

Original Article: Modeling and Behavior of Children according to Vital Role of Media



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ABSTRACT

The present study investigated the positive effects and negative consequences of children's dependence on television. Communication between individuals, which causes the transfer of concepts, thoughts and information from one person to another, is the main condition for the emergence and continuation of collective life; because the collective life of human beings has no meaning without the existence of values, norms, goals and even conflicts that arise from communication. In addition, the emergence and perpetuation of group (social) values, norms, cultural content, as well as social learning processes and at the same time social contradictions, arise only through communication. Individuals need to be aware of the goals, intentions, awareness, and thinking of others in order to be able to respond to them. Although speech is the most common way of communicating between people, it is done in different ways. It should be noted that non-verbal communication also plays a major role in communication between individuals.

Introduction

In the early nineteenth century, at the height of the industrialization of Western societies, a new type of communication emerged that differed from all forms of communication in previous eras. This type of communication is called mass communication. Due to the emergence of capitalist conditions, it became necessary to publish newspapers that were in the hands of the masses. Because it was only in the conditions of advanced capitalism [1-5]. Apart from the relationship between the production and consumption of goods, only the advanced

industrial-capitalist conditions make the necessary assumptions for the creation of mass media. Following the spread of the press, man faced the spread of radio in the early twentieth century and television after the first half of the century. In his book Knowledge without Consciousness, Franz Drogge (2017) well defines the relationship between capitalist society and the media [6].

It is only at a stage in the development of society that advanced technological possibilities have arisen and society has become so financially advanced that large investments have been made possible for mass media units, also due to the

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emergence of experts in every field and the division of labor. They and the economic conditions of the capitalist system make it possible for the mass media to emerge. But at the same time, one must also pay attention to the special socio-political conditions that prevail in capitalist societies. In these societies, public opinion is taken into consideration and democracy and legitimate rule (Weberian type) are introduced. But beyond that, the possibility of having leisure time, that is, when people do not do any activity that requires a salary and decide for themselves how to spend it, is closely related to the mass media [7-9].

The mass media have a dual character. In one hand, they are the product of the capitalist advanced production organization and are presented to the market as a commodity, and on the other hand, as a commodity, they are able to present (or sell) ideas, values, norms, attitudes, and tendencies are. It should be noted that a large part of capital and technology is used to produce mass media as a commodity. For example, in the production of newspapers, various industries are involved, from wood, paper to advanced printing presses, and this is the case about radio and television and other media. The media not only disseminates information about the country and the world, which is very necessary due to the intertwining of world events, but also members of society are dependent on the media for work, family and even the individual [10-13].

A wealth of professional information is provided to stakeholders through the media; career advancement is practically impossible without being aware of the rapid changes taking place in certain disciplines, and even formal educational institutions such as schools and universities are not able to provide all the changes in specialized occupational fields [14].

Because of this, any career advancement depends on the acquisition of information through the media. But society's dependence on the media is not limited to news and scientific information. They also need the media for their family and private lives. Today, the media provide people with a lot of useful and scientific information about how to raise children, the principles of housekeeping, general life education and the like [15].

In addition to the above issues, in societies that are constantly changing, the media disseminate new thoughts, ideas and attitudes among people in society and by emphasizing some attitudes, open the positive or negative aspects of it. It can be claimed that the media of a country cause social awareness in individuals, and without the media, the people of that community become dependent on themselves or a small circle of acquaintances to obtain any kind of information, and inevitably, to do anything, they refer to their own judgment and attitude [16-18].

Due to the existence of the media and propaganda and emphasis on information, news and social and political events, people in society become aware of the latest phenomena and public attitudes and beliefs of society change due to the existence of the media.

Because people became socially aware and liberated from self-dependence, and collective consciousness was created in them. Lazarus Sefeld (2018), in his famous article entitled "Mass Media, People's Taste, and Organized Social Action," well illustrates the function of reinforcing social norms through the media. The media, by presenting the right or wrong content, orient people and, in a way, are able to create a public way of thinking in society. Due to the presentation of the message through the media, people see their individual opinion as opposed to the social opinion (media) and in many cases change their opinion in the direction of the media message. Mass communication has taken place in specific socio-economic conditions. At the same time, how to communicate collectively or to communicate between people is completely different [19].

In a communication process between two (or more people), we find that the first person's words or actions trigger another reaction in the form of speech or behavior. It should be noted that even not showing any kind of reaction is a sign for the first person that affects the first person and creates a chain of communication between the two. Communication is usually seen as a process in which one-person (or more) tries to bring about behavioral or attitudinal changes in the person (or more people) by transmitting (usually verbal) cues. In this communication process, both people are involved and their actions and reactions directly affect each other. This is a common form

of communication between people. In a communication process, even if the sender does not change his speech against the recipient's reaction, he at least understands the recipient's reaction [20].

At the same time, communication between people is usually direct, direct, and confrontational, although in rare cases, it also uses a means of communication to communicate. The type of communication between people can also be private, between two or more people, and or public, in the form of lectures or larger gatherings. Source text requires additional translation information but communication through the mass media is always indirect; because in principle, without highly advanced technological carriers, it will not be possible to communicate collectively [21].

At the same time, this type of communication is always public, meaning that everyone (the masses) has the opportunity to use messaging. Another feature of mass communication is the speed of message transmission in a short time, in some cases even simultaneously to large masses. The provided message is consumed quickly. But there is very little feedback in a mass communication process. Our children today are born in a house where the television is on for an average of seven to eight hours a day [22].

Now, more than hearing stories from grandmothers and grandparents, it is television that tells us stories about human beings, life, and its values. Today, television, as the most popular mass media, plays a major role in education and has a direct and indirect impact on the culture and the collective psyche. The impact of the silent majority of society on television and satellite TV programs has often made third world countries face a cultural crisis [23].

Television is gaining more and more dominance over us, and we need to be concerned about the destructive effects of television programs on our children and families. This is our right and we must react. Although television is not in itself despicable, television programs have been generally harmful. In the West in one way and in the East in another way the danger of destructive and degenerate television programs is felt. Unfortunately, we raise our children with television. When we want to silence them, we turn

on the television for them or invite them to watch programs that we do not even know what they are. Unfortunately, we ourselves have become accustomed to just staring at what is being broadcast. With production, human beings need to know the world around them, and the transmission of culture and civic spirit can be done in a healthy and constructive way [24].

However, television seems to be a major obstacle to a better world, so we need to be aware of the negative effects of this magic box and take responsibility for television. Children are more likely to be on television than adults, who are exposed to other media. Researchers believe that the reason why children are interested in television is that it allows them to delve into the adventures behind their childhood lives and get to know the world and people better [25].

When our children are born, they have to do hard work, and that adaptation becomes clear, and it is up to them to prepare the children for future tasks, but when no one else helps the children to know the world, they turn to television. At the moment, parents have lost time to teach the child the vast world around them, and on the other hand, television is the most accessible window for children to the world of adults. So, television presents a different image or fantasy to the child because on television the viewer is more affected than he or she sees, and there is this concern about children growing up [26].

Statement of the problem

The results of a survey on the use of media by children and adolescents, which was recently conducted in the Research Center of the Radio and Television of the Islamic Republic of Iran, show that 99.9% of children and adolescents have access to television and this group averages 4 hours a day. They watch TV for 16 minutes. Among television networks, children and adolescents watch most of the programs of Channel 5 (44%) and TV 3 (42%). Also 52% of this group have access to radio and 32% of children and adolescents listen to Payam network. It is worth mentioning that 33% of children have access to satellite and 82% of the viewers of this group watch satellite programs on Persian language channels. 81% of children and adolescents have access to audio and video

devices such as VHS, VCD, DVD, 57% to computers and 49% to devices such as micro, PlayStation, Sega, etc [27].

In a general conclusion, it can be said that television and radio have removed the barriers between the world of children and the world of adults. This is done in three interrelated ways: first, that understanding their message does not require guidance [28].

Finally, the third is that it does not have any special ratings and divisions for its viewers. In this study, television has a more special place. Along with other electronic mass media - which have nothing to do with books and written literature - television has created a situation that is quite similar to the time before the advent of the printing press. We are all physically and biologically identical, able to see images and relate to them by hearing related phrases and sentences. The information and messages that television sends are the same for everyone. It is not a mystery, a story, or a message that remains in the veil of secrets or only reaches the hearing and opinion of a special spectator. And it goes without saying that if there is no mystery about the life and world of adults, for children and adolescents, a category called childhood or another child will not be relevant.

Criteria for predicting children's taste in television

So far, we have talked about changing taste patterns with age; age is one of the criteria that has just been mentioned. If we know that one child is 9 years old and the other is fourteen years old, we can predict that if the other factors are the same; there are certain differences in their television tastes. Age is a criterion for those differences. Some other criteria are as follows:

Gender: One of the amazing things about gender differences in taste is how quickly it manifests itself. Even among first graders, a significant number of girls like popular music programs, and a significant number of boys are interested in Western movies and adventure programs. This pattern is maintained for most of the school years. Girls prefer romantic programs such as popular music or family roles (such as situational comedies); boys prefer adventurous and exciting male programs. In general, it seems

that girls tend to play adolescent and adult roles earlier than boys. Boys are still watching cartoons and other teen-themed shows while girls are shopping for the day-to-day songs and expressing their feelings for the famous Dick Clark singers.

Interest in popular music develops about two years later or even later. In general, it seems that girls soon turn to programs that relate to their future responsibilities in adolescence and adulthood. Boys, on the other hand, maintain a boyish taste for adventurous, thrilling, and tumultuous programs until adolescence, and a few years later girls become interested in popular music.

Mental Ability: Smarter kids usually test everything sooner than other kids [29].

Family: During the first decade of a child's age, his tastes are mainly influenced by the family. Parents themselves choose the books they read to their children. The role model of a child is his parents or older siblings. The things he reads most easily are the things his parents brought home. He quickly learns the social norms of the family. As mentioned earlier, the moral norm of the middle-class worker works to watch less television and to be more inclined to real, non-entertainment and self-improvement programs if the hedonistic ethic of the working class works in order to watch more television and share more imaginative and entertaining programs. For example, a family interested in reading is likely to have a child who reads a lot, and a non-reading family with a high level of television viewing is likely to raise a child within the same pattern. There is also reason to believe that the family has a greater influence on pre-adolescent taste. When a child reaches adolescence, he or she is more likely to disobey his or her parents' advice, experiment, and tries to discover his or her identity and personality. At the same time, he is more influenced by his peer group, and his media habits are likely to resemble those of the teenagers he admires or what he thinks is the overall role of a teenager [30].

How to learn from TV

As mentioned, most of the child's learning from television is accidental. What is meant here is the form of learning that takes place while watching television for the purpose of entertainment, and

the viewer learns the material or information on his own without seeking information. In practice, the child always uses the TV for entertainment. Undoubtedly, the child becomes acquainted with the mass media as entertainment venues to tell him stories, make him laugh, or show his favorite performer or actor. Targeted access to the media for useful information is something that is mostly taught in schools, and children turn to print media more than audio and video media for this purpose. It is learned and most likely confined to a small number of children who, according to the previous chapter, are active seekers of reality.

These are the people who go to the television to watch a press conference or watch a training program on how to do something. However, the number of such people in the early years of education is very small. Of the 111 programs that were so popular with San Francisco elementary school children willing to watch them regularly, only four had content that was more informative than entertaining, depending on the purpose of the program.

The level of intelligence and behavior of the child in relation to television programs

Intelligence, along with personal relationships and social norms and, of course, age and gender, is one of the main pillars of the structure of child patterns in the use of television. If we examine children's behavior in relation to television in terms of their mental abilities, we encounter a very specific pattern of behavior.

The main and important part of this model is its very significant turning point, which is usually between the ages of ten and thirteen, in which children with intelligence and less intelligence play their role in relation to the use of television to some extent. Intelligent children typically start each task earlier than the others. They usually start watching TV earlier.

They start looking at picture magazines earlier and learn to read sooner. In the early years of school, students are more likely to be smarter than other viewers of television tablet propaganda. At one school, a group of fourth- and fifth-graders were studied, who had come together because of their high intelligence to attend special classes. These children were very interesting. They were

very interested in the study of atomic physics, identifying the various shells of the atom and examining the periodic table of weights. Their mathematics was so strong that it was beyond the ability of many high school and college students.

They studied greedily. They were expected to have a great deal of scientific curiosity and a lot of studying to reduce the time spent watching television. On the contrary, the amount of time they spent watching television was relatively equal to the amount of time they spent studying. It seemed that their energy was not enough for mental and intellectual work. They did more than anything else, more TV, more cinema, more study, more dialogue and more research.

The effects of television on children

In the large metropolitan area where the television programming was reviewed, five major stations produced the programming. Of these, three stations were in charge of the main network, the fourth was an independent station broadcasting a number of pre-made programs and films, and the fifth was a non-commercial and training station with national television programs and a radio station. It also broadcasts local production programs. Some homes in this metropolitan area offered several other stations, especially if their antennas provided these stations with a relatively small number of programs on hours 4 to 9 days a week that had not previously been provided by 5 metropolitan stations. It was found commercially. An adult who watched such television programs could be given the right to sometimes imagine that he or she was back in his or her youth and watching movies that he or she used to watch. Cartoons with happy music filled 18% of children's hours.

The other 5 percent is filled with old hit movies, 10.5 percent with feature films, 13 percent with westerns, 11 percent with detective stories or other fictional programs, and the other 2 percent with films from other lands. They made up the plans. Many of them appeared in cinemas for the first time, and most of the rest (for example, Westerns) were from the direct generation of cinematic films. If we were to estimate the amount of real-time programming in the 100 hours of commercial television, we would call "kids' hours," 15 percent would be a high and generous

estimate. More than half of this time was news that had a small audience among children, so it can be said that this rate was actually about 7%, which is seven hours out of 100 hours. After all, even these seven hours are a testament to the fact that children can gain some wonderful experiences of reality if they know where to look.

For example, during the study week, they could hear Beethoven Symphony No. 9 performed by the Philadelphia Orchestra at the United Nations. They could hear the political debate between Senator Javitz and Senator Church. They could see a program about human metabolism and watch a short sequence of measuring a whale's heartbeat, and they could travel to Iceland, Peru, and Rocky Canada with a camera. They could have seen shocking images from the early days of a major American city and a documented report on financial and government issues. Of course, in order to see these images, they had to choose them from a large number of fantasy programs, but there were for them anyway. There was a lot of humor and a lot of interesting romantic issues, it was extremely violent, and the shooting and boxing scenes were constantly following each other endlessly. More than half of the 100 hours were devoted to programs in which violence played an important role [31].

Impact pattern-child

We talked about television. Now, who is a child? A child is a young animal that learns to be human. Then he will become a young person who is socialized by his elders so that he can have a place among them. The child is a clean tablet at the beginning; it is written with experience on it and it has a great ability to learn for several years, but it is not always determined by how it works in school. It changes at a rate in childhood that will never change at a later rate. While he has just taken on the role of a child, he realizes that he is no longer a child and finds himself forced to play the role of a lover or before starting work. Today, he looks at the opposite sex with a contemptuous look and tomorrow he sighs like a lover. In the process of these changes, he goes through serious social experiences. He feels insecure in many moments. He is disciplined by his family and pressured by his peer group. It may be rejected by some reference groups. From being in the center of the

family group, it is necessary to find a place among the groups in which it no longer has a central role and must find its way.

It is not always easy to walk with a child. Recall Edgar Zeus Friedenberg (2019) 's description of a teenager: "Teenagers are not even the best of them, not even the slightest bit of the best, restless lover of the profession and affectionate, unstable, emotional, moody and grumpy and angry they are honest." They react like crazy cheetahs, and if you take them lightly and rely on your own goodness more than your skill, love, and empathy, they are as harmless as a cheetah can be.

"Generally speaking, our culture is afraid of them." As a result, the child is a creature that needs help to find its way. However, he can always be pushed forward along the way. He needs to be told a lot of truths and given the opportunity to talk about fears, suspicions and undercurrents. He needs to feel belonging, to feel valued. In times of trauma and distress, there is a great need for comfort and consolation. But a child who turns to television to meet some of these needs is by no means naive and ignorant. He has been exposed to persistent and intense influences and education in his family.

If he is big enough to spend a lot of time outside the home, he will gain an unlimited amount of knowledge, values and skills from his peers. He has learned both formally and informally from school and perhaps from church, and throughout his life, though usually unaware of it, he has been inspired by the norms of his culture that have shaped his habits and values. There are significant differences between children and those who watch television. They are not only different in terms of values and standards, but also in terms of the years of experience they have gone through and the physiological basis of their needs and abilities.

Their choice of television and what they provide with the program fully reflects these differences. In this case, as in many others, the contexts and needs of children determine their use of television and, consequently, its impact. It is not necessary to refer to a group of disturbed children to find such differences. There is a clear difference between what a child with an IQ of 135 uses of television and what a child with an IQ of 95 makes. There is a stark difference between the way

a young person who has strongly embraced the norm of middle-class self-improvement is treated by a person who has not achieved these norms, and who, as we have seen, has good friends and playmates, and a child who has friends and he does not have good teammates; he uses TV fantasies in a completely different way. Violent programs not only have a negative impact on children in the short term, but also on their beliefs and values. What does the power of star show and fictional movie heroes teach children?

Negative consequences of television

Instead of having a positive impact on people, especially children, the media can have negative functions and consequences. Television, especially regarding those who do not know enough about television and its programs, will sacrifice the spread of violence and excitement, as well as the superficiality of those who do not pay critical and conscious attention to television and its programs, exposing them to serious social harm. That is why the major group that is being trampled on is our children today. Given that television has now become the national storyteller, counselor, teacher and parent of children, parents should tell their children and explain to them that television is not a reliable source of knowledge about the outside world, and that other entertainment should be provided so that children can watch less television.

Fathers, mothers and the school should help children as much as possible and try to reduce the negative effects of television on the lives of children and adolescents. "Unfortunately, many parents are unaware of or do not believe in the negative aspects of television, and now it seems that parental control over their children is more about the length of time they watch television, and they are less sensitive to the type of television programs in 2018." Children trust their eyes, so what they see on TV is trustworthy, but the school must teach children how to use television. Ask children to discuss and critique television programs, and finally teach children to criticize by watching. And think about the information, but unfortunately the children watch whatever they want without knowing the effects, and with this bombardment, destructive problems are created for the children of the families and the society.

Television is imposed by superficiality by resorting to mythical stories, by superficially addressing stardom, and by heartbreaking and subverting popular discourse within a superficial society. Today, television has become an uncontrollable power. By the same token, a very serious television language has always been on the way to immature people or students.

How to avoid and reduce the risks that children

There are three ways to protect children on the Internet: training, monitoring, and computer filtering software. It is the most important method of education. In this way, you talk to your children about their do's and don'ts and their reasons. In this case, your children are safe from the dangers of the Internet if they access the Internet in places other than home or even without the use of filtering software installed. Supervision allows you to take care of your children while using the Internet. By controlling them when using the Internet, you can protect them from potential dangers. Software programs, also called applications or tools, reduce the potential dangers that threaten children. There are five types of software you can use: firewall and authentication software, website filtering software, email filtering and antivirus software.

Conclusion

According to what stated earlier, mass media, especially television, have been so influential in the lives of our children that it is sometimes felt that television is referred to as a member of families. These media can also exert the positive and negative effects of the media on the lives and bodies of our children. Instead of having a positive impact on people, especially children, the media can have negative functions and consequences. That is why the major group that is being trampled on is our children today. Given that television has now become the national storyteller, counselor, teacher and parent of children, parents should tell their children and explain to them that television is not a reliable source of knowledge about the outside world, and that other entertainment should be provided so that children can watch less television. Fathers, mothers and the school should help children as much as possible and try to reduce the negative effects of television on the lives of children and adolescents. "Unfortunately, many

parents are unaware of or do not believe in the negative aspects of television, and now it seems that parental control over their children is more about the length of time they watch television, and they are less sensitive to the type of television programs". Television is imposed by superficiality by resorting to mythical stories, by exaggerating by becoming a star, and by turning the hearts and showing up of popular dialogues into a superficial society. Today, television has become an uncontrollable power, so by the same definition, always a very serious language from the field of television has been and is on the way to immature people or students.

Unfortunately, television takes away from us the time we need to take advantage of that opportunity to know the world and find our place. So, if you want to relax and if you want to live, turn off the TV overnight; otherwise, the TV will both spend your time and impose its content on you. Making real programs with indigenous cultural and religious concepts on domestic television can fill the void left by the children's fantasy crisis created by watching foreign cartoons and movies.

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