

| RESEARCH ARTICLE

Article DOI: 10.21474/JNHST01/120
DOI URL: <http://dx.doi.org/10.21474/JNHST01/120>

EXPLORING UNIVERSITY STUDENTS' RESPONSE TO CULTURAL GLOBALIZATION: A STUDY OF RANGPUR, BANGLADESH

Kanij Fatema¹ and Ram Proshad Barman²

1. Master of Social Science, Department of Sociology, Begum Rokeya University, Rangpur. Rangpur-5404, Bangladesh.

2. Assistant Professor, Department of Sociology, Begum Rokeya University, Rangpur. Rangpur-5404, Bangladesh.

Corresponding Author : Ram Proshad Barman

| ABSTRACT

The study aims to explore university students' response to cultural globalization (CLG) at Begum Rokeya University (BRUR), Rangpur, Bangladesh. The study is conducted using quantitative approach, a total of 212 students are interviewed through online survey questionnaire between June and December 2024. To choose participants for the study, purposive and simple random sampling is employed.

| KEYWORDS

Begum Rokeya University (BRUR), Response, Cultural Globalization, Barriers, Cultural Adaptation

| ARTICLE INFORMATION

RECEIVED: 12 December 2025

ACCEPTED: 16 January 2026

PUBLISHED: February 2026

Abstract :

The study aims to explore university students' response to cultural globalization (CLG) at Begum Rokeya University (BRUR), Rangpur, Bangladesh. The study is conducted using quantitative approach, a total of 212 students are interviewed through online survey questionnaire between June and December 2024. To choose participants for the study, purposive and simple random sampling is employed. Assuming CLG as independent variable, while social relations, job preferences, food items, dress patterns, celebration programmes and recreational programmes are assumed as dependent variables. To examine major influences of CLG on university students, and how they culturally adapt, six hypotheses are identified to meet the study goals. The results of hypothesis are; There is a significant relationship between connection of CLG and its perceived effect on social relations because $\chi^2 (1, N=212) = 5.320, p (0.021) < 0.05$. The relationship between cultural globalization and food items is highly significant, $\chi^2 (1, N=212) = 12.526, p (0.000) < 0.05$. Food items of respondents are being influenced by the globalization and its associated factors. In addition, connection of cultural globalization significantly influences job aspirations, with more informed individuals perceiving a strong impact. Because the chi-square test result is highly significant, $\chi^2 (1, N=212) = 10.138, p (0.001) < 0.05$. Dress patterns and cultural globalization both are independent, $\chi^2 = .474, p (0.491) > 0.05$. The association between the cultural globalization and celebration programme is moderately significant, $\chi^2 (1, N=212) = 4.417, p (0.036) < 0.05$. The chi-square test is moderately significant, $\chi^2 (1, N=212) = 4.274, p (0.039) < 0.05$ to assess whether the relationship between cultural globalization and recreational programmes. However, the study concludes to check the status about competition, tensions among students regarding the hybridization and over homogenization to practice glocalized cultural programmes.

Introduction:-

The expansion of information and communication technologies has compressed time and space, fundamentally restructuring social interactions, distribution paradigms, and knowledge networks (Jayasuriya et al., 2008; United Nations, 2000). This transition occurs sociologically at the junction of Giddens' (1990) high modernity theory and Ritzer's (2004) critique of consumption. While ICTs promote time-space distancing, thereby removing Bangladeshi university students from their immediate physical location (Giddens, 1990), they also serve as conduits for highly standardized, 'Mc Donaldized' global cultural forms (Ritzer, 2015).

The influence of global media, technology, and consumerism has facilitated the diffusion of Western ideals, fostering a hybrid culture with some social and economic crisis that embraces diversity but risks diluting indigenous practices and traditions (Mansuri, 2024). Since, globalism effect in different areas of the world including movement of people, culture, education and economy. Malaysia society has also posed many challenges in balancing needs and benefits with greater engagement with globalization (Amin & Mohammad, 2021). To ensure sustainable development, social cohesion within societies is the key factor which is under-pressure in most world regions, due to the cultural homogeneity including Africa. Vrolijk identifies patterns of social cohesion in Africa, analyses factors that influence the degree of social cohesion and identify in domestic and international policies (Vrolijk, 2023).

In addition, globalization touches all human lives and plays a strong role in the transformation of moral values and lifestyles. It has affected society, culture and lifestyle of people and how it can create tension and conflict (Singhvi, 2022). It influence on creation of some moves and attitudes (Hanus, 2018). Gogoi analyses the impact of globalization on the labor market, with a specific focus on wage inequality and job displacement and finds that with competitiveness, globalization breeds income inequality and job relocation (Gogoi, 2023). Food and dietary issues are also influenced by culture, global practices and media effect. Popkin, Garud, et al. investigate the impact of globalization on food habits and nutritional systems. The transition from traditional to modern dietary practices is part of a larger global development in eating patterns, affected by social, technological, and cultural transformations (Popkin 2006). While Garud and other experts are concerned about nutritional status, food safety, quality, and the destruction of traditional dietary practices, globalization encourages healthy dietary patterns (Garud et al., 2022). Again, the worldwide distribution and sharing of food products, as an essential aspect of globalization, reflects how food products and practices cross international boundaries. This process influences cultural traditions, economic dynamics and nutritional choices, impacting both producers and consumers globally (Ailaiah & Rajakumari, 2025).

Another aspect of this study is dress pattern, several researchers examine the topics including Arora et al. (2025), Dhar and Mondal (2018), and Agnes (2012). Agnes finds the indecent and completely unacceptable dressing style of the majority students to the school community. They imitate their dressing knowledge from internet, Television, magazines and from fellow students where globalization provides these increased access to the sources of dressing information (Agnes, 2012). In another study, Dhar and Mondal (2018) examine dress issues and impacts under globalization, while they find college students now choose contemporary outfits from online shopping, urban marketplaces, and shopping malls, in addition to traditional attire. Dress and fashion choices are influenced by social, cultural, and economic considerations. Individuals strive to dress in accordance with social conventions and cultural values (Dhar & Mondal, 2018).

Wrzesińska (2006) shows that especially young consumers have positive attitudes towards supermarkets and hypermarkets. The most important factor, which encourage to visit them is the possibility of buying a big quantity of goods in one place. At the same time, the purchase of fast food in fast food bars and food products in international trade chain concerns primarily the younger generation (under 25), with higher education (Hanus, 2021). So, Arora et al. emphasize the need for a more equitable and sustainable global fashion system, through a balanced approach to ensure that both economic growth and social responsibility are prioritized in the future of fashion (Arora et al., 2025). Often, globalization has brought great changes in people's lifestyles and changing lifestyles have led to changes in marriages and families. In Bangladesh, cultural globalization has positive and negative effects on women's lives (Dhar, 2021). With changing times, Indian society has weakened the family structure, fostering a rise in individualism among people. In the present 21st century the structure, stability and functions of the family and marriage have undergone remarkable changes (Sarvamangala, 2018). The globalization changes cultural elements, has effects on interpersonal relationships while gender, background, age, education and income work as influencing factors on their thinking (Hayat et al., 2020).

Cultural globalization has received substantial scholarly attention due to its influence on lifestyles, values, consumption patterns, identity formation, and social relationships among young people (Appadurai, 1996; Tomlinson, 1999). Previous research has looked into how global media, digital technology, and transnational cultural flows influence youth culture and social behavior in many societies (Arnett, 2002; Ritzer, 2015). According to research, exposure to global cultural products can influence dietary preferences, fashion choices, leisure activities, and social interactions while also creating tensions between

global and local cultural identities (Pieterse, 2009). In Bangladesh, studies have looked into the consequences of globalization on cultural change, youth behavior, consumer habits, fast-fashion choices, and identity construction among Bangladeshi young.

Furthermore, international media has influenced tertiary-level students' job paths and expectations. Nonetheless, there is a scarcity of comprehensive studies that look at how cultural globalization affects various aspects of students' lives at once, such as social relationships, food consumption patterns, employment preferences, dress customs, celebration programs, and recreational activities. Another significant gap is the adaptive processes by which pupils mediate between global cultural influences and local traditions. While globalization is often portrayed either as cultural homogenization or cultural hybridization, insufficient attention has been given to understanding how Bangladeshi university students actively interpret, accept, modify, or resist global cultural elements within their local socio-cultural context. Again, existing studies primarily examine these trends within metropolitan Dhaka or combine public and private university students indiscriminately. There is a noticeable gap in understanding how these transitions occur within transitional secondary divisional hubs like Rangpur, where local cultural boundaries remain distinct (Nag, 2024).

Therefore, to meet the research gaps, six hypotheses are drawn upto achieve the aims of the study: HY1) Social relationship can be enhanced mostly with the association of CLG;HY2) CLG has a greater influence in changing food items beyond traditional practices among university students;HY3) University students' job preferences are greatly associated with CLG;HY4) CLG has a great influence on students' dress patterns; HY5) Cultural celebration programs are motivated by the CLG; HY6) Students' recreational facilities are highly associated with CLG. Finally, the study will be helpful for students, researchers relevant to globalization, localization social scientists, and policy makers of employment sectors, fashion industry, food and dietary.

Methods and Materials: -

Theoretical framework: -

Table 1: Theoretical framework

Core Theory	Theoretical Mechanism	Connection to Cultural Globalization (IV)	Application to Dependent Variables (DVs)
Glocalization Theory (Robertson, 1992)	Argues that global and local forces interpenetrate to create customized, localized versions of global trends.	Defines the IV not as an overwhelming wave of Westernization, but as an interactive force.	Students enjoy global fast-food aesthetics but adapt them to local palates and local social expectations Global fashion trends are adopted but altered to respect regional modesty and religious expectations.
Consumer Culture Theory (CCT) (Arnould & Thompson, 2005)	Views consumption as a dynamic practice where individuals use commercial brands, media, and global goods to actively construct their social identities.	Explains the IV as a vast marketplace of global ideologies, symbols, and lifestyles.	Students stream global media to cultivate a modern, cosmopolitan self-identity among peers. Aspiring to work for Bangladesh civil services (BCS), Multinational Corporations (MNCs) or global f markets becomes a status symbol
Cultural Hybridity Theory (Bhabha, 1994; Nederveen Pieterse, 2020)	Rejects the idea of Imperialism and focuses on the creation of a "Third Space"a synthesis where new, mixed cultural forms emerge.	Frames the IV as a catalyst for a global mélange (mixture), where global inputs constantly fuse with traditional regional practices.	Students create a hybrid festive calendar, celebrating global events like Valentine's Day alongside deeply traditional festivals Youth navigate a hybridized social structure maintaining traditional, adopting individualistic, digital-first communication networks online.

Mc Donaldization Theory (Ritzer, 1993)	asserts that the fast-food industry's ideals (efficiency, calculability, predictability, and control) transcend economic sectors to standardize worldwide social life, resulting in the dehumanization and cultural decay.	Presents the IV as a potent agent of cultural uniformity and top-down Western structural imposition that excludes local spontaneous differences.	Students are increasingly valuing highly efficient, fast-paced, and standardized Western eating patterns. Students use highly predictable global slang and perceive their university education as calculable solely on GPA metrics and standardized global job skills rather than deep localized knowledge.
---	--	--	--

Identification of variables and selection of hypothesis: -

A hypothesis is a statement or notion that proposes an explanation for an observed phenomena or predicts the relationship between variables. It is frequently based on prior information or facts and can be checked its validity using experiments or observations. Hypotheses are crucial in scientific research since they guide the study and lead to conclusions.

- The null hypothesis is a hypothesis used in statistical testing that states that there is no impact or association between variables. It is typically understood as yes (H₀) and serves as the starting point for experimental studies. A null hypothesis holds that a difference or relationship in data is the result of chance or variance, rather than a single cause or effect.
- An alternative hypothesis is a statement that implies a probable outcome or effect that differs from the null hypothesis. It is assumed that the variables under consideration have a substantial link, difference, or effect on one another. It is frequently abbreviated as (H₁). If statistical evidence indicates that the null hypothesis is unlikely, the alternative hypothesis is supported.

Table 2: Selection of hypothesis

Variable Type		Variable Name	Core Indicators / Dimensions
Independent (IV)		Cultural Globalization (CLG)	Exposure to global mass media & internet Availability of international brands/goods Cross-cultural social interactions
Dependent (DV)	DV1	Social Relations	Time spent with family vs. online peers Individualistic vs. collectivistic tendencies
	DV2	Food & Consumption	Frequency of eating global fast food Preference for imported food brands
	DV3	Job Preferences	Prestige associated with Bangladesh Civil Services (BCS) Job in the multinational companies (MNCs) Highly salaried job preference for remote/global work environments
	DV4	Dress Patterns	Frequency of wearing global/Western clothing Influence of global fashion influencers/media
	DV5	Celebration Programmes	Participation in non-traditional, global holidays Expense allocated to globalized events
	DV6	Recreational programmes	Media streaming habits (Netflix, YouTube, Spotify) Engagement with global gaming/e-sports platforms

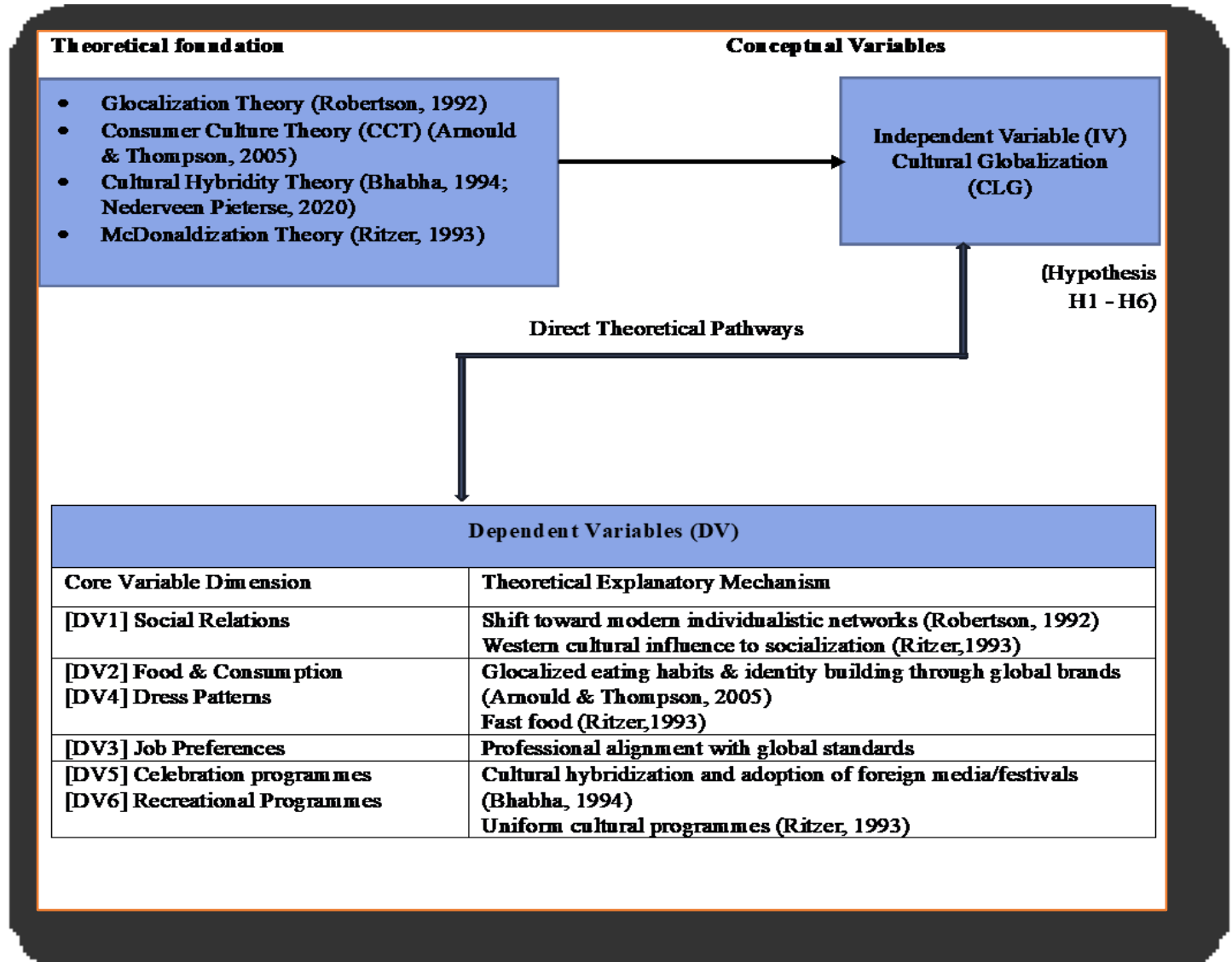
Hypothesis setting:-

- HY1) Social relationship can be enhanced mostly with the association of CLG;
- HY2) CLG has a greater influence in changing food items beyond traditional practices among university students;
- HY3) University students' job preferences are greatly associated with CLG;
- HY4) CLG has a great influence on students' dress patterns;
- HY5) Cultural celebration programmes are motivated by the CLG;
- HY6) Students' recreational facilities are highly associated with CLG.

Conceptual framework:-

The framework has been generated on the basis of the Glocalization Theory of Robertson (1992), Consumer Culture Theory of Arnould and Thompson (2005), Cultural Hybridity Theory Bhabha (1994) and Pieterse (2020). McDonaldization Theory of Ritzer's (1993) also lead to the conceptual framework of the study.

Figure 1: Conceptual framework (authors self- generated)



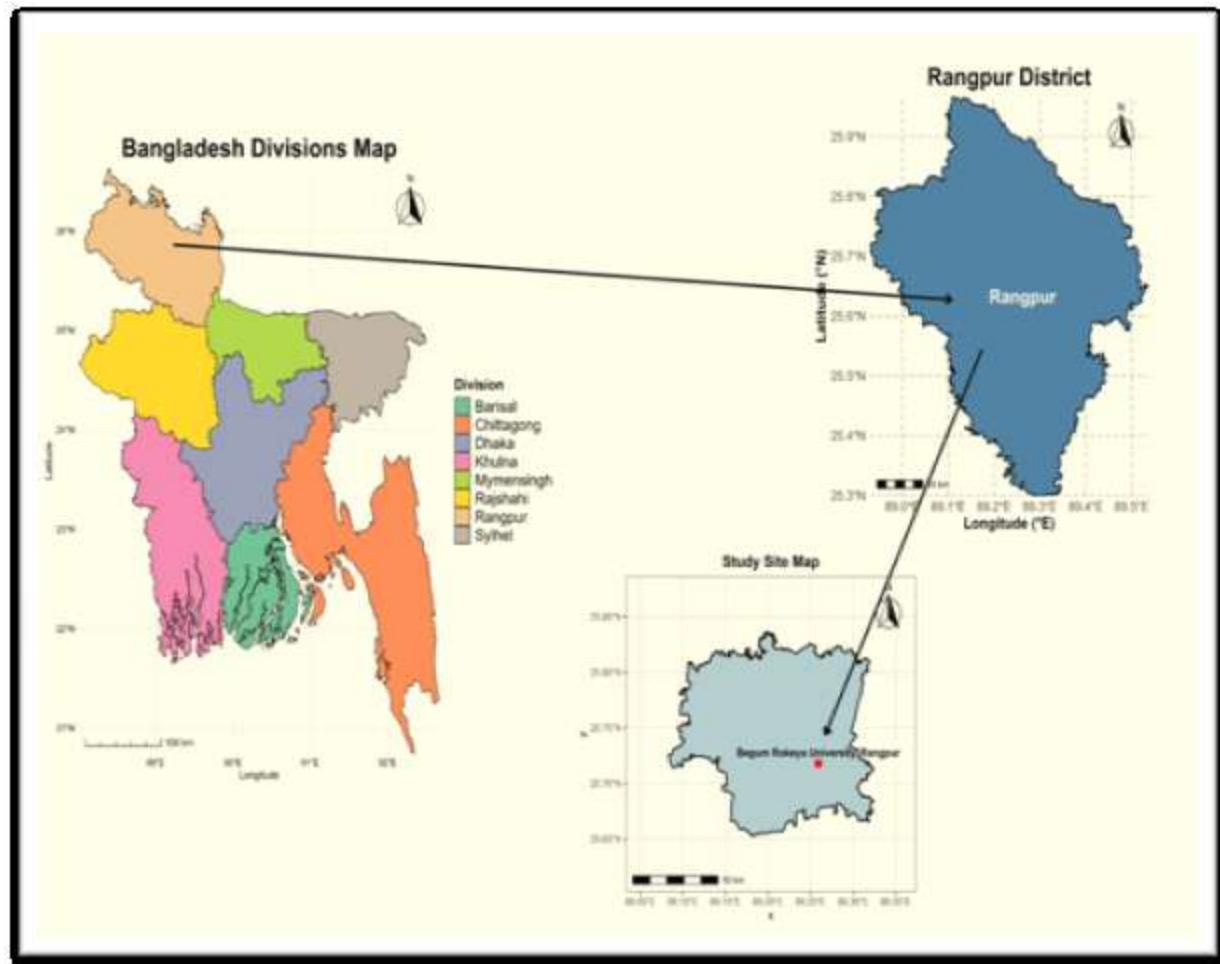
Area of study:-

The study is conducted on Begum Rokeya University, Rangpur (BRUR) in Rangpur, Bangladesh. It is one of the most popular public universities in northern Bangladesh. It has around 8,000 students and is divided into six faculties and 22 departments. It is situated at 25°43' north latitudes and 89°15' east longitudes. The current study has included students from four faculties at BRUR.

Sample design:-

The main objects of the study are those students of BRUR especially the present male and female students who are influenced by cultural globalization. In this study, for the selection of university the researchers utilize purposive sampling which is a non-probability sampling. For the selection of respondents, simple random sampling or lottery sampling has been used, which is probability sampling. A total of 212 students who are studying in bachelors (4 years) and Masters (1 year) have been chosen through questionnaire survey by using goggle forms. A complete list of students is obtained and a true random number generator (Microsoft Excel's =RANDBETWEEN function) is used to pick 212. To maintain the integrity of the simple random sampling the survey link is only distributed exclusively to the institutional or verified personal email addresses of the sampled 212 respondents

Figure 2: Location of the study (lies in 25°43' north latitudes and 89°15' east longitudes)



Nature and Sources of Data:-

The findings of this study are compiled using both primary and secondary data sources. The primary data are gathered through a survey of 212 students at Begum Rokeya University in Rangpur between June to December, 2024 to find the level of influence of cultural globalization and how University students do respond. To collect the data, a systematic questionnaire is devised. To develop queries, the questionnaire uses a Likert scale, blank choice, and yes/no questions. Editing, coding, recoding, and tabulating are all important steps in data organization once it has been collected. SPSS (Version 25.0) software is used to organize and analyze the study's data. The secondary data have been gathered from previously conducted and reported research for the purpose of literature and research gaps. In fact, secondary sources including article, magazines, books, and the internet provide most of the study's qualitative information.

Ethical considerations:-

As the study progresses, the researcher must be mindful of ethical norms and protocols, which cover matters like lying about the investigation's goal, invasions of privacy, confidentiality, and much more. Respondents are able to choose not to answer questions and to leave the interview at any moment. The absence of any queries that could disappoint them is a sign of an ethical researcher. Finally, the researcher has attempted to clarify to the participants that this study is necessary for my academic purposes and is not intended to directly benefit the economy.

Results and Discussion: -

Demographic characteristics: -

Table 3: Demographic characteristics

Characteristics		Number (N)	Percentage (%)
Gender	Male	141	53.8
	Female	98	46.2
Age (year)	16-20	40	18.9
	21-25	136	64.2
	26-30	36	17
Marital Status	Married	22	10
	Unmarried	190	90
Educational Qualification	Honors	126	59
	Masters	86	41
Occupation	Job (Part Time)	20	10
	Unemployment	192	90

Source: Field survey, 2024

The table 2 presents the socio-demographic characteristics of the respondents. Among the participants, 53.8% are male and 46.2% are female. The most active group is 21-25 years old(64.2%). The 16-20 age group comes next (18.9%) and the 26-30 age group represents 17%. Most respondents are single (190) and only 22 are married. Maximum students studying in bachelor's degree (59.4%), while the other studying in master's degree (86).The majority (192) of students are unemployed, some of them (10%) have part-time work.

Cultural globalization and social relations:-

The growth of digital networks and global media pipelines has profoundly altered how young people in underdeveloped countries traverse their social settings, transferring traditional socialization dynamics to digitally mediated areas (Arnett, 2002; Barman, 2019). According to Giddens' (1990) theory of late modernity, cultural globalization promotes a process of time-space distancing, uprooting social ties from immediate, specific spatial contexts and re-anchoring them inside abstract virtual dimensions. For university students in a regional divisional hub like BRUR, digital exposure to individualistic Western norms must be reconciled with deeply ingrained collectivist communal expectations (Appadurai, 1996; Pieterse, 2009).

The empirical evidence substantially verifies this theoretical framework, with a statistically significant association between cultural globalization and social relations (χ^2 (1, N=212) = 5.320, $p < 0.05$) with a Phi coefficient (.158). This finding confirms that global cultural inputs are actively altering relational habits among students of BRUR; however, because the significance is moderate, it also reinforces Robertson's (1992) model of glocalization, demonstrating that students are creatively hybridizing their communication patterns rather than passively erasing their traditional familial values.

Table-4 Cultural globalization and social relations

			Effect on social relations		Total	χ^2 -value	p-value	Phi coefficient
			No	Yes				
Connection of CLG	No	Count	7	8	15			
		Expected Count	3.4	11.6	15.0			
	Yes	Count	41	156	197	5.320 (df=1)	.021	.158
		Expected Count	44.6	152.4	197.0			
Total		Count	48	164	212			
		Expected Count	48.0	164.0	212.0			

Source: Processed data by SPSS (2025)

Cultural globalization and food items:-

The intersection of global market expansion and local consumer behavior has drastically altered dietary habits in developing economies, transitioning traditional food cultures toward globalized fast-food models (Hasan & Solaiman, 2021). Grounded in Arnould and Thompson's (2005) CCT, the consumption of globalized food items serves as a powerful symbolic tool for university students to negotiate their social identities and project a modern, cosmopolitan status among their peers. In

secondary divisional cities, this dietary shift introduces a dynamic tension between deep-rooted local culinary heritages and the aspirational allure of westernized commercial spaces (Appadurai, 1996; Nag, 2024).

The study's chi-square test shows a strong association between cultural globalization and changes in food consumption patterns (χ^2 (1, N=212) = 12.526, p = 0.000) with a Phi coefficient (.255). Food consumption is the principal behavioral domain where global cultural flows have successfully permeated the daily lives of Rangpur's tertiary-level young, as evidenced by its overwhelming statistical significance (p < 0.001).

Sociologically, this quick dietary transition is largely influenced by the cohort's demographic profile, which is primarily composed of young individuals aged 21-25 (64.2%) and unmarried (90%). These young people, who have a high level of lifestyle flexibility and are heavily immersed in digital student environments, actively adopt worldwide fast-food trends as forms of autonomy. However, according to Robertson's (1992) glocalization framework, this high significance does not imply a complete erasure of local traditions; rather, it reflects a selective behavioral pattern in which international fast-food items are integrated alongside traditional meals, tailored to local taste profiles and religious expectations.

Table-5 Cultural globalization and food items consumption

			Effect on food items		Total	χ^2 -value	p-value	Phi coefficient
			No	Yes				
Connection of CLG	No	Count	8	7	15			
		Expected Count	2.8	12.2	15.0			
	Yes	Count	32	165	197	12.526 (df=1)	<0.001	.255
		Expected Count	37.2	159.8	197.0			
Total		Count	40	172	212			
		Expected Count	40.0	172.0	212.0			

Source: Processed data by SPSS (2025)

Cultural globalization and job preferences:-

The introduction of global information and communication networks has fundamentally altered the employment landscape of developing nations, driving adolescent career ambitions away from traditional paths and toward the global marketplace (Arnett, 2002). Cultural globalization, as seen through the lens of Arnould and Thompson's (2005) CCT, acts as a vehicle for identity creation, with university students projecting a modern, cosmopolitan self-image by leveraging global corporate values, multinational brand prestige, and remote work settings. This study's empirical evidence verifies the theoretical framework. A chi-square analysis finds a significant relationship (Phi coefficient .219) between cultural globalization and its perceived impact on student employment preferences (χ^2 (1, N=212) = 10.138, p (0.001) <0.05).

This substantial statistical link suggests that more knowledgeable students who actively engage with global information systems experience a significant shift in their career goals. As a result, their professional preferences lean decisively toward BCS, MNCs allowing them to participate in the global knowledge economy while remaining physically located in Rangpur (Pieterse, 2009; Tomlinson, 1999; Shila et al., 2025).

Table-6 Cultural globalization and job preferences

			Effect on job preferences (BCS, 1st class job)		Total	χ^2 - value	p-value	Phi coefficient
			No	Yes				
Connection of CLG	No	Count	9	6	15			
		Expected Count	3.8	11.2	15.0			
	Yes	Count	45	152	197	10.138 (df=1)	.001	.219
		Expected Count	50.2	146.8	197.0			
Total		Count	54	158	212			
		Expected Count	54.0	158.0	212.0			

Source: Processed data by SPSS (2025)

Cultural globalization and dress patterns:-

Table-7 Cultural globalization and dress patterns

			Effect on dress pattern		Total	χ^2 -value	p-value	Phi coefficient
			No	Yes				
Connection of CLG	No	Count	7	8	15			
		Expected Count	8.3	6.7	15.0			
	Yes	Count	110	87	197	.474 (df=1)	.491	.0473
		Expected Count	108.7	88.3	197.0			
Total		Count	117	95	212			
		Expected Count	117.0	95.0	212.0			

Source: Processed data by SPSS (2025)

Despite the widespread reach of global media pipelines in developing countries, empirical research suggests that some, strongly symbolic cultural domains can be completely immune to external globalization forces (Arnett, 2002). According to Robertson's (1992) theory of glocalization, macro-global inputs do not always result in cultural homogenization; rather, they encounter significant "local friction" when meeting with regional normative constraints. Clothing choices in secondary divisional hubs like BRUR, Bangladesh, are more than just functional or aesthetic preferences; they are important expressions of religious conformity, gender-based modesty, and community standing (Appadurai, 1996; Pieterse 2009).

The empirical results of this study clearly support this theoretical barrier, revealing that cultural globalization and student dress habits are statistically independent and negligible relations in terms of phi-coefficient. Because several factors including religious norms, expectations of family, social control and symbolic dimensions of dress shield them. This independence is expressly driven by the cohort's demographics, which include a large number of young, unmarried undergraduate and postgraduate scholars (90% unmarried, 59% Honors). While these young adults have easy digital access to global fashion trends through social media, their physical everyday circumstances need adherence to conventional conservative institutions. As a result, the youth exercise active cultural agency by protecting their exterior dress patterns in order to minimize social or familial friction, while enabling more flexible domains, such as food consumption and job ambitions, to globalize.

Cultural globalization and celebration programmes:-

The global spread of commercialized holidays and Westernized festive customs has profoundly altered the cultural calendars of adolescents in developing countries, changing traditional celebration patterns via transnational media and digital marketing (Arnett, 2002). Again, globalization does not result in universal cultural erasure; rather, it creates a global *mélange* or "third space" in which foreign cultural aspects are fused into local settings (Pieterse, 2020). This study's chi-square analysis finds a significant link between exposure to cultural globalization and changes in celebration programs (χ^2 (1, N=212) = 4.417, $p < 0.05$) with a Phi coefficient (.144). Socio-demographic characteristics of the respondents are profoundly embedded for this strong association. Without the tight home restraints of married life, these university students use their high digital mobility to embrace globally renowned events such as Valentine's Day, batch day, Rag Day or New Year's Eve as symbolic platforms to enact modern, cosmopolitan identities (Arnould and Thompson, 2005). However, because the statistical relationship is moderate rather than overwhelmingly absolute, it supports Robertson's (1992) model of glocalization, demonstrating that BRUR graduates do not abandon traditional milestones, but rather creatively expand their lifestyle boundaries to accommodate a hybridized, bicultural festive calendar.

Table-8 Cultural globalization and celebration programme

			Effect on celebration programmes		Total	χ^2 -value	p-value	Phi coefficient
			No	Yes				
Connection of CLG	No	Count	6	9	15			
		Expected Count	2.9	12.1	15.0			
	Yes	Count	35	162	197	4.417 (df=1)	.036	.144
		Expected Count	38.1	158.9	197.0			
Total		Count	41	171	212			
		Expected Count	41.0	171.0	212.0			

Source: Processed data by SPSS (2025)

Cultural globalization and recreational programme:-

The global expansion of digital entertainment pipelines, streaming platforms, and transnational media networks has dispersed leisure spaces, profoundly altering the recreational infrastructures available to young people in developing countries (Arnett, 2002; Ritzer, 2015). According to Arnould and Thompson (2005), modern consumers actively use global media fragments and commercial cultural objects to negotiate, develop, and project their social identities within peer settings. The study's empirical findings support the theoretical framework, showing a positive association ($\chi^2 (1, N=212) = 4.274, p < 0.05$) between cultural globalization and leisure programmes among respondents with a Phi coefficient (.142).

In sociological sense, the shift is substantially influenced by the sample's distinct demographic composition, which is heavily concentrated among unmarried (90%), full-time student (90%) and young adults aged 21-25 (64.2%). Without the rigorous time limits of formal employment or domestic marital responsibilities, this highly literate undergraduate (59%) and postgraduate (41%) scholars have significant digital leisure capital. They actively use global media streams, foreign music, and virtual e-sports to build a cosmopolitan self-image (Appadurai, 1996). Despite the moderate significance level ($p = 0.039 < 0.05$) with a Phi coefficient (.142), the evidence supports Pieterse's (2020) idea of the global mélange, indicating that there is no absolute cultural displacement. Instead, BRUR students engage in bicultural recreation, consuming standardized worldwide entertainment while keeping rooted in local linguistic preferences and traditional leisure venues.

Table-9 Cultural globalization and recreational programme

			Effect on recreational programmes		Total	χ^2 -value	p-value	Phi coefficient
			No	Yes				
Connection of CLG	No	Count	7	8	15			
		Expected Count	3.7	11.3	15.0			
	Yes	Count	45	152	197	4.274 (df=1)	.039	.142
		Expected Count	48.3	148.7	197.0			
Total		Count	52	160	212			
		Expected Count	52.0	160.0	212.0			

Source: Processed data by SPSS (2025)

Conclusion:-

The discussion can be summarized how university students in Rangpur, Bangladesh, negotiate and adjust to the constraints of cultural globalization. It fills a significant geographic and multidimensional empirical gap. The study clarifies the precise extent and limitations of global cultural penetration among regional tertiary-level students by examining six basic behavioral domains: social relations, food consumption, job preferences, dress patterns, celebration practices, and recreational activities. The empirical evidence shows that cultural globalization has a significant impact on practically every element of student life, but its reach is not uniform. The study decisively illustrates a hierarchy of cultural adaptation, indicating that adolescents selectively accept or resist global flows according to lifestyle domain:

Food consumption and job preferences are the primary fields driving youth modernization. The chi-square analysis finds that global forces highly influence both dietary shifts ($\chi^2 = 12.526, p = 0.000$) and job sectors ambitions ($\chi^2 = 10.138, p = 0.001$). In addition, to create modern, international identities, BRUR students use global knowledge, brands, and career ambitions. The study reveals that social relations ($\chi^2 = 5.320, p = 0.021$), celebration programmes ($\chi^2 = 4.417, p = 0.036$), and recreational programmes ($\chi^2 = 4.274, p = 0.039$) have become dynamic and hybridized places. Global entertainment pipelines (such as social media and streaming) and non-traditional holidays, in line with Cultural Hybridity Theory, have not erased local traditions; rather, students have developed a dual, bicultural system that seamlessly integrates global trends into their local, collectivist settings. The most noteworthy and novel outcome of this study is that dress patterns and cultural globalization are fully independent. While macro-global media heavily exposes pupils to Western fashion trends, real-world physical dress among BRUR students is statistically unrelated to globalization. Finally, the students should be cautious about the status of competition, tensions regarding the hybridization and over homogenization to practice glocalised cultural programmes.

Recommendations for Future Research: -

The researchers have some limitations. The study is conducted on the BRUR students only, further studies may investigate student cohorts over time to discover if their dress patterns stay independent as they transfer from university to corporate jobs. Again, multi-dimensional paradigm may utilize to determine how regional differences affect cultural resilience to other secondary divisional cities in Bangladesh (e.g., Barisal, Khulna, or Sylhet). With quantitative approach, qualitative interviews or focus group discussions (FGDs) may enrich the study to capture the psychological challenges of students balancing their

virtual and offline identities, despite the statistical independence of dress and moderate shifts in recreation in the chi-square tests.

Acknowledgement :-

The researchers appreciate the valuable feedback from the research participants in carrying out the study. The authors would like to thank their batchmates, colleagues, professors, and families for their valuable help on conducting this study.

References:-

1. Agnes, I. (2012). An assessment of impact of globalization on dressing style of undergraduate students of benue state. *Journal of Social Science and Policy Review*, 4(September), 86–93.
2. Ailaiah, K., & Rajakumari, K. (2025). The Impact Of Globalization On The Food System-An Observation. *International Journal of Creative Research Thoughts (IJCRT)*, 13(11), 42–48.
3. Amin, S. M., & Mohammad, M. S. (2021). The Impact of Globalisation on Social Work Practice in The Impact of Globalisation on Social Work Practice in Malaysia. *International Journal of Academic Research in Business and Social Sciences*, 11(11), 1753–1766. <https://doi.org/10.6007/IJARBS/v11-i11/11658>
4. Appadurai, A. (1996). *Modernity at large: Cultural dimensions of globalization*. University of Minnesota Press.
5. Arnett, J. J. (2002). The psychology of globalization. *American Psychologist*, 57(10), 774–783.
6. Arnould, E. J., & Thompson, C. J. (2005). Consumer culture theory (CCT): Twenty years of research. *Journal of Consumer Research*, 31(4), 868-882
7. Arora, C., Warsi, S., & Singh, J. (2025). Impact of globalization on the fashion industry : A review. *International Journal of Agriculture Extension and Social Development*, 8(7), 308–317.
8. Barman, R. P. (2019). Influences of Facebook as Social Networking Site among students of Public University. *The Journal of Social Studies*, 163 (July September), 81–99.
9. Bhabha, H. K. (1994). *The location of culture*. Routledge.
10. Dhar, N., & Mondal, J. (2018). Dress : Issues and Impacts under Globalization – An Ethnographic Study in the College Going Girls in Rural Areas of North 24 Parganas , West Bengal. *International Journal of Interdisciplinary Research and Innovations* . Vol. 6, Issue 2, pp: (357-365), Available at: www.researchpublish.com
11. Dhar, S. (2021). Globalization and Its Impact on Women ' s Empowerment in Bangladesh. *Canadian Journal of Business and Information Studies*, 3(6), 137–153.
12. Garud, S. K., Kakade, S. V., & Alate, M. (2022). The Impact of Globalization on Dietary Patterns and Health Outcomes. *Ijfas International Journal of Food and Nutritional Sciences*, 11, 16085–16098.
13. Giddens, A. (1990). *The consequences of modernity*. Stanford University Press.
14. Gogoi, A. (2023). The impact of globalization on labour market specially focusing on wage inequality and job displacement . A theoretical analysis. *Theoretical and Applied Economics*. Volume XXX (2023), No. 3(636), Autumn, pp. 333-342.
15. Hasan, M. R., & Solaiman, M. (2021). Glocalization of food consumption habits: A case study on Bangladeshi Gen-Z consumers. *Journal of International Consumer Marketing*, 33(4), 412–428.
16. Hanus, G. (2018). *The Impact Of Globalization On The Food Behaviour Of Consumers – Literature And Research Review*, CBU International Conference Proceedings, ISE Research Institute, vol. 6(0), pages 170-174, September.
17. Hanus, G. (2021). The phenomena of globalisation in Polish consumers' food choices. *Optimum Economic Studies*, 2(2(104)), 15–30. <https://doi.org/10.15290/oes.2021.02.104.02>
18. Hayat, A., Anwar, H. N., & Iqbal, M. A. (2020). Exploring the Effects of Globalization on Interpersonal Relationships : A Study of Punjab , Pakistan. *Journal of Development and Social Sciences*, 1(3), 43–54
19. Jayasuriya, R.N., Brown, D., & Robertson, R. (2008). *The effects of globalization on working conditions in developing countries An Analysis Framework and Country Study*. The World Bank Employment Policy Primer (42991). (March 2008, N.9) www.worldbank.org/labormarket
20. Mansuri, P. F. (2024). Globalization and its Socio-Cultural Impact on Indian Society. *International Journal of Social Impact*. 9(3). <https://doi.org/10.25215/2455/0903011>
21. Nag, D. (2024). *Cultures in transition: Through globalization*. In *Globalization and the Transitional Cultures: An Eastern Perspective* (pp. 15–38). Emerald Publishing Limited.
22. Nederveen Pieterse, J. (2020). *Globalization and culture: Global mélange* (4th ed.). Rowman & Littlefield.
23. Popkin, B. M. (2006). Global nutrition dynamics: The world is shifting rapidly toward a diet linked with noncommunicable diseases. *American Journal of Clinical Nutrition*, 84(2), 289–298. <https://doi.org/10.1093/ajcn/84.2.289> <https://doi.org/10.1108/978-1-83608-586-720241002>
24. Pieterse, J. N. (2009). *Globalization and culture: Global mélange* (2nd ed.). Rowman & Littlefield.
25. Ritzer, G. (2004). *The globalization of nothing*. Pine Forge Press
26. Ritzer, G. (2015). *The McDonaldization of society* (8th ed.). SAGE Publications.

-
27. Ritzer, G. (1993). *The McDonaldization of society: An investigation into the changing character of contemporary social life*. Pine Forge Press
 28. Robertson, R. (1992). *Globalization: Social theory and global culture*. Sage Publications.
 29. Sarvamangala. (2018). Impact of Globalization on Family system. *International Journal of Novel Research and Development*, 3(12), 97–100.
 30. Shila, S., Barman, R. P., & Nishat, A. (2025). Factors influencing public university students' career choice: Lesson learned from Bangladesh. *Indonesian Journal of Social Sciences*, 17(2), 134–145. <https://doi.org/10.20473/ijss.v17i2.66650>
 31. Singhvi, A. (2022). Impact of globalization and social-cultural transformation on urbanization. *International Journal of Education, Modern Management, Applied Science & Social Science*, 04(04), 247–254.
 32. Tomlinson, J. (1999). *Globalization and culture*. University of Chicago Press.
 33. United Nations. (2000). *Impact of globalization on social development Report of the Secretary-General* (Vol. 35468, Issue March).
 34. Vrolijk, K. (2023). *How does globalisation affect social cohesion?* (IDOS Discussion Paper 5/2023). Bonn: German Institute of Development and Sustainability (IDOS). <https://doi.org/10.23661/idp5.2023>
 35. Wrzesińska, J. (2006). Young consumers preferences regarding to shopping in supermarkets (personal empirical research), *Scientific Journal of Warsaw University of Life Sciences, series Economics and Organization of Agri-Food Sector*, No. 59, 89-100.