
THE SPECIFICS OF USE OF THE MODERN MASS MEDIA TECHNOLOGIES BY YOUNG POPULATION OF RURAL AREAS IN IRAN

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Introduction

The inculcation of new values in society requires the change in their attitudes, and mass media technologies play important role in changing or controlling audiences' minds. As a communication network connecting TV, mobile, and computer networks worldwide, Internet can facilitate the convergence of different audiences' viewpoints¹.

Obviously both theory (software) and different kinds of mass media (hardware) are important in influencing youths' attitudes and values, and among communication theories the cultivation theory is a proper one explaining the main aspirations of villages' students. So in this paper, we would like to show how Internet and mobile TV could shape the behavior and values of Iranian villages' students.

During last two decades people have noted quantitative and qualitative improvement of TV and mobile. And also villages' students have discovered two new mass media which encourage their aspirations towards new knowledge and values, and satisfy their needs.

Sociologists believe that TV is one of the socializing factors creating social mobility, the most important element in socialization process. In this respect, some sociologists believe that information as the software can easily be transmitted through cyberspace. Some others believe that information and communication are two cyberspace components of Internet, and both can be received and sent as messages via TV, mobile, and computer. Some other sociologists believe that cyberspace is under the domination of several developed countries, which can control both data's content and its information. They are certain that only big powers can use these spaces to impose their cultural, social, and economic values on others. In other words, by the use of cyberspaces Internet can force users (especially teenagers and youth) to change their attitudes and values, and to adopt positive or negative viewpoints.

Therefore the analysis of positive and negative approaches towards the Internet let us conclude that data's content and information like TV programs in cyberspaces can be both useful (as an opportunity) and harmful (as a serious threat). So the main question is how internet TV and mobile TV, – as modern technologies, – can affect social mobility of Iranian villages' students.

¹ Amelia S. R. (2006), "New Individualism and Mobile Phone: Technology of Individualism and Identity", No 5. Global Media.

Theoretical Framework

While creating the modern networks, during the last two decades communication and information media have produced two important results: They reduced the time of sending and receiving information, and reduced the distances of communication between people². As such, these two things have constituted information and communication age³. Information and communication technologies are based on a set of electronic tools, such as computers, telephones, TVs, mobile phones, data processors, robots, satellites, Internet and cable television, and so on. And among them, Internet is used more widely than others because it has huge amount of tailor-made programs and services⁴. Actually, broadcasters can manipulate audiences' minds by different theories including cultivation theory.

Cultivation theory has several assumptions about TV. First, television is essentially and fundamentally different from other mass media⁵ in changing the "attitudes and values" of the audience⁶. Second, television molds our society. Third, television can persuade its audiences to watch programs up to seven hours per day. And fourth, television's effects are limited in regard to their size which are less critical than the direction of its steady contribution."⁷.

Michael and Shanahan believe that common people watch TV all the time, and spend most of their time to see their programs every day⁸. They say introduction of the Internet has multiplied our watching capabilities to see the best programs. And also computer mediated technologies are affordable, quick, and easy. They claim we should look at the cultivation theory with even more different respect. In other words, Williams believes that TV owners should focus on the cultivation theory, and says that Internet plays a huge role in our communication and the way people receive information. Those who study the cultivation theory should consider extending it to various other media outlets. So far, Cultivation Analysis has been applied to other forms of media, including TV, mobile, games, and etc⁹.

Methodology

This research is done by survey method, and its data is gathered by questionnaire. It was also analyzed using descriptive and analytic methods.

² Sadughi, Morad Ali. (2001), "Information Technology and national power", press; the office of international and political, Tehran, p31.

³ Castells, Manuel.(2001), "The Rise of the Network Society: The Information Age", Volume I, translated by press; Tarhe Now, Aghilian & Kakbaz, p 16.

⁴ Sadughi, Morad Ali. (2001), "Information Technology and national power", press; the office of international and political, Tehran, p, 54.

⁵ Gerbner, G., Gross, L., Jackson-Beeck, M., Jeffries-Fox, S. & Signorielli, N. (1978). "Cultural Indicators Violence Profile", No.9. Journal of Communication, 28(3), pp 176-207.

⁶ Gerbner, G., Gross, L., Morgan, M., & Signorielli, N.(1986). "Living with television: The Dynamics of the Cultivation Process", In J. Bryant & D. Zillman (Eds.), "Perspectives on media effects", Hilldale, NJ: Lawrence Erlbaum Associates. Pp17, 40.

⁷ Gross, L., Morgan, M., & Signorielli, N. (1980), "The Mainstreaming of America Violence Profile", No. 11, Journal of Communication, 30:3, pp 10-29.

⁸ Morgan, Michael, and James Shanahan. (2010), "The State Of Cultivation", Journal of Broadcasting & Electronic Media 54.2: pp 337-355.

⁹ Williams, D. (2006). Virtual cultivation: Online worlds, offline perceptions. Journal of Communication, 56(1), pp 69-87.

These methods are useful to a researcher who is focusing on phenomena that cannot be directly observed; in these methods, sample size is measured by statistical population, in this respect, Basha and Harter (1980) state that “a population is a set of persons or objects that possesses at least one common character”¹⁰, Some others believe that survey methodology researches the individuals with specific views sampled from a population in order to make statistical inferences about the population that are being used in the sample ¹¹.

So in this research the focus group consists of 180 students from 10 large villages,¹² and it should be measured by the formula $n=(Z\alpha/E)^2$. We randomly selected 30 questionnaires as pre-test, because according to Nachmias, researchers must distinguish between measurement instrument and general theoretical framework¹³. We used various categories such as; social status, social class, socialization, etc. The validity of this research validity has been verified by comparing it with the face validity, and its data were analyzed by the software of SPSS.

Research’s Findings

The research shows that the average age of 180 village students is about 22 years old, 65% of them are girls, and 35% are boys. They are distributed in six classes: 40% in humanities, 20% in experimental sciences, 20% in engineering sciences, 10% in religion sciences, 5.9% in art courses, and 4.1% denied responding any questions. Then students were divided into four educational levels, according to which 14% of them studied PhD, 18% – M.A., 60% – B.A, and 8% – junior college (associate of arts). The research revealed that about 82% village students were unmarried, and 18% – married. Concerning the places where students pursue their degree, the survey indicated that about 75% of them studied in big cities and 25% in small cities.

Regarding the employment status of students, research findings revealed that 81% of them only studied, 17% both studied and worked, and 2% didn’t respond to this question. According to the research, to be able to bear their educational expenses, 77% of students were supported by their parents, 6% by other relatives, 4% by their administrations, and 13% studied by their expences. About living in cities or villages, they responded that before joining the university they liked to live in their villages, but at the moment of survey they were certain that after graduating they would prefer not to stay in their villages. As Table 1 shows, about 90% of them before starting university liked to live in their villages but after graduating only 10% of they would stay in their villages. So it seems that students differentiate between education and living places, and this difference is statistically significant (Chi-Square= 9.55 Sig.=0. 05).

¹⁰ Busha, Charles H., and Stephen P. Harter. (1980) *Research Methods in Librarianship: Techniques and Interpretation*. Orlando, FL: Academic Press, Inc., The bible of library research. P 98.

¹¹ Groves, R.M.; Fowler, F. J.; Couper, M.P.; Lepkowski, J.M.; Singer, E.; Tourangeau, R. (2009). *Survey Methodology*. New Jersey: John Wiley & Sons. ISBN 978-1-118-21134-2, p 141.

¹² Haralambos & Holborn. (2004), *Sociology: Themes and perspectives*, 6th Ed, Collins Educational. ISBN 978-0-00-715447-0. Chapter 14: Methods, p 125.

¹³ Nachmias, D. Nachmias, C. (1972), “Research Methods” in the social sciences, London, Arnold, p 62.

Table 1: Living Place Situations of Village's Girls and Boys

Categories Variables Nominal	Choosing living place before and after being educated		
	before	after	TTotal
	Like to live in village	Like to live in village	
students	Frequency Percentage	Frequency Percentage	
Girls	99 55 %	18 10. %	117 65%
Boys	63 35%	0 0	63 35%
Total	162 90%	18 10. %	180 100%

Chi- Square= 9.55 Sig. = 0. 05

Also the research shows that 98% of village students like to have mobile phones, and 93% – TVs in their houses. Moreover, two important indicators are the kind and the price of the mentioned devices. Concerning the kind of devices, the research indicates that 61% brands of mobiles are Nokia, 25% Sony Ericsson, and 14% other brands. And about mobiles' prices, the research shows, 53% of students declared that their mobiles cost between 51 and 150 USD, 28% – between 151 and 200 USD, and 21% – more than 200 USD.

Regarding the brands of TV sets, survey shows that 58% of students have Samsung, 31% – LG, and 11% have other brands.

About TV's prices, it shows that 80% of students have TVs cost between 300 and 400 USD, 15% – between 500 and 600 USD, and 5% – more expensive than 600\$.

About having Internet access, 15% of them use mobile, 35% – Internet TVs, and 50% – computer.

The research revealed the indicators of students' internal behavior as follow: 85% of those who have mobile TVs prefer to utilize three functions; first, calling; second, sending-receiving SMS; and third, downloading TV programs. In addition, as findings show, 95% of those who have Internet TV time, used to search in Internet to download their favorite programs, and about 78% of them prefer to watch them outside of their home.

Concerning students' interests in computer, internet TV, and mobile TV the research shows that 75% of them are interested in Internet TV, 15% in computer, and 10% in mobile set.

In an open question, we asked them to tell us what were their reasons for using Internet, and the conducted content analysis revealed that 75% of students avoided watching TV programs because of being censored, 20% preferred to watch happiness programs, and 5% of them had other reasons.

As the research shows, 68% of village students have different views about computer and Internet TV, and content analysis of this subject indicates that different options would be more in color, screen size, picture of two computer and Internet TVs media. It seems to be difference between using computer and internet TV by student, and this is statistically significant (Chi-Square= 5.32 Sig.=0. 05).

The research shows that 85% of those students, who have both mobile TV and internet TV, liked downloading TV programs.

About genre of programs, our research shows that 55% of responders are interested in entertaining programs, 40% in news programs, and 5% are interested in educating programs.

Among those who are interested in entertaining programs, 70% girls liked to download the last music, and against 84% of boys were interested in the last shows.

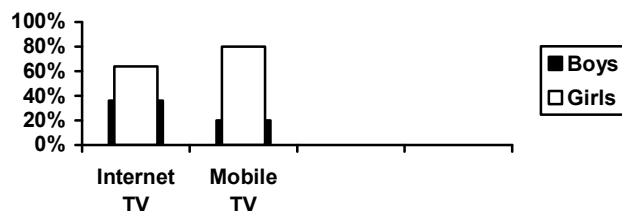
Regarding the news programs, 87% of girls preferred to get the last news on beauty, dresses, and issues of western culture, and against 75% of boys were interested in watching the news about sport and ancient ceremonies.

And about educating programs, 67% of girls like to watch toiletry and cooking programs, and programs discovering western culture, and against 68% of boys were interested in watching only about issues related to their culture.

About kind of programs the research shows that Internet and mobile influence on both male and female students while creating new values for themselves such as: music, beauty, dress, toilets, toiletry, cooking, sports, ancient ceremonies, less censorship, and other issues related to their interests. Moreover, having Internet TV or mobile TV is two of essential needs of our sample group.

According to Graph1 about Internet TV, 64% of girls and 36% of boys tend to watch various TV programs; and about 80% of girls, and 20% of boys tend to watch various TV programs via mobile TVs.

Graph 1: Girls and Boys' Tendency in Internet TV and Mobile TV



What about downloading programs via mobile TVs, our research shows that about 60% of students use their mobiles to download programs less than 2 hours a day; 32% from 2 to 4 hours a day; and 8% of them perform that more than 4 hours in every day.

On the other hand, as the research shows, about 41% of students use their Internet TVs to download programs less than 2 hours per day, 49% between 2 and 4 hours, and 10% of them do it more than 4 hours.

So there is a statistically significant gap between the downloading times of internet TV and mobile TV (Chi-Square=7.22 Sig.=0.05).

Concerning the issue of whether to have Internet, the research disclosed that 12% of students had Internet access before joining university, whereas 88% had not, while 81% of the latter got access to Internet after entering university.

Regarding the option of whether to have mobiles, the results are: although only 26% of students had mobile phones before university, and 74% did not, yet after university 97% of them had mobile.

In this respect, students' participation indicate that, first, 85% of students watching TV programs like to be a member of an active's group, while other 15% do not. Second, 76% of students liked to head that group, and 25% didn't. Third, 81% of them strove to undertake an important responsibility within the group, whereas 9% did not. And 91% of students liked to have a famous prestige in the group.

So it seems to be a positive strong association between male and female students – whether they want to be active or not, and statistically it is significant (Phi coefficient is $\phi = 0.775$ TV).

To be interested girls and boys students

About to be active in group

	Students who like to be active	Students who don't like to be active	Total
Girls	95	22	117
Boy	58	5	63
Total	153	27	180

$$\phi = \frac{ad - bc}{\sqrt{efgh}}$$

$$\phi = 0.775$$

To find out the Internet TV and mobile TV influence on the behavior of students moving within Iran's stratification system, we asked them whether they think Internet and mobiles change students' behaviors or not. As a result, 83% of girls and 78% of boys answered "Yes", and 17% of girls and 22% of boys answered "No". In other question the research indicates that 91% of girls and 89% of boys like to move to upper positions, while 76% of girls and 67% of boys believe that they could get advancement in Iran.

The research about primary groups shows that about 79% of girls and 86% of boys say their classmates are like themselves and they spend a great deal of time together, they share common views on Internet programs such as wearing, eating, making up. As the Table 2 shows, 68% of girls and 59% of boys trust each other while speaking about Internet subjects. Yet, as one can notice from the Table 2 secondary groups' row, 21% of girls, and 15% of boys prefer not to talk with each other about Internet topics, as they watch Internet without informing their friends, because they think the use of Internet is restricted by

Iran's State, and they are not keen to reveal they used to download some favorite programs. Obviously, there is a difference between the aspirations of students of both sexes from primary and secondary groups, and this difference is statistically significant (Chi-Square= 5.11Sig. = 0. 05).

Table 2: To Trusting in Primary and Secondary Groups

tendency Students	Kind of Group	Primary Group	Secondary Groups
		To Trust	Not to Trust
Girls		68%	21%
Boys		59%	15%

Concerning the vertical mobility which implies moving within the same status category, we have found that 76% of bachelor students are going to continue their educations in upper level, as 87% in PhD degree, and 13% of them are going to finish master degree. In this respect, the content analysis of responding to open questions shows that 93 of them would prefer to work in cities rather than in their villages.

Regarding the horizontal mobility that implies moving within the same status category, 24% of bachelor students are going to continue their educations in the best universities in or out of Iran, and 76% of them are going to live in Iran cities or abroad.

The research about ascribed status shows that about 98% of students live in poor families, and only 2% of them are in rich families. Moreover, by the time of marriage of 86% of girls and 89% of boys their parents did not have TVs, and only respectively 14% and 11% had.

Further, the research discloses that none of village students' families had any mobile.

Our research about achieved status shows that 81% of students have skills such as music, singing, driving, computer, 17% of them learn skills such as typing, library, driving, working as construction workers or office servants, selling and buying food. And only 2% of them don't have any skills.

As the research indicates, 71% of girls can cook, 56% can sew, 46% can swim, and 38% can speak a little English. But 84% of boys have good driving skills, 75% have computer skills, and 54% of them speak English, and 87% of them have been trained for their fathers' jobs.

On the contribution to social mobility through Internet, the research show that about 56% of students after graduation will seek the best positions, 32% of them ponder how to become rich, and 7% of them learning how to become dominating on political subjects and 5% of them are going to obtain knowledge in religion issues.

On the other hand, 94% of students believe that having knowledge and information are important to take advantage of social mobility, in this respect, 75% of girls and 63% of boys are interested to develop their knowledge and get up-to-date information via Internet.

As the research indicates, about 35% of female students seek their beauty information, 43% the last music, movies, and games information, 12% gathering information about cooking, dressing, using decoration, and 10% search for educational courses. Yet, 54% of boys download sport information, 23% space explorations, ecology, zoology knowledge, 17% music and movie information, 6% collect data about their educational fields. There is a difference between girls' and boys' desirers about obtaining knowledge and information via Internet TV, and this is statistically significant (Chi-Square=6.65 Sig. =0. 05).

**Table3: Tendencies of Girls and Boys Students
About Improving their knowledge and information Via Internet TV**

Tendencies Students	Sport	Space, Ecology, zoology, Exploration	Their Educational fields	Music, film, and movie	Cooking, Dressing	Beauty	Total %
Girls	-	-	10%	43%	12%	35%	100%
Boys	54%	23%	6%	17%	-	-	100%

As one can see from the research results, about 89% of students do not mind to imitate their models and to be in their places – as a rich actor or actress; moreover 3% of them do not even mind to be a poor actor or actress. The rest 8% do not see themselves playing other's role.

Students' attitudes towards their ancestors shows that 89% of them would prefer their ancestors were rich, 93% of students would appreciate if their families live in cities, 94% of them wishing their family members were among top officials, 98% of students would prefer their age were around 32-34 years old, 84% of them like to be a manager, 91% of students like to obtain PhD degree, 68% of them like to have a good marriage.

The research indicates that about 67% of girls like to have higher social status, 96% of girls and 86% of boys like to permeate into higher social class, 91% of girls and 84% of boys are hated poverty, 93% of girls and 87% of boys don't like to be in a poor class, 95% of girls and 89% of boys like to have luxury items.

It seem to be a positive strong similarities between girls and boys students about choosing their social classes at present time and future time, and Phi coefficient is $\varphi = 0.695$.

Conclusion:

According to the sociologists' points of views, communication and information are known as two factors of socialization that can easily be transmitted through Internet in cyberspace¹⁴. With the development of three mass media such as computer, TV, and mobile, Internet have get main role in social mobility during socializing process of audiences¹⁵. On the other hand,

¹⁴ Gross, L., Morgan, M., & Signorielli, N. (1980), "The Mainstreaming of America Violence Profile", No. 11, Journal of Communication, 30:3, pp 10-29.

¹⁵ Macionis, Gerber, John, Linda (2010). Sociology 7th Canadian Ed. Toronto, Ontario: Pearson Canada Inc... pp 149-150

most sociological theories agree that TV programs broadcast normally via Internet TV and mobile TV shape the necessary attitudes among audience, and among these theories cultivation theory¹⁶ is a proper one. According to the cultivation theory the results of this research's show:

After being joined university, students from villages discovered the necessity and advantages of using Internet services by buying Internet TV or mobile TV. It indicates that more than half of students watch TV programs via Internet TV or mobile TV, and the rest of them via computer. They use Internet less than 4 hours by mobile, and more than 4 hours via TV every day. As Internet services have influenced on Students' internal behaviors, therefore those students who have mobile use it for: making calls, sending or receiving SMS, and downloading TV programs. Those students who have TV, merely download some TV programs in order to avoid using TV channels. They prefer to use Internet TV and mobile TV rather than computer, because of having different options such as various colors, screen size, good pictures. So Internet TV and mobile TV are able to satisfy the essential needs of students in watching the last music, getting aware of the last news about beauty, dresses, and issues about western culture, and news about sports, ancient ceremonies, toiletry, cooking programs, and various cultures.

Therefore students from villages pursue becoming members of active groups in society (especially as head of group): So they strive to acquire a fine reputation among group and society. These students put forth great efforts to attain upper positions in Iran's stratification system, and do believe that rising is feasible in Iran. Some of the students of primary groups like to resemble their classmates by wearing the same clothes, eating similar food, making up with the same toiletry, etc. Nevertheless, some members of secondary groups don't trust each other to talk about Internet (because they believe it is restricted in Iran).

Therefore students from villages select the best positions in cyberspace of Internet and they express more desire to live in big cities or even other countries rather than in villages. Taking advantage of horizontal mobility, they strive to join best Iranian or foreign universities: They consider such step as the opportunity to get over poor living conditions of their families, which has been for a long period taken as an ascribed status. Students from villages consider Internet programs as a sources of information and knowledge (e.g. music, singing, driving, computer, and other skills) which, they believe, will support their aspirations for higher status. At same time they are constantly seeking opportunities to get richer, and on the other hand, they try to imitate styles and models to resemble rich actors or actresses. Their attitudes towards their ancestry suggest that they would prefer to have a richer one – living in cities instead of villages. Taking favor of vertical mobility, they express an inexhaustible yearning to rise to the level of top officials or riches, thus gaining higher social status and getting able to afford to buy luxury items.

Hence, the final results of this research demonstrate that Iran's TV programs' broadcasters could influence the minds of Iranian villages' students.

¹⁶ Gerbner, G., Gross, L., Jackson-Beeck, M., Jeffries-Fox, S. & Signorielli, N. (1978). "Cultural Indicators Violence Profile", No.9. *Journal of Communication*, 28(3), pp 176-207.

The said is applicable also to Internet TV and mobile TV providers, who are able – using cultivation theory – to affect the minds of villages’ students and to change their attitudes and values towards social mobility and to encourage specially vertical motility among those groups.

ՄԱՅՍՈՒԴ ԽԱԼԻԼԻ – Իրանի գյուղաբնակ երիտասարդության կողմից ժամանակակից ՁԼՄ տեխնոլոգիաների սպառման առանձնահատկությունները – Հոդվածում ներկայացված է ժամանակակից Իրանում գյուղաբնակ երիտասարդների վարքի վրա արդիական համարվող տեղեկատվական տեխնոլոգիաների ազդեցության հիմնախնդիրը: Հեղինակը ՁԼՄ սոցիոլոգիայի շրջանակներում ուսումնասիրում է Իրանի գյուղաբնակ երիտասարդների կողմից ժամանակակից ՁԼՄ-ների սպառման առանձնահատկությունները, այդ թվում՝ բջջային հեռախոսով և համացանցով հեռուստատեսային հաղորդումներ դիտելու, արտասահմանյան հեռուստաալիքներից օգտվելու կողմնորոշվածությունը: Հետազոտության ընթացքում իրականացվել է հարցում Իրանի 10 գյուղերում ապրող 180 ուսանողների շրջանում: Ուսումնասիրվել են այդ բնակավայրերում նրանց կողմից ժամանակակից տեղեկատվական տեխնոլոգիաների կիրառումն ու երիտասարդների կողմնորոշվածությունը դեպի տեղեկատվությունն ու ժամանցը այդ միջոցների օգնությամբ:

МАХМУД ХАЛИЛИ – Особенности использования современных технологий масс-медиа молодыми жителями сельских областей Ирана. – Проблема использования молодёжью современных медийных технологий, которые всё активнее входят в жизнь общества и становятся всё более доступными, актуальна в Иране. Доступ к альтернативной информации влияет на изменение социальных ценностей и установок молодых людей. В статье исследуется степень популярности и особенности использования молодыми сельскими жителями Ирана современных коммуникативных технологий. Анализ опирается на анкетный опрос 180 человек из 10 сёл.