

Cultural Factors from Media Content (TV) in the Promotion of Study Culture in Young People of Mobarakeh Township

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Abstract: The purpose of this research is to determine cultural factors from media content (TV) in the promotion of study culture in young people of Mobarakeh Township. The method of this research was descriptive-surveying. Statistical society consisted of 5114 young people. Sample size was 389 and it was selected by multi-stage clustering sampling. Structured researcher questionnaire with 5 point Likert spectrums was used to collect data. Questionnaire validity was measured in two ways: in content validity Lavshh, structured questionnaires were distribute among professors and experts of culture area and success rate was determined with questionnaire items and calculated proportion was 0.893 questions. For reliability, alpha cronbach coefficient was calculated and calculated numbers was 0.955 for all questions. The result from this research show that significance Level of all hypotheses is <5% and near zero and overage cultural factors from media in the promotion of study culture is less than mean and because high and low limits are negative, media content (TV) does not affect the promotion of study culture of young people of Mobarakeh Township and the role of cultural factors from media is less than mean in study promotion.

Key words: Values, norms, beliefs, media, symbols, TV

INTRODUCTION

When it comes to culture, part of the mind understand the customs, traditions, beliefs and language that make up the community identity. Certainly Stabilisation Mechanism or change the culture of native cultures found in society are values that are the guardians of privacy. Modified culture, requires a goal-oriented organization that is organized and supported by people of culture and cultural performers to mobilize goal setting, planning and implementation of the (Nahavandi, 2003). Today, the media are undoubtedly the most important means of communication and cultural expression; this means that for active participation in public life, the media is essential. It can be said that the media, the current status of family, church and school and shaken themselves as the most important social institution in modern society have raised (Buckingham, 2010).

According to statistics of the Ministry of Culture and Islamic Guidance 81 Research Center released a survey of 28 provinces per capita Iranian study 7 min a day. The National Youth Organization has also released separate figures that 76% of young people study <30 min, according to the study. National Youth Organization to obtain these statistics, a study conducted among 120 writers. Experts believe 46% of youth study every day

between 4-30 min, 3% study <4 min a day, 13% study up to an hour, 7% read books of the time and only 4% have >2 h a day (Mohtadi, 2007).

To promote books and reading among various segments must also be considered as a long-term process. Books and reading are the only way to fill leisure time and always tried not to be considered a qualitative study. If we study in humans for his habit, the connection between the knowledge awareness will not be hard. Hassle could lay your understanding of the universe. But it should be noted that create the habit of reading should start from childhood. Factors in this area include: family, school, community and the role of mass media and interested children and adolescents to have a significant role. Disadvantage of books and reading in such a way that based on the findings, 49% of Iranian families, in other book is a lesson not buy, 31% of households have between one and five volumes of 11% between six and ten books purchased. In the meantime, only 8% more than a dozen books purchased per year while according to official statistics, 35 billion cigarette Iranian people daily buy. So far many researchers have been studying the role of culture media impact. The results Davazdah Emami (2007) showed that the correlation coefficient of each factor peer culture, the culture of using mass media and culture study showed a)

significant relationship with the waste of time, there was no significant relationship between but the social mores and wasting of the time. Dehshiri investigation found that the mass media as an influential force in the educational process can stabilize the thoughts, beliefs, meanings, values and norms improves the public's attitude toward the traditions, customs and behaviors knowledge and tools provided. Reza Doust in one study, after examining the relationship between cultural capital of parents and the use of library resources and services of the public library of the city of Ahvaz, reached the conclusion that between the three dimensions of cultural capital, namely capital cultural embodied, objectified and institutionalized with the use of library materials, there is a positive and significant relationship. Thus, the higher the level of cultural capital in all three dimensions, the use of library materials is also increasing. Salari *et al.* (2012) explain, in a study to identify factors affecting values and beliefs layers are reading culture in Iran. The findings suggest that cultural values and beliefs layer is composed of the 4 criteria and 26 indicators. Most measures related to society are the main criterion is that the significant difference between them. Among the sub-criteria, the highest ranking criteria in order to promote and encourage pupils, students, teachers and professors belong to study. Mokhtaripoor (1973) in the role and impact of new media image in people's lifestyle, concluded that the use of new media video, lead to the formation of a special lifestyle which leads to different actions on behalf of individuals External research PIRLS explores the history of the most important variables in student performance in reading literacy Iran, the results showed that increasing fathers' average reading literacy performance of students is also increasing. Also there is significant relationship between socioeconomic status and reading performance of students. Whelan study, the investigation of 10 years old influence of media on children and youth in Germany studied the results of this study suggest that children can learn the behavior and value systems themselves by the media shape and new forms of media today, highly regarded and use of children and adolescents is triggered. Osborne conducted a study to examine the situation of children and adolescents in America, concluded that 78% of children and adolescents America believe that if they are not professional reading, in the future will be faced with difficult situations. The 87% say they also have professional should study in the future to find a suitable job professionally. Psmyr and Taygrt his studies as lifestyle have been in the field of

media production. Concluded that both the written and visual media produced to certain content and also has its own audience.

Research hypotheses

The main hypothesis: Effective cultural factors of reading media have role in promoting the reading culture (with emphasis on TV) in the young people of Mobarakeh city.

Sub hypothesis:

- The values of media content has role in promoting the reading culture (with emphasis on TV) in the young people of Mobarakeh city
- Norms of media content has role in promoting the reading culture (with emphasis on TV) in the young people of Mobarakeh City
- Beliefs of media content has role in promoting the reading culture (with emphasis on TV) in the young people of Mobarakeh City
- Avatar of media content has role in promoting the reading culture (with emphasis on TV) in the young people of Mobarakeh City

MATERIALS AND METHODS

The research method is descriptive-survey. The population, in terms of thematic and research involving youth in which all aged 15-19 years old in the Mobarakeh city. According to the 2012 census, the population of youth aged 15-19 years of Mobarakeh was 5114 people. Cochran's sample size was estimated to be 357 people. The sampling method for using the questionnaire variables was measured. Therefore, to collect data questionnaire with Likert scale of 5 degrees is used. For validity in both content and face were tested for content validity Lavshh was used that after making the questionnaire to the 10 professors and experts in the field of culture being and the success of the individual items of the questionnaire demonstrated that the ratio calculated for Total questions were 0.893. For the validity of a questionnaire distributed among 30 youth population. After modifying and deleting some of them the rest of them remained. For reliability Cronbach's alpha coefficient was calculated using the number for all inquiries is 0.955. To analyze the data, descriptive and inferential methods were used. Descriptive statistics of frequency distribution, mean frequency and diagrams to describe the image data, and in inferential statistics to test hypotheses and generalize the results of analysis of variance to analyze one sample t-test was used (Young, 2001).

RESULTS AND DISCUSSION

Main hypothesis: Effective Cultural factors of reading media have role in promoting the reading culture (with emphasis on TV) in the young people of Mobarakeh City (Table 1).

Cultural factors of media content have no role in promoting reading culture. That is, the more watching TV will lead less promoting reading culture among the youth. Given that a significant amount is <0.05 and near zero, the main hypothesis that cultural factors of media content have role in promoting the reading culture will not be approved. Since, the upper limit and lower limit are both negative. The average cultural factor of media content that promotes reading habits among the youth of Mobarakeh is less than average.

First hypothesis: The values of media content has role in promoting the reading culture (with emphasis on TV) in the young people of Mobarakeh City (Table 2).

The values of media content have no role in promoting the reading culture. That is, the more watching TV will lead less promoting reading culture among the youth. Given that a significant amount is <0.05 and near zero. It can be said average value of media content which promotes reading among young people, is less than average. Values of the media have failed in promoting the culture of reading in young people in Mobarakeh, so this hypothesis is not confirmed.

The second hypothesis: Norms of media content has role in promoting the reading culture (with emphasis on TV) in the young people of Mobarakeh City (Table 3).

Norms of media content has role in promoting the reading culture. That is, the more watching TV will lead less promoting reading culture among the youth. Given that a significant amount is <0.05 and near zero, we can say that the average norms of media content which promotes reading among young people, is less than average. Norms of Media will not able to promote the culture of reading in young people. So, the hypothesis is not confirmed.

The third hypothesis: Beliefs of media content has role in promoting the reading culture (with emphasis on TV) in the young people of Mobarakeh City (Table 4).

Output third hypothesis: Beliefs of media content have no role in promoting the reading culture. That is, the more watching TV will lead less promoting reading culture among the youth. Given that a significant amount is <0.05 and near zero, we can say that the average beliefs of media content which promotes reading among young people, is less than average. Beliefs of Media will not able to promote the culture of reading in young people. So the hypothesis is not confirmed.

Fourth hypothesis: Avatar of media content has role in promoting the reading culture (with emphasis on TV) in the young people of Mobarakeh City (Table 5).

Output fourth hypothesis: Avatar of media content has no role in promoting the reading culture. That is, the more watching TV will lead less promoting reading culture among the youth. Given that a significant amount is <0.05 and near zero, we can say average symbols of

Table 1: Main hypothesis

Cultural factors	Statistical indicators					
	Statistical t	Degrees of freedom	A significant amount	The average difference	Lower limit	Upper limit
Cultural factors of media content in promoting the reading culture among youth	-13.12	388	0.00	-0.47	-0.054	-0.39

Table 2: First hypothesis

Values	Statistical indicators					
	Statistical t	Degrees of freedom	A significant amount	The average difference	Lower limit	Upper limit
Values of media content in promoting the reading culture among youth	16.16	388	0.00	-0.54	-0.60	-0.47

Table 3: The second hypothesis

Norms	Statistical indicators					
	Statistical t	Degrees of freedom	A significant amount	The average difference	Lower limit	Upper limit
Norms of media content in promoting the reading culture among youth	16.16	388	0.00	-0.54	-0.60	-0.47

Table 4: Output third hypothesis

	Statistical indicators					
	Statistical t	Degrees of freedom	A significant amount	The average difference	Lower limit	Upper limit
Beliefs	12.70	388	0.00	-0.47	-0.54	-0.47
Beliefs of media content in promoting the reading culture among youth						

Table 5: Output fourth hypothesis

	Statistical indicators					
	Statistical t	Degrees of freedom	A significant amount	The average difference	Lower limit	Upper limit
Symbols	-10.24	388	0.00	-0.39	-0.47	-0.32
Avatar of media content in promoting the reading culture among youth						

media content that promotes reading among young people, is less than average. Symbols of the media have failed in promoting the culture of reading in young people in Mobarakeh. Therefore, this hypothesis is not confirmed.

CONCLUSION

This study, research aims to identify cultural factors of media content (television) in promoting the reading culture in young people of Mobarakeh city. In this regard, four hypotheses were tested and results showed that the main hypothesis, cultural factors of media content have no role in promoting reading culture. That is, the more watching TV will lead less promoting reading culture among the youth. This research study is matched with Davazdah (2007) and the results of the Trachea and Abryng. According to the research findings must be said that young people of Mobarakeh has no right planning for study time or watching TV. There is also surveillance by their parents and lack of recreational facilities and cultural causes. Youth spend most f their time at home and watching television. Generally, program content and movies and even commercials, events, inviting celebrities none have been able to play a role in promoting the reading culture of youth.

Results indicated that the first hypothesis, the values of media content have no role in promoting the reading culture. This hypothesis Whelan, Salari has inverse relationship and the results Davazdah (2007) has an indirect relationship.

These results reflect the lack of media content on the reading culture. It must be said media content including movies and series of historical, national and religious influence was on reading culture. TV entertainment movies instead of useless and using sentences and poems of the greatest knowledge of literature and training programs help to promote the culture of reading.

Youth employment is not worth considering doing a research. TV programmers can use to create masterpieces of literary and artistic drama, live action, puppets and

cartoons to encourage youth to read or re-read the books. Even to prepare and display orientation program writers have a huge impact on encouraging young people to study.

Results showed that the second hypothesis, norms of media content has role in promoting the reading culture. That is, the more watching TV will lead less promoting reading culture among the youth. This hypothesis by investigating Dehshiri is inversely related. According to the results, we can say, the TV did not need to study for the leisure time of youth and promoting knowledge of different customs. Also, reading competitions and repair problems with the study of the youth society has failed to encourage young people to study.

The results indicated that the third sub-hypothesis, beliefs of media content have no role in promoting the reading culture. That is, the more watching TV will lead less promoting reading culture among the youth. This hypothesis with research Salari correlated. And not matched with the results of PIRLS. It also plans to solve the problems of youth. Islamic programs with religious content are also able to charm and importance of the study as worship promote reading in young people of Shahrbarkh.

Results showed that the fourth hypothesis, Avatar of media content has no role in promoting the reading culture. That is, the more watching TV will lead less promoting reading culture among the youth. This hypothesis Moarefzadeh research and Iraj and PIRLS study is consistent. According to the results of the national media has failed. By showing the locations of the study and reporting of public libraries and special libraries and libraries to promote reading culture in the world. Also interesting films could have positive personalities. The national media was missing, even advertising the exhibition including a book fair and the use of symbols in the film, the culture of reading and showing beautiful decoration full library of content in television programs has failed in promoting the reading culture. Because the preparation of reports of book fairs

at the local, national and international information could, both create motivation in people and in particular young people to study. Subtitles TV can be used to transfer thoughts and ideas..

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