

# Role of national media in educating children aged 8 to 12

## Case study: 8-12 year old boys and girls from District 7 of Tehran Education

Fatemeh Ghavimi

***Abstract---** The media is certainly an integral part of the lives of today's people, children and adolescents, who are in fact the main audience of the media. The processing power and accurate analysis of information and news received is lower in children than in adults. On the other hand, centralized monitoring to control the media outputs is becoming increasingly problematic. Therefore, the awareness of the audience, parents, teachers and professors about media literacy can guide us towards the consequences of these media. This research is a case study that deals with the role of national media in educating children (male and female students aged 8-12) from District 7 of Education in Tehran Province. Research Methods: In this field and library research, we have used descriptive statistics (mean, mean, variance and standard deviation) and inferential statistics (t-test and logistic regression) to analyze the data. We have used the researcher-made questionnaire tool to investigate the research hypotheses. Conclusion: Examining the results of the Chi-Square test, the Kalmogrov-Smirnov test, the calculation of skewness and kurtosis, we examined the hypotheses and concluded that: "Direct education from the national media is effective in learning", "Education is associated with the national media", "the national media have a special place as an informal learning tool." These results are in complete agreement with the results of other similar studies.*

***Keywords---** Media, National Media, Students*

---

### I. INTRODUCTION

The present age is the age of communication. In other words, in this age, due to the existence of mass media that have a great impact, it has found a new form. Developments in society and one of the most widely available devices in all countries play a sensitive and important role in various fields. The media is most active in educating children, and their main mission is to educate in the social dimension, that is, social and political ethics and behavior. The media can create social-political, economic and even academic ethics and behavior. In many cases, it overtakes parents and even teachers, school, book and office in educating children and adolescents.

The media can change foreign policy and transform education. Mass media can be a great tool for conveying content to an audience. They have the opportunity to be present in all geographical locations, regardless of geographical, ideological or cultural boundaries (Saroukhani, 1997, 5). National media is one of the effective tools in increasing knowledge and awareness and is one of the most important sources of culture production, culture building and finally education. The conditions of the new world are such that the national media acts based on the moderation of the media in matters of education and culture in the atmosphere of the family and the school. Accordingly, we should say that the national media

is the most common media in the present age due to its ease of use. There are various theories about the role of the national media as a cultural and educational tool; we refer to them as socialization theories. The most important of them are 1- modeling and 2- social expectations. In the modeling perspective, the influence of the audience and the role of this medium in creating culture and producing cultural norms and education is taken for granted. In the theory of expectations, without recalling the models, a broader level of the role of the national media in conveying knowledge and norms to the audience is expressed. In this research, we aim to examine the existing issues in the field of the impact of the national media on children's education by relying on these hypotheses. There are three important hypotheses in this research.

1. Direct education from the national media is important in learning.
2. Education is associated with the national media.
3. The national media has a special place as a form of non-formal education.

### **Statement of problem**

The social science theorists have acknowledged the role of mass media in transmitting the teachings of social life to the audience. Based on this, we can say that the means of mass media are the means of transmitting ideas such as radio, television, newspapers, magazines, books and cinema. In the present century, human beings are trying to make the most of the least amount of time and solve their social, educational and training problems with new audio and video means. One of the newest methods is the use of national media in education. We know that the child is learning at all times, and that his environment should be such that it can develop potential abilities. If we leave the child unconsciously to the national media, we are blamable for the possible events that caused the child's dependence on the media; this media can nullify all the parents' efforts for proper upbringing. Removing the national media from the children's environment is not a solution, but parents can control how the child uses it. Parents need to know how to develop their child and their emotions. They understand the potential of the national media in influencing the child and act on it. Programmers should also be aware of the constructive and destructive power of the national media and its impact on children. In this regard, our research examines the role of television programs on children.

### **Research Background**

In the field of the impact of the national media on the education of children and adolescents, there are little researches done by Iranian researchers, of which we mention four researches.

Amiri's research (2008) is about the audience of TV programmers and the phenomenon of education. Research has shown that children, adolescents, and adults have a strong interest in watching the national media. It is clear that most audiences are looking to learn and teach in addition to entertainment while watching national media. In another research (Hassani, 2010) entitled "TV enchants Children" examines the positive and negative functions of the national media in formal education. The research states that the role of radio and television in the development of public education cannot be ignored. In another article (Vahidi, 2006) entitled "Looking at the world of children and television", it is stated that the world of electronic communication has created a new perspective for this generation. Unlike in the past, not only schools or educational organizations in general have a monopoly on learning, but education can be seen everywhere in society. Entering the age of communication, especially the national media, education will not be just separate and far from reality. With the advent of writing and books, and then visual evidence, we can benefit from several senses in teaching. According to another research (Ersi, 2010) entitled "Children, television and education", television has provided the possibility of important experiences for the development of children and adolescents. By combining sound, movement and color, the TV creates a great attraction, especially for children. This is a feature distinguishes the ability of this medium from other

media. Using it does not require literacy and alphabet, so for children who are less able to use writing easily, and for illiterate adults, it can replace printed texts.

## II. RESEARCH METHOD

The present research examines the role of national media in educating children aged 8 to 12 in Tehran. Its method is field and library. The data collection tool is a researcher-made questionnaire. The statistical population of this research consists of male and female students aged 8-12 from District 7 of Tehran Province.

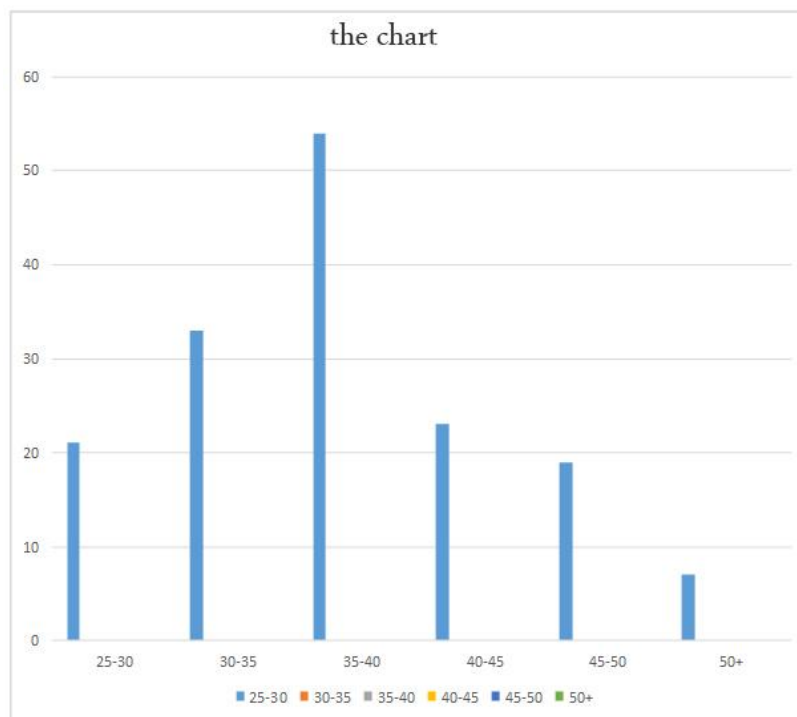
### Descriptive findings

**Table 1-** Frequency distribution of gender

Percentage of cumulative Frequency	Valid percentage	Relative percentage	Frequency	Options
6.75	6.75	2.75	118	Man
0.100	4.24	2.24	38	Woman
	0.100	4.94	156	Total
		0.6		Expressed
		0.100	157	Total

**Table 2-** Frequency distribution of age

Percentage of cumulative Frequency	Valid percentage	Relative percentage	Frequency	Options
4.13	4.13	4.13	21	30-25
4.34	0.21	0.21	33	35-30
8.68	4.34	4.34	54	40-35
4.83	6.14	6.14	23	45-40
5.95	1.12	1.12	19	50-40
0.100	5.4	5.4	7	+50
	0.100	0.100		Total

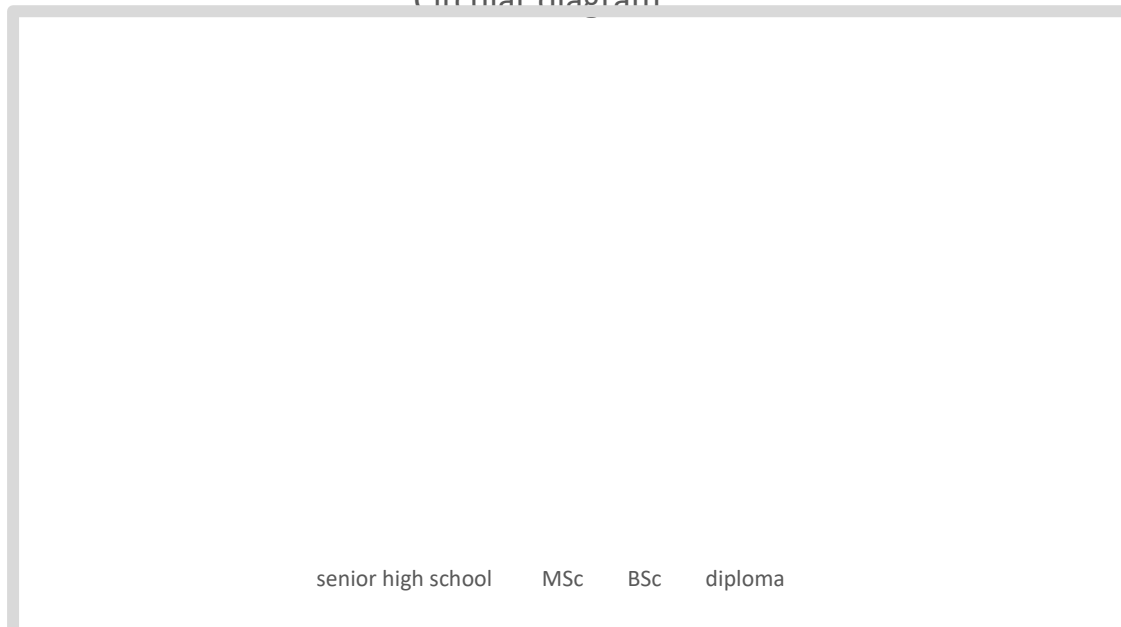


**Figure 1**

**Table 3**

Percentage of cumulative Frequency	Valid percentage	Relative percentage	Frequency	Options
35.1	35.1	34.3	54	Diploma
46.8	11.7	18.5	18	High school education
90.3	43.5	42.7	67	BSc
100.0	9.7	90.6	15	MSc & above
	100.9	98.1	154	Total
		10.9	3	Non-expressed
		100.9	157	Total

Circular diagram



**Diagram 1-** Circular diagram, diploma, BSc, MSc, senior high school

**Table 4-** Frequency distribution of use in educational and television programs

Percentage of cumulative Frequency	Valid percentage	Relative percentage	Frequency	Options
0.16	0.16	9.15	25	Very low
5.45	5.29	3.29	46	Low
8.87	3.42	42.0	66	To some extent
8.96	0.9	9.8	14	High
0.100	2.3	2.3	5	Very high
	0.100	4.99	156	Total
		0.6	1	Non-expressed
		0.100	157	Total

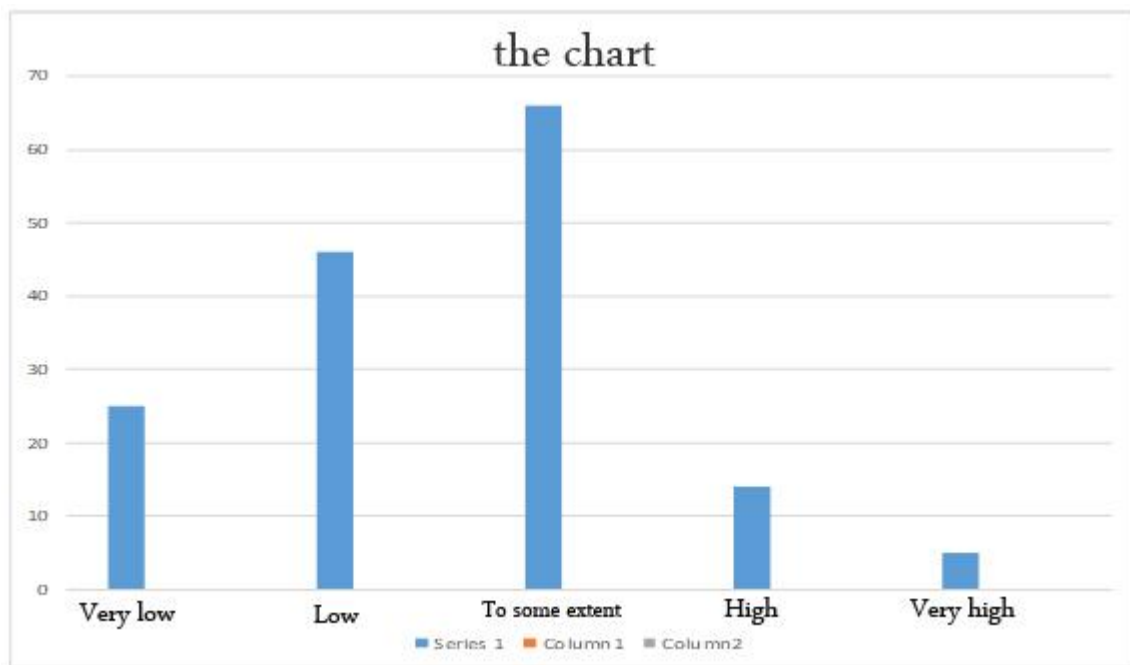


Figure 2-Very low, Low, To some extent, High, Very high

### III. RESEARCH FINDINGS

#### Goals:

In this research, we look at the role of mass media in educating children and adolescents. This research on mass communication has three contents as its basis:

1. Collective communication as a social institution, organization and social control
2. Efficient and effective conditions of mass communication, selection of communication channels, nature of cognition
3. The nature and effects of mass communication, that what effect the means of mass communication have on a person's life and how much effective it is in changing the social base of the audience.

#### Research questions

Do national media programs play a role in educating and teaching children?

Do national media programs play a role in educating young children?

Do the programs of the National Media Education Network play a role in educating and teaching children?

#### Research hypotheses

1. Direct education from the national media is effective in learning
2. Education is associated with the national media
3. The national media has a special place as an informal educational tool.

#### Theoretical foundations of research

1- Parsons' Social System Theory

In this theory, we can get acquainted with the structure of society and how it affects the individual. In this theory, the cultural system is the most important system because it has symbolic elements of values. Due to its symbolism, it has the

ability to transfer to other systems, so that in the social system, it becomes practical patterns (norms) and in the personality system, it makes it possible to achieve goals.

## 2. Highlighting theory

This theory says that the media creates a kind of priority or highlight in the transmission of messages. This theory still limits the influence of the media in the field of behavior, but by highlighting some issues, they can affect people's information. In other words, although the media cannot determine how audiences think, they can determine what they think. They described the function of highlighting the media as a tendency for the media to influence what people think about it or what they think as important.

## 3. Audience dependency theory

In the definition of this theory for the audience, it assumes him to be passive because it believes in a threefold relationship between the media, society and the audience. This relationship again deprives the audience of the mobility and dynamism regarding the audience because the audience of the present age becomes dependent on the media due to the need.

1. The need to have information (information about the developments and events of modern society)

2. The need to not know and escape (from the facts in leisure)

These two needs are the phenomena of modern urban life, which on the one hand creates more information and on the other hand avoids reality and the need to have leisure time in the presence of the media.

## 4. Cultivation theory

In the Cultivation theory, Gerbs et al. (1986: 38) believe that television is an important source of information and entertainment that viewers cannot escape from their full encroachment on their daily lives. The idea that television cultivates in the minds of its viewers over a long time, is quite true for professional (heavy) viewers as well as children who grow up in front of a television. For children, constant exposure to television messages is synonymous with repeating and nurturing their values and mental perspectives (Gerbs 1986: 23). Therefore, from a behavioral point of view, it is possible to provide the necessary media feed for people who are permanently and over a long time in front of the TV and other media.

## Investigating hypotheses

Given that parametric tests are generally based on average and standard deviation, when the distribution of population is not normal, these indicators do not represent a true picture of the state of population. Goodness of fit tests are usually used to prove the normality of a variable distribution. These two tests are classified as non-parametric tests, in other words, non-parametric tests must be used to test the normality of the distribution. The most important of these tests are:

A) Chi-Square test

B) Kolmogorov-Smirnov test

C) Calculating the skewness and kurtosis of the hypotheses

In this section, we examine the hypotheses.

Since the significance level of the two domains is less than 2 and 5 percent, we can sure that the test result is not normal. If we assume that the index (the effect of direct training from the national media on learning) is almost the same and there is no difference in the choice of index options, we can conclude that direct training of the national media has no role in people's learning.

Assessing the first hypothesis: Direct training from the national media is effective in learning.

According to parents' opinions on the impact of direct media education, we observed that the number of people who considered this effect as high and very high compared to those who considered the impact of media education programs as

low and very low is 55 to 19. Therefore, we can conclude that direct media education is effective in learning. In this way, the first hypothesis of this research has been proven. The Pearson correlation coefficient between direct learning and the use of national media is 0.226. Considering the value of the significance level of the test, which is equal to 0.003 and comparing with the error rate of the first type ( $\alpha$  0.001), we conclude that with 99% confidence and the error level of less than (0.01), there is a direct relationship between the use of media and Learning through direct learning. On the other hand, this relationship, which is equal to 0.226, is direct (positive) and weak. This means that increasing the use of media will increase the rate of learning through direct education to a relatively low level.

**The first hypothesis table**

Table 5: Chi-Square test output

Direct education through media	Test
98.571	Chi-Square
20	Level of significance
000	

Table 6: Pearson correlation coefficient table

Use of national media	Learning through direct education		
0246	1		Learning through direct education
0003			
148	148	Number	
1	0246	Pearson correlation coefficient	Learning through national media
	0003	Level of significance of two domains	
155	148	Number	

Investigation of the second hypothesis: Education is associated with the national media. Because the significance level of the two domains is more than 2.5%, it can be sure that the test result is normal. If we assume that the weight of the index options (the relationship between education and the media) is almost the same and there is no difference between the options, we can conclude that education is directly associated with the media.

According to the parents' views on the relationship between education and the national media, we can see that the number of people who have considered this relationship as high and very high compared to people who have known it low or very low is 52 to 19. Therefore, we can conclude that education is associated with the national media. Thus, the second hypothesis of this research has been proven.

**Correlation coefficient**

The Pearson correlation coefficient between education and national medium of television is 0.277. Considering the level of significance, test and comparison with the error rate of the first type ( $\alpha$  0.01), we conclude that there is a relationship between education and national media with the confidence of 0.99 and the level of error less than (0.01). On the other hand, this relationship, which is equal to 0.277, is direct (positive) and moderate.

**The second hypothesis table**

Table 7: Relationship between education and national media

Standard deviation	Number	Mean
4.18186	146	21.9589

Table 8: Chi-Square test output table

Education associated with national media	Tests
--	-------

62.767	Chi-Square
19	Degree of Freedom
000	Level of significance

**Investigating the third hypothesis:**

Regarding that the significance level in the domain is less than 5 and 2%, we can be sure that the test result is not normal. If we assume that the weight of the desired index (the position of the national media as an informal educational tool) is almost the same and there is no difference in the choice of index options, we can conclude that the national media is important as an indirect educational tool. According to parents' views on the special position of the national media as an informal educational tool, we can see that the number of people who have considered this position special is 51 to 22 compared to those who consider it less or less important. Therefore, we can conclude that the national media has a special place as a tool of non-formal education. Thus, the third hypothesis of this research has been proven.

Table 9: National media as a means of non-formal education

Standard deviation	Number	Mean
3.89711	148	19.6284

Table 10: Chi-Square output table

Test statistics

National media as non-formal education means	Chi-Square
83.081	Degree of Freedom
19	Level of significance
000	

Frequency table of indicators under study (quantitatively)

**Table 11-** Descriptive statistics of the indicators under study (quantitatively)

Direct education through National media	Education associated with National media	National media as non-formal education means	
147	146	148	Valid cases
10	11	9	Expressing cases
19.551	219589	196284	Mean
032352	034609	032034	Standard deviation
190000	2200000	2200000	Median
1900	2100	2200	Mode (exponent)
392251	418186	389711	Standard deviation
15386	17488	15187	Variance
0.103	0.103	-0.100	Skewness
0.200	0.201	0.199	Standard error Skewness
0.128/	-0.453	-.024	Kurtosis
0.397	0.399	0.396	Standard error Kurtosis
2100	1900	20000	Domain of changes
900	1300	10000	Maximum
3000	3200	290500	Minimum
287400	3206000	1700000	Total
1700000	190000	1700000	First quarter
190000	220000	200000	Second quarter
220000	240000	220000	Third quarter

**Table 12-** Descriptive statistics of the indicators under study (qualitatively)

			Maximum	Minimum	Standard deviation	Mean	Total	
--	--	--	---------	---------	--------------------	------	-------	--



Third quarter	Second quarter	First quarter						
30000	30000	20000	500	100	074538	27329	147	First index
30000	30000	20000	500	100	076072	27703	148	Second index
30000	30000	20000	500	100	072674	27329	146	Third index

Only if there is a difference between the choices of options can the effect of learning be discussed.

In this way, the statistical assumption is set as follows:

H0 = There is no difference between the observed and expected distribution.

H1 = There is a difference between the observed and expected distribution.

Table 13

Difference between the expected and observed frequency	Expected frequency	Observed frequency	Options
-24.4	29.4	5	Very high
20.6	29.4	50	High
43.6	29.4	73	To some extent
-11.4	29.4	18	Low
-28.4	29.4	1	Very low
		147	Total

The test that can compare the expected frequency of the observed frequency is the Chi-square test. The output table of this test is as follows.

Table 14

Direct education through TV	Test
99.571	Chi-square
	Degree of freedom
	Level of significance

Houses with 0 have actually a frequency less than 5, and these values must be at least 0.7.

#### IV. CONCLUSION

When we discuss culture, we cannot ignore the role of mass media because these means have a significant role and influence in creating culture and social awareness in a society. This is accepted by all those involved in cultural affairs (Rahmani Fazli). In the national media, the way of expressing and conveying the message is such that it can attract the audience in different ways. Due to the necessity and importance of using national media, our research has dealt with various aspects of mass media, its impact on education and learning and how conveying the message to the audience aged 8-12 years.

The findings suggest that there is a direct and positive relationship between education and media from the parents' point of view. This medium can be the most influential and effective factor in teaching and learning. The relationship between media and direct education is 99% and the error level is less than 0.01. From the parents' point of view, the correlation coefficient is positive and significant. Therefore, we can argue that the greater the use of national media, the greater its influence (and therefore all the hypotheses of the present research are confirmed).

The findings of the present research are consistent with the findings of the research of (Vahidi / Hassani Ersi). In their research, each of these researchers found a link between the use of national media, direct education and its impact. Therefore, in a general analysis, we should say that the national media in different dimensions of use improves education and learning. The national media is one that can be effective due to its extensive coverage and penetration rate of 96.1%; it

is used by an average of 3 hours for members or family members (Ministry of Culture and Islamic Guidance, 2002. Azad Armaki, 2004). According to studies, the most important reasons for viewers to watch national media programs are as follows: 1- Watching national media out of habit 2- Watching national media to learn 3- Watching national media to accompany 4- Watching national media to be motivated (Biyabangard, 2001) 5- National media personalities as companions. In this way, people view the national media as a medium that shows them the world at any given moment and can influence the education and learning of individuals in various ways. Children and adolescents are special audiences for national media programs. In this research, according to the above statistical tests used for the hypotheses of this research, we achieve the following results: 1- Direct education from the national media is effective in learning. 2- Education is associated with the national media. 3. The national media has a special place as an informal tool. These results are consistent with the results of other studies.

### **Research Practical Suggestions**

Increasing the production and distribution of programs with educational subject and content in the special hours that the audience of the national media is watching can be effective in learning and teaching in Iran and other countries of the world. It is important to use special effects and other capabilities of the national media (layout, variety of audio and music programs, rhythm and movement, etc.) to create programs to attract more audiences.

### **Research suggestions**

The role of national media in spreading the educational culture of the society from the point of view of communication and media science experts, comparing the views of educational professors and communication science and media experts regarding the role of national media in promoting educational culture. We suggest that such issues be addressed using qualitative and in-depth methods such as in-depth interviews and focus groups.

### **REFERENCES**

- [1] Hassani \_ Moghadam (1997) Value transfer through IRIB programs (Research), IRIB Research Center
- [2] Azad Ramki, Taghi (2004) TV as Religious Media - Mirror link between family, government and religion in Iran - Collection of papers presented in the conference religion and media.
- [3] Rafipour, Faramarz (1999) Mass Media and Changing Social Values - Tehran, Fara Book
- [4] Rahmani Fazli, Abdolrahman, The role of the media in shaping public culture, retrieved February 16, 2010 from the site [www.iranperss.iyfayhoog / template news.aspx](http://www.iranperss.iyfayhoog / template news.aspx)
- [5] Azari, Gholamreza (1998) Research in Mass Communication, 8th Art Magazine No. 100
- [6] Biyabangard, Ismail (2001) Reasons and Motivations for Watching TV, Quarterly of Research and Assessment, No. 8
- [7] Anonymous (2007) Date of start of television, Golbarg, No. 910
- [8] Bahonar, Nasser (1999) Role of the Media and the Impact of Its Processes on Social Life, Radio and Television Research Quarterly, Radio and Television Publications
- [9] Kazno, Jal (1967) Power of Television, Translated by Ali Asadi, Tehran, Amir Kabir Journal of Humanities Research, Department of Educational Sciences, Qom University, pp. 151-163
- [10] Mehrzad Bahmani, Thesis, Coordination of TV, Family and School in Socializing Students in 2007
- [11] Alireza, Communication Theories, University of Tehran (2010)
- [12] Javadi Yeganeh, Mohammad Reza, Religion and Media, Information Institute (2005)
- [13] Sharam Wilber, Jack Line Dad Dean, Lee Barker Television and the Life of Our Children, translated by Mahmood Haghigat Kashani – Center for Research, Study and Programming (1998)
- [14] Urban and rural areas of Iran, Journal of Rural Development, Volume 4, N0. 2, Fall and Winter 2012
- [15] Abdollahian, Hamid, Religion and Media of design, Nayreh First Edition (2008)
- [16] Saroukhani, Baqer (1997), Sociology of Family Communication, Information Publishing
- [17] Piriokov - Television and its doctrines in the West, translated by Mohammad Hafezi, Ney Publishing (1998)
- [18] Esfandiari, Yaser - Effect of the media on power, Rah-e-Tehran Publications (2002)