

# Awareness, attitude and social identity in the contemporary globalized world: an exploratory study of Emerging Adults

Dr. Reena Basu<sup>1</sup>, Dr. Sanjay Kumar<sup>2</sup>

<sup>1</sup>(Assistant Director, Population Research Centre (PRC), Doctor Harisingh Gour Vishwavidyalaya, Sagar, M. P.)

<sup>2</sup>(Assistant Professor, Department of Psychology, School of Humanities & Social Sciences, Doctor Harisingh Gour Vishwavidyalaya, Sagar, M. P.)

---

**Abstract:** The term globalization is derived from the word 'globalize' which refers to an international network of social and economic systems which is perceived to produce both positive and negative influences. On the one hand it has the potential to mobilize and empower people by means of self-representation through media, malls, and internet by providing a global identity through homogenization of culture and employment opportunities. **Objective of the Study:** the primary objective of the present study is to explicate how awareness and attitudes of young people towards globalization helps in forming new identity of young people in the fast changing world. **Sample:** A total of 459 under graduate and post graduate students in the age group 18-25 years were given a self-administered questionnaire with different subsections to explore students' awareness and attitude towards globalization and its association with personal and social identity. Three government colleges from Panna and two from Bhopal were selected for the purpose of the study. In all 250 questionnaires of male and female students in Panna and 194 in Bhopal were considered for final analysis. **Tools:** globalization awareness scale, globalization attitude scale, Identity Questionnaire, aspects of identity questionnaire, group identity scale and social interaction scale were used for the data collection. **Results & Discussion:** The results of the present study partially represent the youth's culture of the whole India. But the findings of the clearly indicates that awareness and attitude towards globalization certainly imprint a new identity for the college going students who represent different sections of society and different social, educational, cultural and economic background. In addition, these youths represent the modern Indian youth particularly the educated youth and their thinking in this era of globalization who are witnessing the revolution in field of information and technology.

**Keywords:** globalization, international network, global identity.

---

## 1. INTRODUCTION

The term globalization is derived from the word 'globalize' which refers to an international network of social and economic systems. Though many scholars place the origins of globalization in modern times, others trace its history long before the European Age of Discovery and voyages to the New World, some even to the third millennium B.C. (Frank, 1998). Large-scale globalization began in the 1820s (Rourke et.al, 2002). In the late 19th century and early 20th century, the connectivity of the world's economies and cultures grew very quickly. The term *globalization* is recent, only establishing its current meaning in the 1970s. (James & Streger, 2014). Globalization is perceived to produce both positive and negative influences. On the one hand it has the potential to mobilize and empower people, provide a means for self-representation through media, malls and internet and support a global identity through homogenization of culture and employment opportunities. Yet on the other hand it may affect people's identities and cultural values, which sometimes become altered significantly. In this context the identity issues of the individual in relation to globalization becomes important.

Globalization is defined by Malcolm Waters (2001, p. 5), as a “social process in which the constraints of geography on economic, political, social and cultural arrangements recede, in which people become increasingly aware that they are receding and in which people act accordingly.” Theories of globalization indicate at the compression of space and time in human relations as the distinctive feature of globalization. The crux of globalization is understood in the exclusion of physical boundaries in interpersonal relations, as a result of widespread technological progress. Axford (2013) discusses the full range of perspectives on the topic, from international political economy to geography, global anthropology to cultural and communication studies. In assessing the contribution made by globalization theory, Axford's account also sheds new light on several crucial current issues. These range from the changing shape of democracy and citizen engagement with governance, to issues surrounding 'just war' and humane intervention, and problems relating to empire and post-colonialism.

For Levin (2002) globalization is “both a concept and a process”. Conceptually, globalization entails the drawing together of disparate locations and the compression of time. As a process, globalization intensifies social and political relationships and heightens economic competition. Globalization in the past two decades has been propelled by capital, electronic technology, the movement of people, specifically migration, as well as by government policy and actions.” Different definitions of globalization have emerged emphasizing globalization as both a concept and a process. Some experts focus upon, the economic and commercial aspects, whereas others focus upon social, cultural and psychological dimensions of globalization. In the growth of contemporary globalization, besides political and economic forces, there are material and ideational elements. In expanding social relations, people explore their class, their gender, their nationality, their race, their religious faith and other aspects of their being. Constructions of identity provide collective solidarity against oppression. Identity provides frameworks for community, democracy, citizenship and resistance. It also leads from nationalism to greater pluralism and hybridist.

### **Globalization and identity issues**

In his article on *Psychology of Globalization*, Arnett (2002), examined the influence of globalization on psychological functioning with a focus on identity issues. Specifically, it is argued that most people worldwide now develop a bicultural identity that combines their local identity with an identity linked to the global culture; that identity confusion may be increasing among young people in non-western cultures as a result of globalization; that some people join self-selected cultures to maintain an identity that is separate from the global culture; and that a period of emerging adulthood increasingly extends identity explorations beyond adolescence, through the mid- to late twenties. For individuals, diversity of identity will only grow as globalization results in increasingly complex bicultural, multicultural, and hybrid identities. Arnett (2000) has suggested an urban-rural split as a result of globalization. He contended that in developing countries, young people in urban areas are faced with different social realities than their counterparts in rural areas. Whereas urban adolescents usually have better access to education and healthcare, they are at greater risk for exploitation by adults in the form of prostitution and industrial labor. In the past two decades, Chinese and Japanese societies have changed rapidly. The tradition of interdependence has been shaken by economic changes and by increasing contact with the West, and values have become notably more individualistic (Stevenson & Zusho, 2002). Barth (1969) defines identity in terms of boundaries. Boundaries can be psychologically, culturally, socially or politically defined and include some people as members of a group, while others are simultaneously excluded. According to this perspective, social or cultural identity cannot be understood in terms of fixed categories or unchanging phenotypical or other characteristics and/or cultural practices. Identity theorists such as Erikson (1968) and Tajfel (1981) point out; identity achievement is not solely an individual venture. Identification with social groups is, however, also complicated and eroded by the increasing prevalence of ideas that individual identity is seen as a product of self-construction, open to free choice and not simply given by birth or divine will. Hence group identification has also become largely a matter of individual choice (Calhoun 1994).

### **Rationale**

Youth may be best understood as a period of transition from the dependence of childhood to adulthood's independence and awareness of our independence as member of community. Therefore “youth” is often indicated as a person between the age where he or she may leave compulsory education, and the age at which he or she finds his or her first employment. According to Oxford Dictionary definition “youth is generally the time of life between childhood and adulthood”. The appearance, freshness, vigour, spirit etc. are characteristics of one who is young. Youth is the term used

for people of both sexes male and female of young age. Young people are growing up in a world of globalization and inequality, taking part in a development process that is simultaneously bringing people closer together and widening the divisions between them. About 87 per cent of young women and men living in developing countries face challenges brought about by limited and unequal access to resources, healthcare, education, training, and employment as well as economic, social and political opportunities<sup>1</sup>. In many parts of the world, youth face poverty, hunger, barriers to education, multiple and intersecting forms of discrimination, violence, and limited opportunities for growth and employment prospects. Youth are often excluded from decision-making processes and generally looks at untraditional avenues for civic engagement (UNDP, Youth Strategy, 2014-17). India has the relative advantage at present over other countries in terms of distribution of youth population. As per India's Census, the total youth population (15-34 years) is 422 million in 2011. According to national youth policy in India, age group between 13 to 35 years is considered as youth and as per census 2001 41.05% of Indian population is youth. Business Week (1999) launched a special issue on Indian youth with the cover story titled "India's youth: They're capitalist-minded--and they're changing the nation forever." Indian youths take pride in their country's burgeoning hi-tech industries such as software subcontracting and Internet technologies. The spread of Western culture increases the public concerns about the erosion the attachment to national community and the integrity of the traditional values (World Youth Report 2007) Because the youth are still undergoing the socialization process, they are amenable and sometime vulnerable to culture shocks. Therefore, it is pertinent to explore the awareness of Indian youth regarding globalization and its impact on their personal social identity and social interactions.

### Objective

India today stands at the crossroads of transition between traditional and modern. A significant question is that does the present global environment encourage a mix of traditional and global views in India? How do Indian youth perceive their identity under the present global context? The primary objective of the study is to outline the extent of awareness attitude of various aspects of globalization among Indian youth, the youth towards globalization and how it affects their personal and social identity and social interactions.

- To understand the perception of youth about personal and social identity in the context of globalization.
- To explore preferences for styles of social interactions among youth.

## 2. METHODS

**Design:** The entire study was basically based on primary data. The study was conducted amongst youth of age 18-25 years residing in Bhopal, the capital city (17 lakhs) of Madhya Pradesh with 81 percent urban population where students have access to a large number of professional courses in and a small district Panna with a population of 10.2 lakhs comprising of population which mostly resides in rural areas (88 percent, Census 2011), with limited access to professional education facilities. Ex-post-facto research design was used for the present study. The background characteristics of youth, their levels of awareness and attitude are the independent variables and social identity, social interactions and consumer behavior are the dependent variables.

**Sample:** A total of 459 under graduate and post graduate students in the age group 18-25 years were given a self-administered questionnaire with different subsections to explore students' awareness and attitude towards globalization and its association with personal and social identity. Three government colleges from Panna and two from Bhopal were selected for the purpose of the study. In all 250 questionnaires of male and female students in Panna and 194 in Bhopal were considered for final analysis. Overall 11 questionnaires in Panna and 4 in Bhopal were not due to incomplete filling up of the questionnaire.

Colleges in Panna	Level of Students					
	Under Graduate		Post Graduate		Total	
	Males	Females	Males	Females	Males	Females
Panna Govt. Chhatrasal P.G. College	18	31	2	10	20	41
Panna Govt. Girls College	—	80	—	—	—	80
Ajaygarh Govt. College	40	69	—	—	40	69
Total	58	180	2	10	60	190

Colleges in Bhopal	Level of Students					
	Under Graduate		Post Graduate		Total	
	Males	Females	Males	Females	Males	Females
Bhopal Institute of Excellence in Higher Education	11	25	7	9	18	34
Bhopal Govt MLB Girls PG College	–	80	–	62	–	142
Total	11	105	7	81	18	176

**Tools:**

After reviewing the relevant literature, a pool of items was constructed, and some were borrowed from the earlier existing background information schedules. These items were dispatched to a panel of subject experts who were teachers in Psychology and who had at least five years of teaching and research experience. Items were chosen that have 75-100% of agreement among experts. During the course of development of different tools, items were simplified, shortened or reduced the reading level and were successively refined and improved. Items of poor quality, having ambiguity and low reliability were eliminated. Furthermore, following the interactions with experts --- items were not considered for the final analysis.

**Globalization Awareness Scale:** Globalization Awareness Scale developed by the researchers. It is used to assess the awareness level toward globalization in the study sample. A total of 20 statements were provided to respondents and the responses were to be given in three categories 'yes', 'no', 'don't know'. Out of these 10 statements (item no.1,2,4,6,7,8,12,17,18,20) focused on economic aspects of globalization and ten others (3,5,9, 10, 11, 13, 14, 15, 16, 19) focused socio-cultural aspects and technology. Internal consistency reliability of the scale is 0.567 (Cronbach's alpha).

**Globalization Attitude Scale:** Globalization Attitude Scale was developed by the researchers and canvassed to subject expert. It was used to assess the attitude towards globalization in the study sample. It is a five-point scale (strongly disagree to strongly agree) consisting of 20 positive and negative statements on different as like economic (1,2 3,4,5,6,15) free flow (7, 9) technology 12,13,14, 17,19and socio-cultural 8,10,11,16 18 20. Its internal consistency reliability s economic .60, technology, 0.671, free flow.524, socio-cultural .761 (Cronbach's alpha). Items 3 &14 were not considered during analysis.

**Identity Questionnaire:** Identity orientations refer to the relative importance that individuals place on various identity attributes or characteristics when constructing their self-definitions (Cheek, 1989). The development of the Aspects of Identity Questionnaire began with the selection of items from Sampson's (1978) list of identity characteristics that were judged to represent the domains of personal and social identity (Cheek & Briggs, 1981, 1982).

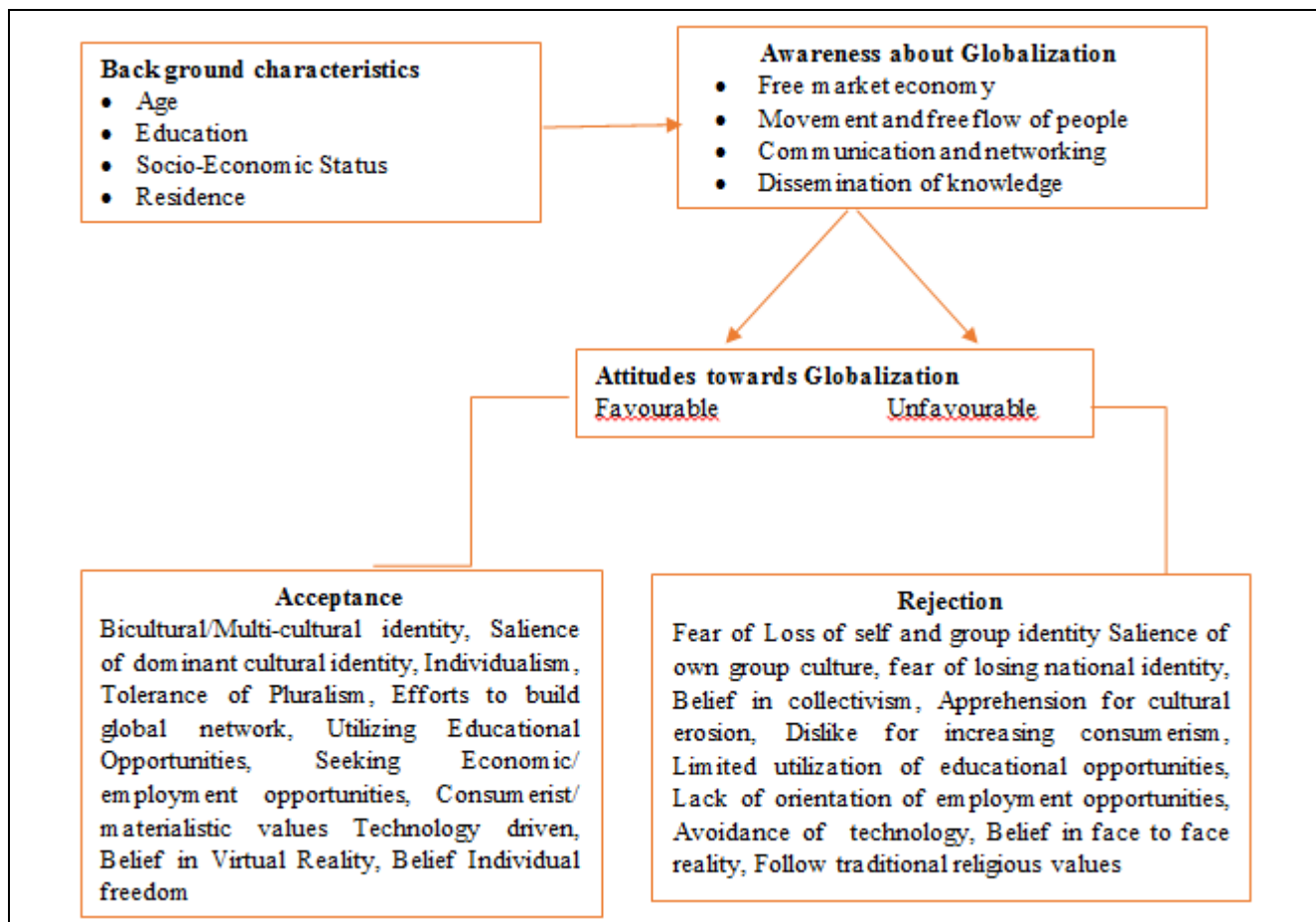
**Aspects of identity questionnaire (iiix):** developed by Cheek, Tropp Chen, & Underwood (1994) was used to assess the different aspects of identity in the study sample. It is a five point scale ( Not important to my sense of who I am to Extremely important to my sense of who I am ) consisted of 35 items, distributed into 3 sub scales ( 10 items, personal identity 25, 8 11, 14, 17, 19 21 24, 28 orientation, social identity orientation 7 items 3 6 9 12 15 22 25, collective identity orientation 8 items) 4,7,10,13, 23, 26, 31, 33 plus a set of "special" items that may be used 1, 16, 18, 20, 27,29,30, 32, 34, 35. Reliability of the 3 scales are personal.84, social.86collective identity .68.

**Group Identity Scale:** Group Identity Scale was developed by the researchers. This scale was used to assess group identity which consisted of 5 items about importance of religion, caste, region, class and mother tongue in the study sample. It is a fivepoint scale (not important to extremely important). Its internal consistency reliability 0.830 (cronbach's alpha).

**Social interaction Scale:** Social Interaction Scale was developed by the researchers. This scale has 22items and is divided into two parts: Time spent in different social activities: The was used to assess the time spent in use of mobile and internet in daily life, and direct interaction with family members and friends. A nine point scale measuring time spent between 0 to 20+ hours for different social activities. This scale consisted of 15 items of which item no. 1 was not considered for analysis. Its internal consistency is reliability 0.673 (cronbach's alpha). Virtual Social Activities 2,3,4, 5, 6, 7,8,9. Face to face interactions were seen in 10, 11, 12,13. Item no. 14 and 15 were separately analyzed.

**Type of Social Interaction:** This subscale had 7 items and rated in a 5 point scale from very difficult to very easy. Item no 16, 17, 18, 19, 20 21, 22Its internal consistency is reliability 0.699 (cronbach'salpa).

**Conceptual Framework:** A conceptual frame work for the study is presented below:



### 3. RESULTS

**Table 1: Economic domain of the globalization awareness measure**

S.no.	Globalization awareness scale	Demographic Variables														
		Age		Gender		Level of Education		Type of Family		Residence		Family Income				
		18 To 21 Years	22 To 26 Years	Male	Female	Under graduate	Post graduate	Joint	Nuclear	Urban	Rural	<40k	40k-80k	80k-120k	>120k-81	
1	Economic	Low	07.84	10.14	11.54	07.92	07.91	11.11	08.13	08.94	07.25	09.56	09.24	10.77	06.66	06.61
		Moderate	39.22	28.99	41.02	34.97	38.42	26.67	33.49	38.30	34.71	37.05	36.55	38.46	55.55	32.23
		High	52.94	60.87	47.43	57.10	53.67	62.22	58.37	52.77	58.03	53.39	54.22	50.77	44.44	61.16
2	Noneconomic	Low	6.86	3.62	5.13	6.01	6.78	2.22	5.26	6.38	4.66	6.77	8.84	4.62	0	0.82
		Moderate	18.63	13.77	21.79	16.12	18.36	12.22	15.79	18.30	12.95	20.32	17.27	15.38	11.11	18.18
		High	74.51	82.61	73.08	77.87	74.86	85.56	78.95	75.32	82.38	72.91	73.90	80.00	88.89	81.00

The classified three levels of awareness economic domains were assessed with regard to age, gender, level of education, type of family, residence and family income. It is generally believed that age is an important factor in the determination of intelligence and awareness of the masses. Justifying this traditional hypothesis, participants with the age range of 22-26 years scored higher on low and high on the economic domain of the globalization scale. However, the traditional could not be justified for the moderate level domain where younger participants scored higher as compared to their older counterparts. In the case of un-economic domain of the globalization domain, a little difference was seen in the findings.

The result indicates that male participants scored higher on low and moderate levels of economic domains of the globalization awareness scale. However, the score of the female participants scored higher as compared to their male counterparts on the economic domains the globalization awareness scale. The results of the economic domain were found to be slightly differing as on the economic domains. Here, female participants scored higher score for the low and high domains of the globalization awareness scale. Similar to the results of the economic domains, participants scored higher on the high non-economic as compared to their female counterparts. Awareness towards globalization seems deeply associated with the levels of education of the individual. The results described here have shown that post graduate students have scored higher on the low and higher domains of the globalization awareness scale.

**Table 2: Globalization attitude scale: Domain based analysis (percent and chi-square)**

S.no.	Globalization Attitude scale	Demographic Variables														
		Age		Gender		Level of Education		Type of Family		Residence		Family Income				
		18 To 21 Years	22 To 26 Years	Male	Female	Under graduate	Post graduate	Joint	Nuclear	Urban	Rural	<40k	40k-80k	80k-120k	>120k-81	
1	Economic	Low	19.61	21.74	14.10	21.58	22.03	13.33	20.57	20.00	19.17	21.12	22.09	15.38	11.11	19.83
		Moderate	50.98	60.14	60.26	52.46	50.56	66.67	52.63	54.89	61.14	48.21	51.81	53.85	66.67	57.02
		High	29.41	18.12	25.64	25.96	27.40	20.00	26.79	25.11	19.69	30.68	26.10	30.77	22.22	23.14
		Chi square	6.382 (.041)		2.504 (.286)		7.653 (.022)		245 (.885)		8.680 (.013)		3.251 (.777)			
2	Technology	Low	25.49	18.84	21.79	23.77	24.86	17.78	22.01	24.68	19.17	26.69	26.51	15.38	22.22	21.49
		Moderate	36.93	50.00	38.46	41.53	37.85	53.33	44.02	38.30	48.19	35.46	37.35	44.62	44.44	46.28
		High	37.58	31.16	39.74	34.70	37.29	28.89	33.97	37.02	32.64	37.85	36.14	40.00	33.33	32.23
		Chi square	6.862 (.032)		.715 (.700)		7.154 (.028)		1.510 (.470)		7.779 (.020)		5.642 (.464)			
3	Socio-cultural	Low	36.60	49.28	38.46	40.98	35.02	62.22	42.58	38.72	45.60	36.65	34.54	58.46	44.44	42.98
		Moderate	36.60	31.16	41.03	33.61	37.01	26.67	33.49	36.17	35.75	34.26	35.34	26.15	44.44	38.02
		High	26.80	19.57	20.51	25.41	27.97	11.11	23.92	25.11	18.65	29.08	30.12	15.38	11.11	19.01
		Chi square	6.602 (.037)		1.743 (.418)		23.590 (.000)		.697 (.706)		7.057 (.029)		17.130 (.009)			
4	Free flow	Low	31.05	30.43	25.64	31.97	31.36	28.89	30.62	31.06	30.57	31.08	33.73	20.00	44.44	29.75
		Moderate	44.77	47.83	48.72	45.08	45.20	47.78	49.28	42.55	50.78	41.83	40.96	58.46	33.33	49.59
		High	24.18	21.74	25.64	22.95	23.45	23.33	20.10	26.38	18.65	27.09	25.30	21.54	22.22	20.66
		Chi square	.448 (.799)		1.219 (.544)		246 (.884)		2.969 (.227)		5.235 (.073)		8.849 (.182)			

Table-2 indicates that there are four dimension of globalization attitude scale i.e. economic, technology, socio-cultural and free flow. Chi-square is applied by categorizing each dimension of globalization scale into low, moderate and high. The participants belongs to all three categories of globalization scale were compared with reference to their age, gender, level of education, type of family, residence and income of the family. The Chi-square statistics indicated that the significant difference (06.383, 00.041) was found between the group of the participants with the age category of 18-21 and 22-26. In addition, participants differed significantly (07.653, p.022) when there comparison was made against the level of education i.e. undergraduate and post-graduate. The residence of the individual is generally seen as one of the prominent determinant for forming the individual's attitude towards globalization. Findings clearly indicated that participants with different level attitude towards the globalization differed significantly (08.680, p.013) with reference to the residence. Socio-cultural is another dimension of the measure assessing the people's attitude towards globalization. In the socio-cultural dimension, people possessing varying levels of attitude towards globalization were compared with reference to their demographic characteristics. The obtained finding clearly indicated that participants with the age range of 18-21 years differed significantly with their senior counterparts with the age range of 22-26 years. Participants qualified with differed levels of education, participants with different settings of living and their belongings to different income group exhibited significant difference.

Table 3: Identity scale

S.No.	Identity scale	Demographic Variables														
		Age		Gender		Level of Education		Type of Family		Residence		Family Income				
		18 To 21 Years	22 To 26 Years	Male	Female	Under graduate	Post graduate	Joint	Nuclear	Urban	Rural	<40k	40k-80k	80k-120k	>120k-81	
1	Personal	Low	17.3	9.4	21.8	13.4	17.5	4.4	13.9	15.7	11.9	17.1	18.5	6.2	0.0	13.2
		Moderate	63.7	71.7	70.5	65.3	65.0	71.1	66.0	66.4	67.4	65.3	63.5	75.4	55.6	67.8
		High	19.0	18.8	7.7	21.3	17.5	24.4	20.1	17.9	20.7	17.5	18.1	18.5	44.4	19.0
		Chi square	4.916 (.086)		9.625 (.008)		10.476 (.005)		.551 (.759)		2.652 (.266)		11.569 (.072)			
2	Social	Low	16.3	17.4	9.0	18.3	16.9	15.6	17.2	16.2	17.1	16.3	17.7	15.4	0.0	16.5
		Moderate	66.3	66.7	78.2	63.9	67.2	63.3	67.9	65.1	65.8	66.9	63.9	72.3	66.7	68.6
		High	17.3	15.9	12.8	17.8	15.8	21.1	14.8	18.7	17.1	16.7	18.5	12.3	33.3	14.9
		Chi square	.172 (.918)		6.259 (.044)		1.437 (.487)		1.199 (.549)		.068 (.967)		5.297 (.506)			
3	Collective	Low	27.8	33.3	34.6	28.4	29.1	31.1	30.1	28.9	34.2	25.9	27.7	27.7	33.3	33.9
		Moderate	35.3	36.2	46.2	33.3	35.3	36.7	34.0	37.0	32.6	37.8	33.3	35.4	33.3	40.5
		High	36.9	30.4	19.2	38.3	35.6	32.2	35.9	34.0	33.2	36.3	39.0	36.9	33.3	25.6
		Chi square	2.167 (.338)		10.471 (.005)		3.69 (.831)		.451 (.798)		3.678 (.159)		6.604 (.359)			
Group Identity Scale																
4	Group Identity Scale	Low	25.2	37.0	37.2	27.0	25.4	42.2	27.3	30.2	36.8	22.7	23.7	26.2	22.2	41.3
		Moderate	38.2	35.5	38.5	37.2	38.4	33.3	38.3	36.6	39.4	35.9	39.4	33.8	44.4	34.7
		High	36.6	27.5	24.4	35.8	36.2	24.4	34.4	33.2	23.8	41.4	36.9	40.0	33.3	24.0
		Chi square	7.091 (.029)		4.806 (.090)		10.434 (.005)		.467 (.792)		17.867 (.000)		14.887 (.021)			

This table indicates about the four dimensions of the identity scale i.e. personal, social, and collective. Three levels of every dimension have been compared for the demographic characteristics like age, gender, level of education, type of family, residence and family income of the participants. The results indicates that participants with varying levels of the identity scores differed significantly merely on two demographic characteristics i.e. gender and level of education. The second dimension of the identity scale is social identity. Like previously, participants were categorized into low, moderate and high social identities. The participants with varying social identity were compared with reference to demographic characteristics such as age, gender, level of education, type of family, residence and family income. The obtained results indicated that except gender, no significant difference was found for the other demographic variables. The collective identity which is the third dimension of the identity scale also indicated that gender difference was the only demographic variable reflected significant difference.

#### 4. DISCUSSION

The present study does not represent the youth culture of whole India but this is based on the survey of college going students, who represent different sections of society and different social, educational, cultural and economic background and represent the modern Indian youth particularly the educated youth and their thinking in this era of globalization, who are witnessing the revolution in field of information and technology, telecom sector boom and their technology (2G,3G,4G and other emerging technology), emergence of MNCs,BPOs, KPOs and new all-pervasive mass media(24 hrs news channel, fashion TV, lifestyle channel, sports, music and daily soap opera).

The participant's awareness towards globalization has deep connection with their demographic characteristics. As the participants from the age range of 22-26 years of age reported higher awareness towards globalization on economic as well as general domains as compared to their younger counterparts. It is generally misconceptualized as a mere mode to establish connectedness disregarding physical boundaries. As the elder young adults has expressed more awareness for the globalization indicating that increasing rationality may open several avenues not only to establish connectedness but also to exploit the available resource for the personal as well as social benefits.

Contrary to general observation, female participants expressed more awareness towards globalization on the both domains i.e. economic as well general domains. This trend indicates a paradigm shift. It seems that globalization has been proved a boon to the towards the women empowerment. In this era of globalization, they have easy access of every bits of information without hegemony of any traditional barriers encountered since ages. The findings with regard to globalization awareness and educational attainment exhibited similar trends in the form where post-graduate participants were proved as more aware as compared to their undergraduate participants. This reflection imply that global environment provide the array of information, however, it is up to rationality and interest to utilize exploit the available information in the best possible manner. The results clearly indicated that both groups i.e. economic as well as general domains expressed higher level of awareness with the globalization confirms many speculation that higher income individual availed more benefits from the globalization at large.

It is generally believed that age is an important factor in the determination of intelligence and awareness of the masses. Justifying this traditional hypothesis, participants with the age range of 22-26 years scored higher on low and high on the economic domain of the globalization scale. However, the traditional could not be justified for the moderate level domain where younger participants scored higher as compared to their older counterparts. In the case of un-economic domain of the globalization domain, a little difference was seen in the findings. Here, the participants with the age range of 18-22 years scored higher to their senior counterparts. Similar to the trends of economic domain, the senior participants with the age range of 22-26 years scored higher as compared to the younger participants on the non-economic domain of the globalization scale. The results of the economic domain were found to be slightly differing as on the economic domains. Here, female participants scored higher score for the low and high domains of the globalization awareness scale. Similar to the results of the economic domains, participants scored higher on the high non-economic as compared to their female counterparts.

Awareness towards globalization seems deeply associated with the levels of education of the individual. The results described here have shown that post graduate students have scored higher on the low and higher domains of the globalization awareness scale. However, undergraduate students scored higher on moderate level of globalization awareness as compared to their senior counterparts breaking all the conventional postulation. Here, the female participants, scored higher as compared to their male participants signaling to the masses that personal space of the female are likely to widen more in the future ahead. It seems that nuclear families may have more acquaintance as they possess gadgets which facilitate to establish more connection with the globalized world. The findings of this study indicates that people living in nuclear families scored higher on the low and moderate domains while participants from the nuclear families scored lower on the higher economic domain as compared to the participants of joint families. The same results were repeated for the non-economic domain of the globalization awareness scale.

Identity and attitude are traditionally viewed as belonging to two contradictory schools of thought where identity is viewed as a social construct while attitude is viewed as solely cognitive. Few researchers have tried to challenge this argument and these two notions are usually studied in isolation of one another. In contrast to general notion, they are deeply associated to each other. The results indicate that participants with varying levels of the identity differed with respect to gender and level of education. The second dimension of the identity scale is social identity. Like previously, participants were categorized into low, moderate and high social identities. The collective identity which is the third dimension of the identity scale also indicated that gender difference was the only demographic variable reflected significant difference. Group identity is separately taken to assess its association with globalization. Here, it is intended estimate how the participant with varying levels of group identity differs with regard to different demographic variables. The findings related to social demographic characteristics are directed in the line where many social scientists argued that differences in norms is closely tied to social identities which helps explaining differences in economic outcomes due to demographic characteristics.

## REFERENCES

- [1] Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, 55, 469-480.
- [2] Arnett, J. J. (2002). The psychology of globalization. *American Psychologist*, 57, 774-783.
- [3] Arnett, J. J. (2004). *Emerging adulthood: The winding road from the late teens through the twenties*. New York: Oxford University Press



- [4] Axford, Barrie (2013). *Theories of Globalization*. ISBN: 978-0-745-63475-3 October 2013. Polity 240 Pages
- [5] Barth, F (1969). *Ethnic groups and boundaries: The social organization of cultural difference*. Bergen-Oslo: UniversitetsForlaget/London: George Allen & Unwin
- [6] Calhoun, C 1994. Preface. In *Social theory and the politics of identity*, ed. C Calhoun. Cambridge, MA: Blackwell:1±7. Cambridge, MA: Harvard University Press.
- [7] Cheek, J. M. & Briggs, S. R. (1981, August). *Self-consciousness, self-monitoring, and aspects of identity*. Paper presented at the meeting of the American Psychological Association, Los Angeles, CA. (Part of which was published as Cheek & Briggs, 1982).
- [8] Cheek, J. M., & Briggs, S. R. (1982). *Self-consciousness and aspects of identity*. *Journal of Research in Personality*, 16, 401-408.
- [9] Cheek, J., Tropp, L. R., Chen, L. C. & Underwood, M. K. (1994, August). Identity orientations: Personal, social, and collective aspects of identity. Paper presented at the meeting of the American Psychological Association, Los Angeles.
- [10] Document of UNDP Youth Strategy 2014-17.[http://www.undp.org/content/dam/undp/library/Democratic%20Governance/Youth/UNDP\\_Youth-Strategy-2014-17\\_Web.pdf](http://www.undp.org/content/dam/undp/library/Democratic%20Governance/Youth/UNDP_Youth-Strategy-2014-17_Web.pdf)
- [11] Erikson, E H. 1968. *Identity: Youth and crisis*. New York: Norton. *Etymology Dictionary*. 2012.(eds.), *The Global Transformations Reader*, vol. 2, London: Polity Press.0110522005012939.pdf) (PDF). p. 127. Retrieved 3 July 2012.
- [12] Frank, Andre Gunder. (1998). *ReOrient: Global economy in the Asian age*. Berkeley: University of California Press. ISBN 978-0-520-21474-3
- [13] H., O'Rourke, Kevin; G., Williamson, Jeffrey (1 April 2002). "When did globalisation begin?" (<https://academic.oup.com/ereh/article-abstract/6/1/23/540507>). *European Review of Economic History*. 6 (1): 23–50. doi:10.1017/S1361491602000023 <https://doi.org/10.1017%2FS1361491602000023>. ISSN 1361-4916 (<https://www>).
- [14] James, Paul; Steger, Manfred B. (2014). "A Genealogy of globalization: The career of a concept" (<http://www.tandfonline.com/toc/rglo20/11/4>). *Globalizations*. 11 (4): 417–34. doi:10.1080/14747731.2014.951186 (<https://doi.org/10.1080%2F14747731.2014.951186>).
- [15] Kripalani, M. (1999, October 11). India's youth: They're capitalist-minded---and they're changing the nation forever. *Business Week* (International Edition). Retrieved May 23, 2009, from [http://www.businessweek.com/1999/99\\_41/b3650015.htm](http://www.businessweek.com/1999/99_41/b3650015.htm)
- [16] Levin, J. S. (2002). In education and in work: The globalized community college. *Canadian Journal of Higher Education*, 32(2), 47-77.
- [17] Stevenson, H. W., & Zusho, A. (2002). Adolescence in China and Japan: Adapting to a changing environment. In B. B. Brown, R. Larson, & T. S. Saraswathi (Eds.), *The world's youth: Adolescence in eight regions of the globe* (pp. 141–170). New York: Cambridge University.
- [18] Tajfel, H. (1981). *Human groups and social categories*. Cambridge: Cambridge University Press. *Theory*, Oxford: Basil Blackwell
- [19] United Nations (2007). *Youth and Globalization World Assembly of Youth Report*.
- [20] Vertovec, S., and Cohen, R. (eds.) (2002). *Conceiving Cosmopolitanism: Theory*, Waters, Malcolm (2001). *Globalization 2<sup>nd</sup> edition* London ; New York : Routledge, 2001.