical and intellectual implications of globalization due to the differences of the study.

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