



UNIVERSITY of BENHA



Faculty of Arts
Dept. of Sociology

A Summary of M.A. Dissertation

IMPACT OF ECONOMICAL & CULTURAL TRANSFORMATIONS ON THE DEVELOPMENT OF UNIVERSITY EDUCATION

A Study on a Sample of Youth of an Egyptian
University

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4 Preface: Problem Layout/context

The Egyptian society has witnessed many economical and cultural transformations because of implementation of various economical policies and their pre-requisites setting of the scene as re-conditioning/adjustment of cultural climate to find their ways in social action/as a social player. These transformations cast a shadow over university education, as it is a sub-system of the social order. Furthermore, well-established social, economical and cultural, structures show/reflect itself in corresponding educational structures and vice versa.

Those economical and cultural transformations, from *directed economy* through *economic openness* to *free economy*, originates as a result of some stimulus/impetus; internal and external. Externally; ascendancy imposed by global market by means of various mechanisms/programs, notably: traps, pressure and constraints of The World Bank and International Monetary Fund and constraints dictated by economically-active players in the global scene.

Internally; the adoption of lobbies of interests of economic instructions / dictations of the global market as it is, setting the economic gains/advantages solely/in the first place before their eyes even if at the expense of the social superiorities disregarding the sociological nature/characteristics of the Egyptian society. Simultaneously, Globalization effect pronounced the burden/impact surrendering the separation of stimulus somewhat complicated.

4 Significance of the Study:

As the scene stated above, the significance of the study is double-fold:

First: monitoring /keep an eye out for the status quo of the Egyptian university education in the light of those transformations that afflicts the Egyptian social structure.

Second: propounding the views of development of Egyptian university education ,extracted from revision and consideration of existing university education problems and characteristics, in a fashion copes up with the current global development and the Egyptian society future expectations.

4 Variables of the Study:

The study has two main variables to probe the relation and interaction between the economical and cultural transformations at one side and university education. The traditional method of correlating variables ,by defining some independent variables and other dependent ones, is replaced in this study by the *Parsonian* approach ,that asserts the plurality of interaction of variables, in which variables interchange the interdependency and potentiality in the social action and introduces intermediate variables; the two variables are treated in this manner albeit the title of study "Impact of Economical and Cultural Transformations on the Development of University Education" suggests mono- casual relation; it is merely for methodological formalism.

"Zero Point" of the study was set as the time of World War I (1914-1948 A.D.) as a transit between elapsed economical and cultural phase and commence of a new pivotal one in

the human advancement course and undoubtedly the Egyptian society that transform it towards/into a dissimilar conditions. This new environment/ climate/era witnessed a paralleled double-way/mutual interaction between economy and education leaving a continued dialectic relation behind till now.

4 Objects of the Study:

In general, this study exposes/reveals/discloses "the Impact of Economical and Cultural Transformations on the Development of University Education" as tested on a sample of Egyptian university youth. To realize this key object, it is a necessary to furnish some elaborated socio-educational entries to pave the way along, more noticeably:

- Founding a sociological entry to elucidate the nature of trans-formations that societies undergo/pass through.
- Monitoring the status quo of the Egyptian university education.
- Reveal the impact of economical and cultural transformations on the development of university education and its internal and external competence.
- Introducing/Forming an satisfactory developing vision to develop the Egyptian university education based on the conclusions / findings of this study.

4 Questions and Investigations:

To realize its aim, the study seeks/attempts to answer the a/m question: what is the impact of economical and cultural transformations on the development of university education? Secondary questions are formulated to answer the major one, as follows:

1. What is the adequate sociological tool to realize the nature of transformations that human society passed and passes through?
2. What is the nature of global transformations the global society passes through?
3. What is the nature of local transformations the Egyptian society passes through as associated with the global transformations?
4. What is the nature of relation between university education and transformations?
5. What is the major defects created/generated by economical and cultural transformations on the internal competence of the Egyptian university education in connection with..
 - § "Directed" philosophy of university education in the light of these transformations?
 - § Democratization of education and extent of attainment in the light of these transformations?
 - § Future of identity of university and the Egyptian society?
 - § Major university phenomena emanating from these trans-formations?
6. What is the major defects created/generated by economical and cultural transformations on the external competence of the Egyptian university education in connection with..

- § Nature of returns of education in the light of these transformations?
- § Nature of relation between education and labor market, extent of compatibility of university education outputs to labor market and is it guarantee suitable careers for its graduates?
- § Nature of social and societal mobility as an output of university education in the light of these transformation?
- § Status of immigration of university graduates and its effects on university and societal condition?
- § Status of human development and the role of university education related to it?

7. What is the point of view of University students regarding the status quo of the Egyptian university education in the light of economical and cultural transformations that the Egyptian society passes through?

4 Concepts of the Study:

The study concentrated on some key concepts, including: *Economical and Cultural Transformations – University Education – University – Development of Education – University Youth.*

The concepts are dealt with in a complementary framework as an attempt to clear any entanglements in-between that may cause interference/confusion grounding on solid self-explanatory operational definitions for the sake of accurate sociological clarity and further tackling/examination.

4 Methodology of the Study:

This study has two natures which taken into account in using a suitable approach to attack; theoretical and empirical ones.

Due to the theoretical nature; the *Khaldunian* critic comparative historical method was adopted in order to track/follow-up periods and/or cycles of transformations inside the Egyptian society and corresponding educational status and to held a comparison between that educational system and other educational systems.

And for the empirical nature ; the questionnaire method was adopted in order to probe the point of view of University students regarding the status quo of the Egyptian university education in the light of economical and cultural transformations that it pass through and possibility of developing the university education guided by that views.

A representative sample was chosen to fairly represent the original study field, university youth of The University of Benha,. It consisted of (475) persons from faculties of: Arts, Commerce, Education, Science and Medicine and the higher institute of technology.

The questionnaire consisted of forty-three (43) questions, other than personal data, covering the aspects of the study. The field research lasted about two months and half , April 2009 – Mid June 2009,.

For statistical analysis, some statistical test were used: tests of significance (Chi-square test) and measures of correlation (coefficient of contingency or coefficient of association) to examine the nature of relation between the study variables.

4 Main Findings of the Study :

The theoretical and field research reveals that status quo of the Egyptian university education in the light of economical and cultural transformations do not cope up with current global developments which means its powerlessness to create effective societal transformations. This defect shows itself in many responses as:

absence of planned philosophy of university education - failure of achieving equality of chances – being effected by negative value status of the society – in compliance between university courses and technology at one side and global context on the other side –a cause of "brain bleeding" and repulsion of skillful boards/personnel –does not meet the needs of labor market – inferior economic return of education – absence of human development as an essential goal of Egyptian university education.

Positively, the Egyptian university made a success in :

Seeding awareness of globalization – somewhat minimization of private instruction in university community – achieving of a social return of education and social mobility to acceptable degree as proportional to the current socio-historical phase/stage.

4 Main Recommendations of the Study:

The potentiality of education to generate/create effective transformations, escaping from some constraining transformations and introducing compatibilities to the social progress are still attainable. The starting point in correcting the course of relation between education and transforming is by reforming and developing the university since such correction wave transfers to a development in society as whole. This is done by working on itself, discovering and criticizing internally, to improve its performance to be a model of true development. So, it is urgent to place/enact a "strategy for developing the university education" to overcome and eliminate the side-effects and drawbacks of the economical and cultural transformations on education, and to meet the future expectations of the Egyptian society who awaiting a better future.