Study of Effective Factors on Media Literacy Among Mass Media Addressees

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Abstract

The main purpose of this research is to study the effective factors on growth of media literacy of mass media addressees. The population in this research is all of the MA students at the department of Communication Sciences of Psychology and Social Sciences faculty of Islamic Azad University, Central Tehran Branch. The methodology used in this research is co-relational descriptive according to functional purpose and data collection. Data collection method in this research is using the questionnaire techniques and interview. Content and nominal justifiability were obtained by using the existing sources and experts' viewpoints and their authenticity is equal to 95% through experimental performance and calculation of Cronbach Alfa factor. The findings show that a variety of factors affect the media literacy of the addressees and this paper only discusses about finite number of them including educational level, financial and social base, rate of daily use of medium, media education and political and sectarian attitude of addressees that can be effective in increasing the media literacy of the addresses, provide a profound and true apperception of different visual and audio programs of media to the addresses and inform them about the multiplicity of mass media and their varied programs.

Keywords: addressees, mass media, media literacy, media

Introduction

Nowadays, the media are one of the main parts of human societies and the main attitude in the 21st century is the increasing, complex and overall spread of informational and communicational systems. These complexities made the production packages of communicational and commercial messages produced by the owners and the operators of media cause their addressees all over the world to be in confusion, reaction and conflict to choose from among the messages.

On the other hand, the media have penetrated in the cultural and social scope of the addressees and enclosed them in their territory. The existing conditions in the world have also caused the addressees to need a wide range of information regarding their daily issues and created a technological dependence for the addressees. Consequently, the necessity implies to use and enjoy the analytical tools which are related to these new informational phenomenons when we face them. So, knowing the media and having media literacy seems to be so important in this world, so that the addressees can know their environment by comprehending these concepts and be more aware when choosing the correct choice and decoding these messages.

So the critical thought is considered as one of the fundamental constituent of media literacy. Critical thought considers all kinds of communications. Brown[3] argues that early kinds of

typographic communications (like book), different kinds of mass typographic communications (like newspapers and magazines) and visual communications (like moving pictures) have been studied and analyzed critically for years to provide a better and more comprehensive cognition of their message content and the way they have been created. (Basirian Jahromi, 1385; 35)

People who work at high levels of media literacy always consider some points during the show. They doubt on the provided comments and interpretation and the messages which are accepted. This process is constantly continued with the concepts which are created by them. (Basirian Jahromi, 1385; 35).

So the major purpose of medium education and growth and improving the addressees' media literacy, more than anything else, is to help addressees and the receivers of the messages of the mass media to turn from a passive, one-way, static and function state into a dynamic and active state with an analytical and critical apprehension.

Surely there are some factors and elements which are effective in increasing the awareness level of media literacy that we are to explore and determine the priority and importance of each of them in comparison to the others. Determination of these factors was done through a series of background studies in library sources and other dissertations. Of course to know these effective factors more and better, we had some interviews with some professors in the field of communication sciences so that finally we set the questionnaires out of the summation and the questionnaires were distributed among all the MA students studying communications sciences at Islamic Azad University, Central Tehran Branch and were collected again.

Although it is passed more than three decades of the history of media literacy and its beginning but this subject does not have a long history in our country, not more than a decade. But it had a good improvement in this same decade especially in dissertations which some of them will be mentioned in coming stages. Besides, media scientific journals of Media Studies Center, research and evaluation of Islamic Republic of Iran Broadcasting (IRIB) and specialized journal of public relations and bulletin of Strategic Research of Supreme Council of Cultural Revolution have offered some articles of a number of experts in the field of Communications. Two books will be mentioned in this paper from among those which are published in foreign countries:

The book, "Media literacy", discusses about the effective cultural packages of press and media-with a clear goal of addressees-by details and emphasizes on the necessity of developing high levels of media literacy.

In the book titled "Media Literacy", "James Patter" argues that these media have a deep influence on our beliefs and our world and we can feel that if we could obtain a high level of media literacy, we could avoid the negative effects of media and got to the positive effects.

The book, Media literacy in the information age; current perspectives, refers to the early 21st century conditions and emphasizes on the increasing role of media education in education. Robert Kuby believes that media education in the field of thought and practice has played a useful role benefiting from new informational and transmission technologies and consequently media literacy growth has immediacy and priority to get more information.

Analysis of the experts' points of view about media literacy: Bahareh Nasiri, Islamic Azad University of Tehran, Psychology and Social Sciences faculty center, Supervisor: Dr. Seyyed Vahid Aghili, Advisor: Dr. Seyyed Muhammad Dadgaran, 1382. In this research, in addition to the necessity of paying more attention to and teaching media literacy to the addressees of mass

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3- James A.Brown

media, we analyze the history, concepts and other features of media literacy in the field of thought and practice and we examine the knowledge of the professors in communications departments of Azad University, IRIB University, Allameh Tabatabaei University and Tehran University. (Nasiri: 1383).

The role of media literacy in improving consumption culture among women. Farnoush, Arfa'a Islamic Azad University, Central Tehran Branch, Psychology and social sciences faculty, Supervisor: Dr. Muhammad Soltanifar, Advisor: Dr. Shahnaz Hashemi, 1387.In this repertory, the researcher discusses about the role of media in inciting the addressees to buy more products of the owners of industries and capitals by showing the time period after World Wars and the establishment of Capitalism and appearance of consumer society. From among these roles, the role of media literacy has been considered important and effective in improving true consumption culture and as a factor for disclaiming …..problem and improving the economy of the society. Women have been addressees of this research for two reasons; firstly because of their tender spirit and secondly because they are almost constant clients of media especially television and are affected by more messages and publicities. (Arfa'a,: 1387).

Analyzing advertence of television involved to media literacy standards.Somayeh Tayebi, Analyzing advertence of television involved to media literacy standards in Islamic Republic television programs from MA students' point of view, Supervisor: Dr. Ali Akbar Farhang, Advisor: Dr. Sedighe Babran, 1387 summer. This research precedes the role of IRIB organization in improving its addressees' media literacy and analysis of the observance of media literacy standards in Iranian programs from MA students of Tehran University, Allameh Tabatabaei University, Central Tehran Branch, Islamic Azad University and Science and Research University points of view in order to attract media involved and communication science experts' attention. (Tayebi, Somayeh: 1387). "Media literacy" is Mira Feverstine's Ph.D thesis title which was written in 2002 to support critical thought and this research deals with the analysis of the effects of media literacy teaching on the students whom were 10 to 12 years old. Feverstine emphasizes on the necessity of developing teaching media literacy to television program producers and their addressees in the age of high speed technology and information technology. (Tayebi, Somayeh: 1387).

Methodology

The methodology used in this research is co relational descriptive according to functional purpose and data collection. The population in this research is all of the MA students in the department of Communication Sciences of Psychology and Social Sciences faculty of Islamic Azad University, Central Tehran Branch. From among the test takers' questionnaires, 94 were analyzable. Data collection method in this research is using the questionnaire techniques and interview. Content and nominal justifiability were obtained by using the existing sources and experts' viewpoints and their authenticity is equal to 95% through experimental performance and calculation of Koronbach   factor. Descriptive statistical tests and appropriate tests have been used to analyze the collected data.

Results and Discussion

Noticing to differences and similarities of different social phenomenon is one of the innate characteristics of human kind. Human kind is interested in exploring these similarities and differences. Thus, according to the types of them, he categorizes the objects and people. This categorization helps him perceive realities and prevents him from being absent minded, because

it is very difficult to put the thought in a certain path without a categorization. So the research findings are put in tables to facilitate the concept perception and information interpretation.

Accordingly, information analysis is one of the most important parts of a research activity to which the majority of a research success or failure is depended on. In this research, It,s used descriptive statistic to analyze the results after grading the questionnaires and descriptive indices including mean, standard hypothesis deviation and variance have been used in order to do a comprehensive analysis of information and grades of the questionnaires.

Table1: Hypothesis1 test table

	Frequency	Percentage
Partly	8	8.5
Much	48	51.1
Very much	38	40.4
Total	94	100

Hypothesis1 test

Research Hypothesis	Hypothesis Test	Number	Observed Possibility	Predicted Ratio	P-Value
First Hypothesis	≤ ٢	8	0.09	50	000
Adverse Hypothesis	> ٢	86	0.91		
Total		94	1		

According to meaningful obtained value of (0.000) which is lower than 0.05, the null hypothesis is rejected and by considering top and bottom limits which are positive, H1= $\mu > ٢$ is accepted. It means there is dependency between mass media addressees' education level and their media literacy level and education level preferment will result in improving media literacy.

Table2: Frequency and percentage table of Hypothesis test2

	Frequency	Percentage
Partly	4	4.3
Much	49	52.1
Very much	41	43.6
Total	94	100

Hypothesis test2

Research Hypothesis	Hypothesis Test	Number	Observed Possibility	Predicted Ratio	P-Value
First Hypothesis	≤ ٢	4	0.04	0.50	000
Adverse Hypothesis	> ٢	90	0.96		
Total		94	1		

According to meaningful obtained value of (0.000) which is lower than 0.05, the null hypothesis is rejected and by considering top and bottom limits which are positive, H1= $\mu > ٢$ is accepted. It means that there is correlation between mass media addressees' media literacy and

their job and social and economical position and by preferment in each of these two, the other one will improve too.

Table3: Frequency and percentage table of Hypothesis test3

	Frequency	Percentage
Partly	5	5.3
Much	56	59.6
Very much	33	35.1
Total	94	100

Hypothesis test3

Research Hypothesis	Hypothesis Test	Number	Observed Possibility	Predicted Ratio	P-Value
First Hypothesis	≤ ٢	5	0.05	0.50	000
Adverse Hypothesis	> ٢	89	0.95		
Total		94	1		

According to meaningful obtained value of (0.000) which is lower than 0.05, the null hypothesis is rejected and by considering top and bottom limits which are positive, H1= $\mu > ٢$ is accepted. It means that there is correlation between mass media addressees' media literacy and their job and social and economical position and by preferment in each of these two, the other one will improve too.

Table4: Frequency and percentage table of Hypothesis test4

	Frequency	Percentage
Partly	3	3.2
Much	59	62.8
Very much	32	34
Total	94	100

Hypothesis test4

Research Hypothesis	Hypothesis Test	Number	Observed Possibility	Predicted Ratio	P-Value
First Hypothesis	≤ ٢	3	0.03	0.50	000
Adverse Hypothesis	> ٢	91	0.97		
Total		94	1		

According to meaningful obtained value of (0.000) which is lower than 0.05, the null hypothesis is rejected and by considering top and bottom limits which are positive, H1= $\mu > ٢$ is accepted. It means there is dependency between media teaching and mass media addressees' media literacy and by preferment in each of these two; the other one will improve too.

Table5: Frequency and percentage table of Hypothesis test5

	Frequency	Percentage
Very little	1	1.1
Little	1	1.1
Partly	20	21.3
Much	48	51.1
Very much	24	25.5
Total	94	100

Hypothesis test5

Research Hypothesis	Hypothesis Test	Number	Observed Possibility	Predicted Ratio	P-Value
First Hypothesis	≤ ٣	22	0.23	0.50	000
Adverse Hypothesis	> ٣	72	0.77		
Total		94	1		

According to meaningful obtained value of (0.000) which is lower than 0.05, the null hypothesis is rejected and by considering top and bottom limits which are positive, H1= $\mu > ٣$ is accepted. It means that there is correlation between mass media addressees' media literacy and their sectarian and political attitude and by preferment in each of these two, the other one will improve too. Therefore, according to the P-value which is lower than 0.05, all the hypothesis tests above are acceptable.

Conclusion

The result of this research is lower than expected according to explaining the statistical tests which were presented for each of the hypothesis and according to the meaningful level of significance; the null hypothesis is rejected too. We can conclude from the findings approximately, because the results may be different in other time and place conditions and by the change of the population, or other factors may be considered effective in media literacy improvement.

In the first hypothesis, we can state that there is correlation between the mass media addressees' education level and their media literacy level and the higher education level becomes, the higher media literacy level of addressees becomes too. This correlation is mutual, it means we can say by the change of the second variable which is media literacy education level will change too.

In the second hypothesis we stated that there is correlation between the media literacy level of addressees and their job and social position. Now we can conclude that people's job and social position and also their economical position have direct effect on their media literacy improvement. So, according to this there is correlation between these two variables and the change of each of them will cause the other one to change too, and according to that they have mutual correlation, increase or decrease in people's media literacy have direct relation with their job and income.

In third hypothesis too, we can state that there is correlation between using mass media in or out of country and people's media literacy and the more the people refer to the media in their routines and use the media, the more their media literacy level will improve. So by considering that there is correlation between these two variables and change in each of them will result in change of the other one and according to that that they have mutual relation, increase or decrease in people's media literacy is directly affected by their using rate of mass media in or out of country.

In the fourth hypothesis, according to the tests given, we can say that there is dependency between media teaching and addressees' media literacy. It means that teaching through mass media is an important factor in improving addressees' media literacy but the type of relation between these two variables is dependency and unilateral, it does not mean necessarily that media literacy is developed through media teaching, because we mentioned the other factors of

improving media literacy in previous ideas, but media teaching can provide media literacy for the televisors and audiences of mass media.

In the fifth hypothesis, according to the results that we obtained from the tests, we can say that there is correlation between addressees' sectarian and political attitude and their media literacy level. According to the correlation existing between these two variables, each of these dependent and independent variables can be directly effective on the other one. In other words, the people who do political and sectarian activities and get the news and their favored information through different media can distinguish and judge the truth and untruth of the media sources and their news reports.

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