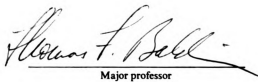This is to certify that the

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FOR PROGRAM POLICY FORMULATION

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ASSESSMENT OF COMMUNITY NEEDS:
A PARADIGM FOR PROGRAM POLICY FORMULATION

By

Cyrus Tehrani

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ABSTRACT

ASSESSMENT OF COMMUNITY NEEDS:
A PARADIGM FOR PROGRAM POLICY FORMULATION

By

Cyrus Tehrani

This is a study of the needs and interests of the public and community leaders (elite) in the City of Kerman, Iran modeled after the United States Federal Communications Commission's ascertainment of community needs procedure. The object was to determine the productivity of such a procedure for use in broadcasting programming in a country where the government controls broadcasting and the broadcasters could be somewhat "removed" from audience and community leader opinions and needs.

A sample of the general public and a group of community leaders in Kerman were asked to prioritize

basic community needs and programming preferences.   The management personnel for the Kerman broadcasting service also responded to the questionnaire.   If the broadcasters were to differ significantly from either of the two other groups it would be good evidence that they were either not aware of needs and interests or were not responding to them.

The results indicated that the elite have a tendency to be closer to the public and the local needs and share with the public in areas of local concern while the broadcasters differ on many issues with both the elite and the public.

The needs assessment technique employed in this study, with some modifications, could be very useful to broadcasters in helping them in program planning and establishing a dialogue between the people and the polity.   More generally the procedure can be used to help define the role and the mission of the mass media as a social institution in a developing society.

ACKNOWLEDGMENTS

PREFACE

Broadcasting systems to every country usually tend to refect the political, economic, social, cultural and even geographical conditions of that country.[1] Every nation, based on its social and political structure and economic system, adopts a unique policy of managing its broadcasting system. In general, however, one finds that the options available will fall somewhere within the area of a triangle made by following pure conditions:[2]

1. Public control
2. Political control
3. Commercial control
4. Combin

These conditions are illustrated below:

PUBLIC CONTROL
(cultural, informational programming)

BBC _____ o

o _____ PBS

British overall _____ x

U.S. overall _____ x   x _____ Soviet overall

x _____ Chinese overall

U.S. Commercial _____ o
Stations

COMMERCIAL CONTROL
(entertainment, sales)

POLITICAL CONTROL
(indoctrination)
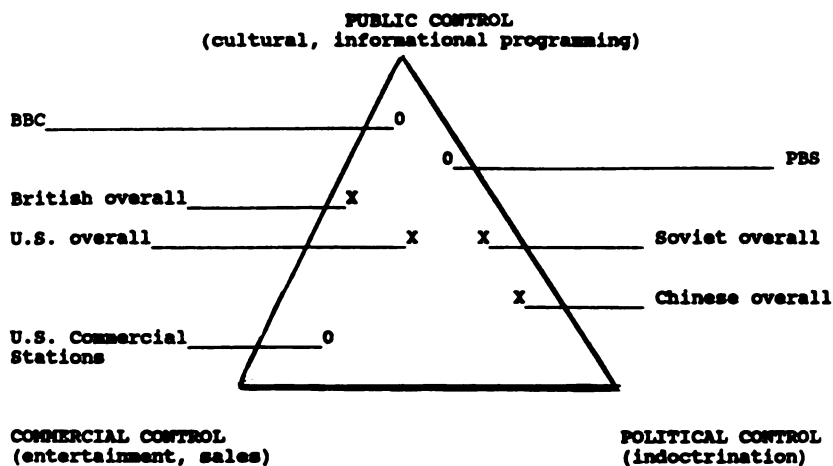
This typology is one of the most simple representations of available choices among the options. Siebert, Peterson and Schramm offer a different type of media system. They view the world communication system as operating, more or less under four major theories and they label them as the following:[3]

1. Soviet Communist
2. Libertarian
3. Social Responsibility
4. Authoritarian

This classification, however, fails to differentiate alternatives and varieties that are available in each category. Paulau offers a more comprehensive classification of broadcasting systems. He offers the following typology.[4]

Type	Control of Media	Representative Countries
State-Operated	Operated by government ministry, department, or administrative agency	Most communist countries
Public corporation	Operated autonomously under state charter	Britain (BBC, ITA), France, West Germany, Neterlands
Public interest partnership	Operated by legally private corporations with state stock interests	Italy, Sweden, Switzerland
Private enterprise	Operated by private corporations with weak government regulation	United States, Japan's private stations, Luxembourg

In all above mentioned categories, and regardless of their structure within any society and means of financing, one of the expected function of mass media is to serve as an important link between government and public at large. It is, therefore, imperative for them to become more responsive to needs and drives of the public served. In an idealized communication system one can, therefore, assume that one of the important variables in program policy formulation is the extent to which the publics' needs, requirements and expectations are being continuously conveyed to the communicators via adequate, reliable channels. In this case the measure of efficiency and efficacy of the system is highly related to the extent to which it reponds to community needs.

There is some skepticism as to the role of public broadcasting and its purported impartialities. Those who hold this skeptical view argue that since, in many nations, public broadcasting is financed by the national treasury, public broadcasting must consequently be subserviant to the executive branch of government. It is not necessarily so, however. Judges and parliamentarians are also being paid by the national treasury. The independence and impartiality of publicly supported broadcasting systems is directly related to its structural position within the systems of government

and the characteristics of the personnel recruited to manage it. It is based on the assumptions that the survival and credibility of publicly supported broadcasting systems depend primarily on how adequately they do serve national and local objectives and address national and local needs. This is in contrast to private broadcasting systems where the primary objective is to maximize profit and satisfy stockholders. In attempting to reach maximum profit the programming strategy, a private system seeks to maximize the audience and this increases its program rating. To achieve such maximization, most commercial broadcasting systems adopt the so-called "lowest common demoninator" approach. The alternative is massive subsidization as in the most outstanding public systems. Ithiel de sola Pools suggests that producing "top quality mass programming takes an amount of capital, a collection of specialized personnel, and production expertise that is found only in such great organizations and centers as Hollywood, NHK, NIRT, BBC, etc."PT5PT (See Appendix A for a brief introduction to NIRT.)

In contrast to a commercial system, when a broadcasting system is public and independent, such as the B.B.C. in England; the N.H.K. in Japan and the S.R. in Sweden, then its main objective is to satisfy the

dual demands of independence and responsibility in servicing the general public.

The purpose of this study was to conduct a survey in an Iranian environment for identifying community needs. The objective was to see whether the finding of this research could be used as an input for program policy formulation and the outcome would be conveyed to the public as programs which would address their expectations and legitimate needs. In the following chapters theoretical background, research methology, research findings, and some recommendations are being offered.

While the purpose of the research was an attempt to pursue well intentioned objectives, for an institution of good reputation. Under new circumstances that institution, the NIRT, no longer exits!

NOTES

[1] Alan Wells (ed.). <u>Mass</u> <u>Communication:</u> <u>A</u> <u>World</u> <u>View.</u> (Palo Alto, California: National Press Book, 1974), p.3.

[2] Ibid., p. 5.

[3] Fred S. Siebert, T. Peterson, W. Schramm. <u>Four</u> <u>Theories</u> <u>of</u> <u>the</u> <u>Press</u>. (Urbana, Illinois: University of Illinois Press, 1956), p. 6

[4] Burton Paulau. <u>Radio</u> <u>and</u> <u>Television</u> <u>Broadcasting</u> <u>on</u> <u>the</u> <u>European</u> <u>Continent</u>. (Minneapolis: University of Minnesota Press, 1967), pp. 51-76.

[5] Ithiel de sola Pool. "The Changing Flow of Television," <u>Journal</u> <u>of</u> <u>Communication</u>, Vol. 27, No. 2 (Spring 1977), p. 148.

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CHAPTER I

PROBLEM STATEMENT AND STUDY DELINEATION

<u>Introduction</u>

According to William Harley, the survival of broadcasting systems in the future depends on their gaining the means by which to better determine audiences and what kinds of programs will best meet audience needs.[1] In the past, however, the emphasis in mass media research has not been such an identification process. Rather, researchers have tended to focus on the social effects and persuasion elements involved in the use of mass media, or, in a more general sense, on a unidirectional model in which the broadcaster is identified as a disseminator of information and the main actor in the generation of ideas and innovation without interaction with his environment.

It is ironic that the public-at-large as a part of the mass media audience system has accepted the passive

role of being at the receiving end of the media message
and of not being directly involved as a determining
element in program policy formulations.   Even today, to
the public the broadcast media remains more or less
within the confines of what Herbert Hoover described as
an object of entertainment of the curious.[2]   This same
conception can be traced to early studies of the
broadcast media conducted by pioneering scholars such
as Paul Lazarfeld, Harold Lasswell and Carl Hovland,
studies which are primarily focused on broadcasting in
terms of social effect and political persuasion.   These
studies became a frame of reference and a model for
younger generations of social scientists to follows.
Their   patterns   of thought and   basic   postulates,
dominating the field of mass communication for three
decades,   retained   as a focus   the   predominantly
Lasswellian definition of the media process as
comprising "who says what, through what channels of
communication, to whom, with what result."[3]

A   review   of these studies reveals that   most
considered how different categories of audience react to
varying program types.   As a result much is known about
the audience and its reaction, but little is known about
how media receive their initial cues from the public.[4]
What has been utterly ignored since 1948 is one of

Lasswell's main propositions which strongly suggests that an important function of the mass media lies in their ability to survey the public in order to gather information on such cues--one social norms, roles and problems.[5]

The Problem

The Predominant Paradigm

Recent studies by Burns,[6] Tuchman,[7] Elliot[8] and other scholars have revealed that broadcasters, like any other social group, tend to be involved in their own particular milieu and dimly perceive the multifarious needs of their audiences. Indeed Tom Burns suggests that interviews with 200 producers in 1963 indicated that there was but a very minute interest in the audience, that professionalism in broadcasting led to an ever-increasing reliance on peer judgement, rather than the approval of the clients.[9] Yet this tendency, according to Burns, is in contrast to the general proposition that there should be "a code in behaviour where the first consideration is the need of the client and the quality of the work."[10]

Such a code appears to be lacking. Indeed, though in many parts of the world phrases such as "public interest, necessity and convenience" are used as

statements of objectives to be met by the broadcaster, most of these mottoes remain superficial. Thus, Halloran states that despite the fact that "many decisions in media policy are made in the name of 'the public good' and 'the national interest,'" it is significant to ask, "what do these terms really mean, and who decides what is good?"[11]

It might be valuable at this point to draw a distinction between private commercial broadcasting and publicly-supported broadcasting. With the former, the primary objective is to maximize profit and satisfy stockholders. In attempting to achieve the greatest profit, the programming strategy of a private system seeks to maximize its audience and this increases program ratings.

To achieve such maximization, most commercial broadcasting systems adopt to the so-called "lowest common denominator" approach which, according to Owen, means "any program that will be watched by a number of different viewer groups, i.e., the program is common to more than one group of viewers."[12] When a system is not bound by simultaneous appraisal and rating as a standard, nor constrained by other limitations, then one can concede the validity of DeSola Pool's suggestion that producing "top quality mass programming takes an

amount of capital, a collection of specialized personnel, and production expertise that is found only in such great organizations and centers as Hollywood, NHK, NIRT, BBC, etc."[13] (See Appendix A for a brief introduction to NIRT, the National Iranian Radio/Television System.)

In contrast to a commercial system, a public and independent broadcasting system, such as BBC in England, NHK in Japan and SR in Sweden, has as its main objective the satisfaction of the dual demands of independence and responsibility in servicing the general public. In light of these two factors, it is evident that public broadcasting institutions must examine their operating capabilities and constraints in order to formulate rational, easily achieved objectives. These capabilities and constraints comprise human, economic and technical resources, as well as socio-political milieu and geopolitical location. In addition to these elements, audience characteristics also play an important role in formulating program policies. It is within the framework (or these operating conditions) that broadcasters must simultaneously match constraints with capabilities in fulfilling objectives.

In fact, NHK in Japan has gone as far as producing a Linear Programming Model based on qualification of all

means of production and dissemination.[14] Operations
research experts at NHK were able to construct a
mathematical model composed of sets of linear equations
of capabilities and constraints to solve for variables
that would satisfy an objective function. Although this
optimization model was a pioneering approach to
broadcasting planning and programming, it was still a
purely experimental model and never went beyond that;
even now NHK is relying on established methods.

While most public broadcasting systems claim that
they are fundamentally different from private
broadcasting, their operational policies and program
production and, especially their evaluation systems are
still basically those of commercial broadcasting. Prior
to March 11, 1976 on which day the FCC adopted a _Report
and Order_[15] for noncommercial broadcasting systems to
ascertain community problems, needs and interests, most
of the public broadcasting systems were falling into the
familiar trap of accepting audience rating as a measure
of performance. In fact there are virtually no documents
to indicate that there have been, in any of the public
broadcasting systems, any attempts at identifying
community needs and the actual state of audience
expectation.

Studies conducted by scholars in this field have dealt primarily with political, behavioral, and attitude change (Berelson et al., 1954;[16] Lang, 1962;[17] W. Philips Davidson, 1959;[18] Carol Hovland, 1959;[19] J. Klapper, 1960;[20]), or with social behavior and the effects of violence (L. Berkowitz, 1962;[21] Albert Siegel, 1969[22]) and, recently, with gratifications mass media (Blumer and Katz, 1974[23]). Further, the general paradigm forming the basis of these studies has been "a model of one-way influence: the communicator does something to the audience."[24] In fact, Bauer states that out of these traditional studies evolves Lasswell's formulation of the process of communication cited previously that is the most familiar one to date: "who says what, through what channels (medium) of communication, to whom (with) what results."[25] To Bauer this formulation "has one monumental built-in assumption: that the initiative is exclusively with the communicator, the effect being exclusively on the audience."[26]

The gross derelication thus far, then, is that no effect has been made to learn about and understand the media decision-maker and to discover whether or not there is a link between audience and mass media (receiver-source). There is only one study available

conducted by J. David Lewis as "an attempt(s) to identify the factors used by several hundred program directors and other programmers in making their decision."[27]

The Divergent View

Katz suggests that in order for broadcasting to meet its required objective "as a profession (it) has the obligation to diagnose the needs of its clients as part of the process of prescribing."[28] Further, Charles Curran, Director of the BBC, indicates that the broadcaster's responsibility is to "obey the command of the public."[29] The genuine role of the broadcasting organization in the future, then, will be to serve people's needs by methodologically identifying them and professionally translating them into program content. Broadcasters should thus give consideration to public issues and translate them into their on-the-air programs (output).

According the Richard Moore, in order to meet its future mandate, the broadcasting system has to "redefine itself as a service enterprise...I mean, a system composed of institutions that continually determine how best to serve the entire audience."[30] And recent incorporation of a systematic framework into current

studies of the broadcasting system offers a promising alternative to the classical studies in meeting this goal. Through a systematic approach the entire broadcasting system could be placed within a set of boundaries that would encompass environmental input, i.e., audience needs and community issues, as part of the general framework of study. In other words, instead of examining the output (the program) and its impact, one can reverse the process by identifying environmental input as a determining element in program policy formulation. Then, comparison of broadcast programs with this public input would provide an adequate measure of the extent to which the system is functioning in the right way.

Sharkansky maintains that "mass media could be used to serve as a transmission belt between people and policy."[31]

For example, in May 1968, the Columbia Broadcasting System (CBS) in the United States broadcasted a program called "Hunger in America" which illustrated the dreadful condition of starving children and the shortcomings of welfare programs. As a result of this broadcast, the federal government and a subcommittee in the U.S. Senate, with the late Robert Kennedy as a member, considered the entire hunger issue, and the

government launched several dramatic measures to provide
food and other necessities to the poor.[32] This example
alone indicates that when electronic media potential and
capabilities are fully used, a better society can
result. Thus, though unfortunately there is no record
of what input stimulated CBS to engage its resources in
producing a program on hunger, it is clear that the
impact of the program, at least for a while, shook the
entire political and administrative machinery of the
United State government.

In the United States both the Radio Act of 1927 and
the Communication Act of 1934 require that broadcast
licensees must operate "in the public interest,
convenience, and necessity," though Thomas Baldwin
maintains that "it never has been easy for the FCC to
enforce or even to define this generalized standard."[33]
Nevertheless, the FCC since 1948 has made several
attempts to provide guidelines for broadcasters to
follow so that their overall performance could be
evaluated at license renewal time. These attempts
include the 1945 Blue Book, produced with the assistance
of Professor Siegman of Harvard University, and later,
in 1960, the programming policy statements and, finally,
in 1968, the statements of procedures for ascertainment
of community needs. While there are several studies

that indicate certain shortcomings in these procedures,[34] one can generally agree with Baldwin's conclusion that "the procedure, when followed conscientiously according to the instructions, does identify needs which can be, and are, translated into programming."[35]

In general, ascertainment of community needs is a process by which broadcast stations are required to become aware of their community's needs and problems. It offers an opportunity to local managers to know actually what goes on in their community. In a handbook prepared by Thomas Baldwin and Bradley Greenberg for the Public Broadcasting System, a step-by-step ascertainment procedure is provided. According to the authors:

> The ascertainment of the public, as outlined in this handbook, will inform the station as to the priorities of the public with regard to local and non-local problems. What problems do the public judge as most important and least important. Out of this may come station programming decisions designed to make the public aware of the new problem areas, and/or to maintain their level of informedness about continuing problems.[36]

In addition to the public survey, ascertainment of community leaders offers a number of benefits among which, Baldwin and Greenberg maintain,

> A significant one will be a very comprehensive
> list of human resources for the station.
> Second will be periodic, systematic and
> continuing information from these resource
> people as to their identification and
> description of the dimensions of the community
> problems and interests. Matching this
> information against the problem priorities
> obtained from the public is designed to
> provide a more wholistic picture of the
> community.37

Background of the Study

A theoretical framework within which linkages between audience and broadcaster could be tested rests, according to Defleur and Ball-Rokeach, on a basic assumption that: "A promising approach to understanding the relationship between mass media content and public taste...is provided by viewing the media as social systems that operate within a specific external system."[38] Based on the principles of the systematic approach to the analysis of mass media, it is possible, then, these researchers maintain, to describe the correlations between components of the system and "to identify patterns of action exhibited by individuals in a sub-group who relate themselves to one another in such a system."[39]

Although the analysis of mass media as a social system may appear to be an abstraction, one must

consider that it is a kind of abstraction that is not far removed from the observable and empirically verifiable. Clearly, the social systems approach facilitates an understanding of the operating principles within the system itself and an examination of its fundamental components which, as Cadwallader suggests, "can be analyzed, in cybernetic terms, as feedback mechanisms, input receptors, information channels, memory components, decision-making facilities and effectors."[40]

Based on these social systems concepts, then, one can use Walter Buckley's famous paradigm that a social system, as an open system capable of interacting with its own environment, brings multiformity into its own organization for the purpose of self-stabilization and self-organization, a capacity which he labels a complex adoptive system.[41] In fact it is through such complex adoptive capability that the mass media have survived and can survive and grow in the future. This argument could be extended further to include the point that if it is possible for the system to be adoptive, then it must have had some link with its environment, a link that contributes to the existing impedence match between the two.

Based on social system concepts, then, numerous models could be adopted to demonstrate the functional role and position of mass media within a society. Among these models is the dynamic response model of David Easton, by which he demonstrates the "exchange and transactional" behavior among the members within environmental systems that cross the boundaries of subsystems (Figure 1).[42] This exchange and transaction model refers to a kind of mutually beneficial relationship, and it emphasizes the movement of an effect in one direction, simply across the boundary of one system to another.[43]

The cultural sociodynamic model of Abraham Moles demonstrates the dynamics of each subsystem in its own terms and interactions (Figure 2). The black box labelled "socio-cultural inventory plus historical images and memories," according to him

> is the inventory that mass media receive of their form and message conflict. The media in turn relay their messages to the audience in the form of programs. (The creation of a mass culture often insures the impact of the media.) However, one segment of the audience, labelled here as "creators" is also producing new ideas and products. The intelligentsia (or general cultural elite) then discriminate between which is discarded or retained for incorporation in the socio-cultural inventory.[44]

Moles' model fails to demonstrate linkages between the elements of the model; nor is it clear under what
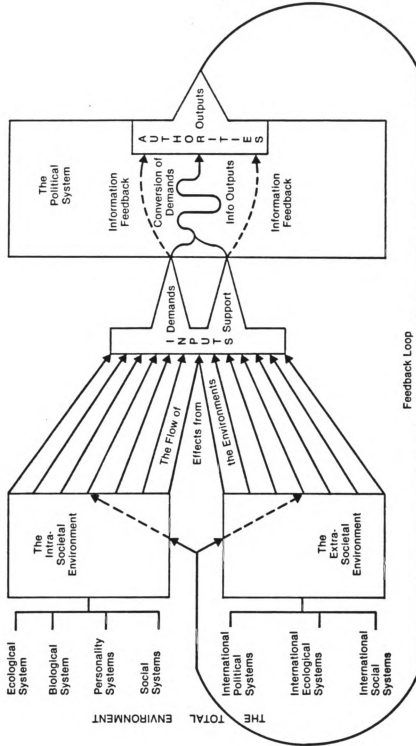
Figure 1. A dynamic response model of a political system.

Source: David Easton, A Framework for Political Analysis (Englewood Cliffs, N.J.: Prentice-Hall, 1965), p. 110.
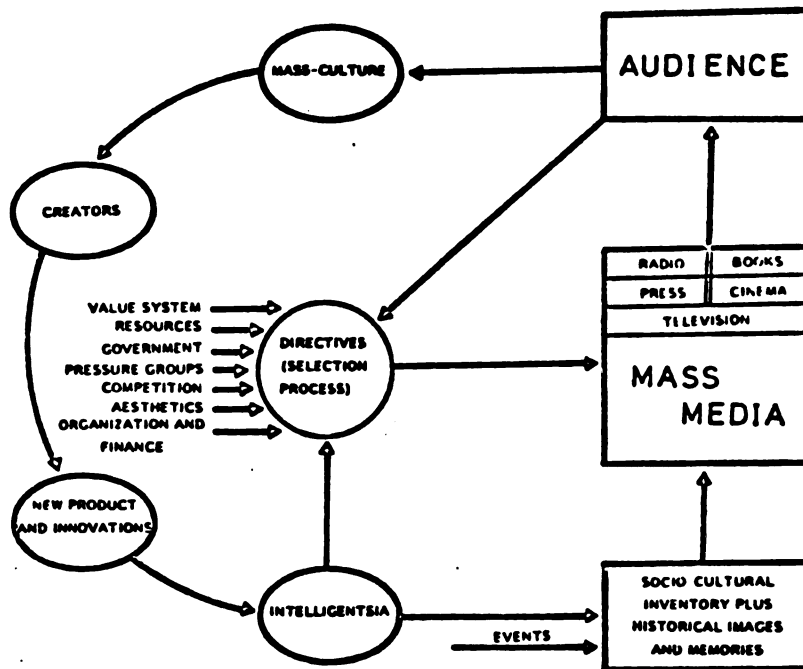
Figure 2. The multi-step flow of mass communication system.

Source: Abraham Moles, Sociodynamique de la culture (Paris: Mouton, 1967), p. 30.

circumstances interaction takes place. In fact, what has been neglected in most of the models presented so far is a proposition for systematic understanding of audience linkage to the producers.

From what has been said up to this point, it is clear that the mass media do not operate in a vacuum. However, their feedback links are not clear and appear to encompass several sources, including audience surveys and program rating systems. According to Lasslo, "In as much as the processes are adoptive, they result in a cognitive organization which maps the relevant states of the environment with increasing precision and range of prediction...by providing correlations between inputs from and to the environment in more instances and with more precision."[45]

Although Moles' model illustrates a total interactive system within which each element has a prescribed role, at the center of these systems stands the human individual with all his complexity, ambiguity and manifold potentialities. All we know about this central element of the social system is that he behaves not only in terms of certain instinctional impulses, but also in terms of "certain images"[46] which are the constructs of his cultural conditions and his unique process of creativity. To Boulding, "the images not

only makes society but society continually remakes the image...the basic bond of any society, culture, subsculture, or organization is a "public image" that is, an image the essential characteristics of which are shared by the individuals participating in the group."[47] Therefore, as Boulding also points out, any living system, of which the mass media is an example, in order to function successfully, <u>structures or forms an "image" of aspects of its environment which are relevant to whatever goals it might pursue.</u>[48]

Weaver and Ness suggest that through fan mail, surveys, public opinion polls, and audience measurement there are very real, though delayed, reactions which can be observed and used by the communicator, particularly if the communication is prolonged over a period of weeks or months. But most important in radio and television communication is "feedback," or self-stimulation, which takes place within the mind of the communicator. What the communicator actually is doing is listening to himself as he imagines that the unseen audience is listening to him. He reacts to his own message as he pictures the "others" reacting to him. Then he governs himself in accordance with what he thinks is taking place in the minds of these communicatees.[49]

These hypotheses are valid in the United States and the United Kingdom as well as in other countries that are more or less in the same category with regard to modernization. But in most developing countries there is a great gap between the producer-creator and his audience members who reside in villages, in rural areas or in provincial cities. His education, social contacts, social circles, cultural expectations, political inclinations and religious beliefs are far removed from those of most of his audience, a situation which suggests that in order to bridge the gap between producer or creator and his audience a systematic method is needed. <u>Assessment of community needs may well serve to do just that.</u>

The above discussion suggests that the conception of mass media as a complex adoptive system that interacts with its environment is not well known and understood. The nature of this interaction, which is not mechanistic nor organic, is that of an open system that has the ability to reorganize itself into new coherent and meaningful patterns of activity. As we know, machines wear out, organisms age, but social systems change indefinitely into new structures of meaning and group interactions. This characteristic of any given system may in turn rest on the specific

properties of its members, "their capacity for readjustment to new configurations, with renewed complementarily and sustained or renewed communication."[50]

To this author the appropriate model for a public broadcasting system would conform to the pattern as demonstrated in the accompanying chart (Figure 3). Based on this model, the source of the message is the people, the members of the community whom the broadcasting system serves. Also according to this model, community demands, consisting of needs and wants accompanied by national goals and objectives, would be sought out prior to program planning through a periodic assessment of community needs. Two main sources of public and corporate information would give local managers and producers tangible guidelines for programming policy. Local managers, in the light of such information linking the system to its clients and to its corporate level broadcasters, could then simultaneously match expectations with capabilities and constraints to determine feasibility parameters for the selection of program content and style directly related to and in harmony with the environment.

Whatever the outcome of this model, one can be sure that the programs would be highly correlated to
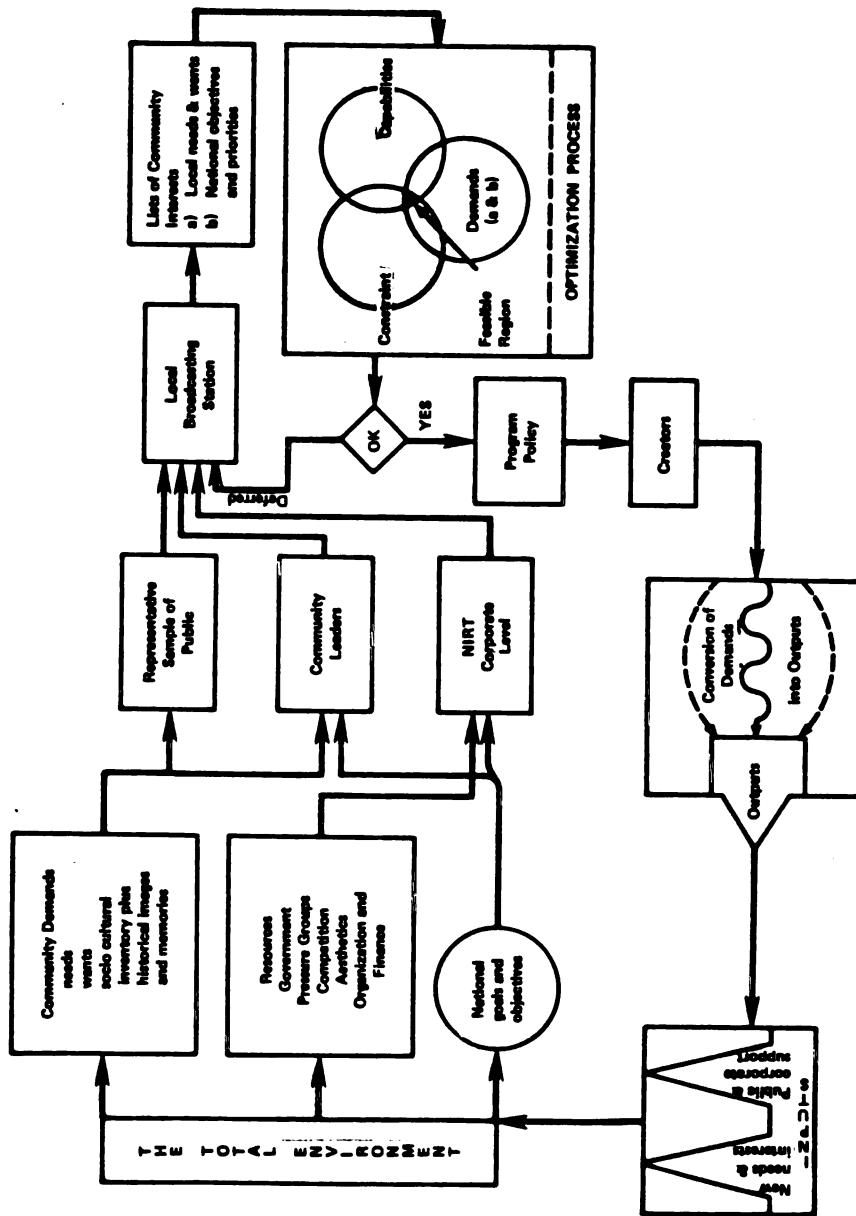
Figure 3. Public broadcasting.

community and corporate desires. The elements of this system work continuously upon each other, and the feedback loop is a closed one. Satisfaction of one need would elevate levels of expectation and generate new demands to be fulfilled.

Purpose and Methodology of the Study

As a broadcasting tool, the assessment of community needs serves a variety of purposes in a developing society. It identifies the community's problems and its expectations of local broadcasters. It offers a viable picture of the community in which the broadcasting system can provide its services. It also demonstrates the expectations and needs of different social and economic categories. It provides feedback to central planners and network programmers. In general, it presents a mirror projection of the community's perception of its needs and problems and the radio and television programs it desires.

This study was conducted in the City of Kerman. Its purpose was to identify community needs and the radio and television programs desired by three distinct groups: the elite, the public-at-large and local broadcasting directors. It also was intended to investigate areas of agreement and disagreement among

these groups. It was expected that a projected profile of the local community would have an influential impact on local broadcasters.

In a traditionally centralized planning system, this research was an attempt to focus on a specific community by needs. It is important to mention here that Iran is composed of many diverse cultures localized geographically in certain parts of the country. In such a culturally diverse society, it is necessary for network programs to recognize regional differences and give more time and opportunity to local broadcasters for addressing local needs and promoting local culture.

At the time this study was undertaken, the author intended to use the assessment of community needs as a tool for the entire country whenever there was a local center for radio and television broadcasting. The overall purpose was to demonstrate a useful tool for programming policy formulation and an instrument which could serve as a partial requirement for a proposed dynamic model for closing the loop between the receiver and source as described previously.

In addition to these general objectives, this study possesses the following unique characteristics:

1. In most ascertainment studies only the community elite and the public-at-large are respondents. In this

study a third group was added, radio and television directors. This was done because most of these managers are not residents of the local community and would thus bring a different perception of community needs to the study. Another reason for approaching this group was to make them consciously aware of community problems which might, in turn, divert their attention from providing purely entertaining leisure-time programs to providing programs which might meet the people's expressed economic, psychological, and social needs.

2. As indicated by Baldwin and Greenberg in their proposed handbook for the Corporation for Public Broadcasting, identification of elites provide "a very comprehensive list of human resources for the station."[51] The role of community leaders in a traditional society such as Iran is extremely important, and, for this reason, special attention was paid in this study to the available methodology for identifying these leaders. In each Iranian community these leaders act as a source of disseminating information, guidance and innovation. And, above all, they are the main source of mobilization of biases. These leaders, regardless of their positions in the political spectrum, have a common interest in broadcasting activities. Each, from his own point of view, would like to use this modern tool to serve his purpose.

Since the social role and political influence of the community elite in Iran was so important, then, the following steps were followed (see Chapter II):

a. explicitly examining the role, impact and influence of leadership in the Iranian community and this leadership's unique characteristics;

b. reviewing all possible methods of identifying leaders in order to justify selection of one method compatible with the Iranian milieu;

c. indicating the complexity of reaching the highly isolated political and religious leaders in a traditional society, since most of these leaders operate covertly and are highly distrustful of any research by government agencies or private scholars. Regardless of who governs Iran, political and religious leaders traditionally do not open themselves to an outsider. Rather, they remain suspicious.

3. Selection of the public-at-large was based on a method used by NIRT's local branch of its Public Opinion Survey Department for the following reasons:

a. They have developed a unique sampling method for all cities in Iran where local broadcasting stations are located, a standard procedure which used to be utilized on a monthly basis prior to the

1979 uprising. Based on this procedure, a city map is divided into sections and each section into segments. Within each segment, areas of coverage are identified, and within each area avenues, streets and passages (kocheh) are marked, and houses are selected based on odd or even numbers;

b. all personnel engaged in this department are local citizens who have had public survey experience. Their faces are thus familiar to the public, and their accents are local, qualities which are necessary in a traditional society which is not comfortable with strangers asking questions of household members. Such use of local office personnel thus reduced public mistrust.

4. The Master Problem List was taken from the Public Broadcasting System Handbook, and some local subjects were added.

All three groups of respondents: elite, public and broadcasters, were presented with a four-part questionnaire: one section (IV) seeking demographical data and information on media usage habits; two sections (I and II) requiring indentification and prioritization of community problems and needs (Section II consisted of open-ended questions); and one section (III) requesting respondent input regarding broadcast programming

preferences.   (See Appendix B for the Master Problem List.)

All interviewing and collection of data was done by 11 local people who had previous field experience with NIRT's   Public   Opinion   Research   Department. (Questionnaires were self-administered in the case of elites and the questionnaire was translated into Farsi, the language of the people.) (See Appendix C for a copy of the questionnaire for each group of respondents. Appendix G is the Farsi translation.)

The single questionnaire when used for three groups will provide an adequate measurement of the degree of congruency among the three groups with regard to perceived community needs and will indicate ways in which Radio/Television programming can best meet these needs.

Significance of the Study

Through this study a number of community needs were identified which might be useful for those who may be concerned.   Therefore, one can postulate that the findings of this study may prove to be helpful not only to broadcasters, but also to other responsible private or public agencies.   Another implicit benefit of this

study is that it may serve to open the public's eyes to a wide range of community issues and problems.

The outcome of this study could be presented to all regional managers of NIRT in Iran through a seminar so that similar attempts at assessment could be made in other parts of the country. The author maintains that this study shall not be a "one-shot" affair, but rather that it must be continued and in each new atttempt improved, modified and adapted to the extent that both its methods and approach are tailored to the Iranian context. It is also important that a method be developed for rapid and economical translation of community needs into program production and transmission in such a way that the response period would be minimized.

In a more futuristic context, one may envisage the creation of a center link to the community. This center coupled with either fiber optics or a cable system would receive input from the community and respond accordingly, thus rendering a multi-purpose community service. In this context the services that a local station could provide are extensive. Communications technology, while it is a quantum leap ahead of its application and usage, offers a boundless capability to serve any community that is able and willing to exploit it.

Outline of the Study

Following this introductory chapter which defines the study's focus and goals, Chapter II provides an historical perspective on leadership in Iran and explains methods utilized to select and identify leaders. One method is chosen for this study's purposes: a modified two-stage reputational technique. Chapter III describes the study's methodology, while Chapter IV, via a presentation of data in tables, analyzes study results. Finally, Chapter V offers several conclusions to be drawn from the study and makes recommendations regarding their application.

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CHAPTER II

SELECTION AND IDENTIFICATION OF COMMUNITY LEADERS:
A REVIEW OF THE LITERATURE AND A SEARCH FOR A METHODOLOGY

Introduction

Prior to a review of the details of this study, some
time must be devoted to the concept of leadership and
its application in an Iranian environment since one of
the groups selected for survey by this researcher was
composed of community leaders or the elite.

What does leadership mean in Iran? How does one
identify this most important segment of the population?
Indeed, these are the individuals who have the power to
effect changes like those proposed in this study. How
are they defined? What characteristics identify them
and the roles they play? What is Iran's cultural basis
for leadership. This chapter will atttempt a
consideration of some of these issues.

In addition, this second chapter will discuss
leadership methodology in research circles. How are

leaders identified by researchers? What approach(es) do scholars outline for studying the elite?   Is one known as a leader by his "position" within society, by his reputation,   by his exercise of power? And which approach, or method of identification best fits the Iranian setting?

A Historical Perspective on Leadership in Iran

Iranian Leadership: A Definition

> The leadership of a society is a criterion of
> the values by which that society lives.   The
> manner by which the "leadership" is chosen;
> the breadth of the society from which it is
> recruited; the way in which it exercises
> decision-making power; the extent and nature
> of its accountabilities--these and other
> attitudes are indicators of the degree of
> shared power, shared respect, shared well-
> being and shared safety in a given society at
> a given time.1

Harold O. Lasswell's words provide a pertinent beginning to a discussion of the style qf leadership in Iran, a style which can be labeled as Institutional-Traditional or, in Max Weber's terminology, Rational-Traditional. This form of leadership originates from the nucleus of the family and encompasses all organizations within the entire nation. In other words, the role of the leader whinin the family in Iran becomes

a miniature model of all leaders at all levels of Iranian society.

Leadership in Iran is "institutional" in the sense that it represents an organizational structure operating within society with a specified set of rules and regulations and administrative criteria. And every element within society with a specified set of rules and regulations and administrative criteria. And every element within the organization has a well defined role with ascendancy to power within the structure based on performance rather than appeal to the emotional and affective needs of the populace.

Iranian leadership is "traditional" in the sense that it espouses a set of moral and ethical values passed from generation to generation within family as well as government, values such as sincerity, integrity, patriotism, loyalty to family and respect for the partiarchal figure. And it is this last element, respect for the partriarch, which perhaps underlies all the rest in that it is the central role of the father within the family, from whom all authority emanates, which forms the very basis of leadership style in Iran.

Ann Willner offers a perspective elaboration of the principles outlined above:

> Traditional and legal-rational authority are institutionalized in a belief system and are therefore vested in the role rather than in the person. In contrast, the locus of charismatic authority is in the capacity of a particular person to arouse and maintain belief in himself and his mission as the source of authority.[2]

In thus clearly differentiating traditional-rational authority from the charismatic, she states further that:

> Charismatic authority is therefore highly personal. It follows that traditional and legal-rational authority are relatively enduring, whereas charismatic authority is transitory and unstable, being contingent upon the particular person and his continued ability to inspire faith in himself as the fount of authority.[3]

Willner's definition of traditional-rational authority could well be applied to Iran and its form of leadership. Indeed, how could a nation have survived 2500 years if it had depended solely upon a charismatic leader? It is the institutional-traditional form of leadership, then, with its set of rules (the institutional), and its sense of mutual responsibility and loyalty (the traditional), that has insured the survival of this nation. In fact, traditional leadership and authority rest "on the belief in the sacredness of the social order and its prerogatives as existing of yore..."[4] And the security of this order and these prerogatives is ensured by the ruler, the

father-figure, whose role is prescribed by his society's cultural values. Again, according to Willner,

> Societies tend to differ in their cultural definition of leadership roles. The same traditions that may be tapped and exploited by an aspirant leader also determine in part who can successfully tap them and how he can do so. The margin for individual interpretation and expression between what is culturally acceptable and what is culturally prohibited in a leader or in leadership behavior may be widened in a society by a leader. However, the culture of a society sets limits upon the selection of the sphere of operations open to a leader.5

Unity in Spite of Diversity

A survey of the nation's demography will indicate that Iran is not a single homogeneous society. Instead, it is composed of different kinds of subcultures, groups, and ethnic diversities. A review of Persian history indicates that this nation from the very beginning was able to perpetuate yet hold together these diverse groups of peoples by a style of leadership based on rules and values which originated from within the nucleus of the family and was applied to the entire nation. This method of leadership has stimulated loyalty among ethnic groups such that they can look at themselves as one nation with a full sense of participation. According to Herbert H. Veeland, et al.,

> This identify-in-diversity is an important aspect of Iranian life. The various tribes have fought among themselves, have defended their right to local autonomy, but they have not sought to split off from the nation as a whole.6

In fact, the Iranian people have always been led by men who have demonstrated possession of fatherly qualities. Thus, the society in general could be analogous to an atomic configuration with a nucleus in the center and a number of electrons surrounding it. This composition is then connected to a similar one forming a larger unit. It is because of this pattern of concentric circles of leadership that the Persians have been able to survive the course of history up through the present. Indeed, it is interesting to note that although Iran has been invaded by Arabs, Seljuks and Mongols, fortunately enough, the degree of influence has not been as immense as it could have been, and Iranians have maintained "distinctive identifies" from those of the invaders.[7]

> Persian society has withstood the buffetings of millenia of war, surviving disaster after disaster after disaster, as well as triumph after triumph. What binds these individuals together, in workshops, villages, and armies? First come personal loyalties. Attachments between master and servant, leader and follower, friend and friend, are deeper, stronger, longer lasting, and surer in Iran than in the United States.8

The Iranian Leader Today

Though the qualities of good leadership in Iran today remain the traditional ones (strength, confidence, energy), the required skills are new and completely different.

If in the past to be a good warrior was one of the main skills of leadership, today knowledge, education, decision-making ability, managerial capabilities and, above all, recognition of time, place and audience are of primary importance. There is no tribal community as there used to be. There is no longer a landowner caste nor any other traditional class structure. Instead, there are newly emerging leaders capable of managering fairly modern social organizations who must not only possess all traditional values, but also be able to see and take advantage of new opportunities for acquiring resources and for designing innovation leading to the optimum utilization of such resources. A leader is not only resonsible for his group, but also must demonstrate satifactory control of its members, regardless of the institution. Furthermore, he is the representative and highest ranking member of his group, bound by material and moral commitment.

Many scholars of Iranian studies differentiate leaders from followers in the Iranian system of social structure in the following way:

1. Leaders provide from their ranks the functionaries necessary to administer the political apparatus of Iranian society. Although individuals can be trained technically in methods of leadership for present needs, those who possess the natural qualities of leadership, such as courage and forcefulness (a "dominant personality"), which are found among the educated and "morally superior" are in the major stocktaking leadership positions. To use the words of Lewis J. Edinger:

> Leadership is a position within a society which is defined by the ability of the incumbent to guide and structure the collective behavior patterns of some or all of its members. It is at all times relational, interpersonal, and is based upon inequality of influence between the leader as the influencing agent and the followers as the object of his efforts to due their behavior so that it will conform with his personal objectives.[9]

2. Leaders coordinate an Iranian society in which the various occupational groups, such as merchants and farmers, are arranged in discrete, self-contained vertical compartments, with assumed conflicting occupational interests. Without such coordinated harmony, occupational feuds would break out and the cohesion of Iranian society would be threatened.

3.   Leaders are equalizers of society. This is because intergroup harmony and cooperation, so essential to the social order, must be based upon an equitable distribution of wealth and social privilege in the society.

4.   Leaders provide public service benefits for the others in the society.   The leader must be able to determine when and on what terms services must be offered.

5.   Leaders provide guidance. Their goals are the adjustment of individuals to their social groupings and the adjustment of social groupings to the general social order so that individuals will accept roles and assume responsibilities within a society guided by its leaders.

The good leader, although he is to be strong and decisive and is respected for this, can never gain the confidence and support of the followers without sincerity.   For,   the Iranian argues,   technical shortcomings can be remedied, but lack of sincerity cannot be rectified.

Opportunities for Leadership

Since political institutions, such as the party system or any other partisan group, are very new in

Iran, the emergence of leadership is related to the degree of personal performance and dedication to Iranian values. For example, a cadet who is serving in a development corps in a small city may, based upon his performance, be selected by the people, after his army term is over, to serve as a mayor of that town.

In general, then, the Iranian social structure could be said to be analogous to a solar system wherein the sun is in the middle and in different orbits there are a number of satellites. Based on individual initiative, capability, and momentum, each human satellite (as a satellite in an orbit of varying distance from the sun) can change orbits. Indeed, if traditional Iranian society has been to some degree class-structured, numerous examples indicate that the personnel who composed these classes have been less rigidly assigned to them than might be supposed.

Social mobility, then, has always been a possibility in Iran. In recent years especially, the magnitude of movement has been drastically enhanced. There are numerous examples of this mobility that some are frequently cited by Persians. One, for example, concerns a nineteenth century prime minister of Iran, Mirza Taghi Khan, Amir Kabir (the great Amir), as he is known, who was "truthful, incorruptible...and placed the

financing of the country of something resembling a business-like footing."[10] In addition, he established the first school with a modern curriculum in Iran. Yet in spite of his exalted position, Amir Kabir's father has been a cook and steward. Another kingly example is Nadir Shah, who came from a modest Iranian family into power. Moreover, there are many political leaders and ministers who have been recruited into political leadership. According to Lord George N. Curzon,

> Iran's rather rigidly defined social structure, in which mobility was always, nevertheless, a possiblity, gave a highly "democratic" tinge to the society. For every man sees a chance of someday profiting by the system of which he may for a moment be the victim and as the present hardships or exaction is not to be compared in ratio with the pecuniary advantage which he may ultimately expect to reap, he is willing to bide his time and trust to the fall of dice in the future.[11]

Leadership Selection: Procedural Alternatives

Historically, one can trace concern for the study of leadership and the "political elite" to the writings of Aristotle,[12] specifically in his book Politics, or of Machiavelli in The Prince and Other Discourses, and also to an eleventh century Persian philosopher, Nizamul-Molk.[13] Most of these classical writings deal with the

intellectual explanation of power and leadership of a country.

It appears that after the Renaissance, and particularly in the period from Thomas Hobbes (1588-1679) to Max Weber (1864-1920), little was done to systematically investigate leadership.[14] But, "in the last quarter of a century and particularly the last decade," says Robert Dahl, "the problem of providing operational meaning and measurements for the concept of power and influence has received a great deal of attention.[15] Since the early 1950's, then, considerable effort has been made, by numerous scholars in political science and sociology, to establish a theoretical formulation and a methodology by which a study identifying leaders could be conducted.

Most of these early studies, generally falling into two categories, attempted to discover "who governs" (to use Dahl's formulation). The first category includes the writings of Lasswell, Lerner, Norton Long, Peter Bachrach and others. These are intellectual abstract narratives that are both highly complex and theoretical, and their authors tend to employ historical evidence to support their perspectives on the "political elite and their postulates about their behavior. The second category may be traced back to Lincoln Steffens' Shame

of the Cities, published in 1904, and to subsequent studies by Lynd, Hunter and Dahl. Primarily of an empirical nature based on observation and exploration of the community elite,[16] these studies have differed from those in the first category in methodology and techniques, especially since 1950. (For a review of most of these early writings, one can refer to several bibliographies, as well as Main Street Politics by Charles Press, which provides an extensive summary of articles written up to the 1960s.[17]

What has emerged as a methodological framework for community elite studies in the two decades since 1950, then, has been summarized by Howard Ehrlich as follows:

> Three procedures are generally used for the identification of community leaders. Leaders may be assessed by criteria of position, by criteria of participation, and by criteria of reputation. Most researchers have relied on the latter two procedures and have made assessments exclusively on the basis of participation or on the basis of reputation. In a few studies in which both procedures have been used together, they have appeared to yield listings of community leaders of varying degrees of similarity. D'Antonio and Form, for example, report in their El Paso study 71 to 93 percent of the key decision-makers in one or more of the six issues they have studies were also reputed leaders.[18]

Each of the above mentioned procedures will be described below.

The Positional Method

According to Terry, Clark, the positional method consists of "simply defining community leaders as the incumbents of high positions in major community institutions--government, political parties, industry, labor unions, and the like."[19] Within this method, those who hold high political, administrative or economic positions, and perhaps others such as religious figures, are the true leaders of the community.

The underlying assumption of this approach is that institutional leadership is equivalent to community leadership. Of course, this assumption has been challenged by a number of scholars such as Freeman,[20] Dahl,[21] and Polsby.[22] And the refutation offered by detractors first centers around the problem of identification of institutions within a community that could be considered an important part of the community organizational structure. For example, Freeman, in his study of the community leadership of Syracuse, New York, used four categories to identify leaders:

1. Leadership in decision-making,
2. leadership in social activity,
3. leadership by reputation,
4. leadership by position.

He found that there is a high correlation (.74) between reputational and positional leadership, but only a .22 correlation between position and social activity, and a 39 correlation between position and participation in decision-making.[23]

Another example of the positional study is that conducted by D'Antonio[24] and his associates which found ten institutions in areas such as education, labor, etc. that represented the community's main organizations. A similar attempt was made by Freeman[25] who could discover only seven main institutions. And, in fact, the problem of identifying the important institutions within a community remains one of the main shortcomings of this method. A second criticism is that those who hold high offices may not be the "true leaders" but only figureheads, i.e., the problem of potential power vs. the actual exercise of power.

The Reputation (Elitist) Method

According to Harry R. Dick, "one of the most popular methods for the study of community infuence systems, or power structure, appears to be the utilization, in one form or another, of the 'reputational' approach."[26] Wolfinger suggests that "the basic assumption underlying this method is that

reputation for influence is an index of the distribution of influence."[27]

A pioneer study by Hunter in Atlanta, Georgia represents one of the earliest research efforts employing the reputational method for identifying community leaders.[28] Hunter describes his method by stating that: "The leaders selected for study were secured from lists of leading civic, professional, and fraternal organizations, governmental personnel, business leaders, and 'society' and wealthy personnel suggested by various sources."[29]

In essence, according to this method, a group of well-informed people is selected to nominate influential members of their community. These people in turn are asked to identify the community leadership. Based on the frequency with which an individual is nominated by the selected members, community leaders are identified. Harry R. Dick summarizes the procedures employed in the reputational technique as follows:

> Some fundamental procedures have come to be fairly standardized, typically consisting of the following general phases: 1) A preliminary master list of names of community leaders, or possible influentials, is compiled. These names are derived in a variety of ways, including nominations by heads of formal organizations in the community or by so-called knowledgable persons (individuals who are presumed to be "in the know" about community power dynamics), information

obtained from newspapers, and the investigators' personal judgments. 2) This list of names is submitted to a special panel of "knowledgeables" who are asked to select or vote for those whom they consider to be most influential. 3) Persons receiving the "most" votes by some arbitrary standard are selected from this list and treated as the influentials of the community. 4) Often an attempt is made to determine a special group of "top" influentials, or "elites," by asking the previously designated influentials who <u>they</u> think are most influential, and by additional techniques.30

Sollie[31] in his study utilized three different means to identify community leaders within the framework of the reputational technqique:

1. a panel of experts, who were professionals who had lived and worked in the area for several years;

2. community leaders, who were suggested by the panel of experts;

3. a series of interviews with community residents following the "snowball" technique. (The snowball techiques involves asking a respondent, usually selected at random, to nominate persons by using some criteria of selection. The second person is selected from the names provided by the first respondent and the third person is chosen from the names provided by the second respondent.)

Sollie found that, as a result of the use of these three methods, there was a high degree of agreement in

selection of community leaders, and thus concluded that the reputational technique could be utilized with confidence. And Walton,[32] in reviewing 41 community studies, suggests that reputational techniques offer a better picture of the community leadership structure than do other methods. Indeed, a review of literature indicates that many scholars in recent years have adopted this technique and continue to regard it as a highly systematic method of studying the leadership of political systems.[33]

However, this technique, like others, is not without its critics. As an example, Wolfinger suggests that:

> There are two major causes of ambiguity inherent in asking respondents to name in rank order the most powerful members of their community: the variability of power from one type of issue to another; and the difficulty of making sure that researcher and respondent share the same definition of power.[34]

Wolfinger further maintains that "an individual's perception of political power varies with different issues." Thus, he believes that "general power rankings are misleading."[35]

Herbert Kaufman and Victor Jones are other critics of the reputational method; in fact, they were among the first who questioned the validity of Hunter's study. They claim that what Hunter found was reputation for

power which may be greatly different from "real" power. And they suggest that the only way one can see whether or not an individual has real power is through examination of instances in which a person has influenced the outcome of a decision in the desired direction.[36]

While it is important to consider some of the points that critics like the above have identified as deficiencies of this technique, one has to recognize nevertheless that reputational methods, with some modification, are still widely used, and seemingly with some success. One of the latest studies that has employed the technique was conducted by Marvin Zonis in his search for the political elite of Iran. He suggested that, due to the complexity of the research, the two-stage reputational technique offered the best possible methodology for this highly complex and sophisticated task.[37]

The Issue Analysis Method

Peter Bachrach and Morton Baratz in their book Power and Poverty correctly assert that "the issue analysts concentrate their attention not upon the sources of power, but its exercise."[38] They go further to suggest

that pluralists, in contrast to reputationalists, want:

1. to select for study a number of "key" as opposed to "routine" political decision,

2. to identify the people who took an active part in the decision-making process,

3. to obtain a full account of their actual behavior while the policy conflict was being resolved, and

4. to determine and analyze the specific outcome of the conflict.[39]

The issue analyst usually accepts the notion suggested by Lasswell and Kaplan in 1950: that power in its real sense means "participation in decision-making."[40] In this light, Polsby, an advocate of this approach to community leadership study, asserts that the researcher should get involved in a detailed examination of the entire decision-making process over a wide range of issues, for to him "power may be tied to issues, and issues can be fleeting or persistent, provoking coalitions among interested groups and citizens, ranging in their duration from momentary to semi-permanent."[41]

Since 1960 a number of researchers who have used this technique in studying community power structure have for the most part tended to conclude that power is pluralist. According to Hawley and Wirt,

> This school tends to conclude that power was
> not concentrated in the hands of one group but
> was dispersed among a number of groups, each
> of which tended to be limited to its special
> sphere, with only the top elected political
> leader providing some coordination of power
> resources....these scholars tended to conclude
> that the mass of citizens have varying degrees
> of influence which may be indirect, in the
> sense that officials tend to anticipate and
> be guided by citizens' concerns.

In general, pluralists apply the case study approach in analyzing the active roles community leaders play in dealing with community issues. Political scientists have used this technique extensively and believe that community power is dispersed in various ways among the members of the community.

This technqiue also has its critics. For example, Charles Press Claims that

> The key difficulty with issues analysis is
> that it, too, rests on assumptions of simple
> rationalty, namely that only those whose
> actions are observable influence the outcome
> of the decision. This is one of the
> propositions of interest-group analysis which,
> in the hands of an inexperienced researcher,
> may lead to a shallow view of the political
> process.43

Summary

Regardless of their methodological differences, historians often defend the "greatest man in history" thesis, while political scientists and sociologists typically maintain the "social force" position.

Further, American political scientists frequently
support the pluralist position in elite studies, with
sociologists advancing the stratification argument.[44]
Donald Searing[45] summarizes the entire controversy about
leadership study:

> Leadership theory construction has been
> confounded by two often dogmatic
> controversies. One is the great man-social
> forces dispute in individual leadership
> studies. The other is the pluralist-
> stratification debate in elite research... In
> individual leadership analysis, "great-man-in-
> history" studies usually construct the
> familiar mechanistic model of social action,
> whereas the "social forces" approach typically
> turns the organismic model to good account.
> In aggregate or elite studies we find the same
> two models again; pluralist analyses producing
> the mechanistic, and stratification studies,
> the organismic in this case. I say _models_ of
> social action, because few contemporary
> researchers explicitly argue that their model
> is applicable beyond a sub-class of cases
> similar to the one from which it has been
> constructued. Confusion and controversy arise
> when these limited and tentative models are
> rigidified into images of man and society
> understood as isomorphic to call contexts of
> social experience. The manner in which
> mechanistic and organismic models cut across
> both individual leadership and elite
> controversies may be summarized as follows:

	Individual Leadership Studies	Elite Studies
Mechanistic Models	Great Men in History	Pluralist
Organismic Models	Social Forces	Stratification

The Application of a Modified Two-Stage Reputational Technique to the Iranian Milieu

Taking into consideration the cultural basis for leadership in Iran to the unique characteristics of Iranian society, one has to adopt a methodology for leader identification which is compatible with the nature of that environment in which the study is to be conducted. In the preceding pages the author has attempted to describe the over-all leadership structure in Iran and then to review briefly several methodologies which have been employed by American scholars in identifying community leaders in America. Although it is very difficult to transfer any one of these methods to an Iranian milieu, one can modify certain aspects of each of these methods so that they can facilitate the research and be adaptable to the Iranian environment. Based on these considerations, then, the modified two-stage reputational technique served the purpose of this researcher in surveying community needs from the point of view of Iranian community leaders and the public-at-large within that community. How that technique was applied is discussed in the next chapter.

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CHAPTER III

RESEARCH CRITERIA AND METHODOLOGY

Research Criteria

Within the framework of the foregoing discussion in Chapter I and II, this author conducted a community survey study in Kerman, a medium-sized city in Iran. While Baldwin and Greenberg's ascertainment proposal (referred to in Chapter I) was used as a guideline, the author adapted these procedures to the Iranian context. The purpose of conducting such a survey was to identify potential areas of public interest to which the broadcasting system should respond through its programming policy. Further, the success of the survey depended on four main criteria:

1. Appropriate selection of a city in Iran having a local station with production capability and capacity. In addition, the city had to be an adequate representative of its Ostan (Province);

2.   Appropriate selection of community elites   and community leaders;

3.   Appropriate selection of a representative sample of the general public-at-large as an audience for broadcast programs;

4.   Appropriate selection of local   station programming   and production personnel to   identify community needs.

Prior to discussing criteria, it is necessary to review the reasons for using the Master Problem List and the development of the survey questionnaire.

The Master Problem List

The primary goal of this research was to identify community needs as perceived and program preferences as indicated by the three distinct groups described in No. 2 and 4 above.   To identify community needs, the research had two options: first,   to survey the community itself regarding perceived needs and use this input to construct a questionnaire; second, to refer to an already existing Master Problem List in the CPB Handbook and tailor its contents to local conditions.

The second option was adapted, and the Master Problem List proposed by Baldwin and Greenberg in the CPB Handbook was taken as a guide becuse it was complete

as far as vital issues were concerned and concise with
regards to research. Having the Master Problem List as
a main source of constructing the questionnaire, five
response categories based on Likert scale were used. To
some it may seem ironic that a problem list prepared for
the public broadcasting system in the United States
could be used in Iran. Yet the problems listed are
semantically similar, e.g., juvenile crime, drug abuse,
pollution, housing shortages, medical/dental care, etc.,
though they may not be necessarily the same in substance
and content. For example, while the housing shortage is
acute in Kerman, neither home structure nor architecture
is the same. For the same reasons city services in
Kerman are not identical to those in the United States.

It must be mentioned that some segments of the
Master Problem List were deleted and replaced with needs
and problems of an indigenous nature. Question No. 38,
for example, asks whether it is convenient to find a
mechanic to repair one's car and question No. 39 asks
about Kerman's road connections to the rest of the
country. But, in general, the Master Problem List was
highly useful and provided a constructive framework for
the design and development of sections one and two of
the questionnaire. In addition, NIRT's public survey
findings over several years aided in the introduction of

new radio and television programs in section two of the questionnaire.

The Study Questionnaire

The questionnaire used in the study comprised a cover page and four sections as follows:

1. The cover provided general information about the interviewer's name, the number of approaches to be made to interviewees, and group classifications.

2. Section I of the questionnaire covered most of the problem/need areas. In this section guidelines suggested by Good and Scates were used. According to these guidelines, one must observe the following principles in designing a questionnaire:

a. make it sufficiently interesting so that it will be responded to and completed;

b. questions must be asked in such a way that responses will not be embarrassing to the respondent.[1]

In addition to observance of these guidelines, Baldwin and Greenberg's proposed questionnaire to the CBP Handbook was taken as a model. In this study five response categories (Likert scale) were adapted in order to provide a wider scope for response than the "yes" or "no" scale used in many ascertainment questionnaires.

3. Section II of the questionnaire offers lists of possible topics for radio and television programs.

4. Section III consists of open-ended questions, the purpose of which was to give the respondent an opportunity to indicate any needs/problems/programs not found in the preceding two sections.

The open-ended question was placed at the end for two specific reasons:

    a. having respondents become acquainted with the general topics, and objective of the study,

    b. preventing respondents from getting on a tangent and missing the scope and nature of the study,

5. Section IV sought demographic information and was replicated from an already existing questionnaire at NIRT's Public Opinion Survey Center. In this section, nine demographic variables were chosen in order that the researcher be able to tabulate responses according to differing age, sex, occupation, education, etc.

In general, the following steps were taken in the development of the research instrument:

1. The Master Problem List provided guidelines for identification of areas and categories of needs.

2. A survey of NIRT's radio and television programs, combined with a review of NIRT's Public

Opinion Survey Department's reports on audience preferences and a personal image of Iranian society and extensive discussions and consultation with researchers at the Communication Research Center of Iran helped in the development of Section II of the questionnaire. It is necessary to be mentioned here that numerous studies which were conducted by the members of NIRT's Public Opinion Survey Department and Commmunication Research Center of Iran were available to the researchers. Information collected from these studies, accompanied by the meeting with senior researchers, helped to develop the questions in Section II.

3. The questionnaire was translated into Persian and circulated in NIRT's Public Opinion Survey Department. At the same time, 20 people were chosen randomly from Tehran's telephone directory for testing the questionnaire. From these two groups two criticisms were offered. One was related to some of the Persian phrases which were not clear and the other to the number and scope of problems and programs covered by the questionnaire. Based on this feedback, the questionable Persian phrases were simplified, but no reduction in number of questions was made.

4. The final questionnaire was taken to Kerman for implementation.

Selection of the Study Locality

In selecting a location for this study, the author made the following criteria his guiding principles:

1. The city should possess a combination of traditional and modern life styles;

2. the city should reflect both traditional and modern modes in its economic structure, i.e., a combination of old and new industries, farming methods and social services;

3. the city should be representative of its region;

4. the city should have a local broadcasting station capable of producing local programs and other resources to meet its goals and objectives;

5. there should be an adequate number of receivers (both radio and television) throughout the city.

The author chose the city of Kerman as one which satisfied the above mentioned criteria. Founded in 226 AD by King Ardeshir and located in the southeastern part of Iran, Kerman has been the administrative center (capital) of its Ostan (province) since the 10th century. The city's population, estimated at 100,000 (1975 Iran Almanac), comprises members of all the major religions in Iran. Further, Kerman reflects a general

characteristic of most Iranian cities in that while its roots are traditional, it is racing, along with other cities in Iran, towards modernization.

With both old and new industrial sectors, Kerman's carpet industry is one of the world's most famous, and it has an operative coal mine and a copper refining industry under construction as well. It is estimated that this latter industry will provide Iran in the future with a source of revenue equivalent to that provided by oil. Finally, the city has one university, numerous elementary and secondary schools, and many other modern social service facilities.

Selection of Community Leaders

According to Marvin Zonis,

> One problem that has long interested potential scientists is the variance between the distribution of power according to the formal institutions and structures of government and its actual distribution in the political system. The majority of empirical studies of foreign elites have failed to confront this problem but have been content, with some effort at rationalization, to assume that the holders of formal positions--be they legislators, cabinet members, political party members, or what have you--were in some way coterminous with the political elite.[2]

The concept of community elites here refers to individuals who actually exercise an inordinate amount

of power within a given community.[3] Robert Dahl maintains that in every society, regardless of its forms and postures, there are tiny minorities who make key political, social and economic decision.[4] The dilemma posed here is how to locate them. There are several schools that advocate a variety of ways to do this (some of these have been discussed in Chapter II); for example, Dahl is famous for his decision approach, while Floyd Hunter is well associated with stratification techniques for locating community leaders.

In attempting to locate community leaders in Kerman, however, this author began using the position approach as the first step in identifying leaders with the following criteria as guidelines;

1. government position as a power base;

2. wealth as a power base (such as industralists, businessmen and owners of modern agro-industrial operations);

3. education as a power base (such as doctors, engineers, teachers, etc.);

4. social and political status (religion, family, politics) as a power base.

In order to obtain a representative sample of individuals in the above four categories, a modified two-stage reputational technique was utilized. This

technique first identified the holders of formal positions within the government, then queried them as to who they believed the community elites were. This approach is in harmony with Lasswell, who maintains that:

> The search for a political elite may begin with what is conventionally known as the government. Conventionally speaking, government is the institution which is so named by the members of the community in question. Functionally, however, only the institution which makes the severely sanctioned choice can qualify. Since the true decision makers are not necessarily known at the beginning of research, the investigator can select government in the conventional sense as a convenient starting point.5

To locate holders of formal positions and regional directors of public and private offices, the local telephone directory was used, and from it the numbers of the following were obtained:

1. 70 government offices and agencies,

2. 18 banks and their major branches,

3. 2 universities (one the University of Kerman and the other a branch of a national university),

4. 3 vocational and junior colleges,

5. 15 high schools

6. 51 elementary schools

7. 78 private companies, local industries, con-tractors, and retail shops.

In addition to this selection from the telephone directory, a formal request was submitted to the office of the then Governor General and to the Chamber of Commerce for lists of government agencies and private companies, but both these letters remained unanaswered. Lists of local doctors were not classified in the telephone directory, but through personal contact the author was able to obtain the names and addresses of seven prominent doctors in town.

From these lists a composite representation of visible and known leaders was attained which covered the following positional categories:

1. government position as a power base,

2. wealth as a power base,

3. education as a power base.

In order to complete the list of people that had to be included in the second category, the author made personal contact with local friends and some officials to obtain the names, addresses, and telephone numbers of ten people (including local bazaar merchants) who were highly reputed and wealthy enough to exercise power.

The most difficult part of this research was establishing contacts with political and religious leaders. These people are usually reserved (due to prevailing circumstances) and normally decline to

cooperate. Their reluctance became more acute at the time this research was conducted primarily due to the fact that in September 1978, when the author was in Kerman for this research project, Iran was on the verge of a social upheaval which subsequently led to a national revolution.

While all religious leaders (clergy) declined to comment and rejected any discussion relating to radio and television, still they were kind enough to grant this author the privilege of paying personal visits to them. Local political groups were divided into two categories: pro-regime and anti-regime (regime refers to the Pahlavy dynasty). Each group had its own unique response to this research. Those who were pro-regime at the time of this research (September 1978) were confused and hesitant to express any opinion. They were highly suspicious of this endeavor and were under the impression that the system was trying to check on them. They therefore maintained that until the political climate cleared they could not answer questions.

Those political leaders opposed to the regime comprised, religious groups, nationalists with liberal orientation, liberals and the political left. The author was able to meet them at several parties at the homes of local friends where they expressed their

overall view of the system and criticized it openly (of course, in the homes to which we were invited there was an atmosphere of mutual trust); they maintained that national problems were of such magnitude as to dwarf the remedies that this research was going to offer. They even went so far as to suggest that the entire effort was useless, indicating that the entire Iranian value system, Iranian methods of governing nationally and locally, Iranian life style and the degree of Iranian dependency on foreigners had to change completely. Most of them suggested that radio and television change from the present programming policy of copying the west to a novel Iranian-based one. However, when they were asked exactly what had to be done, no concrete answers were preferred. The discussion centered around Gestalt topics and focused on total systems. They insisted that the modus operandi of the entire socio-political system had to change, and that consequently, radio and television would have no alternative but to follow suit. Although social discourse with these people was highly enlightening, then, their contribution to this research amounted to discouragement and pessimism. Thus, while a modified two-stage reputational technique worked well in identifying community leaders in Kerman, the extenuating political circumstances in Iran at the time of this

study (September 1959) prevented a fully effective utilization of this method.

From a total of 263 people who held responsible positions in the offices, agencies and companies comprising three categories of leadership, 25 percent (65 people) were randomly selected. After personal contact with all 65, only 39 people, or 65 percent of the selected population accepted our invitation for an interview, and the remainder excused Themselves. Appendix H provides detailed demographic and media usage information about the 39 elites or community leaders who participated in this project (See Appendix C for questions asked to gain these data).

Selection of Random Sample of the Public

One of the important aspects of this study was the creation of a sample of the entire population. To ensure this requirement it was necessary that the sample be selected randomly in order to give an equal chance to each unit of the population to be drawn into the sample. Such random selection proved to be very difficult in Iran, mainly because many conventional methods of identifying samples, such as using the telephone directory, city zoning, etc., do not work well there due to the different structure of the country's urban

settings. This problem was further complicated by the fact that there has been little social research actually conducted in Kerman; thus, people were not very receptive. Nevertheless, despite these constraints, the following process was undertaken in order to secure an unbiased, randomly selected sample.

Most cities in Iran, especially those which are several centuries old, cannot be compared with American cities. In every Iranian city there is a center, called a "bazaar" or sometimes a "midan," where local merchants have their shops. Around this "bazaar" a cluster of houses is built with tall walls separating one house from another. The ony way to reach town from these houses is through narrow passways called "koche" which are usually eight feet wide (approximately one to two meters). Along each one of these "koche" there are between 10 to 40 houses.

What has happened in recent years is that some of these old housing sections are being demolished or avenues are being constructed through other ones by widening these "koche" to include adjacent house gardens to make room for modern transportation.

It is only in the new sections of Iranian cities that one finds proper city planning and zoning. Although there are 20 maps of Kerman covering the entire

city area, it is important to know that many of the sections are identical in character and composition of inhabitants. For example, the city sections covering housing for employees of the Ministry of Education are divided in half and placed on separate maps. The same is true for military personnel. Other sections are not developed enough yet.

It was for these reasons that ten sections, representing all cluster of people of the entire city, were selected. The selection of these town resulted from consultation with local municipal, statistical department governing offices and, above all, with local NIRT's Public Opinion Survey Department.

Descriptions of the ten sections are as follows:

1. Sections 11/31 and 25/31 of the city's map cover areas in which all classes live, from prominent merchants to peddlers. In addition to these people, in revised section 25/31 a number of retired and active officers of the army reside, mainly because it is located near the army base. It is worth noting that this section is the oldest part of the city, and the majority of people who live there are not well-educated, the average length of their studies ranging from no education to nine years (first cycle).

2. Section 1/31 covers areas in which personnel of the local Department of Education live, including elementary and high school teachers.

3. Section 20/31 covers an area largely inhabited by Zoroastrians (people who practice the ancient Persian religion).

4. Section 9/31 of the city's map covers housing projects for government employees, wherein most government employees, especially those that have been transferred from elsewhere, are situated. In this section local Christian and Jewish families are located as well.

5. Sections 3/31, 12/31, 19/31, and 14/31 comprise areas inhabited by people of varying income levels.

These ten sections selected from the city map cover people from all walks of life who live in Kerman. Each section was divided into segments based on the number of streets and koche (the narrow alleys or streets described earlier). Within each segment the interviewer was instructed to start with the third house on his right and follow a route taking him to every third house. Often his position had to be changed from the right side of the street to the left so that he could reach his termination point.

CITY MAP OF KERMAN
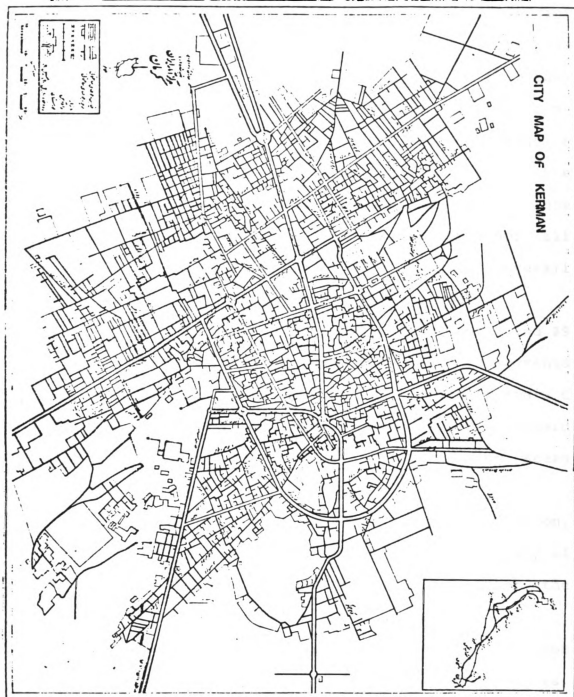
The interviewer was instructed to start with a male respondent and then alternate between male and female. This would result in 50 percent male and 50 percent female respondents. If he reached a house where the required sex was not available, he was told to skip that house and go on to the next. For the age category, one-half below 35 years and one-half above was considered a guideline. This 50/50 approach was the only way the researcher could attain a suitable public sample since there was no other frame of reference available and all available statistical publications contain overall Province information which is generally vague.

Altogether 159 people were selected, 70 male and 89 female from the public for interview (demograhic particulars are presented Appendix H). (See Appendix C for questions asked to gain desired data.) With regard to public sample, the following explanation seems necessary:

1. Since there are no up to the information, statistics for general profile of public in any city of Iran, it was therefore impossible to check whether the collected sample was representative or not.

2. The only available alternative was random sampling based on the method already described. It is, however, important to note that the employed method has

been used before by NIRT research groups and had been recommended as a reliable method.

3. Having adopted a recommended strategy for a public sample as described in preceeding pages interviewers were able to identify 159 people as respondents. Randomness by no means was sacrificed for number of public sample.

4. Considering political atmosphere at the time of this study (September 1979) it was not possible to reach a large sample without some difficulty.

5. Although the guideline was to use a 50/50 approach for sex and age categories, the actual collected data does differ slightly and the researcher found no reason for omitting them for the sake of balancing.

All interviewing and data collection was done by 11 local people who had some previous experience in the area of field studies (having formerly worked for NIRT's Public Opinion Research Department). These interviews were given adequate training and carried with them the questionnaire translated into Farsi. (See Appendix D for a copy).

Selection of Broadcast Personnel

The third group of respondents were key personnel at the local broadcast station who form the membership of local management teams. These people were selected from the station's formal organizational charts by the author and the local director of NIRT's Public Opinion Survey Department and sent a letter of introduction from the researcher (See Appendix E). The total number of key personnel was 7 out of a total of 70 (10%) of the employees at the center. These 70 people, including a regional director, television production manager, radio production manager, technical manager, news manager, and two radio and television producers are generally responsible for the entire operation of the center as far as programming is concerned. They decide what should or should not go on the air. They also determine content and style for both radio and television, and, subsequently, based on their capability, they receive permission from the radio and television network director in Tehran for a certain number of local broadcasting hours.

The network allocation for local radio broadcasting at the time of this research was only ten hours each day (from 9 a.m. to 12 a.m., 4 p.m. to 8 p.m. and 9 p.m. to

12 p.m.). The remaining hours belonged to broadcasting network programs and for television two hours, one hour before the network's starting hour and another hour any time except during prime time of (highly special) network programs. The allowance for weekends was four to six hours.

Although this group was small, their involvement with this research served:

1. to make them acquainted with topics or issues that could affect their area of service;

2. to provide this researcher an opportunity to identify the degree of discrepancy between broadcasters' view of public needs and the views of the other two major groups.

Demographic and TV/radio usage information on broadcast personnel is presented in Appendix H. (See Appendix C for questions asked to obtain these data).

One questionnaire was used for the three groups of respondents, composed of four parts (See Appendix C):

Section I:	General questions on community issues/needs.
Section II:	Programming questions.
Section III:	Open-ended questions on community issues.
Section IV:	General information questions.

This single questionnaire, when used for three groups, provided an adequate measurement of the degree of congruency among the three groups with regard to the dimensions of community needs. Compatible with the nature of the study an attempt was made to explore potential capabilities of statistical methods. For this reason three statistical methods namely: ranking, x^2 (Chi-square) and analysis of variance were employed. Based on the application of three methods, collected data was analyzed and the result of the findings are presented in Chapter IV. It is important to be mentioned here that the main purpose of adopting three methods was to demonstrate to the future researcher the final outcome of each method and its effectiveness for decision making. In addition it was also intended to make it simple for them to choose any method that best served their purpose.

NOTES--CHAPTER III

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CHAPTER IV

ANALYSIS OF THE DATA

Respondent Preferences and Differences

From information collected, the following attempts were made to construct a framework for analysis:

1- Questions were ranked according to frequencies of response of three groups (Tables 1 and 2).

2- X^2 (Chi-square) was used for public and elite (broadcasters were eliminated due to the fact that their group was small) to see whether there are any significant differences between these two groups with regard to needs and program choice.

3- Analyses of variance were used for all three categories of respondent to see whether there are any significant differences among them with regard to needs and program choice.

Each one of these three methods provides insights to needs and program preferences of three groups of

respondents. In addition, since the entire purpose of this study was exploratory, alternative methods were employed in order to be able to identify facilitating capabilities of each for future research.

The findings by each method are as follows:

1- Respondent Preferences and Differences According to Ranking Method:

Based on frequencies of response to each question by members of the three groups Tables 1 and 2 were constructed. In these tables, for clearer identification of agreement and disagreement it was decided to add all strongly agree and agree responses together and add all disagree and strongly disagree response together. The same decision was made for the program policy section by adding vital and necessary response together and labeling them as most necessary. In this case not necessary remained the same and was labeled as least necessary.

A review of the top ten questions as ranked in Tables 1 and 2 reveals that all elites strongly agree with the following ones:

1. Too many farmers are moving to your city.

2. Water service is good in Kerman.

3. Seeing a doctor is a problem in Kerman.

4. There is a drug problem in Kerman.

5. Life is becoming too complex.

6. Kerman is too crowded.

7. Unemployment is high in Kerman.

8. You have trouble finding mechanics to service and repair your car.

9. There is a youth revolution problem in Kerman.

10. Electric service is good in Kerman.

The statements with which elites most often disagreed were:

1. There is enough public transporation in Kerman.

2. There are enough things to do for recreation in Kerman.

3. The municipal government does a good job.

4. It is possible to find people to do the work you need done.

5. There is adequate housing in Kerman.

6. I know the steps in the justice process.

7. The goods you want in Kerman can be easily found.

8. People moving into your community can find housing easily.

9. Enough farm produce is available locally.

10. You are prepared for the change taking place in Kerman.

The ten programs indicated as most necessary in the cities were:

1. programs on preventive medicine

2. programs on simple home medical care

3. programs on hygiene and cleanliness

4. programs on getting good dental care

5. programs on closing gaps between children and parents

6. programs on simple home repair

7. programs on introducing books, book reviews, and libraries

8. introduction to Persian literature

9. programs on how effectively to utilize your time at home

10. programs on home and family budgeting

The ten programs indicated as least necessary by elites were:

1. introduction to western music

2. programs on problems of living in apartment building

3. programs on introduction to modern equipment such as calculators, computers, air conditioning, pumps, etc.

4. programs on cooking

5. programs on financial investing

6. programs on growing house plants

7. programs on national customs and home sewing

8. programs on how the justice system works

9. programs on home gardening

10. programs on how to find a job

B.   The public-at-large, while agreeing with the elites on most issues, differed on other issues such as gradual deterioration of local traditions and dissatisfaction with availability of certain goods and services.   They ranked their top ten concerns as follows:

1.   There are too many private cars in Kerman.

2.   Seeing a doctor is a problem in Kerman.

3.   Life is becoming to complex.

4.   Kerman is too crowded.

5.   There is a drug problem in Kerman.

6.   Electric service is good in Kerman.

7.   Unemployment is high in Kerman.

8.   Too many local traditions are being forgotten in Kerman.

9.   Modern conveniences for the home are available in Kerman.

10.   Too many farmers are moving to your city.

The ten issues most strongly disagreed with by the people were:

1.   It is possible to find people to do the work you need done.

2.   There are enough things to do for recreation in Kerman.

3.   People moving into your community can find houses easily.

4.   The municipal government does a good job.

5.   There is adequate housing in Kerman.

6.   There is enough public transportation in Kerman.

7. I know the steps in the justice process.

8. It is easy for people to find jobs in Kerman.

9. The goods you want in Kerman can be easily found.

10. Enough farm produce is available locally.

The ten programs the people indicated as least necessary were:

1. introduction to western music

2. programs on problems of living in an apartment building

3. programs on introduction to modern equipment such as calculators, computers, air condition, pumps, etc.

4. program on financial investing

5. programs on growing house plants

6. programs on simple automobile repair and services

7. introduction to Iranian music

8. programs on national customs and home sewing

9. programs on cooking

10. programs on how the justice system works

C. Broadcasters did not share the same views as local elites and the public-at-large; they did not rank the same issues in their top ten choices. Instead, they emphasized recreation, college education, and air and water pollution. To them the top ten issues were as follows:

1. Water service is good in Kerman.

2. Seeing a doctor is a problem in Kerman.

3. There is a drug problem in Kerman.

4. There is a water pollution problem in Kerman.

5. Too many local traditions are being forgotten in Kerman.

6. There is a youth revolution problem in Kerman.

7. Too many farmers are moving to your city.

8. Life is becoming too complex.

9. You have trouble finding mechanics to service and repair your car.

10. Too many people are moving from Kerman to the larger cities.

The issues most strongly disagreed with by broadcasters were:

1. There are enough things to do for recreation in Kerman.

2. There are adequate facilities (hotels and restaurants) for visitors to your city.

3. Young people from Kerman can get into colleges.

4. There is an air pollution problem in Kerman.

5. The municipal government does a good job.

6. Kerman is well connected to the rest of the country for travel purposes.

7. There is adequate housing in Kerman.

8. People moving into your community can find housing easily.

9. I know the steps in the justice process.

10. You can easily find a good medical doctor when you need one.

Broadcasters ranked the following programs in their top ten choices:

1. programs on simple home repair

2. programs on home gardening

3. programs on closing gaps between children and parents

4. programs on preventive medicine

5. programs in simple home medical care

6. introduction to Persian literature

7. introduction to living conditions in other developing countries

8. programs on how effectively to utilize your time at home

9. programs on inexpensive home beautification

10. programs on responsibilities of certain professions such as police, nurses and other people-selected service.

Finally, the ten programs broadcasters indicated as least necessary were:

1. programs on growing house plants

2. programs on cooking

3. introduction to western music

4. programs on planning a balanced and nutritional diet

5. programs on national customs and home sewing

6. programs on housing (buying, renting, building)

7. programs on owner-tenant relationships

8. programs on problems of living in an apartment building

9. programs on home and family budgeting

10. programs on how the justice system works

2- Respondent Preferences and Differences according to X^2 (Chi-square) method:

In order to be able to put the general findings in the preceeding tables in a concise form several statistical tests were contemplated. However, it became obvious that the limited number of persons to be identified as a local elite and policy makers at local radio and television inherently limits applications of statistical tools for analysis of collected data. Due to this limitation of sample size X^2 (Chi-square) tests were used for only two groups of elite and public at large in order to see whether there is any significant differences between the two groups on any one of the questions.

As it is indicated in Appendix E from calculated X^2 the following categorizations are obtained:

I. - When X^2 is not significant i.e. $X^2 \leq 3.84$ then:

public and elites agree on existing problems

II. - When X^2 is significant, in this case

   $X2 \geqslant 3.84$ with confidence (P = 0.05) then:

   there   is   difference   between   agreement   and

   disagreement   of public and elites.

   Based   on the above classification,   the   following
summary of   results on the first 40 questions related to
community needs could be drawn:

I. - When $X2 \leq 3.8$

   Public and elite generally agree on the   following
   issues:

   1. Too many people are moving from Kerman to
       larger cities.

   2. Kerman is too crowded.

   3. The number of thefts has risen in Kerman.

   4. There is a juvenile deliquency problem in
       Kerman.

   5. The   courts   in Kerman are too   lienient with
       criminals.

   6. There is an air pollution problem in Kerman.

   7. There is a water pollution problem in Kerman.

   8. Water service is good in Kerman.

   9. Electric service is good in Kerman.

   10. The municipal government does a good job.

   11. There is adequate housing in Kerman.

   12. People moving into your community can find
        housing easily.

   13. Modern conveniences for the home are available
        in Kerman.

14. You can easily find a good medical doctor when you need one.

15. Seeing a doctor is a problem in Kerman.

16. Seeing a dentist is a problem in Kerman.

17. There is a drug problem in Kerman.

18. There is a youth revolution problem in Kerman.

19. The family structure is weakening in Kerman.

20. Too many local traditions are being forgotten in Kerman.

21. Young people from Kerman can get into college.

22. There is enough public transportation in Kerman.

23. Unemployment is high in Kerman.

24. It is easy for people to find job in Kerman.

25. Enough farm produce is available locally.

26. Life is becoming to complex.

27. You are prepared for the changes taking place in Kerman.

28. You have trouble finding mechanics to service and repair your car.

II. - When $X^2 \geqslant 3.8$ public and elite differ on following issues:

1. The goods you want in Kerman can be easily found.

2. It is possible to find people to do the work you need done.

3. I know the steps in the justice process.

4. There are enough things to do for recreation in Kerman.

5. You can easily find a good dentist when you need one.

6. Going to a hospital is a problem in Kerman.

7. The children of Kerman are getting a good education.

8. Too many farmers are moving to your city.

9. Kerman is becoming too industralized.

10. There are too many private cars in Kerman.

11. Kerman is well connected to the rest of the country for travel purposes.

12. There are adequate facilities for visitors to your city.

When X^2 test was applied for section two of the questionnaire related to programs of radio and television it was found that X^2 was significant (P = 0.05) only for six program areas. The public and elite differed on these issues:

1. Housing

2. Owner-Tenant relationship

3. Hygiene and cleanliness

4. Simple home repair

5. Introducing Iran and life styles in different regions

6. Introduction to western music

For the remaining 26 questions the X^2 was not significant, therefore public and elites do agree on the following programs:

1. Problems of living in apartment buildings

2. How effectively to utilize your time at home.

3. Inexpensive home beautification.

4. Growing house plants.

5. Home gardening.

6. Closing gaps between children and parents.

7. Home and family budgeting.

8. Getting good dental care.

9. Preventative medicine.

10. Simple home medical care.

11. Simple autombile repair and service.

12. Planning a balanced and nutritional diet.

13. Cooking.

14. How to use local service agencies.

15. How the justice system works.

16. Financial investing.

17. How to find a job.

18. Introducing books.

19. National customs and home serving.

20. Introduction to modern equipment.

21. Responsibilities of certain professions.

22. Introduction to Iranian music.

23. Introduction to Persian literature.

24. Introduction to living conditions in other developing countries.

3- Respondent Preferences and Differences Through Application
of Analysis of Variance.

Analysis of variance was used to investigate
whether or not all three groups differ significantly
among themselves with respect to needs and program
policies.

This statistical method served more advantageously
then the other two proceeding methods in identifying
areas of agreement and disagreement between the three
groups. It proved to be an appropriate instrument in
facilitating analysis of data.

In this analysis when F ratio was found as great or
greater than the appropriate table entry then F
calculation > F table then this researcher concluded
that the difference between the three groups are
statistically significant and rejected the hypothesis of
no difference, post hoc, between the means. Having
found F significant then it was used for identifying
items on which group differences exist. However, when F
was not significant then, the null hypothesis was
accepted. In other words, one cannot say that, from a
statistical point of view, there are any significant
differences between these three groups with respect to
their response to questions under consideration.

All calculations are presented in Appendix F. In

education, housing, and degree of industralization. They also do not share the same view on broadcasting policies, i.e. while elite and broadcasters are interested in programs such as western music and style of modern living the public is more concerned with programs that will address there immediate needs. These findings are surprisingly harmonious with the economic and welfare condition of the three study groups. It reflects needs of each group in accordance with their financial capabilities. The difference between broadcasters and the other two groups, elite and public, remains as it has been stated throughout this study. These findings are in Tables 3 and 4.

Response to Open-Ended Questions

The following issues are identified by elites as major problems in the City of Kerman in response to the open-ended questions in Section III of the questionnaire.

1. In the main street of the City of Kerman traffic is highly congested during most working hours.

2. Skilled labour is not available in Kerman.

3. Street pavements are not well kept.

4. The number of telephones available in Kerman is not enough.

5. The City of Kerman is not clean.

Table 1.   Table of Priorities for Community Needs as Expressed by Three Groups of Respondents.

Top Ten Issues Elite Strongly Agree	Top Ten Issues People Strongly Agree	Top Ten Issues Broadcasters Strongly Agree
1. Too many farmers are moving to your city.	1. There are too many private cars in Korman.	1. Water service is good in Korman.
2. Water service is good in Korman.	2. Seeing a doctor is a problem in Korman.	2. Seeing a doctor is a problem in Korman.
3. Seeing a doctor is a problem in Korman.	3. Life is booming too complex.	3. There is a drug problem in Korman.
4. There is a drug problem in Korman.	4. Korman is too crowded.	4. There is a water pollution problem in Korman.
5. Life is booming too complex.	5. There is a drug problem in Korman.	5. Too many local traditions are being forgotten in Korman.
6. Korman is too crowded.	6. Electric service is good in Korman.	6. There is a youth revolution problem in Korman.
7. Unemployment is high in Korman.	7. Unemployment is high in Korman.	7. Too many farmers are moving to your city.
8. You have trouble finding mechanic to service and repair your car.	8. Too many local traditions are being forgotten in Korman.	8. Life is booming too complex.
9. There is a youth revolution problem in Korman.	9. Modern conveniences for the home are available in Korman.	9. You have trouble finding mechanic to service and repair your car.
10. Electric service is good in Korman.	10. Too many farmers are moving to your city.	10. Too many people are moving from Korman to the larger cities.

Ten Issues Elite Strongly Disagree	Ten Issues People Strongly Disagree	Ten Issues Broadcasters Strongly Disagree
1. There is enough public transportation in Korman.	1. It is possible to find people to do the work you need done.	1. There are enough things to do for recreation in Korman.
2. There are enough things to do for recreation in Korman.	2. There are enough things to do for recreation in Korman.	2. There are adequate facilities (hotels and restaurants)/for visitors to your city.
3. Municipal government does a good job.	3. People moving into your community can find housing easily.	3. Young people from Korman can get into college.
4. It is possible to find people to do the work you need done.	4. The municipal government does a good job.	4. There is an air pollution problem in Korman.
5. There is adequate housing in Korman.	5. There is adequate housing in Korman.	5. The municipal government does a good job.
6. I know the steps in the justice process.	6. There is enough public transportation in Korman.	6. Korman is well connected to the rest of the country for travel purposes.
7. The goods you want in Korman can be easily found.	7. I know the steps in the justice process.	7. There is adequate housing in Korman.
8. People moving into your community can find housing easily.	8. It is easy for people to find jobs in Korman.	8. People moving into your community can find housing easily.
9. Enough farm produce is available locally.	9. The goods you want in Korman can be easily found.	9. I know the steps in the justice process.
10. People are prepared for the change taking place in Korman.	10. Enough farm produce is available locally.	10. You can easily find a good medical doctor when you need one

Table 2. Table of Priorities for Programs as Expressed by Three Groups of Respondents.

Top Ten Programs Indicated Most Necessary By The Elites

1. programs on preventive medicine.
2. programs on simple home medical care.
3. programs on hygiene and cleanliness.
4. programs on getting good dental care.
5. programs on closing gaps between children and parents.
6. programs on simple home repair.
7. programs on introducing books, book reviews, and libraries.
8. Introduction to Persian Literature.
9. programs on how effectively to utilize your time at home.
10. programs on home and family budgeting.

Ten Programs Indicated An Least Necessary By Elites

1. Introduction to western music.
2. programs on problems of living in an apartment building.
3. programs on introduction to modern equipment such as calculators, computers, air conditioning, pumps, etc.
4. programs on cooking.
5. programs on financial investing.
6. programs on growing house plants.
7. programs on national customs and home saving.
8. programs on how the justice system works.
9. programs on home gardening.
10. programs on how to find a job.

Top Ten Programs Indicated Most Necessary By People

1. programs on hygiene and cleanliness.
2. programs on simple home medical care.
3. programs on how effectively to utilize your time at home.
4. programs on preventive medicine.
5. programs on introducing books, book reviews and libraries.
6. Introduction to Persian Literature.
7. programs on housing(buying, renting, building)
8. programs on getting good dental care.
9. programs on owner-tenant relationship.
10. programs on planning a balanced and nutritional diet.

Ten Programs Indicated Least Necessary By People

1. Introduction to western music.
2. programs on problems of living in an apartment building.
3. programs on introduction to modern equipment such as calculators, computers, air conditioning, pumps, etc.
4. programs on financial investing.
5. programs on growing house plants.
6. programs on simple automobile repair and service.
7. Introduction to Iranian music.
8. programs on national customs and home saving.
9. programs on cooking.
10. programs on how the justice system works.

Top Ten Programs Indicated Most Necessary by Broadcasters

1. programs on simple home repair.
2. programs on home gardening.
3. programs on closing gaps between children and parents.
4. programs on preventive medicine.
5. programs on simple home medical care.
6. Introduction to Persian Literature.
7. Introduction to living conditions in other developing countries.
8. programs on how effectively to utilize your time at home.
9. programs on inexpensive home beautification.
10. programs on responsibilities of certain professions such as police, nurses and other people-selected services.

Ten Programs Indicated Least Necessary by Broadcasters

1. programs on growing house plants.
2. programs on cooking.
3. Introduction to western music.
4. programs on planning a balanced and nutritional diet.
5. programs on national customs and home saving.
6. programs on housing(buying, renting, building)
7. programs on owner-tenant relationships.
8. programs on problems of living in an apartment building.
9. programs on home and family budgeting.
10. programs on how the justice system works.

Table 3. Agreement Among Broadcasters, People and Elite on Needs.

Question Number	Question Statement	F Significant	Level of Error	Value of Mean	Inclined to agree	Inclined to disagree
					Based on Comparison of Mean	
1	Too many people are moving from Kerman to the larger cities	No		$\bar{x}>3.0$	Yes*	
2	Kerman is too crowded	No		$\bar{x}>3.0$	Yes	
3	The goods you want in Kerman can be easily found	No		$\bar{x}<3.0$		Yes
4	It is possible to find people to do the work you need done	No		$\bar{x}<3.0$		Yes
5	The number of thefts has risen in Kerman	No		$\bar{x}<3.0$	Yes	
6	There is a juvenile deliquency problem in Kerman	No		$\bar{x}>3.0$	Yes	
7	The courts in Kerman are too lenient with criminals	No		$\bar{x}>3.0$	Yes	
8	There is an air pollution problem in Kerman	Yes	0.05	$\bar{x}>3.0$	Elite&People	Broadcasters $\bar{x}<3.0$
9	There is a water pollution problem in Kerman	No		$\bar{x}>3.0$	Yes	Yes
10	Water service is good in Kerman	Yes	0.01	$\bar{x}>1.0$	Yes	
11	Electric service is good in Kerman	Yes	0.05	$\bar{x}<3.0$	Elite&People	Broadcasters $\bar{x}<3.0$
12	The municipal government does a good job	No		$\bar{x}<3.0$		Yes
13	There is adequate housing in Kerman	No		$\bar{x}<3.0$		Yes
14	People moving into your community can find housing easily	No		$\bar{x}<3.0$		Yes
15	Modern conveniences for the home are available in Kerman	No		$\bar{x}>3.0$	Yes	
16	I know the steps in the justice process	No		$\bar{x}>3.0$	Yes	Yes
17	There are enough things to do for recreation in Kerman	Yes	0.05	$\bar{x}<3.0$	Yes	Yes
18	You can find a good medical doctor when you need one	Yes	0.01	$\bar{x}>3.0$	Yes	Yes
19	You can easily find a good dentist when you need one	No		$\bar{x}<3.0$	Yes	
20	Going to hospital is a problem in Kerman	Yes	0.05	$\bar{x}<3.0$	People&Elite&Broadcasters	
221	Seeing a doctor is a problem in Kerman	No		$\bar{x}>3.0$	Yes	Yes
22	Seeing a dentist is a problem in Kerman	No		$\bar{x}>3.0$	Yes	Yes
23	There is a drug problem in Kerman	No		$\bar{x}>3.0$	Yes	Yes

* Yes: represent agreement and disagreement of the groups

Table 3. Continued

Question Number	Question Statement	F significant	Level of Error	Value of Mean	Based on Comparison of Mean — Inclined to agree	Inclined to disagree
24	There is a youth revolution problem in Kerman	No		$\bar{x}>3.0$	Yes	—
25	The family structure is weakening in Kerman	No		$\bar{x}<3.0$	—	Yes
26	Too many local tradition are being forgotten in Kerman	No		$\bar{x}>3.0$	Yes	—
27	The children of Kerman are getting a good education	No		$x<3.0$	People $\bar{x}>3.0$	Elite&Broadcasters
28	Young people from Kerman can get into college elsewhere	Yes	0.05	$\bar{x}<3.0$	People $\bar{x}>3.0$	Elite&Broadcasters
29	There is enough public transportation in Kerman	Yes	0.05	$x<3.0$	—	Yes
30	Unemployment is high in Kerman	No		$\bar{x}>3.0$	Yes	—
31	It is easy for people to find jobs in Kerman	No		$\bar{x}<3.0$	—	Yes
32	Too many farmers are moving to your city	No		$\bar{x}>3.0$	Yes	—
33	Enough farm produce is available locally	No		$\bar{x}<3.0$	—	Yes
34	Kerman is becoming too industrialized	Yes	0.01	$\bar{x}<3.0$	People $\bar{x}>3.0$	Elite&Broadcasters
35	Life is becoming too complex	No		$\bar{x}>3.0$	Yes	—
36	You are prepared for the changes taking place in Kerman	Yes	0.05	$\bar{x}<3.0$	—	Yes
37	There are too many private cars in Kerman	Yes	0.01	$\bar{x}>3.0$	Yes	—
38	You have trouble finding mechanics to service and repair your car	—	—		Yes	—
39	Kerman is well connected to the rest of the country for travel purpose	Yes	0.01	$\bar{x}>3.0$	People $\bar{x}>3.0$	Elite&Broadcasters
40	There are adequate facilities (hotels and restaurants	Yes	0.01	$x<3.0$; $x<3.5$		Yes

Table 4. Agreement Among Broadcasters, People and Elite on Program Policy.

Question Number	Question Statement	F Significant	Level of Error	Value of Mean	Based on Comparison of Mean — Inclined to agree	Inclined to disagree
1	Programs on housing(buying,renting,building)	Yes	0.05	$\bar{x} > 1.5$	Yes	
2	Programs on owner-tenant relationship	No		$x > 1.5$	Yes	
3	Pograms on problems of living in apartment buildings	Yes	0.01	$\bar{x}_{r,d} > 1.5$ $\bar{x}_p < 1.5$	Elite&Broadc osters	People
4	Programs on hygiene and cleanliness	No		$\bar{x} > 1.5$	Yes	
5	Programs on how effectively to utilize your spare time	No		$\bar{x} > 1.5$	Yes	
6	Programs on inexpensive home beautification	No		$\bar{x} > 1.5$	Yes	
7	Programs on simple home repair	Yes	0.01	$\bar{x} > 1.5$	Yes	
8	Programs on growing house plants	No		$\bar{x} > 1.5$	Yes	
9	Programs on home gardening	No		$\bar{x} > 1.5$	Yes	
10	Programs on closing gaps between children and parents	No		$\bar{x} > 1.5$	Yes	
11	Programs on home and family budgeting	No		$\bar{x} > 1.5$	Yes	
12	Programs on getting good dental care	No		$\bar{x} > 1.5$	Yes	
13	Programs on preventive medicine	No		$\bar{x} > 1.5$	Yes	
14	Programs on simple home medical care	No		$\bar{x} > 1.5$	Yes	
15	Programs on simple automobile repair and services	No		$\bar{x} > 1.5$	Yes	
16	Programs on planning a balanced and nutritious diet	No		$\bar{x} > 1.5$	Yes	
17	Programs on cooking	Yes	0.05	$\bar{x}_{e} > 1.5$	Elite&People	Broadcasters $\bar{x}_{g} < 1.5$
18	Programs on how to use local service agencies	No		$\bar{x} > 1.5$	Yes	
19	Programs on how the judicial system works	No		$\bar{x} > 1.5$	Yes	
20	Programs on financial investment	No		$\bar{x} > 1.5$	Yes	
21	Programs on how to find a job	No		$\bar{x} > 1.5$	Yes	
22	Programs introducing books,book reviews and libraries	No		$\bar{x} > 1.5$	Yes	
23	Programs introducing Iran and life styles in different regions of the country	No		$\bar{x} > 1.5$	Yes	
24	Programs on regional Iranian dress and home sewing	No		$\bar{x} > 1.5$	Yes	
25	Programs presenting modern equipment such as calculato rs,computers,air conditioning,pumps,etc.	No		$\bar{x} > 1.5$	Yes	
26	Programs on the responsibilities involved in certain occupations such as police ,nursing and other people	No		$\bar{x} > 1.5$	Yes	

Table 4. Continued

Question Number	Question Statement	F Significant	Level of Error	Value of Mean	Based on Comparison of Mean	
					Inclined to agree	Inclined to disagree
27	Introduction to Iranian music	No		X>1.5	Yes	
28	Introduction to Western music	Yes	.05	X>1.5	Broadcaster	People Elite >1.5
29	Introduction to Persian literature	No		X>1.5	Yes	
30	Introduction to living conditions in other developing countries	No		X>1.5	Yes	

designated arrow to the group of the group

6. Stores are not well equipped to keep food properly.

7. Not enough taxis in town.

8. Specialist in many fields are not available in Kerman.

9. Recreational facilities are not adequate.

The following issues are identified by public at large as major problems in the City of Kerman in response to the open-ended questions in Section III of the questionnaire.

1. Water is not clean.

2. Not enough inexpensive houses are available in the City of Kerman.

3. Rents are too high.

4. Public transportation is not adequate.

5. Consumer goods are too expensive.

6. Addiction to opium and other narcotic drugs.

7. The City of Kerman lacks proper parks and recreation centers.

8. Public telephone is available in only limited number at few selected places.

9. Civil Servants lack proper motivation to work. The only time they can have things done is when they find some sort of connections.

10. There are too many demonstrations by young people.

11. Narrow streets in certain parts of the city are not paved at all.

12. The number of bakeries available in town is not enough.

13. There is no organization to be concerned about the problems of youth, specially when they are out of school.

14. University and technical colleges are closed most of the time during academic year for political reasons apparently. There are senior students who are waiting for a couple of years to be able to get their courses out of the way so that they can graduate.

15. Students from other parts of Iran have a difficult time finding a place to live in town. Present number of rooms in dormatories is not enough.

16. In some high schools students do not have school books.

The following issues are identified by radio and television personnel as major problems in the City of Kerman in response to the open-ended questions in Section III of the questionnaire:

1. Not enough medical doctors in town.

2. Addiction to opium.

3. Lack of cultural and political awareness.

4. The City has to be taken care of better than it is now.

5. City needs good public works.

6. City needs recreation and sport centers.

7. For those government or private employees who are transferred from elsewhere to Kerman, Kerman life is very dull. It takes some time before one can find someone to associate with.

Here again it is evident that there are differences in perspectives between broadcasters and the public-at-large in the City of Kerman (at the time of this study) i.e. while broadcasters are looking for a more "societal" issues the public is concerned about immediate needs.   It appears that broadcasters are more cosmopolitan while the public are more local.

CHAPTER V

STUDY CONCLUSIONS

It is evident in tables of priorities (Tables 1 and 2) that the three groups of respondents do not share the same priorities on community needs, nor do they agree on certain issues. For example, elite and broadcasters do strongly agree that "finding mechanics to service your car is difficult" and "a youth revolution problem in Kerman is of concern," while neither of these problems appear in the top ten list of the public at large.

In contrast to broadcasters, the elite in Kerman appeared to have a better perception of community needs. Indeed, in most cases their ratings were consistent with those of the public; they differed only on a few issues.

There are some areas in which public and elite have common interests such as "the City of Kerman is too crowded" or "unemployment is high in Kerman" or "electric service is adequate" whereas none of these issues are within the top ten of broadcasters.

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The reason for this similarity would seem to relate to the fact that the elites and the public are from the local community, while broadcasters are not local people. In fact, broadcasters in most cases had transferred to Kerman and, thus, were unable to accurately project local needs.

But, there are several issues which are of concern of one group but irrelevant to the others. For instance, the public at large see the city being "highly crowded by private cars" and "local traditions being ignored," however, for elite these are of no immediate concern.

While the elite and public share the same views that "public transport in Kerman is not sufficient" or "it is difficult to find help to get the things you need done," or "there is a shortage of agricultural products in Kerman." Broadcasters, in contrast, are concerned with inadequate availabilities of facilities such as: hotels, restaurants, medical services. They are concerned about the roads connecting Kerman to the other cities of the country.

Discrepancies among the three groups indicate that the elite and the public are more concerned with immediate local needs while for broadcasters the needs are mostly cosmopolitan in nature.

Another explanation for the fact that broadcasters identified different needs is their educational level. See Appendix F wherein age and sex of respondent do not make a significant difference in percentage of response to each question, while education does. Males and females seldom differed in their order of priorities of local needs and program preferences; the same was true with age. But when education was taken into consideration, those with an education beyond the high school level did not rate the same needs as those below this level.

In Kerman, as in most broadcasting centers at the time of this study, the average educational level achieved by local station managers was far beyond that of their counterparts in other organizations. This was primarily due to the fact that educated people at the time of this study were more attracted to broadcasting than any other government service except universities. Being more educated and having satisfied primary needs, such individuals will drive for life enrichment and intellectual enhancement. The problem remains for policy-makers to somehow utilize the public broadcasting system to serve all population groups within a nation. And the issue here is whether broadcasters should pursue their own interests or those of the local community.

Table 2, on program choice, shows that the group differences are more pronounced and there are a few areas on which all three groups agree together. For example, for the elite and the public, programs on hygiene, dental care, introduction of books, and book reviews are important, while broadcasters are interested in knowing about the conditions of living in other developing countries, on home beautification, on defining and introducing responsibilities of professional groups such as: police, nurses, etc.

In the list of the least necessary programs, one observes similar patterns, for instance, it is least necessary to be introduced to modern equipment for the elite and the public, whereas for the broadcasters it is the least necessary to have programs on planning a balanced and nutritional diet.

The public and the elite areas of agreement and differences are found as follows (in accordance with the Chi-square results):

The public and elite generally agree:

1. Kerman is too crowded.

2. Electric service is good in Kerman.

3. Seeing a doctor is a problem in Kerman.

4. Too many local traditions are being ignored in Kerman.

5. Life is becoming too complex.

6. Kerman is well connected to the rest of the country for travel purposes.

7. People moving into your community can find housing easily.

8. Kerman is becoming too industralized.

9. Too many farmers are moving into the City of Kerman.

10. There is an air pollution problem in Kerman.

11. Water services are good in Kerman.

12. Unemployment is high in Kerman.

13. The number of thefts have risen in Kerman.

The public and elite generally disagree on the following issues:

1. It is easy for people to find jobs in Kerman.

2. People moving into your community can find housing easily.

3. There is a water pollution in Kerman.

4. Enough farm products are available locally.

5. It is possible to find people to do the work you need done.

6. There is enough public transportation in Kerman.

7. There is an air pollution in Kerman.

8. The family structure is weakening in Kerman.

9. The young people from Kerman can get into colleges.

10. Kerman is well connected to the rest of the country for travelling purposes.

11. There are adequate facilities (hotels, restaurants) for visitors to your city.

Public and elite differ on the following issues:

1. I know the steps in the justice process.

2. You can easily find a good dentist when you need one.

3. The goods you want in Kerman can be easily found.

4. There are enough things to do for recreation in Kerman.

5. You are prepared for the changes taking place in Kerman.

6. The children of Kerman are getting a good education.

7. Kerman is well connected to the rest of the country for traveling purposes.

8. Kerman is becoming too industralized.

9. There is a youth revolution problem in Kerman.

10. There are too many private cars in Kerman.

11. There are adequate facilities (hotels and restaurants) for visitors to your city.

When the Chi-square test was applied to section two of the questionnaire related to the programs of radio and television it was found that there were significant differences (P = .05) only for four of the following programs.

1. Programs on housing (buying, renting, building).

2. Progams on owner-tenant relationship.

3. Programs on introduction to modern equipment such as calculators, computers, air-conditioners, pumps, etc.

4. Introduction to western music.

For the remaining 26 program types the Chi-square was not significant. Therefore, public and elites do have agreements on the list of the programs as it is indicated.

From the analysis of variance, it was observed that there are 18 questions in general that the three groups do differ on. However, it was found that the elite and the broadcasters have similar views with respect to the following issues:

1. You an easily find a good dentist when in need.

2. Kerman is becoming too industralized.

3. There are too many private cars in Kerman.

There are also areas in which the elite and the public have similar views such as:

1. There is an air pollution problem in Kerman.

2. Electric services are good in Kerman.

3. Water service is good in Kerman.

Application of three different methods proved that, in general, there are differences among three groups, however, the elite have a tendency to be closer to the public and the local needs and share with the public in areas of local concern while the broadcasters differ, on many issues, with both the elite and the public. It

appears that the broadcasters do not share the same perspective with the elite and the public at large.

The above mentioned findings proved several established points:

1. The broadcasters, in general, are not thoroughly aware of the community needs and the desires for programming.

2. Where there are some similarities of views between the broadcasters and the elite, it seems purely related to their common level of education and similar exposure to other environments.

3. There is a lack of harmony on the development of infrastructures, i.e., while water, electricity and air transport are appropriately available, hygiene, medical centers, city transportation and above all, education, is lagging far beyond the desired level of expectation.

4. It is quite possible that more would be gained by conducting research to identify needs and then trying to find their order of priority and importance to the public and the elite. In this study, the authors supplied the needs and program categories.

5. The questionnaire should be designed so not more than 30 issues are presented. The present questionnaire proved to be too long and far beyond the patience of the respondents.

When this study was conducted the aim was to demonstate to the broadcasters that they are not in harmony with their environment and do not share the same cultural and social values. This point has been demonstrated far beyond expectations. It is agreed that there should be a linkage between the broadcasters and the audiences they serve. Broadcaster decision-making should be fundamentally influenced by inputs it receives from the environment in which it operates.

The assessment of the community needs provided, if well designed and adequately adjusted and implemented, to be able to close the loop of "one-way" communication. This has been the main concern of this study.

Through the application of the assessment of the community needs, three distinct categories of problems were identified.

Community needs which can be easily addressed by local programming on both radio and television are as follows:

- Programs on hygiene

- Programs on family affairs like the generation gap,

- Programs on preventative medicine, and

- Programs on simple repairs.

Programs of this nature appear to be highly

desirable, and, of course,, it could be easily produced by local stations.

The needs which are possible to be addressed purely by bringing them to the attention of the directors of the local agencies via panel discussions; for example, when unemployment, pollution, public transport or any other municipality issues are under consideration, that take more than public knowledge for solutions, the local broadcasters can at least invite the local municipal director (or mayor) to a television or radio "tele-talk" and hear public sentiment on the issues.

The community needs which are beyond the capacity of the local agencies and offices; several methods can be applied as follows: The local broadcasters can produce and broadcast programs related to the subject such as inadequate road connections between the City of Kerman and the rest of the country, migration of the local people to more attractive cities, or because of their disapproval of the services given by the governmental agencies. The local broadcasters can convey the messages of the community needs to the national programming policy board for consideration.

Thus, it appears that the assessment of the community needs, in general, is more than just gathering data and applying statistical analysis. It provides a

broadcasting institution with an opportunity to address "societal" issues. It can help define the role and the mission of mass media as a social institution in a developing society. It also provides a means for bridging the gap between the broadcasters and the community in which they serve. Furthermore, the findings, through the assessment, can be used as a basis of establishing a dialogue between the people and the polity.

In a developing society in which mass media play an important role in the process of development, and the broadcasting system is publicly owned, a principal objective is to improve the circumstances of the least advantaged.

In the City of Kerman this dilemma was clearly demonstated through the responses received from various groups to the study questionnaire. In this city the author was faced with a full range of people—intellectuals, educated affluent, and uneducated poor. Local broadcasters must recognize these same groups and address their needs accordingly. They must break through their own isolation and mix with the members of their community at any cost in order to familiarize themselves with their audience. The aim should not be to satisfy their own intellectual desires, but to serve the entire community.

It important to note that the major impact and value of this study goes far beyond its statistical analysis. This exploratory research is aimed at opening a new avenue in the area of broadcast communication policy, although it is premature at this stage to make any predictions as to the impact of such research. Nevertheless, the attempt proved to be a positive step in linking the community leaders, the public, and broadcasters. There is no doubt that through this study a number of community needs were identified which might be useful to broadcasters, particularly since they were not needs identified by the broadcasters themselves. Therefore, one can postulate that the findings of this study may prove to be helpful not only to broadcasters, but also to other responsible private or public agencies.

The discrepancies between the broadcaster's conception of community needs and that of the public and community leaders proved to be wide enough; this should serve as an indiator that the link between these groups is not adequate, and it may become imperative for broadcasters to completely reevaluate their public affairs programming policies. The outcome of this study could be presented to all the regional managers of NIRT in Iran through a seminar so that similar attempt could

be made in other parts of the country. The author maintains that this study should not be a "one-shot" affair, but rather it must be continued and in each new attempt improved, modified, and adapted to the extent that both its method and approach are tailored to the Iranian context. It is also important that a method be developed for rapid and economical translation of community needs into program production and transmission in such a way that the response period would be minimized.

In a more futuristic context, one may envisage the creation of a center linked to the household. This center, through application of two-way communication systems with either fiber optics or a cable system, would receive input from the community and respond accordingly, thus rendering a multi-purpose community service. In this context, the extent of services that a local station could provide is extensive. Such a communication technology, while it is a quantum leap ahead of present modes, offers a boundless capability to serve any community that is able and willing to exploit it.

The first and most imporant step in employing communication technology to serve community needs and demands would be to find the best way of identifying

those needs and wants.   This study hopefully povided an effective framework for determining those community needs and desires, the ultimate fulfillment of which should be the aim of any form of public service and policy.

CHAPTER VI

FINAL REMARKS AND GENERAL RECOMMENDATIONS

The assessment of community needs was conducted in
the City of Kerman late September 1978 (from September
to November).   At this time Iran had a turbulent year
ahead and was proceeding toward a national uprising
which later was called a revolution.   Conducting social
research in an Iranian milieu under normal conditions
had always been a difficult task because of many
cultural and political reasons.   In these circumstances,
certain obstacles as well as opportunities were
omnipresent.   During the period in which this study took
place, people at large were more open and candid in
expressing their opinions in contrast to the normal
circumstances whereby people tend to be reserved and
preoccupied with their daily affairs and seldom would
contemplate a long list of issues and community needs.
People at large were more expressive than political

elites and religious leaders. This remains to be one of the astonishing experiences of this research.

At the time of this study many participants indicated to the researcher that there are many disparities between what they are exposed to through media and their living and political conditions. They have also expressed their dismay with certain aspects of national development and modernization. While they enjoyed having their infrastructural needs such as electricity, water systems, two channel color television, and several national radio stations, ulta modern airline services and airports, etc; they were not content and were expecting more, especially in the area of political participation and decision making.

Through informal discussion, political elites and religious leaders maintained that inadequate development planning and improper allocation of resources were the main reasons for social maladies and disturbances. Their objections were not to modernization but to the methods and means of achieving it.

In general, based on personal interviews with local leaders and people the following recommendations, beyond the immediate scope of this study will be offered.

General Recommendations

Although findings based on empirical studies provide guidelines for program policies, the researcher would like to take this opportunity to offer general policies and strategies that must be taken into consideration by any broadcasting systems in a rapidly developing nation.

These recommendations are as follows:

Cultural

Consciousness to traditional values and behavior patterns should preoccupy makers of cultural policy. The problem is not as controversial as it sounds, it only suggests that silent majorities adhere to traditional culture and demand to be taken seriously. This problem, if not considered, will become increasingly difficult with the rise of demand for representation and diverse tastes and patterns of life.

Transformation from taditional culture to a modern one requires bridges between the past, present and future in such a way that appropriate social forms and values could be adopted in order to reduce problems of identity, anomie, etc. resulting from modernization.

A limited number of elites who are out of touch with the mainstream and mass in general should not be

responsible for designing development policy out of total ignorance and inadequate information. Rather, opportunities should be available for national representation of various sectors in the process of cultural and economical development so that no plan, in abstract, could be designed and implemented. In view of what has been stated as far as culture is concerned, radio and television should focus on the following missions:

1. To give dignity to the human being.

2. To give pride in culture of nations.

3. To communicate traditional values, and to popularize in the best sense of term, traditional arts and patterns of culture.

4. To give insight into other cultures.

5. To help adaptation to new social and psychological situations.

6. To help diffusion of innovation.

7. To give voice to divergent sectors of population without prejudice for or against varying styles and tastes.

8. To encourage participation via access, and incorporation of non-specialists and non-elite in the broadcasting process.

9. To entertain and to provide escape from difficulties of radical transition to modernization.

10. To increase cultural awareness and to indicate cultural constraints and capabilities for national development.*

_____
*These items have been identified in a meeting held by a group of representatives from various sectors.

Political

The low level of political awareness, political indifference, and alientation on the part of the public, on the one hand, and a history of traditional authoritarianism with a desire to dominate and control on the part of the elite, on the other, has to be taken into consideration in formulating political roles, missions and functions of the radio and television in Iran. Most members of the local elite had expressed their concern for an incorruity that exists between the structure of political systems which is predominantly modern and political functions which demonstrate a strong traditional orientation. The areas where radio and television can play an effective role and can influence in altering traditional political orientations are as follows:

1. Through a consistant and continuous political education, in the direction of desired goals, new politial values and standards may be introduced and gradually included in the masses, which in the long run, will have a resocializing effect on the traditional patterns of behavior.

2. Through a concerted action it is possible to erode and break old political and related psychological commitments thus inspiring political mobilizations.

3. Through access to radio and television by different social groups, bringing their grievances, views and suggestion on the matter of policy to the attention of those in

authority, legitimate political institutions will emerge and loyalty to the system would be gained.

4. Through an effective approach, radio and television, as a political infrastructure, can bring together diverse political and social groups with the government in power in order to secure confidence and support for the systems as a whole. Tolerance toward constructive criticism, open diversion, and exchange of views on political issues aired by radio and television enhances the political system. When grievances, views and suggestions of a different social and political group are brought to the attention of the people in power the gap between rulers and ruled will be narrowed.

5. Through selection of suitable policies for dissemination of information, national integration will be enhanced and the gap between subculture will be narrowed.

Governance of the Radio and Television Institution

Credibility of the broadcasting institution rests on its independence from government and other economic or political sources of power within the system in which it operates. Therefore, autonomy of the broadcasting system is an important factor in fulfilling the above mentioned objectives. Autonomy could be obtained through:

1. Protected financing (mixed sources, minimum guarantee fixed formula, long term commitment).

2. Structure of organization.

3. Selection of a Board of Directors.

4. Tenure for key positions within the system.

General Programming Guidelines

1. Recognizing that social and economic development are dependent on the development of people, emphasis must be placed on learning, motivation and creation of effective communication addressing people's needs and satisfying their immediate wants.

2. Creating linkage between people and government for providing adequate support for development plans.

3. Encouraging government agencies, departments and other authorities to use radio and television for mobilizing support for development and aquainting people with their roles and missions.

4. It is particularly important to indicate to the government that people's participation in government requires extensive communication between government and people. This necessitates an open system of government.

5. Programming should present audiences with role models for new ways of life.

6. Programming should activate the human potential of the country and its cultural development.

7. In a pluralistic society like Iran, it is important to present on the air the activities and interests of various social groups. This is important in order to enhance their self-system and to reflect an honest image of the society. Mechanism for such participation include advising committees, local origination, and feedback programming in which local activities are used for program material and then members of the group are invited to express their reactions.

8. Programming should help credibiity by providing opportunities for diverse groups to discuss the real daily problems that people face and offer views and suggestions as to their solutions to the problem. Credibility, in general, is aided by the broadcasters having a posture that is

> recognized as independent from government pressures and presenting alternate views on controversial issues, airing the problems that people really feel and providing a channel between people and government.

At the end one can conclude that "examining alternative arguments and on the basis of simple common sense, it seems that public television can be justified only on the basis of serving an audience."*

<u>Final Note: (December 24, 1979)</u>

Now that I am writing these final pages of this study Iran as well as NIRT has gone through a drastic change of expectations and aspiration, with a new set of values. As a result of revolution, the entire previous life style is being challenged by a new wave of cultural shock. What is going to happen next perhaps Omar Khayyam can best answer. According to him:

> There was a Door to which I found no key,
> There was a Veil past which I might not see:
> Some little talk a while of Me and Thee
> There seem'd - and then no none of Thee and Me.

> Omar Khayyam

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*Statement by Lloyd Morrisett, In the 1973 Annual Report of the Markle Foundation in <u>The Future of Public Broadcasting</u> edited by Douglass Carter, Michael J. Nyham (New York).

APPENDIX A

A BRIEF DESCRIPTION OF NIRT

A BRIEF DESCRIPTION OF NIRT*

Since its establishment in 1966, NIRT has grown in size and extend of activities by leaps and bounds. It employs nearly 7,000 people, of whom over 2,000 are stationed in Tehran. Its radio broadcasting facilities include over 64 radio transmitters (active and reserve) in 31 cities, with a total power output of 5,510 Kw. The present general population coverage of radio broadcasting approaches about 90 pecent, with 100 percent coverage in the urban centers. The Fifth Development Plan (1972077) includes projections for a 100 percent coverage of the population by the First Radio Program and 50 percent coverage by the Second Program.

There are now eight FM transmitters broadcasting original musical programs and relaying the First and Second Progams of the Voice of Iran; 125 additional FM transmitters are to be installed; 130 MV radio transmitters are still in the planning stage. There are about 8 million radio sets in the country.

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*Majir Tehranian, "The Future Role of Broadcasting in Iran," NIRT Publication, 1975, TEHRAN-IRAN.

NIRT has now a total of 44 regional television production and transmission centers with 153 transmitters, a total power of over 144 Kw, covering over 88 cities and towns and about 60 percent of the country's total population, about 85 percent urban and 40 percent rural. Television transmission already included occasional broadcasting of some world events via staellite. The Fifth Plan included projection for a 70 percent coverage by the Second Program, committed to more exclusively cultural programming. There are already about 1.7 million sets in the country.

Plans for the future included the introduction of color television, in educational programs by October 1975 and in all programs of one channel by 1978. The Asian Olympic Games of 1974 were broadcast in color, but the introduction of a full color program has been delayed until 1978 in accordance with the domestic manufacturers' projected ability to fulfill the anticipated demand for color TV sets. The purchase of a satellite for use in educational as well as general broadcasting is under negotiation. So is the organization of a foreign-language television channel for foreign residents in Iran, whose numbers have increased considerably in recent years. Radio broadcasting in major foreign languages as well as local dialects has been, however, a regular feature of broadcasting in Iran almost from the beginning.

An educational television station, established in October 1973 and run by the Ministry of Education until 1974, covers about 75 percent of the school-attending population at the itnermediate level. The station transmits more than 2,480 hours yearly of educational programs in such subjects as Persian history and literature, foreign languages for primary and secondary schools, sciences, and programs for new literature.

In addition to its broadcasting activities, NIRT has engaged in an increasing number of acitivites which may be considered as auxiliary and infrastructural in nature. These activities include a two-year undergraduate training program in communication arts established in 1975, a Center for the Perservation and Propagation of Traditional Iranian Music, a Children's Music Workshop, a Theatre Workshop, the City Theatre of Tehran, the Shiraz Festival of Arts, the ABU-Shiraz Young Film-makers Festival, NIRT Chamber Orchestra, some 80 rural television clubs and a growing publishing house responsible for the weekly periodical, Tamasha, as well as books in fields of general interest. Research and development activities in such fields as public opinion surveys, electronics technology and socio-cultural studies are also rapidly expanding.

NIRT's budget for 1975-76 (Persian year 1354) is estimated at about $112,300,000 (730 million tomans) of

which about $86,360,000 (580 million tomans) is from general government budgetary allocations and about $25,460,000 (170 million tomans) from NIRT's earnings from commercial activities. An additional $119,800,000 (800 million tomans) is earmarked for research, development and network expansion.

APPENDIX B

MASTER PROBLEM LIST (MPL)

MASTER PROBLEM LIST   (MPL)*

1. City size, zoning, districting (over-populated or
    under-populated)

2. Community decay or renovation (beautification),
    people leaving for large cities, rural people coming
    in

3. Consumer issues, availability of goods, shopping,
    price control mechanisms adequate (protection, edu-
    cation, quality of goods, services)

4. Crime

    4a. Adult crime, thefts, fraud, corruption

    4b. Juvenile crime

    4c. Law enforcement (court leniency, police brutality,
         size of police force)

5. Ecological issues

    5a. Pollution

    5b. Energy crises, effects, solutions, scarcities

6. Government (local agencies, officials, credibility,
    leadership)

7. Housing

8. Inflation

9. Legal and civil rights (awareness of them, access to
    legal aid or protection)

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*From An Ascertainment Handbook for public Broad-
casting Facilities, 1975.

10. Leisure activities (indoor and outdoor, recreation, parks)

11. Mass media (availability, quality, content)

12. Medical care (hospitals, doctors)

13. Morality issues (pornography, abortion)

14. Schools, formal educational institutions

15. Substance abuse (drugs, alcohol)

16. Transporation problems

    16a. Public transportation (buses, mass tranist, railroads)

    16b. Traffic problems (cars, roads, parking, drivers, bicycles)

17. Unemployment, job training

18. Welfare

Other Possibilities

    Agriculture (farms, farm products).

APPENDIX C

**QUESTIONNAIRE FOR ASSESSMENT OF COMMUNITY
NEEDS IN IRAN**

Note:

The following questionnaire was used for the survey study in Iran. It was translated into the Persian language and tested for its simplicity, accuracy and correlation to the original English version. This questionnaire was designed for all three groups surveyed: the broadcaster, public-at-large and the community leaders. Astrisk next to each question in the questionaire indicates that question is somehow related to the list of the questions available in Master Problem List of Apoebdix B.

Questionnaire for Community Leaders

Phone number: ....

Interviewer : ....

Completed (INCLUDE DATE AND TIME)	first approach	second approach	third approach

No response, explain reason: not available ....

                                     on leave ....

                                     refused ....

Leadership category:

governmental ......

political ......

religious ......

educational ......

professional ......

business ......

-- THIS QUESTIONNAIRE MUST BE SELF ADMINISTERED

-- PRIOR TO THE ADMINISTRATION OF THE QUESTIONNAIRE, INDICATE TO THE RESPONDENT THAT HIS NAME WILL REMAIN ANONYMOUS.

Section I: General Questions

Please circle the number on the right which most closely

corresponds to your opinion:

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5	4	3	2	1

1. Too many people are moving from Kerman   5 4 3 2 1
    to the larger cities.

 * 2. Kerman is too crowded.   5 4 3 2 1

 * 3. The goods you want in Kerman can be   5 4 3 2 1
    easily found.

 * 4. It is possible to find people to do   5 4 3 2 1
    the work you need done.

 * 5. The number of thefts has risen in   5 4 3 2 1
    Kerman.

 * 6. There is a juvenile delinquency prob-   5 4 3 2 1
    lem in Kerman.

 * 7. The courts in Kerman are too lenient   5 4 3 2 1
    with criminals.

 * 8. There is an air pollution problem in   5 4 3 2 1
    Kerman.

 * 9. There is a water pollution problem in   5 4 3 2 1
    Kerman.

10. Water service is good in Kerman.   5 4 3 2 1

11. Electric   service is good in Kerman. 5 4 3 2 1

*12. The municipal government does a good   5 4 3 2 1
    job.

*13. There is adequate housing in Kerman.   5 4 3 2 1

*14. People moving into your community can   5 4 3 2 1
    find housing easily.

15. Modern conveniences for the home are   5 4 3 2 1
    available in Kerman.

■ 16. I know the steps in the judicial pro-   5 4 3 2 1
      cess.

■ 17. There are enough things to do for   5 4 3 2 1
      recreation in Kerman.

■ 18. You can easily find a good medical   5 4 3 2 1
      doctor when you need one.

■ 19. You can easily find a good dentist   5 4 3 2 1
      when you need one.

■ 20. Going to a hospital is a problem in   5 4 3 2 1
      Kerman.

■ 21. Seeing a doctor is a problem in   5 4 3 2 1
      Kerman.

■ 22. Seeing a dentist is a problem in   5 4 3 2 1
      Kerman.

■ 23. There is a drug problem in Kerman.   5 4 3 2 1

  24. There is a youth revolution problem   5 4 3 2 1
      in Kerman.

  25. The family structure is weakening in   5 4 3 2 1
      Kerman.

  26. Too many local traditions are being   5 4 3 2 1
      forgotten in Kerman.

■ 27. The children of Kerman are getting   5 4 3 2 1
      a good education.

  28. Young people from Kerman can get   5 4 3 2 1
      into colleges elsewhere.

■ 29 There is enough public transportation   5 4 3 2 1
      in Kerman.

■ 30. Unemployment is high in Kerman.   5 4 3 2 1

■ 31. It is easy for people to find jobs   5 4 3 2 1
      in Kerman.

  32. Too many farmers are moving to your   5 4 3 2 1
      city.

  33. Enough farm produce is available   5 4 3 2 1
      locally.

  34. Kerman is becoming too industrialized. 5 4 3 2 1

35. Life is becoming too complex.   5 4 3 2 1

36. You are prepared for the changes   5 4 3 2 1
    taking place in Kerman.

■ 37 There are too many private cars in   5 4 3 2 1
       Kerman.

ASK QUESTION 38 ONLY IF THEY HAVE A CAR.
IF THEY DON'T HAVE A CAR, GO TO QUESTION 39.

■ 38. You have trouble finding mechanics   5 4 3 2 1
        to service and repair your car.

■ 39. Kerman is well-connected to the rest   5 4 3 2 1
        of the country for travel purposes.

40. There are adequate facilities [hotels   5 4 3 2 1
     and restaurants] for visitors to your
     city.

Section II: Programming Questions

I have a list of possible topics for programs to be broad-

casted by radio or television in your community. Interest

in these topics varies from person to person. Please indi-

cate whether you are very interested, interested, or not

interested.

        very interested   interested   not interested
               3   2   1

1. Programs on housing [buying, renting, building]. 3 2 1

2. Programs on owner-tenant relationships.   3 2 1

3. Programs on problems of living in apartment   3 2 1
    buildings.

4. Programs on hygiene and cleanliness.   3 2 1

5. Programs on how to effectively/utilize your   3 2 1
    spare time.

6. Programs on inexpensive home beautification.   3 2 1

7.	Programs on simple home repair.	3	2	1
8.	Programs on growing house plants.	3	2	1
9.	Programs on home gardening.	3	2	1
10.	Programs on closing gaps between children and parents.	3	2	1
11.	Programs on home and family budgeting.	3	2	1
12.	Programs on getting good dental care.	3	2	1
13.	Programs on preventive medicine.	3	2	1
14.	Programs on simple home medical care.	3	2	1
15.	Programs on simple automobile repair and service .	3	2	1
16.	Programs on planning a balanced and nutritious diet.	3	2	1
17.	Programs on cooking.	3	2	1
18.	Programs on how to use local service agencies.	3	2	1
19.	Programs on how the judicial system works.	3	2	1
20.	Programs on financial investment.	3	2	1
21	Programs on how to find a job.	3	2	1
22.	Programs introducing books, book reviews and libraries.	3	2	1
23.	Programs introducing Iran and life styles in different regions of the country.	3	2	1
24.	Programs on regional Iranian dress and home sewing.	3	2	1
25	Programs presenting modern equipment such as calculators, computrs. air-conditioners, pumps, etc.	3	2	1
26.	Programs on the responsibilities involved in certain occupations such as police, nursing and other people-related social-service occupations.	3	2	1

27. Introduction to Iranian music.   3 2 1

28. Introduction to Western music.   3 2 1

29. Introduction of Persian literature.   3 2 1

30. Introduction to living conditions in other deve- 3 2 1
    loping countries.

SECTION III: OPEN-ENDED QUESTIONS:

1. From the standpoint of your special interest and know-
    ledge about this community, what is the most signifi-
    cant problem or issue that needs community attention?
    Please be as specific as you can in defining the pro-
    lem area.

2. Why has this become an important problem or issue to
    the community?

3. What action would you suggest to begin dealing with
    this problem or issue?

4. **What other problem in this community do you think needs attention?**

   Problem 2:

5. **Why has this become an important problem or issue?**

6. **What action would you suggest to begin dealing with this problem or issue?**

Section IV: General Information*

1. Age
   (1) 18-25   (2) 25-34   (3) 35-44   (4) 45-54
   (5) 55 and over

2. Sex
   (1) Male   (2) Female

3. Occupation
   (1) Public sector   (2) Private sector
   (3) Educational   (4) Professional
   (5) Independent   (6) Retired

4. Level of education
   (1) High school diploma (2) Some college education
   (3) Bachelor's degree   (4) Master's degree
   (5) Ph.D.   (6) Traditional education

5. Field of study
   (1) Economics or social sciences
   (2) Life sciences or medicine
   (3) Science or engineering
   (4) Humanities or arts

6. In which country (countries) have you studied? _____

_____

7. Marital status
   (1) married (2) single   (3) divorced
   (4) separated (5) widowed

8. How many people live in your home?
   (1) adults _____   teenagers _____   other children _____

9. Family income
   (1) below average
   (2) average
   (3) above average
   (4) not willing to discuss

*This section is replicated from NIRT's Prospective
Planning Project (National Elites Study, Tehran, 1975).

Radio

1. Do you own a radio set?
    (1) IF YES GO TO QUESTION NUMBER 2
    • (2) IF NO GO TO TELEVISION SECTION

2. How much time do you listen to the radio in each of
    the following periods.
    (1) morning ____ (2) afternoon ____ (3) early evening ____
    (4) late evening ____

3. Which station do you listen to most?
    (1) first program   (2) second program
    (3) international program (4) non-Iranian station

4. In general, what is your evaluation of Iran's radio
    programs?
    (1) very good (2) good (3) average (4) poor
    (5) very poor

5. How important are each of the following areas to you in
    choosing radio programs to listen to?
    (1) entertainment (2) obtaining orientation on
    public affairs   (3) increasing knowledge

Television

1. Do you own a television set?
    (1) IF YES GO TO QUESTION NUMBER 2
    (2) IF NO TERMINATE INTERVIEW AND THANK RESPONDENT

2. How long do you watch television in each of the follow-
    ing periods?
    (1) morning ____ (2) afternoon ____ (3) early evening ____
    (4) late evening ____

3. How important are each of the following areas to you in
    choosing television programs?
    (1) entertainment   (2) obtaining information
    (3) increasing knowledge

4. If you don't watch television, why?
    (1) don't have time (2) don't like the programs
    (3) television is habit-forming (4) it is a sin to
    watch television (5) other (specify) _____

5. In general, what is your evaluation of Iran's television
    programs?
    (1) very good (2) good (3) average (4) poor
    (5) very poor.

Questionnaire for Public at Large

Interviewer: ....

Date and time of contact: ....

Address and Location of Interview: ....

PRIOR TO THE ADMINISTRATION OF THE INTERVIEW INDICATE TO
THE RESPONDENT THAT HIS NAME WILL REMAIN ANONYMOUS.

...... Questions were read for respondent.

First Approach:

...... responded

...... not home

...... refused

IF NOT HOME APPROACH AT A LATER TIME, IF RESPONDED OR
REFUSED, TERMINATE

Second Approach:

...... responded

...... not home

...... refused

IF NOT HOME APPROACH AT A LATER TIME, IF RESPONDED OR
REFUSED, TERMINATE

Third Approach:

...... Responded

...... not home

...... refused

IF NO RESPONSE, TERMINATE.

Section I: General Questions

Please circle the number on the right which most closely

corresponds to your opinion:

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5	4	3	2	1

1. Too many people are moving from Kerman   5 4 3 2 1
   to the larger cities.

2. Kerman is too crowded.   5 4 3 2 1

3. The goods you want in Kerman can be   5 4 3 2 1
   easily found.

4. It is possible to find people to do   5 4 3 2 1
   the work you need done.

5. The number of thefts has risen in   5 4 3 2 1
   Kerman.

6. There is a juvenile delinquency prob-   5 4 3 2 1
   lem in Kerman.

7. The courts in Kerman are too lenient   5 4 3 2 1
   with criminals.

8. There is an air pollution problem in   5 4 3 2 1
   Kerman.

9. There is a water pollution problem in   5 4 3 2 1
   Kerman.

10. Water service is good in Kerman.   5 4 3 2 1

11. Electricity service is good in Kerman.   5 4 3 2 1

12. The municipal government does a good   5 4 3 2 1
    job.

13. There is adequate housing in Kerman.   5 4 3 2 1

14. People moving into your community can   5 4 3 2 1
    find housing easily.

15. Modern conveniences for the home are   5 4 3 2 1
    available in Kerman.

16. I know the steps in the judicial process. 5 4 3 2 1

17. There are enough things to do for recreation in Kerman. 5 4 3 2 1

18. You can easily find a good medical doctor when you need one. 5 4 3 2 1

19. You can easily find a good dentist when you need one. 5 4 3 2 1

20. Going to a hospital is a problem in Kerman. 5 4 3 2 1

21. Seeing a doctor is a problem in Kerman. 5 4 3 2 1

22. Seeing a dentist is a problem in Kerman. 5 4 3 2 1

23. There is a drug problem in Kerman. 5 4 3 2 1

24. There is a youth revolution problem in Kerman. 5 4 3 2 1

25. The family structure is weakening in Kerman. 5 4 3 2 1

26. Too many local traditions are being forgotten in Kerman. 5 4 3 2 1

27. The children of Kerman are getting a good education. 5 4 3 2 1

28. Young people from Kerman can get into colleges elsewhere. 5 4 3 2 1

29. There is enough public transportation in Kerman. 5 4 3 2 1

30. Unemployment is high in Kerman. 5 4 3 2 1

31. It is easy for people to find jobs in Kerman. 5 4 3 2 1

32. Too many farmers are moving to your city. 5 4 3 2 1

33. Enough farm produce is available locally. 5 4 3 2 1

34. Kerman is becoming too industrialized. 5 4 3 2 1

35. Life is becoming too complex.   5 4 3 2 1

36. You are prepared for the changes   5 4 3 2 1
    taking place in Kerman.

37. There are too many private cars in   5 4 3 2 1
    Kerman.

ASK QUESTION 38 ONLY IF THEY HAVE A CAR.
IF THEY DON'T HAVE A CAR GO TO QUESTION 39.

38. You have trouble finding mechanics   5 4 3 2 1
    to service and repair your car.

39. Kerman is well-connected to the rest   5 4 3 2 1
    of the country for travel purposes.

40. There are adequate facilities [hotels   5 4 3 2 1
    and restaurants] for visitors to your
    city.

Section II: Programming Questions

I have a list of possible topics for programs to be broad-
casted by radio or television in your community. Interest
in these topics varies from person to person. Please indi-
cate whether you are very interested, interested, or not
interested.

very interested	interested	not interested
3	2	1

1. Programs on housing [buying, renting, building].   3 2 1

2. Programs on owner-tenant relationships.   3 2 1

3. Programs on problems of living in apartment   3 2 1
   buildings.

4. Programs on hygiene and cleanliness.   3 2 1

5. Programs on how to effectively utilize your   3 2 1
   spare time.

6. Programs on inexpensive home beautification.   3 2 1

7.	Programs on simple home repair.	3	2	1
8.	Programs on growing house plants.	3	2	1
9.	Programs on home gardening.	3	2	1
10.	Programs on closing gaps between children and parents.	3	2	1
11.	Programs on home and family budgeting.	3	2	1
12.	Programs on getting good dental care.	3	2	1
13.	Programs on preventing medicine.	3	2	1
14.	Programs on simple home medical care.	3	2	1
15.	Programs on simple automobile repair and services.	3	2	1
16.	Programs on planning a balanced and nutritious diet.	3	2	1
17.	Programs on cooking.	3	2	1
18.	Programs on how to use local service agencies.	3	2	1
19.	Programs on how the judicial system works.	3	2	1
20.	Programs on financial investment.	3	2	1
21.	Programs on how to find a job.	3	2	1
22.	Programs introducing books, book reviews and libraries.	3	2	1
23.	Programs introducing Iran and life styles in different regions of the country.	3	2	1
24.	Programs on regional Iranian dress and home sewing.	3	2	1
25.	Programs presenting modern equipment such as calculators, computors, air-condioners, pumps etc.	3	2	1
26.	Programs on the responsibilities involved in certain occupations such as police, nursing and other people-related social-service occupations.	3	2	1

27.	Introduction to Iranian music.	3 2 1
28.	Introduction to Western music.	3 2 1
29.	Introduction of Persian literature.	3 2 1
30.	Introduction to living conditions in other developing countries.	3 2 1

SECTION III: OPEN-ENDED QUESTIONS:

1. From the standpoint of your special interest and knowledge about this community, what is the most significant problem or issue that needs community attention? Please be as specific as you can in defining the problem area.

2. Why has this become an important problem or issue to the community?

3. What action would you suggest to begin dealing with this problem or issue?

Section IV: Genral Information*

1. Age
   - (1) 18-25 (2) 25-34 (3) 35-44 (4) 45-54
   - (5) 55 and over

2. Sex
   - (1) Male (2) Female

3. Occupation
   - (1) Public sector (2) Private sector
   - (3) Educational (4) Professional
   - (5) Independent (6) Retired

4. Level of education
   - (1) High school diploma (2) Some college education
   - (3) Bachelor's degree (4) Master's degree
   - (5) Ph.D. (6) Traditional education

5. Field of study
   - (1) Economics or social sciences
   - (2) Life sciences or medicine
   - (3) Science or engineering
   - (4) Humanities or arts.

6. In which country (countries) have you studied? _____

_____

7. Marital status
   - (1) married (2) single (3) divorced
   - (4) separated (5) widowed

8. How many people live in your home?
   - (1) adults ____ teenagers ____ other children ____

9. Family income
   - (1) below average
   - (2) average
   - (3) above average
   - (4) not willing to discuss

*This section is replicated from NIRT's Prospective Planning Project (National Elites Study, Tehran, 1975).

Radio

1. Do you own a radio set?
   (1) IF YES GO TO QUESTION NUMBER 2
   (2) IF NO GO TO TELEVISION SECTION

2. How much time do you listen to the radio in each of the
   following periods.
   (1) morning ____ (2) afternoon____ (3) early evening ____
   (4) late evening ____

3. Which station do you listen to most?
   (1) first program (2) second program
   (3) international program
   (4) non-Iranian station

4. In general, what is your evaluation of Iran's radio
   programs?

   (1) very good (2) good (3) average (4) poor
   (5) ver poor

5. How important are each of the following areas to you in
   choosing radio programs to listen to?
   (1) entertainment (2) obtaining public affairs
   orientation (3) increasing knowledge

Television

1. Do you own a television set?
   (1) IF YES GO TO QUESTION NUMBER 2
   (2) IF NO TERMINATE INTERVIEW AND THANK RESPONDENT

2. How long do you watch television in each of the follow-
   ing periods?
   (1) morning ____ (2) afternoon ____ (3) early evening ____
   (4) late evening ____

3. How important are each of the following areas to you in
   choosing television programs?
   (1) entertainment (2) obtaining information
   (3) increasing knowledge

4. If you don't watch television, why?
   (1) don't have time (2) don't like the programs
   (3) television is habit-forming (4) it is a sin to
   watch television (5) other (specify) _____

---

5. In general, what is your evaluation of Iran's television
   programs?
   (1) very good (2) good (3) average (4) poor
   (5) very poor

Questionnaire for Braodcast Personnel

Personnel Categories:

engineering ....

production ....

news ....

general administration ....

Interviewer:

Date and time of interview: ....

IN RESPONDING TO THE FOLLOWING QUESTIONS PLEASE INDICATE
YOUR PERCEPTION OF COMMUNITY NEEDS RATHER THAN YOUR PER-
SONAL PREFERENCES. IN GENERAL WHAT DO YOU THINK THE PEOPLE
IN THIS COMMUNITY WOULD REFLECT AS THEIR NEEDS AND EXPEC-
TATIONS. PUT YOURSELF IN THEIR POSITION.

Section I: General Questions

Please circle the number on the right which most closely
corresponds to your opinion:

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5	4	3	2	1

1. Too many people are moving from Kerman   5   4   3   2   1
   to the larger cities.

2. Kerman is too crowded.   5   4   3   2   1

3. The goods you want in Kerman can be   5   4   3   2   1
   easily found.

4. It is possible to find people to do   5   4   3   2   1
   the work you need done.

5. The number of thefts has risen in   5   4   3   2   1
   Kerman.

6. There is a juvenile deliquency prob-   5   4   3   2   1
   lem in Kerman.

7. The courts in Kerman are too lenient   5   4   3   2   1
   with criminals.

8. There is an air pollution problem in   5   4   3   2   1
   Kerman.

9. There is a water pollution problem in   5   4   3   2   1
   Kerman.

10. Water service is good in Kerman.   5   4   3   2   1

11. Electricity service is good in Kerman.   5   4   3   2   1

12. The municipal government does a good   5   4   3   2   1
    job.

13. There is adequate housing in Kerman.   5   4   3   2   1

14. People moving into your community can   5   4   3   21
    find housing easily.

15. Modern conveniences for the home are   5   4   3   2   1
    available in Kerman.

16. I know the steps in the judicial pro-   5   4   3   2   1
    cess.

17. There are enough things to do for   5   4   3   2   1
    recreation in Kerman.

18. You can easily find a good medical   5   4   3   2   1
    doctor when you need one.

19. You can easily find a good dentist   5   4   3   2   1
    when you need one.

20. Going to a hospital is a problem in   5   4   3   2   1
    Kerman.

21. Seeing a doctor is a problem in   5   4   3   2   1
    Kerman.

22. Seeing a dentist is a problem in   5   4   3   2   1
    Kerman.

23. There is a drug problem in Kerman.   5   4   3   2   1

24. There is a youth revolution problem   5   4   3   2   1
    in Kerman.

25. The family structure is weakening in   5   4   3   2   1
    Kerman.

26. Too many local traditions are being   5   4   3   2   1
    forgotten in Kerman.

27. The children of Kerman are getting   5   4   3   2   1
    a good education.

28. Young people from Kerman can get   5   4   3   2   1
    into colleges elsewhere.

29. There is enough public transportation   5   4   3   2   1
    in Kerman.

30. Unemployment is high in Kerman.   5   4   3   2   1

31. It is easy for people to find jobs   5   4   3   2   1
    in Kerman.

32. Too many farmers are moving to your   5   4   3   2   1
    city.

33. Enough farm produce is available   5   4   3   2   1
    locally.

34. Kerman is becoming too industrialized. 5   4   3   2   1

35. Life is becoming too complex.   5 4 3 2 1

36. You are prepared for the changes   5 4 3 2 1
    taking place in Kerman.

37. There are too many private cars in   5 4 3 2 1
    Kerman.

ASK QUESTION 38 ONLY IF THEY HAVE A CAR.
IF THEY DON'T HAVE A CAR GO TO QUESTION 39.

38. You have trouble finding mechanics   5 4 3 2 1
    to service and repair your car.

39. Kerman is well-connected to the rest   5 4 3 2 1
    of the country for travel purposes.

40. There are adequate facilities [hotels   5 4 3 2 1
    and restaurants] for visitors to your
    city.

Section II: Programming Questions

I have a list of possible topics for programs to be broad-

casted by radio or television in your community. Interest

in these topics varies from person to person. Please indi-

cate whether you are very interested, interested, or not

interested.

        very interested   interested   not interested
               3   2   1

1. Programs on housing [buying, reintin, building]. 3 2 1

2. Programs on owner-tenant relationships.   3 2 1

3. Programs on problems of kiving in apartment   3 2 1

4. Programs on hygiene and cleanliness.   3 2 1

5. Programs on how to effectively utilize your   3 2 1
    spare time.

6. Programs on inexpensive home beautification.   3 2 1

7. Programs on simple home repair.   3 2 1

8. Programs on growing house plants.   3 2 1

9. Programs on home gardening.   3 2 1

10. Programs on closing gaps between children   3 2 1
    and parents.

11. Programs on home and family budgeting.   3 2 1

12. Programs on getting good dental care.   3 2 1

13. Programs on preventive medicine.   3 2 1

14. Programs on simple home medical care.   3 2 1

15. Programs on simple automobile repair and   3 2 1
    services.

16. Programs on planning a balanced and nutri-   3 2 1
    tious diet.

17. Programs on cooking.   3 2 1

18. Programs on how to use local service   3 2 1

    agencies.

19. Programs on how the judicial system works.   3 2 1

20. Programs on financial investment.   3 2 1

21. Programs on how to find a job.   .   3 2 1

22. Programs introducing books, book reviews and   3 2 1
    libaries.

23. Programs introducing Iran and life styles in   3 2 1
    different regions of the country.

24. Programs on regional Iranian dress and home   3 2 1
    sewing.

25. Programs presenting modern equipment such as   3 2 1
    calculators, computors, air-condioners, pumps
    etc.

26. Programs on the responsibilities involved in   3 2 1
    certain occupations such as police, nursing
    and other people-related social-service
    occupations.

27. Introduction to Iranian music.   3 2 1

28. Introduction to Western music.   3 2 1

29. Introduction of Persian literature.   3 2 1

30. Introduction to living conditions in other deve-   3 2 1
    loping countries.

SECTION III: OPEN-ENDED QUESTIONS:

1. From the standpoint of your special interest and know-
   ledge about this community, what is the most signifi-
   cant problem or issue that needs community attention?
   Please be as specific as you can in defining the problem
   area.

2. Why has this become an important problem or issue to
   the community?

3. What action would you suggest to begin dealing with
   this problem or issue?

4. What other problem in this community do you think
   needs attention?

   Problem 2:

5. Why has this become an important problem or issue?

6. What action would you suggest to begin dealing with this problem or issue?

Section IV: General Information*

1. Age
   (1) 18-25 (2) 25-34 (3) 35-44 (4) 45-54
   (5) 55 and over

2. Sex
   (1) Male   (2) Female

3. Occupation
   (1) Public sector   (2) Private sector
   (3) Educational   (4) Professional
   (5) Independent   (6) Retired

4. Level of education
   (1) High school diploma (2) Some college education
   (3) Bachelor's degree   (4) Master's degree
   (5) Ph.D.   (6) Traditional education

5. Field of study
   (1) Economics or social sciences
   (2) Life sciences or medicine
   (3) Science or engineering
   (4) Humanities or arts

6. In which country [countries] have you studied? _____

_____

7. Marital status
   (1) married   (2) single   (3) divorced
   (4) separated (5) widowed

8. How many people live in your home?
   (1) adults ___ teenagers ___ other children ____

9. Family income
   (1) below average
   (2) average
   (3) above average
   (4) not willing to discuss

*This section is replicated from NIRT's Prospective Planning Project [National Elites Study, Tehran, 1975].

Radic

1. Do you own a radio set?
   (1) IF YES GO TO QUESTION NUMBER 2
   (2) IF NO GO TO TELEVISION SECTION

2. How much time do you listen to radio in each of the following periods.
   (1) morning ____ (2) afternoon ____ (3) early evening ____
   (4) late evening ____

3. Which station do you listen to most?
   (1) first program   (2) second program
   (3) international program   (4) non-Iranian station

4. In general, what is your evaluation of Iran's radio programs?
   (1) very good (2) good (3) average (4) poor
   (4) very poor

5. How important are each of the following areas to you in choosing radio programs to listen to?
   (1) entertainment (2) obtaining public affair
   orientation   (3) increasing knowledge

Television

1. Do you own a television set?
   (1) IF YES GO TO QUESTION NUMBER 2
   (2) IF NO TERMINATE INTERVIEW AND THANK RESPONDENT

2. How long do you watch television in each of the following periods?
   (1) morning ____ (2) afternoon ____ (3) early evening ____
   (4) late evening ____

3. How important are each of the following areas to you in choosing television programs?
   (1) entertainment   (2) obtaining information
   (3) increasing knowledge

4. If you don't watch television, why?
   (1) dont't have time (2) don't like the programs
   (3) television is habit-forming   (4) it is a sin to
   watch television (5) other [specify] _____

_____

5. In general, what is your evaluation of Iran's television programs?
   (1) very good (2) good (3) average (4) poor
   (5) very poor.

APPENDIX D

LETTER OF INTRODUCTION

Dear Sir or Madam

I would like to ask you to be kind enough to give our
team an opportunity to visit you at your office in order
to complete a survey study aimed at identifying commu-
nity needs in the city of Kerman.

The purpose of this survey is to explore your community's
assessment of its needs and see to what extent the fin-
dings of this research could be helpful in providing in-
puts to the broadcasters in your city for addressing to
these needs.

I would like to assure you that your name will remain
anonymous. With sincere appreciation for your cooperation.

Sincerely,

Project Director of
Survey Research

APPENDIX E

COMPUTER CALCULATIONS FOR X^2 (CHI-SQUARE)

1. Too many people are moving from Kerman to the larger cities.

	Percentages		Frequencies	
	Agree	Disagree	Agree	Disagree
Elite	41.0	59.0	15	24
Public	30.8	69.2	48	111

Chi-Square= .9880158 Corrected (Yates)= .6434723

2. Kerman is too crowded.

	Percentages		Frequencies	
	Agree	Disagree	Agree	Disagree
Elite	74.4	25.6	29	10
Public	81.2	18.8	129	30

Chi-Square= .8912201 Corrected (Yates)= .5205907

3. The goods you want in Kerman can be easily found.

	Percentages		Frequencies	
	Agree	Disagree	Agree	Disagree
Elite	23.1	76.9	9	30
Public	42.1	57.9	66	93

Chi-Square= 4.52199 Corrected (Yates)= 3.772577   ✶

4. It is possible to find people to do the work you need done.

	Percentages		Frequencies	
	Agree	Disagree	Agree	Disagree
Elite	12.8	87.2	4	35
Public	26.4	73.6	41	118

Chi-Square= 4.300828 Corrected (Yates)= 3.462   ✓

5. The number of thefts has risen in Kerman.

	Percentages		Frequencies	
	Agree	Disagree	Agree	Disagree
Elite	56.4	43.6	21	18
Public	67.9	32.1	107	52

Chi-Square= 2.478721 Corrected (Yates)= 1.925175

6. There is a juvenile delinquency problem in Kerman.

	Percentages		Frequencies	
	Agree	Disagree	Agree	Disagree
Elite	28.2	71.8	10	29
Public	31.4	68.6	49	110

Chi-Square= .4011869 Corrected (Yates)= .1918857

7. The courts in Kerman are too lenient with criminals.

	Percentages		Frequencies	
	Agree	Disagree	Agree	Disagree
Elite	41.0	59.0	15	24
Public	33.3	66.7	52	107

Chi-Square= .4656538 Corrected (Yates)= .2421569

8. There is an air pollution problem in Kerman.

	Percentages		Frequencies	
	Agree	Disagree	Agree	Disagree
Elite	56.4	43.6	21	18
Public	57.3	42.7	91	68

Chi-Square= .1461927 Corrected (Yates)= 4.084441 -02

9. There is a water pollution problem in Kerman.

	Percentages		Frequencies	
	Agree	Disagree	Agree	Disagree
Elite	56.4	43.6	21	18
Public	44.0	56.0	69	90

Chi-Square= 1.379391 Corrected (Yates)= .9901064

10. Water service is good in Kerman.

	Percentages		Frequencies	
	Agree	Disagree	Agree	Disagree
Elite	82.0	18.0	31	8
Public	64.2	35.8	102	57

Chi-Square= 3.340408 Corrected (Yates)= 2.681129

11. Electric service is good in Kerman.

	Percentages		Frequencies	
	Agree	Disagree	Agree	Disagree
Elite	69.2	30.8	26	13
Public	74.9	25.1	119	40

Chi-Square= 1.068011 Corrected (Yates)= .6916398

12. The municipal government does a good job.

	Percentages		Frequencies	
	Agree	Disagree	Agree	Disagree
Elite	15.4	84.6	6	33
Public	27.7	72.3	44	115

Chi-Square= 2.505427 Corrected (Yates)= 1.896701

13. There is adequate housing in Kerman.

	Percentages		Frequencies	
	Agree	Disagree	Agree	Disagree
Elite	12.8	87.2	4	35
Public	18.8	81.2	29	130

Chi-Square= 1.436865 Corrected (Yates)= .9195936

14. People moving into your community can find housing easily.

	Percentages		Frequencies	
	Agree	Disagree	Agree	Disagree
Elite	5.2	94.8	2	37
Public	15.1	84.9	24	135

Chi-Square= 2.726959 Corrected (Yates)= 1.923253

15. Modern conveniences for the home are available in Kerman.

	Percentages		Frequencies	
	Agree	Disagree	Agree	Disagree
Elite	56.5	43.5	22	17
Public	49.2	50.8	78	81

Chi-Square= .674965 Corrected (Yates)= .415254

16. I know the steps in the justice process.

	Percentages		Frequencies	
	Agree	Disagree	Agree	Disagree
Elite	0.0	100.0	0	39
Public	17.7	82.3	28	131

Chi-Square= 7.999112 Corrected (Yates)= 6.614469

17. There are enough things to do for recreation in Kerman.

	Percentages		Frequencies	
	Agree	Disagree	Agree	Disagree
Elite	7.7	92.3	3	36
Public	30.2	69.8	48	111

Chi-Square= 8.28828 Corrected (Yates)= 7.153622 *

18. You can easily find a good medical doctor when you need one.

	Percentages		Frequencies	
	Agree	Disagree	Agree	Disagree
Elite	35.9	64.1	14	25
Public	51.6	48.4	82	77

Chi-Square= 3.080808 Corrected (Yates)= 2.485195

19. You can easily find a good dentist when you need one.

	Percentages		Frequencies	
	Agree	Disagree	Agree	Disagree
Elite	33.3	66.7	12	27
Public	51.6	48.4	82	77

Chi-Square= 5.435277 Corrected (Yates)= 4.633037 *

20. Going to a hospital is a problem in Kerman.

	Percentages		Frequencies	
	Agree	Disagree	Agree	Disagree
Elite	69.2	30.8	26	13
Public	67.3	32.7	107	52

Chi-Square= 5.617819E-03 Corrected (Yates)= 1.329661E-02 *

21. Seeing a doctor is a problem in Kerman.

	Percentages		Frequencies	
	Agree	Disagree	Agree	Disagree
Elite	82.0	18.0	31	8
Public	87.4	12.6	138	21

Chi-Square= 1.33695 Corrected (Yates)= .8164419

22. Seeing a dentist is a problem is Kerman.

	Percentages		Frequencies	
	Agree	Disagree	Agree	Disagree
Elite	64.1	35.9	24	15
Public	61.0	39.0	96	63

Chi-Square= 1.768449E-02 Corrected (Yates)= 2.486882E-03

23. There is a drug problem in Kerman.

	Percentages		Frequencies	
	Agree	Disagree	Agree	Disagree
Elite	79.5	20.5	31	8
Public	80.5	19.5	127	32

Chi-Square= 2.910107E-03 Corrected (Yates)= 2.841901E-02

24. There is a youth revolution problem in Kerman.

	Percentages		Frequencies	
	Agree	Disagree	Agree	Disagree
Elite	69.3	30.7	27	12
Public	56.0	44.0	89	70

Chi-Square= 2.268168 Corrected (Yates)= 1.754722

25. The family structure is weakening in Kerman.

	Percentages		Frequencies	
	Agree	Disagree	Agree	Disagree
Elite	38.5	61.5	15	24
Public	28.9	71.1	45	114

Chi-Square= 1.530574 Corrected (Yates)= 1.087332

26. Too many local traditions are being forgotten in Kerman.

	Percentages		Frequencies	
	Agree	Disagree	Agree	Disagree
Elite	59.0	41.0	23	16
Public	71.7	28.3	114	45

Chi-Square= 2.378522 Corrected (Yates)= 1.819078

27. The children of Kerman are getting a good education.

	Percentages		Frequencies	
	Agree	Disagree	Agree	Disagree
Elite	33.3	66.7	12	27
Public	52.9	47.1	84	75

Chi-Square= 6.102451 Corrected (Yates)= 5.251161   ✗

28. Young people from Kerman can get into colleges.

	Percentages		Frequencies	
	Agree	Disagree	Agree	Disagree
Elite	12.9	87.1	5	34
Public	26.5	73.5	42	117

Chi-Square= 3.197303 Corrected (Yates)= 2.490431

29. There is enough public transportation in Kerman.

	Percentages		Frequencies	
	Agree	Disagree	Agree	Disagree
Elite	15.4	84.6	6	33
Public	31.4	68.6	49	110

Chi-Square= 3.718165 Corrected (Yates)= 2.98868

30. Unemployment is high in Kerman.

	Percentages		Frequencies	
	Agree	Disagree	Agree	Disagree
Elite	74.4	25.6	29	10
Public	72.4	27.6	115	44

Chi-Square= .0651911 Corrected (Yates)= 2.993469E-03

31. It is easy for people to find jobs in Kerman.

	Percentages		Frequencies	
	Agree	Disagree	Agree	Disagree
Elite	15.4	84.6	6	33
Public	18.3	81.7	29	130

Chi-Square= .1755454 Corrected (Yates)= 3.405156E-02

32. Too many farmers are moving to your city.

	Percentages		Frequencies	
	Agree	Disagree	Agree	Disagree
Elite	87.1	12.9	33	6
Public	68.6	31.4	109	50

Chi-Square= 3.983325 Corrected (Yates)= 3.230814   ✗

33. Enough farm produce is available locally.

	Percentages		Frequencies	
	Agree	Disagree	Agree	Disagree
Elite	23.1	76.9	9	30
Public	38.0	62.0	60	99

Chi-Square= 2.964097 Corrected (Yates)= 2.353611

34. Kerman is becoming too industrialized.

	Percentages		Frequencies	
	Agree	Disagree	Agree	Disagree
Elite	35.9	64.1	14	25
Public	61.0	39.0	96	63

Chi-Square= 7.601016 Corrected (Yates)= 6.641909   ✗

35. Life is becoming too complex.

	Percentages		Frequencies	
	Agree	Disagree	Agree	Disagree
Elite	79.4	20.6	30	9
Public	86.9	13.1	138	21

Chi-Square= 2.37288 Corrected (Yates)= 1.667277

36. You are prepared for the changes taken place in Kerman.

	Percentages		Frequencies	
	Agree	Disagree	Agree	Disagree
Elite	28.2	71.8	10	29
Public	30.2	69.8	48	111

Chi-Square= .3127128 Corrected (Yates)= .131689

37. There are too many private cars in Kerman.

	Percentages		Frequencies	
	Agree	Disagree	Agree	Disagree
Elite	69.2	30.8	26	13
Public	91.8	8.2	145	14

Chi-Square= 15.99934 Corrected (Yates)= 13.98437   ✓

38. You have trouble finding mechanics to service and repair your car.

	Percentages		Frequencies	
	Agree	Disagree	Agree	Disagree
Elite	71.8	28.2	28	11
Public	61.0	39.0	96	63

Chi-Square= 1.744282 Corrected (Yates)= 1.290579

39. Kerman is well connected to the rest of the country for travel purposes.

	Percentages		Frequencies	
	Agree	Disagree	Agree	Disagree
Elite	28.2	71.8	10	29
Public	60.4	39.6	96	63

Chi-Square= 15.19152 Corrected (Yates)= 13.82717   ✓

40. There are adequate facilities for visitors to your city.

	Percentages		Frequencies	
	Agree	Disagree	Agree	Disagree
Elite	15.4	84.6	6	33
Public	35.9	64.1	57	102

Chi-Square= 6.045781 Corrected (Yates)= 5.139264   ✓

1. Housing

	Percentages		Frequencies	
	Very	N & NN	Very	N & NN
Elite	17.9	82.1	6	33
Public	39.6	60.4	62	97

Chi-Square= 7.741647 Corrected (Yates)= 6.730023

2. Owner-tenant relationship

	Percentages		Frequencies	
	Very	N & NN	Very	N & NN
Elite	15.4	84.6	6	33
Public	36.5	63.5	58	101

Chi-Square= 6.369923 Corrected (Yates)= 5.44216

3. Problems of living in apartment building

	Percentages		Frequencies	
	Very	N & NN	Very	N & NN
Elite	0.0	100.0	0	39
Public	3.1	96.9	4	155

Chi-Square= 1.001362 Corrected (Yates)= .1336877

4. Hygiene and cleanliness

	Percentages		Frequencies	
	Very	N & NN	Very	N & NN
Elite	48.7	51.3	18	21
Public	43.4	56.6	69	90

Chi-Square= 9.668374E-02 Corrected (Yates)= 1.714061E-02

5. How effectively to utilize your time at home

	Percentages		Frequencies	
	Very	N & NN	Very	N & NN
Elite	15.4	84.6	6	33
Public	28.3	71.7	44	115

Chi-Square= 2.505427 Corrected (Yates)= 1.896701

6. Inexpensive home beautification

	Percentages		Frequencies	
	Very	N & NN	Very	N & NN
Elite	20.5	79.5	7	32
Public	21.4	78.6	34	125

Chi-Square= .2250501 Corrected (Yates)= 6.446585E-02

7. Simple home repair

	Percentages		Frequencies	
	Very	N & NN	Very	N & NN
Elite	43.6	56.4	17	22
Public	25.8	74.2	41	118

Chi-Square= 4.792759 Corrected (Yates)= 3.971728

8. Growing house plants

	Percentages		Frequencies	
	Very	N & NN	Very	N & NN
Elite	10.3	89.7	4	35
Public	20.1	79.9	31	128

Chi-Square= 1.837626 Corrected (Yates)= 1.25749

9. Home gardening

	Percentages		Frequencies	
	Very	N & NN	Very	N & NN
Elite	10.3	89.7	4	35
Public	15.1	84.9	24	135

Chi-Square= .6037248 Corrected (Yates)= .2710121

10. Closing gaps between children and parents

	Percentages		Frequencies	
	Very	N & NN	Very	N & NN
Elite	43.6	56.4	17	22
Public	32.7	67.3	51	108

Chi-Square= 1.841398 Corrected (Yates)= 1.36616

11. Home and family budgeting

	Percentages		Frequencies	
	Very	N & NN	Very	N & NN
Elite	30.8	69.2	12	27
Public	32.1	67.9	51	108

Chi-Square= 2.463197E-02 Corrected (Yates)= 1.216394E-03

12. Getting good dental care

	Percentages		Frequencies	
	Very	N & NN	Very	N & NN
Elite	48.7	51.3	18	21
Public	45.3	54.7	72	87

Chi-Square= .0095791 Corrected (Yates)= 6.652153E-03

13. Preventative medicine

	Percentages		Frequencies	
	Very	N & NN	Very	N & NN
Elite	51.3	48.7	20	19
Public	52.8	47.2	83	76

Chi-Square= 1.060211E-02 Corrected (Yates)= 5.756271E-03

14. Simple home medical care

	Percentages		Frequencies	
	Very	N & NN	Very	N & NN
Elite	59.0	41.0	23	16
Public	59.7	40.3	94	65

Chi-Square= 2.729088E-04 Corrected (Yates)= 2.729089E-02

15. Simple automobile repair and service

	Percentages		Frequencies	
	Very	N & NN	Very	N & NN
Elite	17.9	82.1	6	33
Public	14.5	85.5	23	136

Chi-Square= 2.116745E-02 Corrected (Yates)= 1.149258E-02

16. Planning a balanced and nutrition diet

	Percentages		Frequencies	
	Very	N & NN	Very	N & NN
Elite	30.8	69.2	12	27
Public	26.4	73.6	41	118

Chi-Square= .3967131 Corrected (Yates)= .1832307

17. Cooking

	Percentages		Frequencies	
	Very	N & NN	Very	N & NN
Elite	10.3	89.7	4	35
Public	15.7	84.3	24	135

Chi-Square= .6037248 Corrected (Yates)= .2710121

18. How to use local service agencies

	Percentages		Frequencies	
	Very	N & NN	Very	N & NN
Elite	10.3	89.7	4	35
Public	21.4	78.6	34	125

Chi-Square= 2.500334 Corrected (Yates)= 1.834319

19. How the justice system works

	Percentages		Frequencies	
	Very	N & NN	Very	N & NN
Elite	33.3	66.7	12	27
Public	28.3	71.7	44	115

Chi-Square= .1480231 Corrected (Yates)= 3.472906E-02

20. Financial investing

	Percentages		Frequencies	
	Very	N & NN	Very	N & NN
Elite	15.4	84.6	6	33
Public	6.3	93.7	10	149

Chi-Square= 3.48795 Corrected (Yates)= 2.370926

21. How to find a job

	Percentages		Frequencies	
	Very	N & NN	Very	N & NN
Elite	23.1	76.9	9	30
Public	29.6	70.4	47	112

Chi-Square= .6489021 Corrected (Yates)= .3686484

22. Introducing books

	Percentages		Frequencies	
	Very	N & NN	Very	N & NN
Elite	53.8	46.2	20	19
Public	42.1	57.9	66	93

Chi-Square= 1.217397 Corrected (Yates)= .8521242

23. Introducing Iran and life styles in different regions

	Percentages		Frequencies	
	Very	N & NN	Very	N & NN
Elite	20.5	79.5	7	32
Public	19.5	80.5	31	128

Chi-Square= 4.839967E-02 Corrected (Yates)= 4.72653E-05

24. National custom and home serving

	Percentages		Frequencies	
	Very	N & NN	Very	N & NN
Elite	10.3	89.7	4	35
Public	19.5	80.5	31	128

Chi-Square= 1.837626 Corrected (Yates)= 1.25749

25. Introduction to modern equipment

	Percentages		Frequencies	
	Very	N & NN	Very	N & NN
Elite	5.1	94.9	1	38
Public	6.3	93.7	10	149

Chi-Square= .8283105 Corrected (Yates)= .2704687

26. Responsibilities of certain professions

	Percentages		Frequencies	
	Very	N & NN	Very	N & NN
Elite	33.3	66.7	12	27
Public	41.5	58.5	65	94

Chi-Square= 1.347294 Corrected (Yates)= .9554219

27. Introduction to Iranian music

	Percentages		Frequencies	
	Very	N & NN	Very	N & NN
Elite	23.1	76.9	9	30
Public	17.0	83.0	27	132

Chi-Square= .7822932 Corrected (Yates)= .4261813

28. Introduction to Western music

	Percentages		Frequencies	
	Very	N & NN	Very	N & NN
Elite	5.1	94.9	1	38
Public	0.6	99.4	0	159

Chi-Square= 4.097618 Corrected (Yates)= .5834985 ⨉

29. Introduction to Persian literature

	Percentages		Frequencies	
	Very	N & NN	Very	N & NN
Elite	41.0	59.0	15	24
Public	33.3	66.7	52	107

Chi-Square= .4636538 Corrected (Yates)= .2421569

30. Introduction to living conditions in other developing countries

	Percentages		Frequencies	
	Very	N & NN	Very	N & NN
Elite	12.8	87.2	4	35
Public	18.2	81.8	28	131

Chi-Square= 1.249899 Corrected (Yates)= .7660936

APPENDIX F

TABLES REPRESENTING STATISTICAL CALCULATIONS
FOR ANALYSIS OF VARIANCE

number of runs		Σx_{ij}	$\bar{x}$	Σx_{ij}^2	$CF_j=\left(\Sigma x_{ij}\right)^2/n_j$	$SS_b=\Sigma CF_j-CF_t$ $SS_w=\Sigma\Sigma\frac{x_{ij}^2}{n_j}-\Sigma CF_j$	$df_w=202$ $MS_b=SS_b/df_b$ $MS_w=SS_w/df_w$	$F_t^{.05}=6.61$ $F=MS_b/MS_w$	$\bar{x}_1-\bar{x}_2$ $\bar{x}_1-\bar{x}_3$ $\bar{x}_2-\bar{x}_3$	$\sqrt{MS_w(\frac{1}{n_1}+\frac{1}{n_2})}$ $\sqrt{MS_w(\frac{1}{n_1}+\frac{1}{n_3})}$	$d/s_{\bar{y}}$
1	E	127 3.37		465	430.6723						
	P	492 3.03		1576	1461.1572						
	B	25 3.54		76	82.2567	3.9860	1.7720	2.533			
		633 3.10		2136	1977.1352	158.8648	0.7865				
2		145 3.72		565	532.1026						
		603 3.79		2383	2286.8470						
		23 3.29		81	75.5216	1.8109	0.7055	1.635			
		771 3.76		3029	2751.5230	127.4770	0.6311				
3		98 3.4		276	266.2566						
		43 3.73		1003	1184.6289						
		16 3.27		68	36.5716	2.5592	1.2796	0.872			
		568 3.47		1504	1665.6565	276.5633	1.6680				
4		78 3.x		196	156.0000						
		372 3.33		1111	675.8731						
		17 3.09		51	61.2857	4.4276	2.2138	1.676			
		622 3.30		1358	1091.1766	256.8212	1.3209				
5		163 3.04		557	524.3333						
		573 3.03		2369	2211.5289						
		26 3.03		94	82.2857	0.6650	0.3256	0.364			
		760 3.07		3020	2618.2679	261.2521	3.9458				
6		123 3.16		415	382.9231						
		494 3.11		1668	1534.8156						
		21 3.00		65	63.0000	0.1603	0.0802	0.114			
		638 3.71		2128	1985.7407	162.2893	0.7063				
7		132 3.38		466	666.7692						
		508 3.19		1726	1623.0660						
		26 3.24		102	96.5714	2.6368	1.3484	2.134			
		666 3.25		2294	2166.3866	127.6154	0.6318				
8		127 3.644		449	413.5661					0.0551	0.1897	0.290
		507 3.203		1817	1629.6602				**	1.1135	0.4360	2.556
		15 3.149		37	32.1629	7.8263	3.9127	3.469		1.0584	0.4102	2.580
		651 3.18		2303	2075.1672	227.8628	1.1280					
9		130 3.33		482	633.3333							
		485 3.76		1681	1473.6025							
		25 3.12		103	89.2857	3.9728	1.9864	1.520				
		640 3.18		2266	2202.0215	263.9785	1.3068					
10		153 3.251		653	600.2308					0.5680	0.2007	2.531
		563 3.051		2045	1854.3962				**	0.5056	0.4613	1.096
		31 3.446		139	137.2857	13.7225	6.8613	5.433		1.0136	0.4360	2.335
		725 3.44		2825	2591.9127	256.0873	1.2620					

number of positions	$\sum_{i=1}^{n} x_{i,j}$	$\bar{x}$	$\sum_{i=1}^{n} x_{i,j}^2$	$CF_j = \left(\sum_{i=1}^{n} x_{i,j}\right)^2 / n_j$	$SS_b = \sum_{j=1}^{m} CF_j - CF_t$; $SS_w = \sum_{j=1}^{m}\sum_{i=1}^{n} x_{i,j}^2 - \sum CF_j$	$MS_b = SS_b/df_b$; $MS_w = SS_w/df_w$	$F_{.05}=3.00$ $F_{.01}=4.61$ $F = \dfrac{MS_b}{MS_w}$	$|\bar{z}_i - \bar{z}_j|$; $|\bar{z}_k - \bar{z}_j|$	$\sqrt{MS_w\left(\frac{1}{n_i}+\frac{1}{n_j}\right)}$	$\hat{\psi}/\hat{\sigma}$
11	128	3.28	468	420.1026				0.2210	0.1823	1.212
	557	3.50	2107	1951.2515				0.8536	0.6189	2.037
	17	2.42	68	41.2857	8.71=?	4.3590	*	0.8536		
	702	3.62	2623	2412.6378	210.3602	1.0614	4.186	1.0705	0.3941	2.726
12	81	2.08	207	168.2308						
	362	2.28	1060	824.1761						
	14	2.00	30	28.0000	1.6313	0.8157				
	457	2.23	1297	1020.4067	276.8231	1.3693	0.596			
13	83	2.13	213	176.6410						
	358	2.25	996	806.0629						
	15	2.16	63	32.1429	0.5247	0.2625				
	456	2.22	1252	1014.8468	237.1532	1.1740	0.224			
14	89	2.28	227	203.1026						
	364	2.29	982	833.3082						
	16	2.29	46	36.5714	0.0018	0.0009				
	469	2.27	1255	1072.9822	182.0178	2.9011	0.001			
15	132	3.38	688	646.7692						
	568	3.57	2204	2029.0817						
	23	3.29	79	75.5714	1.5268	0.7624				
	723	3.53	2971	2561.6223	213.5477	1.0670	0.701			
16	83	2.1882	193	176.6410				0.3246	0.1602	2.02
	390	2.4528	1098	956.6038				0.2711	0.3683	0.73
	13	1.8571	29	24.1429	5.2121	2.6061	*			
	486	2.37	1320	1157.3577	142.6123	0.8060	3.237	0.5957	0.3466	1.71
17	68	1.769	154	118.5661				0.5666	0.2148	2.63
	367	2.302	1103	847.1006				0.6007	0.6937	1.21
	8	1.148	10	9.1429	17.6954	8.7677	**			
	443	2.16	1267	974.8076	292.1924	1.6665	6.067	1.1653	0.4665	2.50
18	106	2.72	328	288.1026						
	469	2.95	1601	1383.4026						
	16	2.29	46	36.5714	4.2668	2.1336				
	591	2.88	1975	1708.0766	266.9235	1.3214	1.614			
19	108	2.769	334	299.0769				0.2937	0.1927	1.52
	487	3.069	1685	1491.6289				0.6263	0.4429	1.41
	15	2.429	39	32.1429	7.7268	3.8634	*			
	610	2.78	2058	1822.8487	236.1513	1.1641	3.319	0.9200	0.4167	2.20
20	144	3.69	670	531.6923						
	582	3.66	2314	2130.3376						
	21	3.00	77	63.0000	3.0368	1.5184				
	747	3.64	2963	2725.0319	237.7651	1.1781	1.289			

number of quest.	$\sum_{i=1}^{n_j} n_{ij}$	$\bar{x}$	$\sum_{i=1}^{n_j} x_i^2$	$cf_j=\left(\sum n_{ij}\right)^2/n_j$	$SS_b=\sum c_j-cf_t$; $SS_w=\sum\sum x_{ij}^2-\sum c_j$	$MS_b=SS_b/df$; $MS_w=SS_w/df$	$F=\frac{MS_b}{MS_w}$	$\frac{|\bar{x}_1-\bar{x}_2|}{|\bar{x}_1-\bar{x}_3|}$; $\frac{|\bar{x}_2-\bar{x}_3|}{}$; $\sqrt{\ }$; ψ/δ		
21	150	3.8662	610	576.9231						
	641	4.0316	2703	2584.1572						
	31	4.4186	139	137.2857	2.3465	1.1733				
	822	4.0098	3452	3278.3660	153.6340	0.7606	1.543			
22	132	3.3866	496	446.7692						
	562	3.4088	2038	1842.5733						
	26	3.7143	106	96.5716	0.6690	0.3365				
	700	3.4146	2636	2390.9129	245.0871	1.2133	0.276			
23	164	4.2651	726	689.6610						
	671	4.2201	2953	2831.7044						
	30	4.3857	132	118.5714	0.0388	0.0194				
	865	4.2195	3809	3649.9168	159.0832	0.7875	0.025			
24	166	3.6923	578	531.6923						
	564	3.5472	2128	2000.6037						
	26	3.7143	102	96.5716	0.7894	0.3967				
	734	3.5805	2808	2628.8674	179.1326	0.8868	0.445			
25	116	2.9744	394	365.0256						
	454	2.8533	1442	1296.3370						
	18	2.5714	54	46.2857	1.0823	0.5412				
	588	2.8683	1890	1687.6383	202.3617	1.0018	0.540			
26	132	3.3866	690	446.7692						
	579	3.6615	2267	2108.6339						
	26	3.7143	106	96.5716	2.1697	1.0849				
	737	3.5951	2863	2651.7745	211.2255	1.0457	1.037			
27	105	2.6123	339	282.6983						
	489	3.0755	1723	1503.7056						
	17	2.4286	45	41.2857	6.8056	3.4028				
	611	2.9805	2107	1827.8836	279.1164	1.3818	2.463			
28	96	2.4103	260	226.5641				0.2941	0.1768	1.66
	430	2.7046	1384	1162.8930				0.6960	0.4064	1.71
	12	1.7143	24	20.5716	8.5846	4.2923	*	0.3701	0.3823	2.5
	536	2.6166	1608	1410.0286	197.9215	0.9801	4.379			
29	74	1.8374	184	160.4703				0.5671	0.2060	2.66
	387	2.4456	1167	951.7064				0.5312	0.4733	1.12
	17	2.4286	69	41.2857	9.4980	4.7490	*	0.0179	0.6573	0.0
	480	2.3415	1602	1133.4006	268.5996	1.3297	3.571			
30	147	3.7692	585	554.0769						
	597	3.7587	2401	2261.5660						
	22	3.1429	74	69.1429	2.5515	1.2808				
	766	3.7356	3060	2864.7858	195.2162	0.9664	1.325			

No.	$\sum_{i=1}^{n_j} x_{ij}$	$\bar{x}$	$\sum_{i=1}^{n_j} x_{ij}^2$	$CF_j=(\sum_{i=1}^{n_j}x_{ij})^2/n_j$	$SS_b=\sum_{j=1}^{k}CF_j-CF_t$ $SS=\sum\sum x_{ij}^2-\sum CF_j$	$MS_b=SS_b/df_b$ $MS_w=SS_w/df_w$	$F=\frac{MS_b}{MS_w}$	$\frac{\|\bar{x}_1-\bar{x}_2\|}{\|\bar{x}_1-\bar{x}_3\|}$ $\frac{\|\bar{x}_2-\bar{x}_3\|}{}$	$\sqrt{MS_w(\frac{1}{n_1}+\frac{1}{n_2})}$ $\sqrt{MS_w(\frac{1}{n_1}+\frac{1}{n_3})}$ $\sqrt{MS_w(\frac{1}{n_2}+\frac{1}{n_3})}$	$\psi/\hat{\sigma}_\psi$
31	96	2.4615	276	236.3077						
	389	2.4465	1109	951.7044						
	17	2.4286	49	41.2857	0.0100	0.0050				
	502	2.45	1434	1229.2978	204.7022	1.0134	0.005			
32	157	4.0256	647	632.0256						
	595	3.7621	2367	2226.5723						
	26	3.7143	98	96.5714	2.5645	1.2823				
	778	3.80	3092	2955.1693	136.8307	0.6774	1.893			
33	97	2.4872	277	241.2564						
	436	2.7421	1406	1195.5733						
	17	2.4286	51	41.2857	2.5047	1.2524				
	550	2.68	1734	1678.1164	255.8856	1.2668	0.989			
34	114	2.9231	364	333.2308				0.4731	0.1696	2.79
	540	3.3962	1982	1833.7622				0.6374	0.3899	1.635
	16	2.2857	40	36.5714	14.0084	7.0042				
	670	3.27	2386	2203.7644	182.2356	0.9022	7.763**	1.1106	0.3668	3.028
35	150	3.8462	606	576.9231						
	641	4.0314	2701	2584.1572						
	25	3.5714	93	89.2857	2.2880	1.1640				
	816	3.98	3400	3250.3660	149.6340	0.7408	1.544			
36	94	2.4103	276	226.5641				0.4954	0.1780	2.783
	462	2.9057	1490	1342.6150				0.0183	0.4092	0.045
	17	2.4286	45	41.2857	8.6600	4.3300				
	573	2.80	1811	1610.2648	200.7352	0.9937	4.357*	0.4771	0.3850	1.239
37	141	3.6154	545	509.7692				0.5607	0.1372	4.08
	664	4.1761	2850	2772.9308				0.4725	0.3153	1.49
	22	3.1429	76	69.1429	15.6039	7.8020				
	827	4.03	3471	3351.8429	119.1571	0.5899	13.226**	1.0332	0.2966	3.48
38	145	3.7179	587	539.1026						
	582	3.6604	2308	2130.3396						
	26	3.7143	102	96.5714	0.1161	0.0581				
	753	3.67	2997	2766.0136	230.9864	1.1435	0.051			
39	97	2.4872	291	241.2564				0.7958	0.1898	4.193
	522	3.2830	1886	1713.358				0.4872	0.4361	1.117
	14	2.0000	34	28.000	28.4118	14.2059				
	633	3.09	2211	1982.7922	228.0078	1.1288	12.586**	1.2830	0.4103	3.12
40	89	2.2821	243	203.1026				0.5607	0.1867	3.00
	452	2.8428	1064	1284.9308				0.8535	0.4291	1.98
	10	1.6286	16	14.2857	21.3387	10.6694				
	551	2.69	1723	1502.3191	226.6809	1.0925	9.766**	1.4140	0.4037	3.50

number of i	$\sum_i x_{ij}$	$\bar{x}$	$\sum x_{ij}^2$	$CF_j = \frac{(\sum x_{ij})^2}{n_j}$	$SS_b = \sum CF_j - CF_t$ $SS_w = \sum\sum x_{ij}^2 - \sum CF_j$	$MS_b = SS_b/df_b$ $MS_w = SS_w/df_w$	$F = \frac{MS_b}{MS_w}$	$|\bar{x}_1 - \bar{x}_2|$ $|\bar{x}_1 - \bar{x}_3|$ $|\bar{x}_2 - \bar{x}_3|$	$\hat{\sigma}_\psi$	$\hat{\psi}/\hat{\sigma}_\psi$
	79	2.0256	173	160.0256				0.3014	0.1081	2.788*
	370	2.3270	918	861.0063				0.0256	0.2684	0.103
41	14	2.0000	32	28.0000	3.3275	1.6648	*			
	663	2.2565	1123	1049.0319	73.9681	0.3662	4.560	0.3270	0.2337	1.329
	79	2.0256	171	160.0256						
	360	2.2642	878	815.0943						
42	16	2.0000	32	28.0000	2.1004	1.0502				
	453	2.2098	1081	1003.1199	77.8801	0.3855	2.724			
	59	1.6611	79	83.2564				0.1229	0.0997	1.233
	221	1.3899	355	307.1761				0.7739	0.2892	3.372**
43	16	2.3857	62	36.5714	5.6088	2.8044	**			
	296	1.4639	496	433.0039	62.9961	0.3119	8.991	0.8968	0.2157	4.153**
	96	2.4115	268	236.3077						
	387	2.4366	981	961.7634						
44	17	2.4286	45	41.7857	0.0247	0.0124				
	500	2.4390	1274	1217.5368	54.4632	0.2696	0.066			
	80	2.0513	174	164.1026						
	358	2.2616	846	806.0629						
45	16	2.3557	40	36.5714	1.2930	0.6465				
	454	2.2146	1060	1006.7369	53.2631	0.2637	2.452			
	79	2.0256	175	160.0256						
	333	2.0963	749	697.6141						
46	16	2.3857	40	36.5714	0.4306	0.2153				
	428	2.0878	964	894.0111	67.9889	0.3465	0.621			
	92	2.3590	232	217.0256				0.2584	0.1130	2.28
	334	2.1006	766	701.6101				0.3553	0.2596	1.36
47	19	2.7143	53	51.5714	4.2315	2.1158	**			
	445	2.1707	1051	970.2071	80.7989	0.4050	5.290	0.6137	0.2443	2.51.
	68	1.7636	136	118.5641						
	304	1.9119	658	581.1327						
48	13	1.8571	31	24.1429	0.8909	0.6455				
	385	1.8780	823	723.1397	99.0663	0.4764	0.908			
	73	1.8718	169	136.6410						
	309	1.9434	657	600.5074						
49	16	2.3857	38	36.5714	1.0194	0.5097				
	398	1.9615	844	773.7218	70.2782	0.3477	1.665			
	93	2.3066	235	221.7692						
	349	2.1950	833	766.0440						
50	16	2.3857	38	36.5714	1.1456	0.5728				
	458	2.2341	1106	1024.3846	81.6154	0.4040	1.418			

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	$\sum_{j=1}^{n_i} x_{ij}$	$\bar{x}$	$\sum x_{ij}^2$	$cf_i = \dfrac{(\sum x_{ij})^2}{n_i}$	$SS_b = \sum_{i=1}^{m} cf_i - cf_t$ $SS_w = \sum\sum x_{ij}^2 - \sum cf_i$	$MS_b = SS_b/df_b$ $MS_w = SS_w/df_w$	$F = \dfrac{MS_b}{MS_w}$	$\|\bar{x}_i-\bar{x}_j\|$ $\|\bar{x}_i-\bar{x}_3\|$ $\|\bar{x}_2-\bar{x}_3\|$	$\hat{\delta}_\psi$	$\hat{\psi}/\hat{\delta}_\psi$
1	79 340 14 433	2.0266 2.1384 2.0000 2.1122	177 796 30 1003	160.0256 727.0640 28.0000 915.0696	0.4871 87.9304	0.2446 0.6353	0.562			
2	96 378 17 691	2.6615 2.3776 2.4886 2.3951	252 950 45 1247	236.3077 898.6415 41.2847 1176.2347	0.2301 70.7651	0.1151 0.3503	0.329			
3	79 322 15 416	2.0256 2.0252 2.1429 2.0793	175 710 35 920	160.0256 652.1006 32.1429 844.2691	0.0935 75.7309	0.0468 0.3769	0.125			
4	71 309 12 392	1.8205 1.9434 1.7143 1.9122	163 673 24 840	129.2564 600.5074 20.5714 750.3372	0.7567 89.6628	0.3784 0.4439	0.852			
5	63 266 12 341	1.6164 1.5472 1.7143 1.5659	115 460 22 577	101.7692 380.6038 20.5714 502.9444	0.3054 74.0550	0.1527 0.3666	0.417			
6	85 364 16 465	2.1795 2.3273 2.2864 2.2683	203 906 40 1149	185.2564 833.3582 36.5714 1055.1860	0.3800 93.8640	0.1900 0.6647	0.609			
7	80 300 17 397	2.0513 1.8868 2.4286 1.9366	180 636 45 861	164.1026 566.0377 41.2857 771.4260	2.6016 89.5740	1.3008 0.6434	2.934			
8	53 183 12 248	1.3590 1.1519 1.7143 1.2478	85 233 26 344	72.0256 216.0226 20.5714 303.2136	3.2001 60.7804	1.6000 0.2019	**7.925	0.2081 0.3553 0.5634	0.0803 0.1866 0.1735	*8.592 1.927 **3.247
9	91 364 16 471	2.3333 2.3897 2.2857 2.2976	227 860 38 1145	212.3333 833.3582 36.5714 1082.2129	0.6617 62.7871	0.0309 0.3108	0.099			
10	75 380 13 468	1.9231 2.0126 1.8571 1.9902	157 700 27 884	144.2308 644.0252 24.1429 612.3982	0.3794 71.6011	0.1897 0.3565	0.535			

number of parts	$\sum x_{ij}$	$\bar{x}$	$\sum x_{ij}^2$	$cf_j = \frac{(\sum x_{ij})^2}{n_j}$	$SS_b = \sum cf_j - cf$; $SS_w = \sum\sum x_{ij}^2 - \sum cf_j$	$MS_b = SS_b/df_b$; $MS_w = SS_w/df_w$	$F = \frac{MS_b}{MS_w}$	$\frac{\|\bar{x}_1-\bar{x}_2\|}{\|\bar{x}_2-\bar{x}_3\|}$	$\hat{\sigma}_\psi$	$\hat{\psi}/\hat{\sigma}$
51	86	2.2651	204	189.6410						
	341	2.1667	807	731.3270						
	15	2.1429	37	32.1429	0.1158	0.0579				
	442	2.1561	1048	953.1109	94.8831	0.4637	0.123			
52	96	2.4615	248	236.3077						
	379	2.3836	963	903.6036						
	15	2.1429	35	32.1429	0.6336	0.3168				
	490	2.3902	1246	1171.8631	74.1469	0.3671	0.863			
53	98	2.5128	256	246.2564						
	392	2.6969	1041	991.2516						
	17	2.4286	63	41.2857	0.0425	0.0213				
	512	2.6176	1340	1278.7937	61.2063	0.3030	0.070			
54	101	2.5545	271	261.5641						
	412	2.5712	1108	1067.5723						
	18	2.5714	68	46.2857	0.0026	0.0013				
	531	2.5702	1427	1375.4221	51.5779	0.2553	0.005			
55	79	2.0256	173	160.0506						
	295	1.8553	613	547.3270						
	14	2.0000	30	28.0000	0.9916	0.4958				
	388	1.8917	816	735.3526	80.6474	0.3992	1.242			
56	86	2.0581	204	189.6410						
	343	2.1572	795	739.9308						
	14	2.0000	34	28.0000	0.2596	0.1298				
	443	2.1610	1033	957.5718	75.4282	0.3734	0.348			
57	66	1.6923	128	111.6923				0.2668	0.1105	2.218
	308	1.9371	656	596.6389				0.2637	0.2541	1.036
	10	1.4286	16	14.2857	3.3093	1.6547	*			
	384	1.8732	800	722.6069	77.3931	0.3831	4.319	0.5085	0.2390	2.12.
58	75	1.9231	155	166.2308						
	322	2.0258	716	652.1006						
	14	2.0000	30	28.0000	0.3265	0.1633				
	411	2.0063	901	824.3314	76.6680	0.3795	0.430			
59	81	2.0769	191	168.2308						
	329	2.0672	759	680.7610						
	13	1.8571	27	24.1429	0.3103	0.1552				
	423	2.0639	977	873.1347	103.8653	0.5142	0.302			
60	68	1.7636	138	118.5641						
	264	1.6606	494	638.3396						
	13	1.857	27	24.1429	0.6369	0.2184				
	345	1.6859	659	581.0466	77.9534	0.3859	0.566			

APPENDIX G

ACTUAL SURVEY QUESTIONNAIRE IN FARSI

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تاریخ مصاحبه : ┘┘┘┘┘

کد شهر : ┘┘┘

شماره‌ی کارت بانج : ┘┘

رادیو تلویزیون ملی ایران

مرکز تحقیقات اجتماعی و نظرخواهی

(مهر ماه ۱۳۵۷)

شماره‌ی ردیف مراجعه : ....

ساعت شروع مصاحبه ....

تاریخ مصاحبـــه : ....

کاملاً موافق لیا ۲۰	موافق لیا ۱۹	نمی‌دانم لیا ۱۸	مخالف لیا ۱۷	کاملاً مخالف لیا ۱۶	
Y	Y	Y	Y	Y	۱۳ـ مردم شهرکرمان با مشکل مسکن مواجه نیستند
X	X	X	X	X	۱۴ـ افرادی که به کرمان می‌آیند براحتی مسکن تهیه می‌کنند
•	•	•	•	•	۱۵ـ درحال حاضر اکثر مردم کرمان وسایل امروز مزندگی مثل یخچال ، اجاق گاز وحمام در اختیار دارند
۱	۱	۱	۱	۱	۱۶ـ اکثر مردم کرمان از مسایل قانونی وحقوقی وچگونگی مراجعه به دادگستری درصورت مواجه شدن با مشکلات ، آگاهی دارند
۲	۲	۲	۲	۲	۱۷ـ درکرمان به اندازه کافی وسایل واماکن تفریحی ازقبیل پارک ، باشگاه ،سینما ، وجود دارد
۳	۳	۳	۳	۳	۱۸ـ دراین شهر براحتی می‌توان به پزشک دسترسی داشت
۴	۴	۴	۴	۴	۱۹ـ دسترسی به دکتر دندان ساز براحتی امکان پذیر است
۵	۵	۵	۵	۵	۲۰ـ درحال حاضر درکرمان بستری شدن دربیمارستان مشکل بزرگی است
۶	۶	۶	۶	۶	۲۱ـ درحال حاضر ، مطب پزشگان درشهرکرمان همیشه شلوغ است وبرا ی ملاقات با دکتراکثراوقات باید مدت زیادی منتظر شد
۷	۷	۷	۷	۷	۲۲ـ وقت ملاقات گرفتن از یک دکتر دندان ساز کارمشکلی است
۸	۸	۸	۸	۸	۲۳ـ درکرمان مشکل مواد مخدر وجود دارد وتعداد معتادین زیاد است
۹	۹	۹	۹	۹	۲۴ـ جوانان به طور کلی درشهرکرمان ناآرام ونااراضی اند

کاملاً موافق	موافق	نمی‌دانم	مخالف	کاملاً مخالف	
۱۵	۱۲	۱۳	۱۲	۱۱	
۲	۲	۲	۲	۲	۱ـ گفته می‌شود که عده‌زیادی از مردم کرمان به دلایل مختلف از این شهر به شهرهای دیگر مهاجرت کرده‌اند
X	X	X	X	X	۲ـ جمعیت کرمان هر روز رو به افزایش است و در حال حاضر خود شهر بلوغی است
•	•	•	•	•	۳ـ وسایل و اجناس و ارزاق مورد نیاز مردم براحتی در کرمان پیدا می‌شود
۱	۱	۱	۱	۱	۴ـ در کرمان دسترسی به کارگرهای فنی مثل لوله‌کش، بنا، تعمیرکار و از این قبیل براحتی امکان‌پذیر است
۲	۲	۲	۲	۲	۵ـ یکی از مشکلات شهر کرمان وجود تعداد زیادی جوانان گمراه و نااهل است (معتاد و شرور)
۳	۳	۳	۳	۳	۶ـ تعداد سرقت در کرمان افزایش یافته‌است
۴	۴	۴	۴	۳۰	۷ـ دادگاه‌ها در کرمان نسبت به اراذل و اوباش و افراد شرور باندازه کافی سختگیر نیستند
۵	۵	۵	۵	۵	۸ـ هوای شهر کرمان روز بروز آلوده‌تر می‌شود و در حال حاضر کاملاً آلوده‌است
۶	۶	۶	۶	۶	۹ـ آلودگی آب در حال حاضر یکی از مشکلات کرمان است
۷	۷	۷	۷	۷	۱۰ـ لوله‌کشی آب شهر کرمان احتیاجات همه مردم را برآورده نمی‌کند
۸	۸	۸	۸	۸	۱۱ـ وضع برق در شهر کرمان خوب است
۹	۹	۹	۹	۹	۱۲ـ شهرداری وظائف و کارهای خود را بنحو احسن انجام می‌دهد

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Y	Y	Y	Y	Y	۲۵- روابط خانوادگی درکرمان درحال ازهم پاشیده شدن است
X	X	X	X	X	۲۶- سنت‌های بومی درکرمان رو به فراموشی است
•	•	•	•	•	۲۷- کودکان درکرمان ازوضع تحصیلی خوبی برخوردارند
۱	۱	۱	۱	۱	۲۸- درحال حاضر درشهرکرمان جوانان می‌توانند براحتی به دانشگاه‌های محلی راه پیدا کنند
۲	۲	۲	۲	۲	۲۹- درشهرکرمان وسایل نقلیه عمومی ازقبیل اتوبوس‌های شهری وتاکسی به اندازه کافی دردسترس هست
۳	۳	۳	۳	۳	۳۰- درشهرکرمان افراد بیکار زیاد پیدا می‌شود
۴	۴	۴	۴	۴	۳۱- کسانی که درکرمان درجستجوی کارهستند براحتی می‌توانند کار پیدا کنند
۵	۵	۵	۵	۵	۳۲- مهاجرت کشاورزان به کرمان روز به روز درحال افزایش است
۶	۶	۶	۶	۶	۳۳- محصولات کشاورزی استان کرمان براحتی درشهرکرمان پیدا می‌شود
۷	۷	۷	۷	۷	۳۴- کرمان خیلی صنعتی شده است
۸	۸	۸	۸	۸	۳۵- درشهرکرمان زندگی روز بروز مشکل تر وپیچیده تر می‌شود
۹	۹	۹	۹	۹	۳۶- اکثرمردم کرمان برای برخورد با تغییرات وتحولاتی که مستقیماً بازندگی روزمره آن‌ها ارتباط مستقیم دارد آمادگی کافی را دارند

کاملا ً موافق	موافـق	نمی‌دانم	مخالـف	کاملا ً مخالف	
⟍ ۳۰	⟍ ۲۹	⟍ ۲۸	⟍ ۲۷	⟍ ۲۶	
۲	۲	۲	۲	۲	۳۷ـ تعداد اتومبیل های سواری شخصی درکرمان خیلی زیاد است
X	X	X	X	X	۳۸ـ برای اکثر صاحبان اتومبیل پیدا کردن تعمیرکار مشکل بزرگی است
•	•	•	•	•	۳۹ـ راه‌های ارتباطی خوب و جاده‌های مناسب که شهرکرمان را به دیگر شهرهای ایران وصل کند به اندازه کافی وجود دارد
۱	۱	۱	۱	۱	۴۰ـ مسافرینی که به شهرکرمان می‌آیند براحتی می‌توانند هتل و رستوران مناسب پیدا کنند

بخش دوم

با توجه به مسایل ، مشکلات و نیازهائی که در شهرکرمان وجود دارد اگر سازمان رادیو تلویزیون بخواهد برنامه‌هایی را برای آشنایی مسئولین به این مشکلات با ارائه نظریات کارشناسان و افراد مطلع در جهت دفع و یا کاهش مسایل ارائه دهد ضروری می‌داند که در وهله اول از خواسته‌های مردم مطلع گردد . در لیست زیر برنامه‌های نمونه‌ای انتخاب شده است که امکان تهیه و تولید آن‌ها مقدور است ، لطفا ً نظرخود را نسبت به هریک از این برنامه‌های نمونه با انتخاب یکی از پاسخ‌های (۱) ضرورت ندارد (۲) ضرورت دارد (۳) خیلی ضرورت دارد اعلام فرمائید .

صرورت ندارد حملی ندارد ٣٣	صرورت ندارد ٣٢	صرورت دارد ٣١	
٧	٧	٧	٢١ـ برنامه‌های مربوط به مسکن در شهر کرمان (به‌عنوان مثال بچه طریق می‌توان با توجه به امکانات مالی سطوح مختلف در شهر کرمان به دنبال کرایه ، خرید ، یا ساختن منزل رفت ـ امکانات محلی در این مورد چیست)
x	x	x	٢٢ـ برنامه‌های مربوط به مسایل مالک و مستاجر و اجاره خانه ⊕
•	•	۱	٢٣ـ مسایل مربوط به آپارتمان‌نشینی و شرایط زندگی در آن‌ها با توجه به سنت‌های ایرانی ⊕
۱	۱	۱	٢٤ـ برنامه‌های مربوط به بهداشت ، تمیزی و پاکی در خانه و چگونگی ایجاد یک محیط سالم و پاکیزه با توجه به محدودیت‌ها و امکانات
۲	۲	۲	٢٥ـ برنامه‌های مربوط به چگونگی بهره برداری از امکانات محیط خانواده به‌منظور رفاه ، آسایش و سرگرمی
۳	۳	۳	٢٦ـ برنامه‌های مربوط به زیباسازی محیط منزل و ارائه طرح‌های ساده و ارزان در این مورد
۴	۴	۴	٢٧ـ برنامه‌های مربوط به چگونگی تعمیر یا شناخت عیوب وسایل اولیه منزل
۵	۵	۵	٢٨ـ برنامه‌های مربوط به چگونگی نگهداری از گل‌های زینتی در منزل و ارائه طرح‌های گل‌آرائی
۶	۶	۶	٢٩ـ برنامه‌های مربوط به باغبانی ، کشت گیاهان خانگی در داخل و اطراف منزل
۷	۷	۷	٥٠ـ برنامه‌های مربوط به کوتاه کردن فاصله‌های سنی و تربیتی بین فرزندان و اولیاء
۸	۸	۸	٥١ـ برنامه‌ریزی و تنظیم بودجه خانواده
۹	۹	۹	٥٢ـ برنامه‌های مربوط به بهداشت دهان و دندان

حبلی ضروریست	ضرورت دارد	ضرورت ندارد		
۳۶	۳۵	۳۴		
۲	۲	۲	۵۳ــ برنامه‌های مربوط به پیشگیری‌های بهداشتی از قبیل ضد عفونی کردن آب ،سبزیجات ،مراقبت‌های اولیه واکسن زدن وغیره	۱۳
X	X	X	۵۴ــ برنامه‌های مربوط به کمک های اولیه در تصادفات از قبیل خفگی درآب ،برق گرفتگی ،مسمومیت وغیره	۱۴
•	•	•	۵۵ــ برنامه‌های مربوط به تعمیرات ابتدایی اتومبیل	۱۵
۱	۱	۱	۵۶ــ برنامه‌های مربوط به تغذیه سالم وبا توجه به امکانات مواد اولیه غذایی درمحل	۱۶
۱	۱	۱	۵۷ــ برنامه‌های مربوط به پخت وپز ، آشپزی ومعرفی غذاهای محلی ایرانی درسراسر کشور	۱۷
۲	۲	۲	۵۸ــ برنامه‌ای مربوط به معرفی سازمان‌های دولتی وخصوصی وچگونگی استفاده از آن‌ها	۱۸
۳	۳	۳	۵۹ــ برنامه‌های مربوط به مسایل حقوقی دررابطه با دادگستری وچگونگی دادخواهی دردادگاه‌های مختلف مملکت	۱۹
۴	۴	۴	۶۰ــ برنامه‌های مربوط به امکانات ،طرق ،سرمایه گذاری مالی با استفاده از نظریات افراد کارشناس	۲۰
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صرورت ندارد	صرورت دارد	خیلی ضروری ست	
۳۹	۳۸	۳۷	
Y	Y	Y	۶۵ـ آموزش ضروری برای استفاده مازامکانات فنی موجود ازقبیل ماشین حساب الکترونیکی ،کامپیوتر ،پمپ آب ،دستگاهای تهویه و غیره
X	X	X	۶۶ـ ارائه برنامه های آموزشی تخصصی ازقبیل وظایف یک پلیس در پست کشیک ،مسئولیت های اولیه یک پرستار سمهای دار سکارگرمنزل وبا سایر مشاغل دولتی یاخصوصی یا خصوص کنترل ارتباط مستقیم برزنومامردمهستند
•	•	•	۶۷ـ آشنایی باموسیقی ایرانی
۱	۱	۱	۶۸ـ آشنایی باموسیقی اروپائی
۲	۲	۲	۶۹ـ آشنایی باادبیات فارسی
۳	۳	۳	۷۰ـ آشنایی باچگونگی وضع زندگی درکشورهای فقیرجهان سوم

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۷۱ـ از نقطه نظر علائق و دانش شخصی شما راجع به این شهر ، مهم ترین مشکل یا موضوعی که باید مورد توجه این شهر قرار گیرد کدام است ؟ لطفا " در تعریف مشکل دقیق باشید .

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۷۲ـ چرا فکر می کنید که این موضوع یک مشکل با موضوع اساسی برای این شهر است ؟

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۷۳ـ چه اقداماتی فکر می کنید برای مقابله با این مشکل لازم است ؟

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۷۴ـ چه مشکلات دیگری فکر می کنید باید مورد توجه قرار گیرد ؟

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۱۰۰ـ شماره ی منطقه : ⌐ـا 73 منطقه ی۱ .... ۱ منطقه ی۲ .... ۲ منطقه ی۳ .... ۳ منطقه ی۴ .... ۴ منطقه ی۵ .... ۵ منطقه ی۶ .... ۶ منطقه ی۷ .... ۷ منطقه ی۸ .... ۸ منطقه ی۹ .... ۹ منطقه ی۱۰ .... ۰ شمیران X	**۹۷ـ آیا غیر از پاسخگو افراد دیگری هنگام مصاحبه اظهار نظر می کردند؟** ⌐ـا 70 هیچ کس .... ۱ از افراد خانواده (مرد) .... ۲ از افراد خانواده (زن) .... ۳ از همسایگان (مرد) .... ۴ از همسایگان (زن) .... ۵ از دوستان (مرد) .... ۵ از دوستان (زن) .... ۶ سایر افراد فامیل (مرد) .... ۷ سایر افراد فامیل (زن) ۸

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....

نام پاسخگو :

....

ساعت پایان مصاحبه :

....

آدرس دقیق پاسخگو :

شماره‌ی منطقه ....

شماره‌ی نقشه ....

شماره‌ی بلوک ....

خیابان ....

کوچه ....

پلاک ....

نام و نام خانوادگی پرسشگر :

....

نام و نام خانوادگی بازبین‌کننده‌ی پرسشنامه :

....

نام و نام خانوادگی کنترل‌کننده‌ی پرسشنامه :

....

Demographic and T.V. & Radio Usage Data For Community Elites (n=39)

Category						
Sex	Male 33.0	Female 7.0				
Age Bracket	18-25 2.0	25-34 10.0	35-44 12.0	45-54 11	over 54 4	
Occupation	Public Sector 6.0	Independent 7.0	Educational 9.0	Professional 9.0	Private Sector 3.0	Retired 5.0
Education Level	High School 1.0	University 6.0	B.S. 15.0	M.S. 4.0	P.H.D. 5.0	
Field of Study	Science 13.0	Medicine 4.0	Engineering 11.0	Art 1.0		
Place of Study	Inside the Country 34.0	Abroad 5.0				
Marital Status	Married 31.0	Single 6.0	Divorced 2.0	Separated –	Widowed 0.0	
*Income Level	Low 4.0	Medium 26.0	High 7.0	Not Discussed 2.0		
Do you have a Radio Set	Yes 36.0	No 3.0				
Radio Listening Time	Mornings 15.0	From 12 To 2 2.0	From 2 To 8 12.0	From 8 To 12 7.0	After 12 0.0	
Radio Station Preference	Main Station 21.0	Radio 2 –	International Station 0.0	Other 15.0		
Radio Programs Evaluation	Very Good 4.0	Good 13.0	Medium 15.0	Poor 2.0	Very Poor 2.0	
Why do you listen to the Radio	Pleasure 10.0	General Subjects 10.0	Improving Knowledg 16.0			
Do you have a T.V. Set	Yes 31.0	No 8.0				
T.V. Watching Time	Mornings 3.0	From 12 To 2 1.0	From 2 To 8 5.0	From 8 To 12 22.0	After 12 0.0	Never 8.0
Why do you watch T.V.	Pleasure 20.0	General Subjects 7.0	Improving Knowledge 4.0			
Why you do not Watch T.V.	Lack of Time 0.0	Poor Programs 1.0	Addiction 0.0	Is it a sin 3.0	Other 1.0	
T.V. Program Evaluation	Very Good 0.0	Good 13.0	Medium 10.0	Poor 6.0	Very Poor 2.0	

* Low= 20,000 Rials/month;Medium=60,000 Rials/month;High=120,000 Rials/month   One U.S. Dollar = 71 Rials

Demographic and T.V./Radio Usage Data for the Public (N=159)

Category					
Sex	Male 70.0	Female 89.0			
Age Bracket	18-25 36.0	25-34 38.0	35-44 42.0	45-54 27.0	Over 54 16.0
Occupation	Public Sector 9.0	Independent 118.0	Professional 1.0	Private Sector 4.0	Retired 6.0
Education Level	High School 30.0	University 17.0	B.S. 2.0	M.S. 0.0	P.H.D. 4.0 / Traditional 110.0
Field of Study	Science 7.0	Medicine 1.0	Engineering 12.0	Art 2.0	
Place Of Study	Inside the Country 120.0	Abroad 0.0			
Marital Status	Married 117.0	Single 36.0	Divorced 2.0	Separated 0.0	Widowed 4.0
*Income Level	Low 34.0	Medium 111.0	High 11.0	Not Discussed 3.0	
Do You Have a Radio Set	Yes 157.0	No 2.0			
Radio Listening Time	Mornings 87.0	From 12 To 2 5.0	From 2 To 8 38.0	From 8 To 12 26.0	After 12 0.0 / Never 3.0
Radio Station Preference	Main Station 62.0	Radio 2 1.0	International Station 1.0	Other 91.0	
Radio Programs Evaluation	Very Good 8.0	Good 90.0	Medium 49.0	Poor 7.0	Very Poor 2.0
Why Do You Listen To The Radio	Pleasure 51.0	General Subjects 64.0	Improving Knowledge 41.0		
Do You Have a T.V. Set	Yes 144.0	No 15.0			
T.V. Watching Time	Mornings 1.0	From 12 To 2 1.0	From 2 To 8 25.0	From 8 To 12 116.0	After 12 0.0 / Never 16.0
Why Do You Watch T.V.	Pleasure 70.0	General Subjects 68.0	Improving Knowledge 5.0		
Why You Do Not Watch T.V.	Lack of Time 0.0	Poor Programs 1.0	Addiction 0.0	It is a sin 0.0	Other 0.0
T.V. Program Evaluation	Very Good 3.0	Good 47.0	Medium 68.0	Poor 18.0	Very Poor 7.0

* Low=20,000 Rials/month;Medium=60,000 Rials/month;High=120,000 Rials/month;   One U.S. Dollar= 71 Rials

Demographic and T.V./Radio Usage Data For Broadcasters (N 7)

Sex	Male 6.0	Female 1.0			
Age Bracket	18-25 2.0	25-34 2.0	35-44 3.0	45-54 0.0	Over 54 0.0
Job Type	Governmental 6.0	Private	Educational	Technical	Business
Education Level	High School 0.0	University 0.0	B.S. 7.0	M.S. 0.0	P.H.D. 0.0
Field Of Study	Science 6.0	Medicine 0.0	Engineering 1.0	Art 0.0	
Place of Study	Inside the Country 6.0	Abroad 0.0			
Marital Status	Married 6.0	Single 1.0	Divorced 0.0	Separated 0.0	Widowed 0.0
*Income Level	Low 1.0	Medium 5.0	High 1.0	Not Discussed 0.0	
Do You Have A Radio Set	Yes 7.0	No 0.0			
Radio Listening Time	Mornings 3.0	From 12 To 2 0.0	From 2 To 8 2.0	From 8 To 12 2.0	After 12 0.0 / Never 0.0
Radio Station Preference	Main Station 7.0	Radio 2 0.0	Internetional Station 0.0	Other 0.0	
Radio Programs Evaluation	Very Good 0.0	Good 2.0	Medium 4.0	poor 1.0	Very Poor 0.0
Why Do You Listen To The Radio	Pleasure 2.0	General Subjects 3.0	Improving Knowledge 2.0		
Do You Have A T.V. Set	Yes 7.0	No 0.0			
T.V. Watching Time	Mornings 0.0	From 12 To 2 0.0	From 2 To 8 1.0	From 8 To 12 6.0	After 12 0.0 / Never 0.0
Why Do You Watch T.V.	Pleasure 3.0	General Subjects 4.0	Improving Knowledge 0.0		
Why You Do Not Watch T.V.	Lack of Time 0.0	Poor Program 0.0	Addiction 0.0	It is a sin 0.0	Other 0.0
T.V. Program Evaluation	Very Good 0.0	Good 0.0	Medium 0.0	Poor 3.0	Very Poor 4.0

*Low=20,000 Riels/month;Medium=60,000 Riels/month;High=120,000 Riels/month   One U.S. Dollar=71 Riels