Role of in-service Training and Information Management with SAMAT Public Relations Practitioners Media Literacy Acquaintance

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Abstract
The main objective of this research is to study the role of in-service training and information management with the Ministry of Industry, Mine and Trade's (SAMAT) public relations (PR) practitioners' media literacy acquaintance. The methodology of this research is survey. The population in this study includes one hundred and fifty of public relations experts in the Ministry of Industry, Mine and Trade, Industrial Development and Renovation Organization of Iran, Small Industries and Industrial Parks Organization of Iran, the Iranian Mines and Mining Industries Development and Renovation Organization, the Organization for consumers and manufacturers. In this study, the population and the sample size equals, on the other hand census is conducted. Hypotheses of this study include: there is a significant relationship between the Ministry of Industry, Mine and Trade's PR practitioners in service training with their media literacy acquaintance, there is a significant relationship between the Ministry of Industry, Mine and Trade's PR practitioners' information management with their media literacy acquaintance.
Keywords: Public Relations, Ministry of industry, media literacy

Introduction
Now, since public relations is a vital aspect of strategic management, those involved in the field, don't recognize themselves as the mere sender of messages from an organization to its clients or customers and vice versa. It should be said that all managers in successful and efficient firms and organizations come to this conclusion that public relations is part of mainstream management. Hence, public relations practitioners know themselves as the "spin doctoring" who would solve the organization's problems.
It should be mentioned that simultaneously, by logging into the 21st century, the information and communication systems have been increasingly complicated and unilateralism. This complexity has led that the messages generated by the media, made the audiences confused around the world. (Ekrami, Fayyad, Bychranlv, 1390, 90)Now every media has its own guidelines and policies and will represent the facts and realities in its own way. A number of communication researches have highlighted the issues as well as making some alerts about its consequences, (Mass media operators will, cover up

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their cheating and manipulating the audiences' thought invisibly, reiterated on journalists' neutrality).

Thus, the media will present the facts as an objective event. In fact, there is no possibility of objectivity, due to social conflicts and class interests. (Ghaffari Cherati, 1381, 13)

The present and future generation needs to know and understand how the mass media influence on society in order to attract the opportunities and repel the threats posed by the mass media. Of course, those who have the ability to access, evaluate and critically analyze messages of mass media (media literacy), can understand the contents of the media. Understanding can be only realized through the development of media literacy.

Media literacy teaches the needed skills on how to have a thoughtful and informed knowledge to communicate with the media. Those who know that today's world is rapidly changing and those organizations could only be survived if they adapted the changes. Hence, they should take this, as their duty, in order to use various communication techniques and strategies to help their organizations survive. But, it is not enough; because it is very complex to know and understanding the audiences' interests as well as the market changes. Also, either it needs to know the public relations professional skills, or needs to know the public relations concepts and theories.

It should be mentioned that theories making understandable the relationships between actions and various events easily. And they can be used to explain or predict the occurrence of acts, events or certain behaviors. It's clear that we will make our prospective by using our knowledge structures.

We need tools and raw materials to build knowledge structures. Now these tools are our skills and its raw material obtained from media information. Active usage means, we are aware of the messages and consciously interact with them. But regarding to definition of media literacy and having the ability to decode, understand, evaluate and work with various forms of media, read, evaluate and create text, image, sound or their combination, it will create the ability to do critical analysis, assessment of the media in a social context, access to the media, establishing multiple forms of communication. It's important to increase the ability of individuals and organizations to be productive.

In regard to theories related to the research's theoretical frameworks, it should be said that theories of media effects are examined at first. The hypodermic needle model is, a model of communication, suggesting that an intended message is directly received and wholly accepted by the receiver, as the first theory of media influences. The model was originally rooted in 1930s behaviorism and largely considered obsolete for a long time, while big data analytics based mass customization has led it a modern revival of the basic idea.

It should be mentioned that the "Magic Bullet" or "Hypodermic Needle Theory" of direct influence effects was based on early observations of the effect of mass media, as used by Nazi propaganda and the effects of Hollywood in the 1930s and 1940s. People were assumed to be "uniformly controlled by their biologically based 'instincts' and that they react more or less uniformly to whatever 'stimuli' came along". The "Magic Bullet" theory graphically assumes that the media's message is a bullet fired from the "media gun" into the viewer's "head". Similarly, the "Hypodermic Needle Model" uses the same

idea of the "shooting" paradigm. It suggests that the media injects its messages straight into the passive audience. This passive audience is immediately affected by these messages. The public essentially cannot escape from the media's influence, and is therefore considered a "sitting duck". Both models suggest that the public was vulnerable to the messages shot at them because of the limited communication tools and the studies of the media's effects on the masses at the time. It means the media explores information in such a way that it injects in the mind of audiences as bullets. In short, it should be said that Hypodermic Needle Model, considers the audience to be targets of an injection or bullet of information fired from the pistol of mass media. The audience is unable to avoid or resist the injection or bullets.

Another theory, namely "limited impact media" is formulated and presented, in contrast to the hypodermic needle model. Media influence and media effects are terms used in media studies, psychology, communication theory and sociology referring to mass media and media culture effects on individual or audience thought, attitudes and behavior. Media influence refers to the actual force exerted by a media message, resulting in either a change or reinforcement in audience or individual beliefs.

Media effects are measurable effects that result from media influence, or a media message. Whether that media message has an effect on any of its audience members is contingent on many factors, including audience demographics and psychological characteristics. These effects can be positive or negative, abrupt or gradual, short-term or long-lasting. Not all effects result in change: some media messages reinforce an existing belief. Researchers examine an audience after media exposure for changes in cognition, belief systems, and attitudes, as well as emotional, physiological and behavioral effects.

There are several scholarly definitions of media effects. "Bryant" and "Zillmann" defined media effects as "the social, cultural, and psychological impact of communicating via the mass media." "Perse" stated that media effects researchers study "how to control, enhance, or mitigate the impact of the mass media on individuals and society." "Lang" stated media effects researchers study "what types of content, in what type of medium, affect which people, in what situations."

About powerful media effects, it should be said that from the early 20th century to 1930s, developing mass media technologies, such as radio and film, were credited with an almost irresistible power to mold an audience's beliefs, cognition and behaviors according to the communicators' will. The basic assumption of strong media effects theory was that audiences were passive and homogeneous. This assumption was not based on empirical evidence but on assumptions of human nature. There were two main explanations for this perception of mass media effects. First, mass broadcasting technologies were acquiring a widespread audience, even among average households. People were astonished by the speed of information dissemination, which may have clouded audience perception of any media effects. Secondly, propaganda techniques were implemented during the war time by several governments as a powerful tool for uniting their people. This propaganda exemplified strong-effect communication. Early media effects research often focused on the power of this propaganda (e.g., Lasswell, 1927). Combing through the technological and social environment, early media effects theories

stated that the mass media were all-powerful.

Regarding the limited media effects, it should be said that starting in the 1930s, the second phase of media effects studies instituted the importance of empirical research, while introducing the complex nature of media effects due to the idiosyncratic nature of audience individuals. The "Payne Fund" studies, conducted in the United States during this period, focused on the effect of media upon young people. Many other separate studies focused on persuasion effects studies, or the possibilities and usage of planned persuasion in film and other media. Hovland et al. (1949) conducted a series of experimental studies to evaluate the effects of using films to indoctrinate American military recruits. "Lazarsfeld" (1944) and his colleagues' effectiveness studies of democratic election campaigns launched political campaign effect studies.

Researcher uncovered mounting empirical evidence of the idiosyncratic nature of media effects on individuals and audiences, identifying numerous intervening variables, such as demographic attributes, social psychological factors, and different media use behaviors. With these new variables added to research, it was difficult to isolate media influence that resulted in any media effects to an audience's cognition, attitude and behavior. As "Berelson" (1959) summed up in a widely quoted conclusion: "Some kinds of communication on some kinds of issues have brought to the attention of some kinds of people under some kinds of conditions have some kinds of effect." Though the concept of an all-powerful mass media was diluted, this did not determine that the media lacked influence or effect. Instead, the pre-existing structure of social relationships and cultural contexts were believed to primarily shape or change people's opinions, attitudes and behaviors, and media merely function within these established processes. This complexity had a dampening effect upon media effects studies.

The third theories is cultivation theory that examines the long-term effects of television. "The primary proposition of cultivation theory states that the more time people spend 'living' in the television world, the more likely they are to believe social reality portrayed on television." Under this umbrella, perceptions of the world are heavily influenced by the images and ideological messages transmitted through popular television media. Cultivation is a positivistic theory, meaning it assumes the existence of objective reality and value-neutral research. A study conducted by "Jennings Bryant" and "Dorina Miron" (2004), which surveyed almost 2,000 articles published in the three top mass communication journals since 1956, found that Cultivation Analysis was the third most frequently utilized theory, showing that it continues to be one of the most popular theories in mass communication research.

It should be said that Cultivation Theory suggests that exposure to television, over time, subtly "cultivates" viewers' perceptions of reality. "Gerbner" and "Gross" assert: "Television is a medium of the socialization of most people into standardized roles and behaviors. Its function is in a word, enculturation". Within his analysis of cultivation, "Gerbner" draws attention to three entities - institutions, messages, and publics.

Initial research on the theory establishes that concern regarding the effects of television on audiences stem from the unprecedented centrality of television in American culture. "Gerbner" posited that television as a mass medium of communication had formed into a

common symbolic environment that bound diverse communities together, socializing people into standardized roles and behaviors. He thus compared the power of television to that of religion, stating television was to modern society what religion once was in earlier times. Thus, "Gerbner's" research focused on the larger meaning of heavy television consumption instead of the meaning behind specific messages.

One of the most influential media theories in this regard is the theory of media determinism presented by "Marshall McLuhan". "McLuhan" stated a new approach to the media by expressing "medium is the message". He believes that any function of media has its impact on our senses. He considered television as a visual, auditory and tactile medium. He also believes that television will change our lives in to tribal one. Television caused to separate the nation-states and thus we will live in a global village. (Severine and Tankard, translated by Dehghan, 1381, p. 394).

The Spiral of Silence Theory is a political science and mass communication theory proposed by the German political scientist "Elisabeth Noelle-Neumann", which stipulates that individuals have a fear of isolation, which results from the idea that a social group or the society in general might isolate, neglect, or exclude members due to the members' opinions. This fear of isolation consequently leads to remaining silent instead of voicing opinions. Media is an important factor that relates to both the dominant idea and people's perception of the dominant idea. The assessment of one's social environment may not always correlate with reality.

The spiral model is an analogy used to visually describe the theory. The end of the spiral refers to the number of people that are not publicly expressing their opinions, due to the fear of isolation. An individual is more likely to go down the spiral, if his or her opinion does not conform to the perceived majority opinion. The following steps summarize how the process works:

1. We can distinguish between fields where the opinions and attitudes involved are static, and fields where those opinions and attitudes are subject to changes... Where opinions are relatively definite and static – for example, "customs" – one has to express or act according to this opinion in public or run the risk of becoming isolated. In contrast, where opinions are in flux, or disputed, the individual will try to find out which opinion he can express without becoming isolated.

2. Individuals who, when observing their environments, notice that their own personal opinion is spreading and is taken over by others, will voice this opinion self-confidently in public. On the other hand, individuals who notice that their own opinions are losing ground will be inclined to adopt a more reserved attitude when expressing their opinions in public.

3. It follows from this that, as the representatives of the first opinion talk quite a lot while the representatives of the second opinion remain silent, there is a definite influence on the environment: an opinion that is being reinforced in this way appears stronger than it really is, while an opinion suppressed as described will seem to be weaker than it is in reality.

4. The result is a spiral process which prompts other individuals to perceive the changes in opinion and follow suit, until one opinion has become established as the prevailing

attitude while the other opinion will be pushed back and rejected by everybody with the exception of the hard core that nevertheless sticks to that opinion.

This is a process of formation, change and reinforcement of public opinion. The tendency of the one to speak up and the other to be silent starts off a spiraling process which increasingly establishes one opinion as the dominant one. Over time, these changing perceptions establish one opinion as predominant one and they change from the liquid state to a solid norm. Further, "Noelle-Neumann" describes the spiral of silence as a dynamic process, in which predictions about public opinion become fact as mass media's coverage of the majority opinion becomes the status quo, and the minority becomes less likely to speak out. (Severine and Tankard, translated by Dehghan, 1381, p. 379).

"McGuire" (1986) has seen the influence of the media with a different approach, especially the influence of radio and television. He has classified the media types instead of discussing the media scope and impact. According to him, the media are both desirable and undesirable effects. The "McGuire's" positive effects of media including: The impact on consumption patterns, voting behavior, increase public awareness and improve public behavior, change and improve lifestyle, as well as ideological indoctrination and training of various political and social doctrines.

The most important adverse effects of media including: Increased aggressive behavior, promote the ideals and vulgar groups, spreading stereotypes, promoting sexual inappropriate behaviors and making unbalanced thought processes.

Here, we will refer to some of the public relations theories. At first, we will study the general systems. Systems theory or systems science is the interdisciplinary study of systems in general, with the goal of discovering patterns and elucidating principles that can be discerned from and applied to all types of systems at all nesting levels in all fields of research. It can reasonably be considered a specialization of systems thinking or as the goal output of systems science and systems engineering, with an emphasis on generality useful across a broad range of systems (versus the particular models of individual fields).

A central topic of systems theory is self-regulating systems, self-correcting through feedback. Self-regulating systems are found in nature, including the physiological systems of our body, in local and global ecosystems, and in climate and also in human learning processes (from the individual on to international organizations like the UN). Contemporary ideas from systems theory have grown with diverse areas, exemplified by the work of biologist "Ludwig von Bertalanffy", linguist "Béla H. Bánáthy", sociologist "Talcott Parsons", ecological systems with "Howard T. Odum", "Eugene Odum" and "Fritjof Capra", organizational theory and management with individuals such as "Peter Senge", interdisciplinary study with areas like "Human Resource Development" from the work of "Richard A. Swanson", and insights from educators such as "Debora Hammond" and "Alfonso Montuori". As a transdisciplinary, interdisciplinary and multiperspectival domain, the area brings together principles and concepts from ontology, philosophy of science, physics, computer science, biology, and engineering as well as geography, sociology, political science, psychotherapy (within family systems therapy) and economics among others. Systems theory thus serves as a bridge for interdisciplinary

dialogue between autonomous areas of study as well as within the area of systems science itself.

In this respect, with the possibility of misinterpretations, "von Bertalanffy" believed a general theory of systems "should be an important regulative device in science," to guard against superficial analogies that "are useless in science and harmful in their practical consequences." Others remain closer to the direct systems concepts developed by the original theorists. For example, Ilya "Prigogine", of the Center for "Complex Quantum Systems" at the University of Texas, Austin, has studied emergent properties, suggesting that they offer analogues for living systems. The theories of autopoiesis of "Francisco Varela" and "Humberto Maturana" represent further developments in this field.

Another theory in this regard is the situational theory of publics. The situational theory of publics defines that publics can be identified and classified in the context to which they are aware of the problem and the extent to which they do something about the problem.

The situational theory of publics, developed by Professor "James E. Grunig" in University of Maryland, College Park, defines that publics can be identified and classified in the context to which they are aware of the problem and the extent to which they do something about the problem. This theory explains when people communicate and when communications aimed at people are most likely to be effective. The concepts in the theory parallel those with the Dewey and Blumer's definition of publics.

- **Problem recognition** (Independent Variable) Problem recognition is the extent to which individuals recognize a problem facing them. People do not stop to think about situations unless they perceive that something needs to be done to improve the situation (Grunig & Hunt, 1984, p. 149).

- **Constraint Recognition** (Independent Variable) Constraint recognition is the extent to which individuals see their behaviors as limited by factors beyond their own control. Constraints can be psychological, such as low self-efficacy; self-efficacy is the conviction that one is capable of executing a behavior required to produce certain outcomes (Witte & Allen, 2000). Constraints can also be physical, such as a lack of access to protective gear.

- **Level of Involvement** (Independent Variable) Level of involvement is a measure of how personally and emotionally relevant a problem can be for an individual (Grunig & Hunt, 1984). Involvement increases the likelihood of individuals attending to and comprehending messages (Pavlik, 1988). Dervin (1989) stated that messages will be attended to only if the benefits or dangers associated with them have "taken on some kind of personal reality or usefulness for the individual" (p. 68). In general, persons with high involvement analyze issues more often, prefer messages that contain more and better arguments (Heath, Liao, & Douglas, 1995; Petty & Cacioppo, 1981, 1986), and attain greater knowledge levels (Chaffee & Roser, 1986; Engelberg, Flora, & Nass, 1995).

- **Information Seeking** (Dependent Variable)

Information seeking can also be called "active communication behavior." Actively communicating members of publics look for information and try to understand it when they obtain the information. Thus, publics whose members seek information become

aware publics more often than publics whose members do not communicate or who only process information.

• **Information Processing** (Dependent Variable) Information processing can be called "passive communication behavior." Passively communicating members of a public will not look for information, but they will often process information that comes to them randomly, that is, without any effort on their part.

The theory of conflict resolution approaches in communication is one of the theory considered in this research. Some believe, that conflict is a phenomenon that should be avoided. And therefore, we should be aware of the existed potential conflicts, and tried to overcome them before they be unpleasant. Some believe that conflict is a natural step in relationships. And so it should be manageable and controlled. If this view is accepted, we are well positioned to understand the conflict and know how to treat it. Thinkers stated some methods and skills for conflict resolution that make the public relations practitioners understand them. A four-step stated by "Fisher" and "Yuri", in this case, which are the more prominent than the others:

1- Let the difference between the people and problems. Show respect for your opponents and keep in mind that you disagree with peoples' goals and values, not the people.

2. Focus on common interests. It is natural that both sides of the communication, looking for persuasion and proving their viewpoints to others. Instead, try to find out what the other really wants and what their aims is.

3- Find solutions that encompass the interests of both sides. The solution that both sides can achieve their goals. It may seem impossible, but it can be achieved by proper planning.

4- If you find a good solution, then try to reach a preliminary agreement. Find measures or indicators based on which solution you provide will be easier to evaluate.

These principles cannot be regarded as an official doctrine; but using them will achieve a solution to resolve the conflict in its early stages; and can lead to better solutions and integrated communication between the opposition parties.

Regarding the cognitive and behavioral theory, the public relations practitioners said that it could be useful to think about the impact of the message, how products, services, facilities and policies affect the others. What we say and anything we do, will be understood by the others and sometimes there isn't the same meaning transmitted between the senders and the receivers.

Cognitive theory, dealing with our knowing and understanding, and behavioral theory, dealt with action and behavior. Therefore, it is very necessary to know about such theories, for those involved in public relations.

Regarding the social exchange theory, it should be said that this theory will predict the behavior by using the economics terms such as cost and profit. The theory is based on the assumption that individuals and groups will choose the strategies based on the rewards and costs. This theory, developed by "John Tai Baat" and "Haroled Keli" is used in many levels of communication such as interpersonal, group and organizational.

Social exchange theory, claims that people will consider the consequences of any specific behavior before proceeding them. And generally, people tend to lower costs and bonuses

held high in any behavior. It does mean that any treatment with lower cost and more profit is possible.

It can be also beneficiary to use this theory for solving the public relations issues. For example, suppose we want the audience to take into survey. In this case, if we can do our best to show greater respondents interest, the validity of the survey will be higher.

About "Diffusion of Innovation Theory", it should be said that diffusion research examines how ideas are spread among groups of people. Diffusion goes beyond the two-step flow theory, centering on the conditions that increase or decrease the likelihood that an innovation, a new idea, product or practice, will be adopted by members of a given culture. In multi-step diffusion, the opinion leader still exerts a large influence on the behavior of individuals, called adopters, but there are also other intermediaries between the media and the audience's decision-making. One intermediary is the change agent, someone who encourages an opinion leader to adopt or reject an innovation (Infante, Rancer, & Womack, 1997).

Innovations are not adopted by all individuals in a social system at the same time. Instead, they tend to adopt in a time sequence, and can be classified into adopter categories based upon how long it takes for them to begin using the new idea. Practically speaking, it's very useful for a change agent to be able to identify which category certain individuals belong to, since the short-term goal of most change agents is to facilitate the adoption of an innovation. Adoption of a new idea is caused by human interaction through interpersonal networks. If the initial adopter of an innovation discusses it with two members of a given social system, and these two become adopters who pass the innovation along to two peers, and so on, the resulting distribution follows a binomial expansion. Expect adopter distributions to follow a bell-shaped curve over time (Rogers, 1971).

Adopter Categorization:The criterion for adopter categorization is innovativeness. This is defined as the degree to which an individual is relatively early in adopting a new idea then other members of a social system. Innovativeness is considered "relative" in that an individual has either more or less of it than others in a social system (Rogers, 1971).
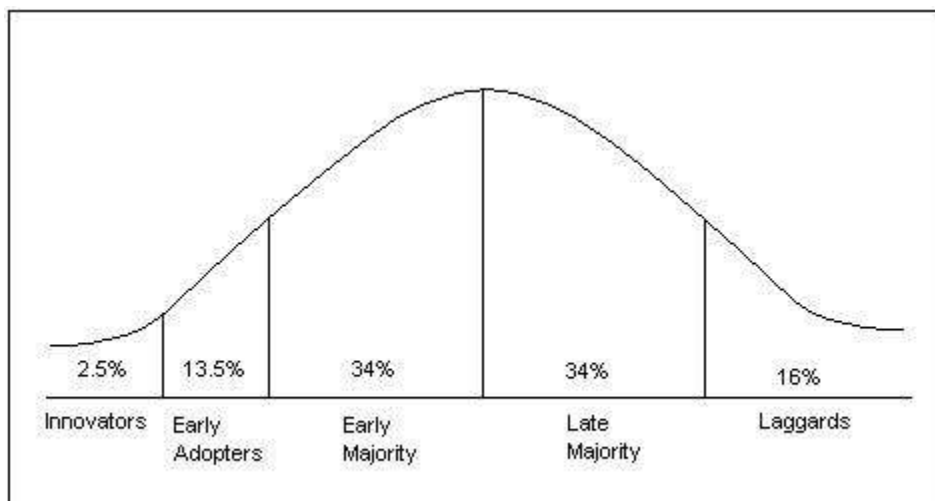
Fig. 1 - Adopter categorization on the basis of innovativeness

Adopter distributions closely approach normality. The above figure shows the normal frequency distributions divided into five categories: innovators, early adopters, early majority, late majority and laggards. Innovators are the first 2.5 percent of a group to adopt a new idea. The next 13.5 percent to adopt an innovation are labeled early adopters. The next 34 percent of the adopters are called the early majority. The 34 percent of the group to the right of the mean are the late majority, and the last 16 percent are considered laggards (Rogers, 1971).

The above method of classifying adopters is not symmetrical, nor is it necessary for it to be so. There are three categories to the left of the mean and only two to the right. While it is possible to break the laggard group into early and late laggards, research shows this single group to be fairly homogenous. While innovators and early adopters could be combined, research shows these two groups as having distinctly different characteristics. The categories are 1) exhaustive, in that they include all units of study, 2) mutually exclusive, excluding from any other category a unit of study already appearing in a category, and 3) derived from one classificatory principle. This method of adopter categorization is presently the most widely used in diffusion research (Rogers, 1971).

Adopter Categories: Innovators are eager to try new ideas, to the point where their venturesomeness almost becomes an obsession. Innovators' interest in new ideas leads them out of a local circle of peers and into social relationships more cosmopolite than normal. Usually, innovators have substantial financial resources, and the ability to understand and apply complex technical knowledge. While others may consider the innovator to be rash or daring, it is the hazardous risk-taking that is of salient value to this type of individual. The innovator is also willing to accept the occasional setback when new ideas prove unsuccessful (Rogers, 1971).

Early adopters tend to be integrated into the local social system more than innovators. The early adopters are considered to be localites, versus the cosmopolite innovators. People in the early adopter category seem to have the greatest degree of opinion leadership in most social systems. They provide advice and information sought by other adopters about an innovation. Change agents will seek out early adopters to help speed the diffusion process. The early adopter is usually respected by his or her peers and has a reputation for successful and discrete use of new ideas.

Members of the early majority category will adopt new ideas just before the average member of a social system. They interact frequently with peers, but are not often found holding leadership positions. As the link between very early adopters and people late to adopt, early majority adopters play an important part in the diffusion process. Their innovation-decision time is relatively longer than innovators and early adopters, since they deliberate some time before completely adopting a new idea. Seldom leading, early majority adopters willingly follow in adopting innovations.

The late majority are a skeptical group, adopting new ideas just after the average member of a social system. Their adoption may be borne out of economic necessity and in response to increasing social pressure. They are cautious about innovations, and are

reluctant to adopt until most others in their social system do so first. An innovation must definitely have the weight of system norms behind it to convince the late majority. While they may be persuaded about the utility of an innovation, there must be strong pressure from peers to adopt.

"Laggards" are traditionalists and the last to adopt an innovation. Possessing almost no opinion leadership, laggards are localite to the point of being isolates compared to the other adopter categories. They are fixated on the past, and all decisions must be made in terms of previous generations. Individual laggards mainly interact with other traditionalists. An innovation finally adopted by a laggard may already be rendered obsolete by more recent ideas already in use by innovators. Laggards are likely to be suspicious not only of innovations, but of innovators and change agents as well.

About social learning theory, it should be said that "Albert Bandura" posits that learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction, even in the absence of motor reproduction or direct reinforcement. In addition to the observation of behavior, learning also occurs through the observation of rewards and punishments, a process known as vicarious reinforcement. The theory expands on traditional behavioral theories, in which behavior is governed solely by reinforcements, by placing emphasis on the important roles of various internal processes in the learning individual.

Social learning theory integrated behavioral and cognitive theories of learning in order to provide a comprehensive model that could account for the wide range of learning experiences that occur in the real world. As initially outlined by "Bandura" and "Walters" in 1963 and further detailed in 1977, key tenets of social learning theory are as follows:

1. Learning is not purely behavioral; rather, it is a cognitive process that takes place in a social context.

2. Learning can occur by observing a behavior and by observing the consequences of the behavior (vicarious reinforcement).

3. Learning involves observation, extraction of information from those observations, and making decisions about the performance of the behavior (observational learning or modeling). Thus, learning can occur without an observable change in behavior.

4. Reinforcement plays a role in learning but is not entirely responsible for learning.

5. The learner is not a passive recipient of information. Cognition, environment, and behavior all mutually influence each other (reciprocal determinism).

Social learning theory draws heavily on the concept of modeling, or learning by observing a behavior. Bandura outlined three types of modeling stimuli:

- Live model: in which an actual person is demonstrating the desired behavior
- Verbal instruction: in which an individual describes the desired behavior in detail and instructs the participant in how to engage in the behavior
- Symbolic: in which modeling occurs by means of the media, including movies, television, Internet, literature, and radio. Stimuli can be either real or fictional characters.

Exactly what information is gleaned from observation is influenced by the type of model, as well as a series of cognitive and behavioral processes, including:

- Attention: in order to learn, observers must attend to the modeled behavior. Attention is impacted by characteristics of the observer (e.g., perceptual abilities, cognitive abilities, arousal, past performance) and characteristics of the behavior or event (e.g., relevance, novelty, affective valence, and functional value).
- Retention: in order to reproduce an observed behavior, observers must be able to remember features of the behavior. Again, this process is influenced by observer characteristics (cognitive capabilities, cognitive rehearsal) and event characteristics (complexity).
- Reproduction: to reproduce a behavior, the observer must organize responses in accordance with the model. Observer characteristics affecting reproduction include physical and cognitive capabilities and previous performance.
- Motivation: the decision to reproduce (or refrain from reproducing) an observed behavior is dependent on the motivations and expectations of the observer, including anticipated consequences and internal standards.

An important factor in social learning theory is the concept of reciprocal determinism. This notion states that just as an individual's behavior is influenced by the environment, the environment is also influenced by the individual's behavior. In other words, a person's behavior, environment, and personal qualities all reciprocally influence each other. For example, a child who plays violent video games will likely influence their peers to play as well, which then encourages the child to play more often. This could lead to the child becoming desensitized to violence, which in turn will likely affect the child's real life behaviors.

Propaganda Model: The propaganda model is among the important theories in public relations, which presented in the late 19th. As "Grunig" and "Hunt" noted; in this model, the primary aim is advertising. In this model, the receiver is the one who must accept certain ideas. In fact, in this model, the full truth is not necessary. It seems that a permanent distrust towards public relations, is due to the model usages. Propaganda model has emerged a kind of public relations for selling goods, products and services.

General Information pattern: General Information pattern is another model which is born in America in 1900, aims to disseminate information, of course not necessarily persuasion. Despite the first model, in the general information pattern, the public relations will transfer whatever happens in an organization.

Non-Equivalent Double Pattern: it has emerged more dynamic than previous models in 1920s. In this model, information passes through two routes, to the public and vice versa. But, feedback, in this model, is a new matter. But it does not necessary means that the power is distributed equally between sender and receiver. The initiative of communication is still in the organization's hands. In fact, the aim of communication is persuasion as well as behavior and attitude change.

Equivalent reciprocal pattern: During the 1960s and 1970s, the equivalent reciprocal pattern developed and generally taken into account as a communication strategy. While other public relations' patterns' characteristics, is a monologue of communication, equivalent reciprocal pattern, involves the idea of dialogue. This procedure, has led the management to exchange of thoughts and opinions with other groups and organizations.

It is likely to affect both the management and the staff in order to set their own attitudes and behaviors. In this model, communication is quite mutual and its aim is to make understanding.

Methodology

The methodology of this research is survey. The population in this study include one hundred and fifty of public relations experts in Ministry of Industry, Mine and Trade, Industrial Development and Renovation Organization of Iran, Small Industries and Industrial Parks Organization of Iran, the Iranian Mines and Mining Industries Development and Renovation Organization, the Organization for consumers and manufacturers. In this study, the population and the sample size equals, on the other hand census is conducted. Data collection is research-made questionnaire. The questionnaire consisted of 40 questions which have been set based on the Likert scale. A total of 150 questionnaires were distributed among the public relations practitioners, six questionnaires being deleted for distortion and only 144 questionnaires were finally assessed. Cronbach's alpha coefficient was used for reliability in this research. The obtained Alpha coefficient equal to 0.80 which shows good reliability of the questionnaire.

Results and Discussions

In this section, we test hypotheses. Thus, we will first, refer to the hypotheses and then will test and discuss each of them. This is the first hypotheses of this research indicated that there is a significant relationship between the Ministry of Industry, Mine and Trade's public relations practitioners in service training with their media literacy acquaintance. The second assumption of this research is about the relationship between the Ministry of Industry, Mine and Trade's public relations practitioners' information management with their media literacy acquaintance. In fact, in should be said that there is a significant relationship between the Ministry of Industry, Mine and Trade's public relations practitioners' information management with their media literacy acquaintance.

The following table showed the Spearman correlation coefficient between the Ministry of Industry, Mine and Trade's public relations practitioners in service training with their media literacy acquaintance.

Table No.1: Spearman correlation coefficient between in service training and familiarity with media literacy

		Empolyees' training	Media literacy
Empolyees' training	Spearman coefficient	1	0/68
	Sig.		000
	frequency	129	119
Media	Spearman	0/68	1

literacy	coefficient		
	Sig.	000	
	frequency	119	130

According to above data, we can say that between two variables, namely; in service training and media literacy acquaintance, the Spearman equal to (0.68), the significance is less than 0/01, it should be said that there is a significant and positive relationship between in service training and the familiarity with media literacy. It also should be stated that the relationship is powerful and above the average. In other words, by increasing staff training, media literacy also increases. Therefore, based on the results of the research, it should be said that the null hypothesis rejected and statistical hypothesis is confirmed.

The following table showed the Spearman correlation coefficient between the Ministry of Industry, Mine and Trade's public relations practitioners' information management with their media literacy acquaintance. In fact, in should be said that there is a significant relationship between the Ministry of Industry, Mine and Trade's PR practitioners' information management with their media literacy acquaintance.

Table No. 2: Spearman correlation coefficient between the management and staff familiar with media literacy

		Media literacy	Information Management
Media literacy	Spearman coefficient	1	0/71
	Sig.		000
	frequency	129	119
information management	Spearman coefficient	0/71	1
	Sig.	000	
	frequency	119	128

According to above data, we can say that between two variables, namely; information management and media literacy acquaintance, the Spearman equal to (0.71), the significance is less than 0/01, it should be said that there is a significant and positive relationship between information management and the familiarity with media literacy. It should be stated that the relationship is powerful and above the average. In other words, by increasing information management, media literacy also increases. Therefore, based on the results of the research, it should be said that the null hypothesis is rejected and statistical hypothesis is confirmed.

Conclusion

According to the first hypothesis, we can say that between two variables, namely; in service training and media literacy acquaintance, the Spearman equal to (0.68), the

significance is less than 0/01, it should be said that there is a significant and positive relationship between in service training and the familiarity with media literacy. It should be stated that the relationship is powerful and above the average. In other words, by increasing staff training, media literacy also increases. Therefore, based on the results of the research, it should be said that the null hypothesis rejected and statistical hypothesis is confirmed. In this regard it should be referred to the "Yeganeh Hanjanizadeh" and "Mahmoud Nankali" researchs. "Hanjanizadeh" in her study entitled "study the media literacy among the M.A communication students of Central Branch of Islamic Azad University" has come to the conclusion that the students have an average level of media literacy. So, it should be stated that they are able to process and selection the messages. However, the findings of "Mahmoud Nankali's" research also indicated that students reiterated that high availability of new technologies will lead to lower the self-censorship. Nankali, finally reiterated that these are the most important factors affected knowledge enhancing as well as media literacy skills. So from this point of view, the results are similar.

According to the second hypotheses, we can say that between two variables, namely; information management and media literacy acquaintance, the Spearman equal to (0.71), the significance is less than 0/01, it should be said that there is a significant and positive relationship between information management and the familiarity with media literacy. The relationship is powerful and above the average. In other words, by increasing information management, media literacy also increases. Therefore, based on the results of the research results, it should be said that the null hypothes is rejected and statistical hypothesis is confirmed. In this regard, we have to refer to the Somayeh Tayebi's research entitled "media literacy standards are not respected in the Islamic Republic of Iran braodcasting". It should be said that there is a relationship between media literacy and critical thinking of TV programming criteria. "Zohreh Shahroukh Oskouei's" research entitled comparative analysis of media literacy between social science and technical faculty students of Tehran University. The results of this research showed that there is a significant relationship between social science and technical faculty students in media access in production and processing. While there is not a significant relationship between TV programs selection and students attitude towards media and having critical thinking. As the result, it should be said that the results of this research indicated that they are identical with each other.

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