
Impacts of Globalization within Samoan Community

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Abstract – Globalization affects Samoan communities in many ways including individual members, their behaviour, actions reactions and desire for things that they see. These influences cause changes to the character and personality of an individual that eventually turn into a variety of events and issues. Unfortunately, many Samoan communities are unaware of the changes as well as the impacts of these changes upon individual member as well as the community as a whole. This study investigated 20 participants including senior management representatives for both public and private sectors, teachers, church ministers as well as family members. The goal was to explore their beliefs, their experiences, and personal perceptions about the impacts of globalization within Samoan communities. A qualitative research methodology was selected as the most appropriate design for this study. The data was collected using interviews and talanoa methods, transcribed and analyzed to develop relevant themes. The study confirms that the Samoan communities are influenced by various dimensions of globalization.

Keywords – Globalization, Behaviour, Actions, Reactions, Communities, Character.

I. INTRODUCTION

Globalization is a multidimensional process of economic, political, and cultural integration and interaction among nations across the world. It essentially refers to the process through which different societies and cultures incorporate themselves into a global network, wherein activities in one part of the world have effects on people and communities. With the rise in global connectivity, there is a possibility that communication structures and channels within families in Samoa have undergone significant changes. Schools are a primary source of socialization for children and young adults, shaping their understanding of the world and equipping them with valuable skills to be used in life. Basically, the intention was to modify educational structures, curricula, and pedagogical methods (Wang, 2006; Tuia, 2019; Tuia & Iyer, 2015; El Din & David, 2021) to reflect those of western countries or colonial masters (Puamau, 2005; Meleisea, 1987; Tuia, 2013) where globalization had already made significant transformations. With this interconnectedness comes a shift in the dynamics of various social institutions, especially those essential in molding individuals within a strong, social, cultural and religious community such Samoa.

Families in the Samoan context, play crucial roles in the development of an individual's identity and personality. Similarly, the stages of a child's development begins at infancy where they learn about the world through their senses (hear, taste, touch, smell, see) and through their actions. The next stage of their development is influenced by the way things that they are exposed to appear (Sinclair, 1971; Piaget, 1978). With the changes from time to time brought about by different waves of globalization, the Samoan children, adolescence as well as adults within different communities adopt and replicate as part of their learning developments. Depending on the context of each community, whether it is school, church or village, globalization influence language, culture, practice and behaviour of individuals.

Hence this study focused on exploration of the impacts of globalization within a Samoan community. To gain a deeper understanding of this case, it is necessary to examine the perspectives of members of the community.

This includes senior management representatives for both public and private sectors, teachers, church ministers as well as family members. To achieve this, three research questions guided the implementation of this research:

1. What is globalization in the Samoan context?
2. What has globalization bring into the Samoan community?
3. What are the impacts of the changes due to globalization within the Samoan community?

The findings of this research will inform community leaders about the impacts of globalization within a Samoan community. It will provide evidence-based insights into how these factors contribute to the changes we are facing within our communities nowadays. Additionally, the research will offer recommendations for our local communities to raise awareness of the impacts of globalization of yesterday, today and tomorrow. It will also empower policy makers to advocate for policies and strategies that prioritize the diversity of our communities and address the challenges faced by individuals within our communities.

II. LITERATURE REVIEW

This section outlines a selective number of relevant and more reliable literature for this particular study. With strict focus on the impacts of globalization in Samoa and the Pacific region, specific studies reflected in this section formulate the foundation of this literature review with special mention of other international literature where relevant.

A. *Globalization and Samoa*

Globalization is manifested in many forms. Some interpret globalization as the cause of westernization, modernization and rapid vicissitudes in the social, cultural, educational and economic situations of individuals in former colonized nations (Razak, 2011). Scholte (2000) and Schrottner (2010), on the other hand, interpret globalization as internationalization and universalization, which pave the way for developed nations to enter small island nations and developing countries.

Globalization is often described as a complex phenomenon with far-reaching effects that scholars continue to study across various fields (Brooks, Weatherston, & Wilkinson, 2010; Tuia, 2013). Globalization has had profound impacts on numerous aspects of our lives and various communities within Samoa. Apparently, changes to lifestyles and living standards occur, family structures shifted from extended to more nuclear arrangements, more competitive education and work opportunities, technology-based and market driven economy and much more. Despite limited knowledge, skills, facilities and financial capabilities, Samoans adopted and try to implement all these changes with confidence.

Samoa, traditionally, is a family-oriented society with strong emphasis on communal living and shared responsibilities (Tuia, 2013). The Samoan culture is deeply rooted in respect for family ties, underlining the importance of *aiga* (family), or extended family, in the social fabric of Samoan life. This is embodied in the *fa'amatai* (chieftain) system, a familial political structure centered around chieftain titles passed down through generations (Freeman, 2000). The *aiga*, encompassing both immediate and extended family members, forms the core of Samoan society, enabling the sharing of resources, mutual support, and collective identity. Samoa's cultural emphasis on family serves as the backbone of its societal norms and community expectations (So'o, 2008). Tuia (2013) also stated that it was important for Samoan villages and young Samoans home life to engag-

-e in the values of respect, obedience, collaboration, and love.

Due to the large amount of literature, the author summarize different factors that have been influenced by globalization around the world, and they are also relevant to the context and focus of this study.

- Technology driven.
- Educational reforms.
- Western ways of life.

B. Technology Driven

The spread of knowledge and technology across many countries has intensified because of globalization. Many studies have concluded that technological progress becomes the key driver of improvements in incomes and standards of living (Aslam, Eugster, Ho, Jaumotte, Osorio-Buitron & Piazza, 2018) for some but not necessarily in all areas and at the different time and rate. Therefore, the way technology spreads across countries is central to how global growth is generated and shared across different countries. However, the assimilation of foreign knowledge and the capacity to build on it requires scientific and engineering capabilities (Dreher, Gaston & Martens, 2008). Therefore, investments in education, human capital, and domestic research and development are thus essential to build the capacity to absorb and efficiently use foreign knowledge and technology available nowadays. It also requires an appropriate degree of protection and respect of intellectual property rights-both domestically and internationally-to preserve the ability of innovators to recover costs while ensuring that the new knowledge supports growth globally (Aslam & Azhar, 2013; Tuia, 2013).

Pieterse (2019) argued that the spread of foreign knowledge and technology affects traditional societies through the introduction of technological ideas, innovations, market economies, and social norms, often leading to significant cultural transformations. Such societal changes range from enhancing accessibility to resources, to threatening the preservation of indigenous languages and traditions (Varani-Norton, 2017). The introduction of technology is therefore a by-product of globalization, has affected traditional societies which had to navigate the tension between maintaining cultural practices and adapting to global norms and standards. Scholars like Tomlinson (1999) argued that globalization may lead to cultural homogenization, but others highlight the resilience of local cultures and their capacity to adapt and hybridize in response to global forces (Pieterse, 2019). The social effects of globalization are a major area for exploration, and scholars analyze how it impacts identity, migration, societal norms, and cultural practices (Fa'aofoi & Maua-Hodges, 2019; Pieterse, 2019). Although Parekh (2004) believed that globalization has a significant impact on cultural diversity and interaction across the world, Kraidy (2005) explained interactions gave rise to hybrid cultural forms, blending local and global influences. Tuia (2013) also supported the idea of hybridity however, navigating globalization should ensure that people are not a complete replica of a transitioned globalized world. In this sense, it is necessary for country leaders and policymakers to make certain that benefits from globalization and technological innovation are shared widely across the population and ensure that innovating firms do not exploit the newly acquired technology to gain excessive control of a market to the detriment of consumers (Aslam, et al, 2018).

C. Education Reforms

Education is constantly undergoing changes under the influence of globalization. These effects bring rapid de-

-velopments in technology and communications that are considered foreign and often too expensive to many small island nations (with low economy). Education therefore becomes a more global, more interdisciplinary approach to teaching and learning that offers students diverse academic and professional opportunities worldwide (Aycan & Kanungo, 2013; Fa'afoi & Maua-Hodges, 2019). The assumption is that instead of being confined to the national education system, this newly generated global education brings together international education systems to incorporate their best policies and practices (Tuia, 2013; Chan, Zhang & Teasdale, 2018). Such an education system proposes to help instruct students on global affairs that continuously impact the world. Education in this sense is simply for students to be exposed to the global world and become aware of different nations' cultures, histories, issues and worldwide scenarios.

The newly generated education system seeks to foster a deep understanding of the global interconnectedness and interdependence that countries have on one another. It is an effort to highlight the complex issues and challenges the world has faced and is currently facing. By educating students about the world, different global agendas and their plight, global education aims to prepare and transform students into well-informed, responsible and engaged global citizens (Aycan & Kanungo, 2013; Fa'afoi & Maua-Hodges, 2019). When students know about global concerns, they can address global problems, and hopefully contribute positively towards building a more just, sustainable, and peaceful world (Tuia, 2013).

Ma'ia'i (1957) argued however, that a Samoan child's upbringing and education start in the home through parents and immediate family members "based on the ethos of the people" (p. 166). Their roles in the development of an individual is very crucial which requires the support and guidance of family members and the community. Sinclair (1971) outlined the significance of the foundations formulated by Piaget in the sensorimotor and preoperational stages during the early stages of the child's development. These stages involve interactions with their surroundings, family as well as community members. This also reflects the work of psychologists like Kurt Lewin, Bronfenbrenner who identified crucial mechanisms that explain the reciprocal interaction between individuals and their surroundings (Leonard, 2011). Such interaction is described by Suaalii and Bhattacharya (2007) as an equilibration (Piaget, 1978) where the learner constructs a balance between himself/herself and the environment. When a learner experiences a new idea, disequilibrium sets in until s/he is able to assimilate and accommodate the new information and thus attain equilibrium (Suaalii & Bhattacharya, 2007).

Globalization in Samoa began in pre-colonization period up to the arrival of the missionaries in 1830. The first colonial period by the German Empire from 1899-1915 followed by the joint British and New Zealand administration from 1916-1962. The missionaries in pre-globalization period, taught people to be literate. Their main aim was to spread the good news and educate Samoans to speak, read and write fluently in the Samoan language (Meleisea, 1987). An additional aim was to teach the locals to understand the basic English language in reading, writing, and speaking for communication (Tuia, 2013).

Education during the first colonial period saw Germans focused more on organizing people to work the lands by growing cocoa and coconuts in return for wealth. However, German language was introduced and reinforced in schools together with the Samoan language for everyday communication. Although the missionaries taught Samoans to read and speak (Tanielu, 2004), formal education only came to existence when the New Zealand administration took over Samoa from the German empire. During this transformation of education system,

Samoans were thoroughly introduced into the colonizer's education system (Tanielu, 2004). Formal education became well accepted by every Samoans and the importance of well-educated in such system became the norm. Samoan parents encouraged and motivated their children to do well as a means of getting a better future and bringing blessings to the whole family (Tuia, 2013; Pons 2013).

Today, education has undergone many reforms to accommodate the various changes that are happening around the world. For instance, the development of the Education for All (EFA) based on Article 26 of the 1948 Universal Declaration of Human Rights strengthen the ideology of 'everyone has the right to education' (UNESCO, 2000; Government of Samoa, 2007; Milatovic, Spoto & Wanggren, 2018). Goals embedded within this document (EFA) generate a lot of changes to education policies and practice (Thaman, 2001; Ministry of Education, Sports and Culture, 2006). Globalization of education, therefore, is the transfer of knowledge and skills from the western countries into developing countries with the intention that it improve the skills and capabilities of the people receiving it (Chinnamai, 2005; Tuia, 2013).

The changes in societal and educational needs in addition to the Information and communications Technology (ICT) explosion in the last decade require a paradigm shift concerning educational service provision. This is because many individuals who aspire to continue their pursuit of educational goals face many challenges in accessing education due to social, financial costs as well as distance. Today, many Samoans especially adults, aspire to pursue further studies (higher qualifications) however due to remote village locations they are faced with many challenges as the National University of Samoa (NUS) is located in the main town of Apia. Therefore, the Faculty of Education of the National University of Samoa looked at utilizing digital technology and started online mode of delivery to address the problem of out of reach teachers (Tufue-Dolgoy, Vaai, & Suaalii, 2016). Consequently, a sudden shift of education practice in Samoa education at all levels, became evident during COVID-19 pandemic. Learning suddenly adopted the approach of virtual learning; a method that was considered foreign to both teachers and students (Suaalii, 2024). Although virtual learning is an approach that involves interactions between the instructors and students remotely, it was considered advantageous because they learn from their own homes while the instructor teaches from another location other than the classroom (Dorovolomo, Rodie, Fito'o & Rafiq, 2021). Such a way of learning is implemented in synchronous and asynchronous processes. In the synchronous process, learning takes place in real time, where a group of people are engaging in learning simultaneously. This includes the use of video conferencing, telephone conferencing, live discussions, or live lectures (Henriksen, Creely, & Henderson, 2020). The asynchronous process, however, refers to courses where students access course materials-lectures, readings, and assignments-on their own time because there's no set class time (Clark & Mayer, 2016). Education at all levels, including NUS embrace this new practice and begin employing this new mode of teaching and learning.

D. Western Ways of Life

The evolution of Western education as embedded within globalization is a complex and multifaceted journey that reflects the changing societal, economic, and technological landscapes of the people. From its humble beginnings in ancient times to the modern digital age, the trajectory of Western education reveals an ongoing quest for knowledge, self-improvement, and societal advancement. This mentality spreads across the world including small island nation such as Samoa stimulates many changes that we are facing today in our communities. For instance, the richness of western formal education drove many Samoans from the rural areas,

so that their children gain access to education and a better life (Ma'ia'i, 1957). There was also provision of scholarship schemes as avenue for students with outstanding academic achievements to enter New Zealand [and other countries, i.e. Australia, Fiji, Japan, China (Suaalii, 2013; Zhang & Chan, 2023)] for further education (Davidson, 1967). With so many opportunities that are deemed appropriate to many, Samoans began to adopt western ways of operating in life with confidence. This includes persuading children to compete for higher education, desire to live in luxury lifestyles as well as the frequent use of English languages in both formal and informal communications (Suaalii, 2021; Suaalii & Gray, 2024).

Despite the many transformations observed in many families and communities, Fa'afai and Maua-Hodges (2019) argued that all these resulted in the gradual loss of indigenous values, cultural principles and practices (Varani-Norton, 2017) of the people of Samoa.

III. RESEARCH METHODOLOGY

This research adopts a qualitative research method to collect and analyze data. The qualitative method is a type of research that provides a deep understanding of the problem by asking participants to share their experiences. Creswell (2007) stated that qualitative research methods are valuable in providing rich descriptions of complex phenomena where people are often involved. As this study aims to invite senior management representatives for both public and private sectors, teachers, church ministers as well as family members from various Samoan communities, qualitative method is essential for this investigation as it sets out to explore their beliefs, their experiences, and personal perceptions about the chosen topic.

A. Methods of Data Collection

As the study seeks to explore the impacts of globalization within a Samoan community, it is important to utilize interview and focus group methods to collect information. It is important to note that a descriptive survey method was used at the beginning of the study to provide some background information before conducting the interview.

The significance of interviews consisting of open-ended questions (Mathers, Fox & Hunn, 1998) for this research involves direct verbal interaction between the researchers and the research participants. The researchers are able to gain insights into participants' perspectives on the phenomenon under study (Merriam, 2009; Patton, 2002). Basically, interviews allow for in-depth exploration of individual experiences and perspectives, offering nuanced insights into the impact of globalization within Samoan communities. During the interviews, follow-up questions will be used to allow the participant to provide further elaboration on given information that may need further clarification (Rallis & Rossman, 2011). These interviews allow for a detailed exploration of participants' experiences, perceptions, and insights regarding the impacts of globalization within a Samoan community. Similarly, the adoption of the talanoa method in this study is simply a "conversation, a talk, an exchange of ideas or thinking,... formal or informal" (Vaiotei, 2006, p. 23). It allows people to engage in social conversation which may lead to critical discussions or knowledge creation that allows rich contextual and inter-related information to surface as co-constructed stories (Suaalii & Tufuga, 2024).

Data collection was recorded using a recording device upon the consent of the participants. This process of audio recording assists in saving time and not missing out on information given.

B. Research Procedures

This section is an illustration of the various events involved in this research, summarized in figure 1 below.

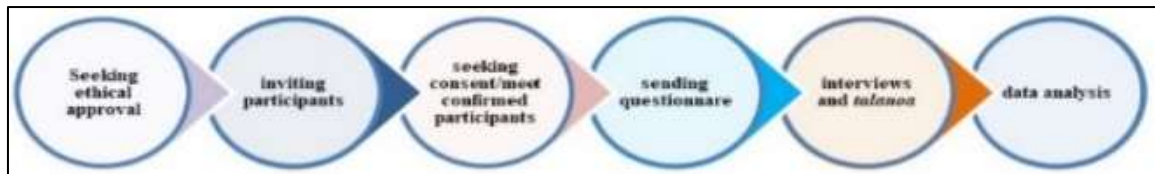


Fig. 1. Series of events during the study.

C. Research Participants

For this study, a total number of 20 participants included senior management representatives for both public and private sectors, teachers, church ministers as well as family members. These twenty participants were selected on a voluntary basis because the authors wanted to gather rich information from various communities represented in this study. Table 1 below provides demographic information as well as the identification of the research participants in this study. Confidentiality of the participants in the dissemination of the data were ensured by using the codes as in table 1.

Table 1. Demographic of Research Participants.

Participants	Description/Destination	Codes/Research ID
1	Senior management rep 1 (police)	SM1
2	Senior management rep 2 (nurse)	SM2
3	Senior management rep 3 (supermarket)	SM3
4	Senior management rep 4 (hotel)	SM4
5	ECE School Teacher 1	EST1
6	ECE School Teacher 2	EST2
7	Primary School Teacher 1	PST1
8	Primary School Teacher 2	PST2
9	High School Teacher 1	HST1
10	High School Teacher 2	HST2
11	Church Minister 1	CM1
12	Church Minister 2	CM2
13	Father 1	F1
14	Father 2	F2
15	Mother 1	M1
16	Mother 2	M2
17	Taule'ale'a (unmarried man)	UM
18	Aualuma (unmarried woman)	UW
19	Male Adolescent	MA
20	Female Adolescent	FA

D. Data Analysis

Data collected from audio records of interviews and talanoa were transcribed as the first step of the data analyses. The transcribing step provided an opportunity for the researchers to obtain a sense of the data collected by listening to the recordings as well as reading the transcripts. Once the data was transcribed and confirmed, the researchers began to formulate groups/categories of familiar ideas to facilitate the development of relevant themes.

The use of a thematic approach for this research involved searching for common threads that extend across the data received from the research participants (Stake, 2005). Steps for data analysis in this research is summarized in figure 2.



Fig. 2. Steps of data analysis.

IV. FINDINGS AND DISCUSSIONS

The summary of the findings were categorized (tables 2 & 3) based on two common but relevant aspects that clearly reflected the impacts of globalization within Samoan communities. These include:

- Uiga, amioga ma aga [attitudes, behaviour and actions] - Category 1.
- Mana’o, tu’inanau [aspiration, desire - Category 2.

The ideas in Tables 2 and 3 were further analyzed to develop the themes for discussions.

Table 2. Summary of the findings - Category 1.

Summary	Research Participant
Bad behaviour, negative attitudes, weird lifestyles,	ALL
Practice, beliefs, thinking, perceptions of how things should be	ALL
Bad attitudes towards others	SM2, SM3, SM4, PST1, PST2, HST1, HST2, CM1, CM2, UM, UW
The ways they talk, walk, dress	SM1, SM2, SM3, SM4, EST1, HST2, PST2
Selection of friends	EST1, CM1, CM2, F1, F2, M1, M2, MA, FA
Decision making, selection of ideas	EST2, SM1, HST1, HST2, MA, FA, M1, M2
Individualism	CM1, CM2, UM, UW, MA, FA, SM4, EST1, EST2
Freedom of doing own things, human rights	CM1, CM2, F1, F2, M1, M2
Refrain from communal gatherings (faalavelave)	CM1, CM2, UM, UW, MA, FA, F1,

Summary	Research Participant
feeseeseaiga i totonu o aiga, malepelepe aiga [arguments within families, family disperse]	ALL
le usitai,[disobedient] lusi le va fealoai, [no mutual respect]	ALL
leai ni lotu faaleaiga, mafutaga matua ma fanau [no curfew/family prayer meeting]	ALL
tele le inu ava, Ulaula, mariuana male aisa [many drink alcohol, smoking, mariuana and methamphetamines]	ALL
murder, theft, adultery, home/car/store breakages, burglary	ALL
Gasegase ona o tausami ma taumafa [sickness due to food and drinks]	SM2, CM1, CM2, F1, F2, M1, M2, SM3, SM4, HST1, HST2
Use tricks, taufaavalea [scams] to gain	SM1, HST1, HST2, PST1, PST2, SM3, SM4, CM1, CM2, F2, MA, FA
Imitate, mimicry - actors/actress, movie/tv scenes	CM1, CM2, SM1, SM2, SM3, SM4, HST1, HST2, PST1, PST2
Le kaukala mai luma ae oloo mafaufau leaga faagutugutulua [perverse, not upfront]	SM1, CM1, CM2, F2, M1, UM, UW, SM4, F1, F2, M2, HST1, HST2

Table 3. Summary of the findings - Category 2.

Summary	Research participant
needs and wants of the self over others/family	FA, MA, UM, UW, F1, M1, SM2, SM2, SM4
better foods, clothing, schooling,	ALL
better school facilities, more electronic resources, school vehicles	ALL
Telephone, i-phone, smartphone, smart TV	EST1, EST2, HST1, HST2, F2, UM, UW, FA, MA
Relationships, marry palagi no faalavelave	SM1, SM2, CM2, F1, F2, M1, M2, UM, UW, MA, FA
Ownership of vehicles, properties, house with AC, like NZ	ALL
Travel overseas, holiday/vacation—cruise ship or plane	UM, UW, MA, FA, SM4, EST1, EST2, PST1, PST2, HST1, HST2
Come to church, Sunday school, choir	CM1, CM2, F1, F2, M1, M2
Better job, better pay, want to be rich, wealthy life, spend more	ALL
Sui le faiga o mea [change the ways we do things]	ALL
Equity and equality (male female voice and participation)	ALL

The analyses of the data presented in Tables 2 and 3 generated three themes that are relevant to the focus of this research investigation. Table 4 lists the three themes followed by a discussion of each one with reference to the data collected from the research participants.

Table 4. Themes generated from the data analyses.

	Themes
1	Peoples’ actions and reactions are determined by their surroundings

	Themes
2	Peoples' desires are driven by hearing, touching, smelling, tasting and sight
3	An environment changes the character of a person

A. Theme 1: Peoples Actions and Reactions are Determined by their Surroundings

This particular theme connects with the principles of behaviourism theory of learning. Murphy (2012) described behaviourism “based on the principle that ... learning is a behavioural change that can be induced via appropriate stimuli” (p. 177). Stimuli on the other hand refer to features of the environment that are exposed to the individuals at a particular context, time and day (Suaalii, 2013). Therefore, an individual’s behaviour is influenced by all the events, processes, cultures, media mass that s/he is experiencing in life.

The analyses revealed many changes that are constantly evolving within their communities - family, village, church, school and work. The evolutions of these changes are intimidating in the sense that the younger generation behave and act strangely when faced with parents, village chiefs, church ministers, leaders, work supervisors/seniors, teachers and adults. The analyses confirmed that these kinds of behaviour are not culturally appropriate, which often generate discomfort for others. However, the research participants seemed to be well aware of the fact that behavioural changes evident in their communities are the results of the great influence of globalization. In the interview it was clearly stated that:

“... o suiga gei mai fafo ua mafua ai amioga fou ...” [changes from outside cause new behaviours] - Interview F1.

“... too many TV, telephone and online communications affect our children tremendously - Interview M1.

“too much exposure ... faalogologo kala solo ...” [inquisitive] - Interview UM.

The study confirms that stimuli trigger the behavior of an individual, leading to an exhibition of a variety of actions that portray their mental processes. Basically, whatever arrives in our shores, appear on television or Internet, there will always be a mix of reactions in our communities.

In the Pacific context, Godinet and Ofahengaue Vakalahi (2008) describe community as a group of individuals who share common geographic, social, or cultural characteristics and are bound by a sense of belonging and mutual interdependence. This is not the case anymore, as illustrated by the findings of this study. The characteristics, customs and practices of a pacific community have changed by feelings of discomfort, disengagement, isolations, individualism and selfishness. Yet the development of the communities rely on the individuals when they are collaborating and supporting one another in harmony. A Samoan Proverb, *ua solo le falute* - [bundle of mats has fallen into disarray]. When a number of mats are to be stored away, they are gathered up evenly and rolled into a bundle. If new mats are to be added the bundle must be undone or the mats will then fall into disorder - symbolizes the communities that we are now producing in Samoa. The changes of ideas, behaviours, actions and desires exerted by different members in the community must be bundled together to avoid fallen into disarray. Unfortunately, *ua solo le falute*, because there are so many changes that the Samoan communities are facing which often contradict with their own ways of living.

B. Theme 2: Peoples Desire are Driven by their Senses

This theme was generated because the research participants shared with enthusiasm their desire of many things (Table 3) that they are exposed to through their senses. For instance, the arrival of Smart TV, Smart phones and Smart boards in the country influenced many and therefore seeking whatever opportunity available in order to obtain one or even more. Some of these cravings came from the individual person rather than a communal intervention. This shows that whatever an individual sees or hears about s/he begins to create feelings of wanting it. Media (TV, radio & Internet) plays an important role in spreading information about newly arrived products. And they have done extremely well in marketing and convincing Samoan people to purchase. The study revealed that the desire to have these newly arrived products indicates improved quality of living standards. To the research participants, having modern technologies, newly constructed school buildings, a huge selection of food, clothing and new vehicles are indications of quality lifestyles. This contradicts with the principle underlying the national vision of the Government of Samoa (GoS): that is “for every Samoan to achieve a better quality of life” (Economic Planning and Policy Division, 2000, p. 1).

However, obtaining these newly arrived products has associated issues that are often undesirable to the Samoan communities. For example, the frequent appearance of the concept of money - wealth, better salaries, more money (Table 3) - may lead to unpredicted circumstances. This includes unnecessary spending, unnecessary shopping (alcohol, drugs), self-ranking, controlling and very demanding and sometimes end up in stealing money from others. As mentioned earlier, these kinds of conditions influence a lot of peoples’ beliefs, behaviours (Furnham & Argyle, 1998) and eventually their actions.

A constant increase in the growth of the commerce and manufacturing sector within Samoa in the last 10 years, confirmed the sustainability of successful trading with other countries (Ministry of Foreign Affairs and Trade, 2024). Included in this success is the influx of Chinese companies and businesses that bring a variety of services and products. These became easily adapted to the Samoan contexts because of the well-established effects of globalization that has been growing gradually from pre-colonization to colonization until post-colonization eras (Tuia, 2013). However, most of these services and products are very expensive for an average wage earner in Samoa. The minimum wage is set at ST\$3.00 for both public and private sector, with the hope to increase in the upcoming financial year (2024-2025). Yet the study revealed the desperation of all research participants to own vehicles, properties and houses with air conditioners (Table 3). In addition, more than 50% (Table 3) of the research participants crave travelling overseas by plane or cruise ships that are frequently seen in our shores.

In education, the analysis aligns with the emphasis of science where observations plays a major role in learning (Brown & Ryoo, 2008; Chin, 2007; Mortimer & Scott, 2003; Hodson, 1996; Suaalii, 2013, 2021). This confirms that a student learns and desire to do something is driven by what they are exposed to using their senses. Basically, science curiosity is a desire to seek out and consume scientific information just for the pleasure of doing so. People who are science-curious do this because they take satisfaction in seeing what science does to resolve mysteries and gain new knowledge. Such desire motivates the learner to continue constructing and deconstructing knowledge until they achieve their goal (s).

C. Theme 3: An Environment Changes the Character of a Person

Theme 3 discusses the influence of what is going on in an environment on the character of an individual (Blake, 2001). There will also be a discussion of the relationship amongst the three themes (Figure 3) in this stu-

-dy.

Environmental factors, including family, culture, and socioeconomic background, significantly shape character development. Early experiences, such as attachment to caregivers, parenting styles, and exposure to different social and cultural norms, can have long-lasting effects on both personality and character. However, with the constant influx of different dimensions of globalization, Samoans are left with no options but to adopt, adapt and changes occur drastically. This is because Samoa is a developing country with a very low economic performance, and therefore it relies very much on collaborations and interactions with external (international) partners.

The study revealed that the Samoan ways of living (fa'aSamoa) has changed and will continue to change. The changes of personality of the individuals are often observed with generations Y-born between 1981-1997 - and Z-born between 1997-2012 (Nguyen & Nguyen, 2024). The ways they walk, talk, use a foreign language for conversations as well as their selections of things (Table 3) are simply mimicry of what we often see on television and Internet. Attending church services is one of the very strong cultural practices in Samoa, yet the study revealed that more members of the community opt to stay home. CM2 during the interviews jokingly stated that “in some of the funeral services I conducted ... I never met them, seen them in church ... yet most of them were adults ...”. This suggests that more Samoans refrained from attending churches because of new knowledge learned from their surroundings, behavioural change, and of course new characters emerge within the family and/or other communities.

Social media such as Facebook, Instagram, twitter, TikTok, Viber, WhatsApp, messenger, YouTube, Snapchat have impacted greatly on the personalities of many young Samoans. Intentions to scam others, engaged in adultery, drugs, imitating movie scenes (Table 2) were revealed in this study. These “*amioga ma nei uiga, e le'i masani ai Samoa i aso ua mavae*” [*behaviours and attitudes were never practiced in Samoa in the past - CM1 Interview*]. In our communities, we find people with multiple characters just like in movies and television programmes. At one time they are sons and daughters, or school students/prefects, later they become street fighters, thefts and buglers (Table 2) which often trigger lots of debates about the role of education in the lives of our children. If this is the case within Samoan communities, it is important for parents, village chiefs, church ministers, leaders, work supervisors/seniors, teachers and adults to consider strategies and policies to ensure that the various dimensions of globalization are to our advantage. This is because the study confirmed the great impacts of globalization within the Samoan communities, and it is here to stay.



Fig. 3. Connecting the three themes.

From the analyses and the discussions of the findings, it was obvious that there is a distinct relationship amongst the three themes. Basically, the analyses suggest that they are interconnected and if one component (theme) is triggered the others will also move (figure 3). Newtons' first law of motion suggests that if an object is moving due to an application of an external force it will continue in motion, unless another force is applied to either stop, or increase motion (Saglam-Arslan & Devecioglu, 2010; Watkins, 1997). In this study, the external force (s) is/are simply the impacts of the various dimensions of globalization. According to the model (figure 3), once a factor is affected the whole system (two others) will also be affected. The directions of the movements differ (arrows in figure 3) which demonstrate that the three components (figure 3) may not correlate with each other. This indicate the overwhelming nature of the impacts of the dimensions of globalization that are shown by individuals, groups of people within a Samoan community. The directions of the movements could be severe and may cause unpleasant experiences to some people.

The implications of the change in behaviour and actions, craving for products and services, change in characters are a concern to many in the Samoan communities. This is because, when a problem occurs it is often very difficult to locate a potential solution. For example, craving for high-rise buildings with air conditioners that are constructed by overseas constructions, when problems arise, local engineers and constructors take enormous amount of time to locate the problem. In addition, the supply of materials from overseas often takes time, and sometimes the materials are no longer produced. As a result, high-rise buildings are left without maintenance until they are no longer useful. Similarly, the change of behaviour due to the knowledge and skills learned from various dimensions of globalization results in the ways individuals behave and react within communities (table 3). Individuals and families shift away from their ancestor's religious belief to other denominations because of their newly developed ideologies generated by what they are exposed to nowadays.

The research participants also mentioned the lack of respect, mutual relationship (table 2) as well as the constant increase of freedom of expressions of young individuals within Samoa communities, of strong cultural and religious beliefs and values. These often lead to misunderstanding as well as family and community dispute (table 2). Nowadays, we see families and villages dismissing relatives or members from their own communities due to certain behaviours, actions or characters that are considered unacceptable to others.

Globalization also contributed to the coming of human rights practices (table 2) in our shores which confused many Samoans in many communities due to misunderstandings. Basically, human rights are underpinned by core values of respect, dignity, equality and security for everyone. Similarly, fa'aSamoa or the Samoan way of life holds core values that guide social interaction such as respect, dignity, love, protection, and service, which mutually reinforce human rights within Samoan communities. Fa'aSamoa is a unique way of life. It prescribes an all-encompassing system of traditional roles and responsibilities within the family and community. This is the context in which the individual exercises his/her rights and freedoms. However, a significant proportion of Samoans believe that human rights and fa'aSamoa conflict (Samoa, 2015). This conflict is central to the human rights issues Samoa experiences and unless it is resolved, the acceptance of human rights in Samoa will continue to be a challenge.

V. CONCLUSION

In conclusion, this study confirms that Samoan communities' customs and practices undergo tremendous changes due to the strong influences of various dimensions of globalization. Despite having strong culture, relig-

-ious beliefs and values, well established traditional fa'a Samoa the research shows that the research participants faced many challenges. Challenges that spread across various communities such as aiga [family], nu'u [village], itumalo [districts], ekalesia [congregation], a'oga [school], as well as galuega [employment]. The study reveal that the challenges begins from an individual member and spread across affecting almost everyone within a community. It is infectious in a sense that once an individual's behaviour, actions and reactions are due to the environment, others will be perhaps imitated at the start but eventually follow. This is because they are all exposed to such a very convincing environment.

It is also confirmed in the analysis and the discussions that the mentality of many Samoans is by obtaining newly arrived products and becoming more quipped with latest technology, are indications of improved quality lifestyles. Yet these changes may have brought about a variety of issues that are considered undesirable within Samoan communities. People craving newly arrived products and services continue to grow at a very fast rate because they are exposed to in our shores (environment) or to the media. In fact, online trading is becoming a lot easier today because of the availability of Internet services and online banking (debit cards, credit cards).

The study also found that when people behave differently, they portray different characters that may or may not be accepted within the community. Their lifestyles change, their thinking and ways of doing things also change which are representations of different characters and personalities emerged because s/he has a new house, vehicle, and earns high salary. Different characters appear due to different environments/contexts, time and day. This is supported by a Samoan proverb (adage) of '*ole aso male filiga, ole aso foi male mata'igā tila*' [each day brings its own views of what is on the horizon; each day brings its own choices]. Therefore, as shown in this study that globalization affects the Samoan communities in various ways. Whether positive or negative impacts there is no other option, but it is important for parents, village chiefs, church ministers, leaders, work supervisors/seniors, teachers and adults to consider strategies and policies to ensure that the various dimensions of globalization are to our advantage. This is because the study confirmed that the impacts of globalization within the Samoan communities are great, it is here to stay and grow.

VI. RECOMMENDATIONS

As this study focused only on senior management representatives for both public and private sectors, teachers, church ministers as well as family members there is a need to consider having young children to share their perceptions about the impacts of globalization in Samoan communities. This will avoid favoritism by discussing the adults' viewpoints only as it is reported in this study.

There is also a possibility of increasing the number of research participants to gather richer and in-depth understanding of the topic of investigation. This includes inviting representatives from rural and isolated communities where the influence of globalization could be limited. Information from these different geographic locations in Samoa can be compared to determine the variations in terms of globalization impacts in the research sites.

Based on the findings from this study, leaders within various Samoa communities need to create awareness and educational programmes. The significance of the programmes are to

- Provide insights about dimension of globalization and their impacts already established in the community,

- Discuss the good and the bad of these dimensions to:
 - Individual (behaviour, actions reactions, desire and character),
 - Various group member (children, adolescents, males, females, couples etc),
 - Various communities (family, school, village, church, employment, sports etc),
 - Leaders and senior representatives, government and non-government officials,
 - Church ministers, theological colleges, missionaries etc,
- Share perceptions, ideas and strategies,
- Educate each other about different waves of globalization that are often unseen by our eyes.

It is very important to take careful considerations of the fact that globalization has been in Samoa from pre-colonization eras - that is approximately 300 years ago and it is growing extremely fast.

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