

Ethical and Social Media's Role in Achieving Students' Goals in Teachers' Perspective¹

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Abstract:

The purpose of this research is pathologically moral and social role of mass media in achieving the goals of the students from teachers' perspective. The population included 500 teachers of Eslamshahr city in 2013 which 217 people was selected by using stratified cluster sampling method as sample. The research instrument was questionnaire which its reliability obtained 0.94 based on Cranach's alpha coefficient. Analyzing data by using descriptive and inferential statistics showed that means of communication used by elementary school students is effective in helping to achieve goals of moral education.

Key words: elementary school, education goals, social objectives

Introduction

World's population, especially children and adolescents live and grow in it, world is completely different from a few decades ago. In not too distant past, families have greatest impact on growth, education, character formation, attitudes, beliefs and

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values of individuals and their experiences of individuals directly, face to face and were confined to their environment. But today, with great advancements in technology and media revolution that has occurred in media such as TV, satellite, Internet, mobile phones, electronic games, and plenty of alternative parents, relatives, teachers, coaches and other factors affecting education of next generation (Richard Jackson Harris, 2009).

Jean d'Ormesson renowned novelist and member of French Academy, has written two major and very important institutions that have been contributed to country's cultural development, education and television. Cultural development is not only an art but also to his overall development of mental faculties and imagination that allows each individual to a higher meaning to their lives and society in which it lives (Atkinson, Raboy, 2005). Indeed we should know that what children learn from media (Hakim Ara, 2008). They also want to know role of media ethics and social goals for children and elementary school students' mean? Although specific initiatives aimed at supporting teaching social behaviors and attitudes in our country there is TV, but not enough (Broadcasting Research Center, 2009).

In terms of age, most often between 8 and 12 years of benchmarking increases and then slowly goes down after this age, children can have their own set of ideas and opinions and more able to discern good from bad and unrealistic violence and real violence in observed films and programs (Herold, 1986 ; Crash, 2006).

Every society in accordance with their terms, culture, growth and decline has faced with variety of distractions and problems facing a damaging effect on progress of society. Understanding such factors can pave path towards prosperity and cooperation so that they also understand and act to prevent it from continuing to provide solutions to community health. For example, issue of improper use of media as it is considered

an individual problem but a social problem. On social level, leading to loss of potential energy of force and deflection (Motahari,1988).

Education alone can not do school. School officials provide a pattern while guys in media are frequently in conflict with one another pattern. There should be a contradiction of what we're taught to him and he sees something else (document fundamental transformation of Education, 2011).

One reason is that amount of variability in results of measurements that can be attributed to television content, has almost same amount which can be attributed to school and parents, and it is clear that even 5% of variability is also important (Dour, 1995).

Targeted investigation of watching TV programs and controls can lead lot of long-term goals of education and led Muslim community in positive direction and in mainstream and a healthy society. Therefore, given importance of this issue and lack of adequate study on impact of media on children's television, especially in our country,this study aims to identify role of media in social and moral purposes of education was equal to 2025 horizon perspective in addition to role of media in order to determine current status, can provide these strategies.

Background

Theoretical models of impact that their primary focus is on television, under titles such as filtering theory, cultivation theory and social learning theory is known. All three theories on Asasnd driving television content that children are exposed to it which means children watch and listen anything that TV shows, that have affected by things to be offered clearest and most convincing.Refining theory(psychological discharge) to watch content that initial psychological tendencies (eg, aggression and gender) will be considered immediately allows children to energy that is associated with desire to evacuate,

and so in later stages of action interaction with other people, less energy it will take to drain off. According to this theory, watch powerful human emotion that is displayed and will act accordingly reduced accumulation is such excitement in viewer. Cultivation theory, repeated viewings of content that reflects inevitability of a particular worldview, a worldview that leads implanted in children's programs to be viewed. Based on social learning theory, learning theory, sometimes also called an observation or theory, modeling, watching any content causes to once child's reason for recreating an environment that is deat to reproduce content (Feshbach,1955,1962; Feshbach and Singer,1971).

Use and satisfaction theory, one of the best explanations for answers to these questions will determine what reasons might be watching TV poses. According to principles of this approach to meet needs and desires of people and of course many children are excited to sit down to watch TV,yet that is pursuing goal of watching all TV programs applicable only may be for leisure or pleasure.

The survey by Greenberg (1976) in London among children 9 and adolescents 12 to 15 years old were they asked gathering titled "Why I watch TV?".

Depth analysis of these eight categories of writing reason why they watch TV and draw out reasons included: spending time, amnesia (never mind), learning about things, learning about their excitement and arousal (excitement seeking) peace issue, seeking companionship (of others) and watch as a habit.

An investigation of long distance communication, especially World War II began, and almost all aspects and areas of concern found (Rafi-Pour, 1999). Influence of mass media, from its inception, more or less was considered (King, 1975). In particular, this means generally and fundamentally influence on society have been developed for this purpose.

The Mac Kambz, (1981) "A lot of times in media that people say what they think, they are not successful, but that's to tell your audience about what they think, surprisingly successful said. »

The impact on the public, through the media, most Americans have been successful. They produce a variety of interesting applications; method is very effective, powerful impact on members of their community and other communities (through issuance of these films).

Television as one of the most powerful and influential element of time in shaping behavior, beliefs, emotions, and our individual and social relationships play a major role, positive aspect, television serves as an huge influence of short-term and long-term. TV can be channeled through community, teaching children correct and necessary, interesting and enjoyable hobby and preoccupation to establish their level of knowledge and insight to identity and personality it increased

From negative aspect, television Can be a very bad student and destructive. Several studies from 1950s in world and especially in America has shown that TV too much social patterns and individual members of a community to teach, and if these patterns are inconsistent with standards of health or belief or behavior in a society, not only in short term shaping character and behavior of individuals, especially children and teenagers, but also influence long term.

IRIB as media broadcasting institution research so far has not directly related to functions of media. As a result, need for scientific research and a variety of multimedia functions realized in amount of noise and Symast (Sadeghi, 2013). Also on subject of present study indicate that previous researc that's been done in conformity with media education goals and background of research in this regard is very limited.

However, studies performed in relation to child and media that some of results are as follows:

As televisions and children in study by Oppenheim in 1995, TV leads to more family members to stay at home, but in fact it does not connect.

Koenin, & Tomasz's research (1994) as effects of television on development, influence of variables such as TV, precocious puberty, violence and aggression, stereotyping, and news programs have been investigated as factors affecting development.

Research as' media consumption among adolescents "in 2003 by a group of Spanish researchers used to describe mass media (television, cell phones, computers, Internet and video games) among adolescents and analyze their impact on on health and development have been carried out. Results indicate that adolescents during an average of 3 hours a day during week and on weekends an average of 2.3 hours a day and are paid to watch television. Researchers of this study believe that general social care professionals, especially health care professionals should be used in health education through mass media to encourage and educate teens about sensible use of these devices will increase. They went on to add that parents should take less than two hours restriction for use of mass media for their teens to exercise and that this means that there is bedroom hinder, we also believe that teenagers need their parents about video games and Internet access and e-learning applications and to monitor its.

Hornik (1981), based on different assumptions, different researches, evaluates, and came to conclusion that weak evidence that negative effects of television on children's academic skills are, in his opinion, more research shows negative effects of television on ability and interest in reading.

Sarokhani's study (2008) entitled "Children and Media," which was commissioned by Directorate General for Research Vision indicates that overall impact of television on children's academic performance is a complex issue and requires attention to many factors, that it appears that effects of television on

children's academic skills is a function of the types of programs that are started.

Research Questions

Main objective of this research is trying to answer some following basic questions;

- 1- Is media which used by primary school children effective in achieving goals of ethics education system?
- 2- Whether means of mass communication (television) used by elementary students in achieving social goals influence education system?
- 3- Do men and women teachers' views about impact of television on aims of education are different?

Research Methodology

According to research questions, research is descriptive-survey results and because of lack of a standardized questionnaire in this regard, questionnaire instrument is used as a research tool that has two parts, first section of questions related to teachers' demographic characteristics including gender, age, teaching experience, qualification, teaching basic and second part is related to research questions

For each of topics listed in accordance with ethical objections to research questions, several question; social and educational development of Horizon Vision 2025 document prepared and then obtains validity and reliability, sample was distributed. Population consisted of 500 primary school teachers from third grade to sixth in Eslamshahr city in 2013 which 217 individuals using a stratified cluster sampling method was selected. To analyzes data of this study, 19 spss software was used in both descriptive statistics and illation. Descriptive statistics, frequency distribution, percentage, and

mean and standard deviation and inferential level, single-sample T-test for comparison between groups and T is used.

Findings

First question: Is media which used by primary school children effective in achieving goals of ethics education system?

Table 1: Mean and standard deviation of the sample

SD	Mean	Number	Kind of Goal
0.446	3.060	Moral	Social Goal

Table 2: Single-sample t test for moral purposes

Sig	Mean difference	hypothetical Mean	df	t	Kind of Goal
0.03	3.060	0.060	216	1.989	Moral
0.446					Goal

In above tables mean teachers' comments about realization of objectives of moral education system shows that mean is significantly higher than mean imaginary. It can be said that from perspective of teachers, media used by elementary school students to assist in achieving goals of ethics education system effective.

Second Question; whether means of mass communication (television) used by elementary students in achieving social goals influence education system?

Table 3: Mean and standard deviation of the sample

SD	Mean	Number	Kind of Goal
0.468	3.03	217	Social Goal

Table4. one-sample t test for social purposes

Mean difference	sig.	hypothetical Mean	df	t	Kind of Goal
0.30	0.345	3	216	0.946	Social Goal

In tables above average obtained from teachers' comments about realizing social objectives education system shows that there is no significant difference between mean hypothetical. It can be said that from perspective of teachers, media used by elementary students in education system to help achieve social goals ideally are not effective.

Third question: Do men and women teachers' views about impact of television on aims of education are different?

Table 5: Mean and SD groups and independent t-test results regarding comparison of them

Type of target	Gender	Number	Mean	SD	T	df	Sig.
Moral purpose	female	145	3.0122	0.487	-2.272	215	0.029
	male	72	3.157	0.332	-2.571	194.1	
Social goals	female	145	2.997	0.47	-1.469	215	0.731
	male	72	3.096	0.458	-1.483	145.227	

The above table shows parameters those males than females' perspective on impact of television on achieving goals of moral education is significantly different. As men of media's role in helping to achieve goals of moral education than women have mentioned. In contrast, this result is not true for social goals of education. Above table shows that results were significantly different between two groups' views on effects of television on social goals of education do not exist. In other words, role of women and men on television, goal is same .

Discussion and Conclusion

According to George Gerbner (1980) rise of mass media brought new cultural force for educational functions that can compete with school functions, although no doubt more efficient means of communication that led to formation of a strong educational system, new media is a new concept that will train a teacher and student is different (Olson, 1998). In many cases mothers complain that their children watching television is so immersed in school work be riddled into oblivion. Basic school children through TV victimization leisure is attractive because it achieves forced to perform school work, mind becomes sad face and this can cause Ashmyzaz later he provided course work (Sarokhani, 2003).

Results of this study showed that from teachers' point of view, Islamic Republic of Iran Broadcasting moral education in conformity with objectives of its programs have been successful but have not been successful in adapting to social goals. In particular, present status of women teachers, higher expectations than men about role of television has moral purpose of education. Hence it is necessary to look into objectives and functions of managers and practitioners in this field have outlets.

It should be noted that in recent years, useful and appreciated by IRIB officials to fix vulnerabilities and gaps in provision of programs for children have been conducted. Including launch of a dynamic network of foster children and other channels can all be aimed at enriching children's programs, but this was not enough, and conformity with objectives of education and training programs need to be serious reflection and review. In order to improve quality and quantity of production and coordination with state education system considering dangers and problems posed strategies and suggestions are offered below:

A) At macro level

1. Culture of importance and necessity of developing and producing programs consistent with goals of education
2. Support senior managers in making plans with targets at all levels of school education should be coordinated.
3. Designed to fit document aims to teach all fundamental transformation of education.
4. According to vision of providing education programs for children and teens.
5. Production of strong human emotions in applications that it can be displayed.

B) At level of moral purpose

1. Plan that repeated viewings of substance to be irreversible, reflecting a particular worldview and that worldview leads implanted in children as viewers.
2. Gadgets Sound and Vision with authorities responsible for provision of education and children's programs
3. Main character education programs primarily for teachers and administrators.
4. According to Iranian culture in dubbing movies, cartoons and external programs.

C) At level of social goals

1. Determine important components involved in manufacturing, supplying and manufacturing applications.
2. Revision of social programs for children.
3. Festival of children's television programs in order to achieve goals.
4. Use new and creative expressions and movements of actors in order to strengthen social goals for children.
5. Character building programs, because children feel Modeling.
6. Induction training purposes through fictional characters popular with children.
7. Prepare child is able to reproduce content-pay content.

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