



**UNIVERSITI PUTRA MALAYSIA**

**GLOBALIZATION IN EVERYDAY LIFE OF IRANIAN  
HIGH-SCHOOL STUDENTS**

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**GLOBALIZATION IN EVERYDAY LIFE OF IRANIAN HIGH-SCHOOL  
STUDENTS**

By

**NOUROLLAH PASHA**

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia,  
in Fulfillment of the Requirements for the Degree of Doctor of Philosophy**

**June 2014**

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**TO  
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Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfillment of the requirement for the degree of Doctor of Philosophy

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**NOUROLLAH PASHA**

**June 2014**

**Chairperson: Professor. Zaid Ahmad, PhD**

**Institute: Social Science Studies**

This research attempts to explore the Iranian high school students' point of view about globalization and to explain influence of globalization in their daily life, and to interpret implications of alternation among the students. Indeed, knowing and exploring the challenges of students' everyday life in light of globalization is my academic interest as a teacher who works with the students about two decades. This research has conducted a qualitative method to collect data from the high school students in Tehran, capital of Iran. A total of 31 in-depth interviews are the sources of information. The facts were gathered and presented qualitatively, illustrating globalization in the daily life of Tehranian high school students based on the research questions. The findings show that the students perceive globalization in different ways and derive different meanings from it. They perceive globalization as development, open relationship, dissemination of a massive amount of information around the world, and also suppression and exploitation of developing countries by the West. The findings indicate that globalization has influenced the Tehranian high school students' daily life within two dimensions, namely, de-territorialization and pluralism. In fact, globalization has influenced the students' eating and clothing habits, their communication and concerning distant events as well as their perception about other cultures and religions. Their everyday life has been increasingly defined as a global level with global standards. Globalization in the students' everyday life has given birth to two types of students: globalized students and alternated students. Globalized students are those who mostly wear branded clothes, eat their meals in fast food restaurants, communicate with others, and using modern media. They are concerned about distant events, and have plural and tolerant perception about other cultures and religions. Alternated students are globalized students who have negative perceptions about their culture and being Iranian.

Abstrak tesis yang dekemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk Ijazah Doktor Falsafah

## **GLOBALISASI DALAM KEHIDUPAN SEHARIAN PELAJAR SEKOLAH MENENGAH DI IRAN**

Oleh

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**June 2014**

**Pengerusi: Profesor. Zaid Ahmad, PhD**

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Kajian ini bertujuan untuk meneroka pandangan pelajar sekolah menengah di Iran berkaitan dengan globalisasi dan bertujuan untuk menjelaskan pengaruh globalisasi dalam kehidupan seharian mereka, dan untuk mentafsirkan kesan perubahan tersebut. Kajian ini menggunakan kaedah analisis kualitatif untuk mendapatkan data daripada pelajar sekolah menengah di Tehran, Iran. Sebanyak 31 temu bual telah dijalankan untuk mendapatkan sumber maklumat. Data yang diperoleh dikumpulkan dan dibentangkan secara kualitatif untuk menggambarkan globalisasi dalam kehidupan harian mereka berdasarkan kepada persoalan kajian. Pelajar Sekolah Menengah di Iran melihat globalisasi dengan cara yang berbeza dan memberikan makna yang berbeza-beza terhadap globalisasi. Mereka melihat globalisasi adalah sebagai proses pembangunan, bersifat terbuka, sebagai alat penyebaran maklumat serata dunia, dan juga satu bentuk penindasan dan eksploitasi oleh negara-negara membangun di Barat. Hasil kajian menunjukkan bahawa globalisasi mempengaruhi kehidupan seharian pelajar sekolah menengah di Tehran dalam dua dimensi, iaitu *de-territorialization* dan *pluralisme*. Malah, globalisasi juga mempengaruhi cara pemakanan dan cara pakaian pelajar, cara berkomunikasi dan yang berkaitan dengan persepsi mereka dengan budaya dan agama. Definisi kehidupan seharian mereka juga semakin meningkat dengan penilaian yang bersifat global. Globalisasi dalam kehidupan seharian pelajar telah melahirkan dua jenis pelajar iaitu pelajar global dan pelajar yang telah berubah. Pelajar global adalah mereka yang kebanyakannya memakai pakaian berjenama, makan di restoran makanan segera, berkomunikasi dengan orang lain, dan menggunakan media moden. Mereka sangat prihatin terhadap hal dan peristiwa yang penting, dan mempunyai persepsi yang dapat menerima budaya dan agama yang lain. Pelajar yang telah berubah pula adalah pelajar yang mempunyai persepsi yang negatif terhadap budaya yang dipegang oleh mereka.

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