

## Modernism in thought among girl students of Tehran universities

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**Abstract:** Although main origin of modernity was western countries especially European countries, all human societies have been affected during the past 200 years which led to some problems. Perhaps, we can say that the most important problem is challenge between tradition and modernity. Iran society has faced phenomena of modernity and modernization and the Iranians have been familiar with the first signs of modernity for 180 years. Tradition and modernity have related to each other during this term in two formal-political and informal aspects. Relation of tradition and modernity in formal-political aspects has experienced two specified periods: A- dominance of modernity on tradition especially since 1925 to 1978, B: dominance of tradition on modernity since 1978 (victory of Revolution) up to now. Study shows that relation of tradition and modernity in informal level and in society has been a kind of peaceful coexistence instead of contrast and tension. On the basis of the results obtained from this study, Iran society has been familiar with modernity and modernization. In this process, it has led to contrast of tradition and modernity in some cases. This article has been manifested especially in Pahlavi dynasty (1925-1979) as dominance of modernity on tradition during victory of Revolution (1979 up to now). In this study, it was specified that some conditions lead to modernity growth in societies with use of development and modernity school thinkers' view such as rate of urbanism, education and some components which can be observed in the person who lives in modern society such as scientism, acceptance of new experiences, creative imagination, Universalism, rationalism, interpretability, self knowledge, identity seeking, confidence etc. Statistical population of this study includes all girl students of Tehran universities and sample size of 370 was selected with use of Cochran formula. Data gathering tool is the questionnaire which has measured 9 modernity indices with use of different items. Main (dependent) variable of this research is modernism. Modernity rate has been obtained out of 9 indices with Cronbach, alpha 76.7. In this research, 67.7% of the sample size had high modernity. The obtained results show that indices of progressivism, scientism, independence, risk had medium limit and indices of equalitarianism, civil attitude and new experiences had high limit. Among the given hypotheses, term of education and social position have significant relation with modernity. Our hypotheses have not shown relationship between term of education, urban or rural origin, social participation, use of mass media and modernity. At the end, stepwise multivariate regression analysis model was used in order to obtain concurrent effect of the variables. Only variables of educational term and social position could have been studied that is increase of the educational years will enhance modernity and high social position will increase modernity. In the regression model which has been selected for social participation, variables of mass media had direct relationship, age had reverse relationship and urban or rural origin had relationship with social participation. Term of teaching had reverse relationship and social position and social participation of the person had positive relationship with use of mass media.

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### Introduction:

Modernity is emerging phenomena with about 150 year's history in Iran. The appearance of modernity and modernism was accompanied with modernization in Iran. And during last 150 years, the society was fluctuating between two poles of tradition and modernity. The resistance of traditional layers of society and modernity endeavor to expand its area cause to dominance one than other and most of times they neutralized their potentials. It isn't possible to recognize the current Iran society without considering modernity in one hand and survival power of tradition in other hand. Modernity has influenced on all aspects of social life in Iran and it

experienced many changes. One of most important parts of modernity is women area. Modernity has been provided this possibility to change women status as second rank citizen toward equal situation to men, so that they participate in social activities, have official education in new schools and work in government and non government jobs, find their own economical independence and enjoy relative good rights

### Statement

"Fast technological changes is continuing in world and consequently their related culture and

think influence other societies especially Iran strongly during last two centuries.

Since these changes are because of needs, motivation and special thought of these societies and they formed as internal events, so they faced to cultural lag. It means we encounter to rapid change of material and technological aspects of culture, norms, beliefs and society values.” (Shayan Mehr, 2006:134) since the beginning of these global changes, societies are faced to these rapid changes as external events and different problems. The effect of them must be considered in macro, micro levels of society in political, economical, social, cultural dimensions. What was the result of certain think of developed countries was entered on Iran society without mental background. Now after appearance its advantages and defects, we are seeking to make thought, need and motivation in agreement to it. What can intensify the crisis of this phenomenon is non consistence and solidarity between geographical, ethnical, demographical... conditions and political, economical, social and cultural structures of our society. “Now, a part of Iran society lives in pastor and agronomy period, the other part is in post-agronomy period, a part is in passage toward modern society and even posts modern. This diversity provide a kind of social interruption in different levels of values, structures, institutions, behaviors, and relatively in life philosophy and policy, as manner of course the passage period can make vogue, long and inconsistent cultural self- knowledge and agreement.” (Kazemi, 2008:203). In this condition, which attitude is superior in society? Is dominance attitude as a good Idea and attitude consistent to society condition in regard to its development stance? doubtlessly, every society enjoy common components like other societies, but it has unique specifications that society view level is result of them. So, every nation attitude in its own method. Think method of every nation has important outcomes in its social, political and economical destiny and finally it can determine the place of that nation in international society. Think method is covered and invisible nature that majority of people haven’t chance, motive and reason to consider it. It leads to social order or framework of system that people live in it. Think method than political conflict and Think method than national wealth and national production surplus are examples that lead to order. In fact, what society reach to it is a mental level that believe it and it is change to a custom habit or a think method really. Knowledge this Think method can provide grounds to reform in different areas potentially. In Iran society, there has been discussed words of development, growth, modernity, renovation, modernization, post modern and so on

since long years among scientists and scholars of different fields (sociologists, economists from different areas especially modernity, development, philosophers and even clergy) planners, policymakers and etc in analytical or academic form.

These discussions expanded in society. They have common aspects in three areas: in past look, how we were? In current look, how are now? In future look, how we must to be? Undoubtedly, every society has a series of common elements to other societies and also unique specifications that think level of society is result of both. Then every nation has special ideology of every nation has important outcomes in social, political and economical fate, and finally it will determine nation position in international society. “Method of think is so hidden that majority of a society haven’t motive and reason to consider it. Method of think leads to social order or system that a nation lives in its framework. Method of think than education, reasoning, team work, institution, political conflict and national wealth and national products surplus are some examples that finally lead to a kind of order. In fact, it is a result of a society or its mental level that people has customized to it or it is really a kind of think. Understanding this Method of think can provide reforming background in different areas”. (Sariolghalam, 2009:70-72) In Iran society, some words such as development, growth, modernization, modernity, post modern and etc discussed among different fields of scholars (economist, sociologist from different areas especially modernity, development, ... philosophers and even clerics) programmers and policy makers in analytical and academics form. These discuses are extensive. The common aspects of them are followed in three aspects: a) what is our position than past? b) What is our position than now? c) What will be our position than future? When we look at new conditions of societies (modern society, post modern society, developed society, traditional society, developing society, under developed societies and society in passage) what is discussed is an area of confrontation between what has been is past or what is new. Allen Thoren, French sociologist, says Iran has entered in modernization process since long times. Iran isn’t just a traditional & religious society. One of modernization elements is women statues that this subject is changing rapidly in Iran (Thoren, 2008, 47). But, the ignorance of knowledge in modern era is a big problem that Iranian experienced it until now. It prevented them to know the reasons of modernity forming. As a result, Iranians have focused on the effect of modern civilization – technical and material development – and they ignored its reasons means the reforming in values and thoughts. This ignorance is considered as the origin of mental reasons of under

development that is significant specifications of Iranian idea from the beginning of west acquaintance (Ghani Nejad, 2009:13). Most scholars think human resource is one of basic resources of development including thinks, believes, culture, knowledge, skill and creative power. Women are a half of this development resource. They were developers both parts of this resource. Women have basic role to meet human dimensions and this role can be improved in positive, negative, valuable or insufficient method (Mosnen Mozafari, 2007: 35) While, there is not mentioned gender in most development policies and discusses and gender isn't a prerequisite for analyze. It isn't considering the effect of gender and different aspects of social and economical life style and it can from the results of different development policies. Insufficient combination of gender subject in development discussion is result of theory making in development, experience and analysis of general policies. This caused to discuss critical view about women is development and some view about gender and development. The important subject in developing societies especially Iran is to research women and their different roles. The investigation of women idea and function are shown that they play positive and important role in society education level. There are 3 basic roles in women idea about education: a) women role in official education b) women role in nonofficial education c) hidden role in education. Socialization and training are among elements that development theories focused on it. The basic questions are as followings: What is the Modernism in thought level of the girls in statistical population? (In regard to indicates of sociological theories). The measurement of modernist thought level is related to demographical and ground variables that they are effective factor on modernism and modernity based on some sociological theories. Then second question is this: What are some effective factors in modernist thought in the statistical population? Theoretical ground: In modernist thought, education, experience and mass media are most important factors respectively. We can measure the acceptance of new experiences, independence of authority and power of traditional groups and individuals, believing science effect, releasing of superstitions, determinism, increasing tendency toward job-education purposes, tendency to punctuality, participation in social affairs, knowledge toward national and international events in return to sport, religious and local news and we can find to measurement of modernity in their idea (INKELES, 2002: 57) (Sou, 2009:57). The appearance of modernization sign to traditional village and cities (waterpiping, electricity, road, school, bus,) provided the mental and psychological background and it

increased their tendency toward Modernism in thought. This process done in three steps: Urbanization that people detach from their local and rural origin and they need to learn some skills to live in cities. Literary that is change factor and idea in social system and this provides to use writing communication and training media. Communication development that is change in forming mental and psychological system. These three phases can increase psychological movement and sympathy and model of mobile character is offered in behavioral pattern and people tendency. There are triple changes in transitional society toward to modern society and studies shown middle east countries are transit from traditional toward modern society (Lerner) (Pak Seresht, 2011: 70). "Inklis" is one of thinkers of first modernization school in development that stresses on psychological dimensions of social change. He considers modernization as social process that people attain modernist thought, attitudes and values (Ezlia, 2010: 24). Inklis could determine two ideas to analysis modernization. According to first process, society and its general specifications referred in modernization flow, so a society or nation indices are including: mass training, urbanization, industrialization, bureaucratization, communication and rapid transfer. In this procedure, modernity and modernism is considered as specification of civilization in modern era. So, it is natural that it has different forms based on regional, local condition and regional culture. But, we can determine generic indices in national and institutional that it is measurement factor in regard to national and institutional conditions. The measurement criterion is modernization measurement criteria. In second procedure, there are cultural and ideal things in sociology and psychology frame based on modernization concept. According to this view, modernization is the process of changing, expression, valuation and behavior methods and modernity is individual functional method including arrangement to act something in different methods. Inklis refers to this point and don't considers if in limited certain place and time. Robert Bella considers it as a mental phenomenon or a kind of think that it can be find in every period or place (Pak Seresht, 2011: 43-44). Everthygen is one of theorists in renovation, modernity and modernization: He thinks, the first socialization of child influence on his future behavior, in such a way that autocracy character of people may be the effect of their obedience and inflexible education in infancy that it is done in accompany with harsh punishments. To remove the negative effect of this education method, it is necessary to suggest the need of development and renovation to a group (Ezlia, 2010: 114). Bert

Hoselitz is one of follower Parsons. He in book "Rejecting development in non-developed rejoin" writes the national, economical, social or cultural factors are among modernization theory. Modernism in thought is basic background of modernization (Berof1989: 31). Harrison (1999: 16) explains his view named "Social structure and economical growth". 1953. What he writes in his book is that pattern variables of developed countries will be determined based on specification such as universalism and functions separation, while in third world societies based on some variables such as specialism and functions interference. He considers the path of transition from traditional society to word modern via removing traditional patterns and expansion of modernism in thought among people. Others such as Eisenstadt says society evolution in most of societies is rather similar and they move toward final step of modernity and modernism in thought is basic ground to reach this step (Ezkiia 2010: 102-103). David Mcmacland believes motivation must be considered in path of modernization in form of mental virus named "tendency toward development". He thinks it as psychological discoveries in economical growth and certain idea that is so rare. **Sharma is one of thinkers who criticize development theories and he challenges the origin of this idea that is economy. Sharma like Herbert Marcuse** criticize Development ideas based on economy and he believes these theories will lower human stance as a being with biologic organism and he draws one structure picture of human. He believes human isn't economical being but is social, cultural and spiritual one (Sharma,2003: 18) Sharma considers modern society as rational one that rationality entered it all social, political and cultural levels. Of course he thinks modern is what is defined by cultural norms as modern. He considers modernity and modernism as a partial fact and different social groups have different mental pictures of it (Mahdi Zadeh, 2003: 96-97) Wong, a Chinese theorist, believes first theorists of modernization school ignored dynamic role of family. He believes different social structure lead to different modernization patterns. He opposed exaggeration of negative effects of traditional and he believers to modernism in thought to reach hard development. (sue,1991: 84)

Davis (1987) is one of the theorists in new modernization school. He considers Max Weber view about development as the transition from a series of successive obstacles between two externs and it leads to form "jumping above obstacles". He refers to development obstacles in modernization view that individual inability to reach modern think as the biggest obstacle to reach development. (Sue, 1991:

86).BenoAzizi (1987) is one of modern development theorists that investigates religion role in development and says we more pay attention to traditional. like its analogue, modernity can be creative and respondent to individual and collective needs and it enjoys many capacities to social reforms (Sue, 1991: 96). AnthonyGiddiness is famous as the last survival of last modernization in west cultural area. He studies modernization via its major expressions not only in social institutes, but also in deep and invisible mental and psychological specifications of modern society people. Mass media, thrust and friendship, interpretation, technical skills, self actualization or pure relations had alternative quality in societies pre-modern society (Giddiness, 1999: 11).Giddiness considers Modernity and self-identity in modern era as and proficiency, differentiation, stress and security, self, characterization, fatalism, risk culture, thrust, authority, integrity are explanatory. Giddiness research method is based on hermeneutic and causality, and he uses micro and macro analyzeslevel. Giddiness considers the relationship between two levels of micro and macro to establish and integrative relations and believes human agency and social structure are in reciprocal relationship to each other and repetition of individual agents who they re-build structure (Gauntlett: 2001). So, his structures aren't independent each other. (Rtizer, 1995: 604). **Research method:** Theoretical definitions of variables: The basic variable is "modernism in thought". In fact it is modernist thought of Iran students. Independent variables in related to this variable are including: age, education level, tenure, civil or rural origin, individual social-economical statues, using mass media and social cooperation, Modernity: It is a kind of order after traditional society but its security isn't result of traditions and habits but it is result of certainly related to rational knowledge. Doubt is one of extensive aspects of new critical think. It will penetrate to dept layers of life and also philosophical conscience and it provides a kind of general exploration for social world of intentions (Giddiness, 1999: 17). Social status can determine: 1) Individual or group status in social system with expectancy the mutual interaction in unit framework.

2) Individual or group position in regard to status in social system and also rightsdistribution, responsibility, power and authority in system framework such as same reforms of high, low status and etc. 3) High status in regard to distribution in social system (Saro Khani, 2007: 79-791). Education: it means years have been spent in official education or high training. Civil or rural origin: It means living place in first years of life that influence in

socialization process and it can produce different characters in person in regard to their civil and rural origin. The economy of rural society is relied on agriculture, and land or its products are considered holy. Nearly, all economical, religious and recreational activities perform in family structure. Religious structure in village is so traditional. In civil society, there are different residential advantages such as having private bounds, social mobility, diversity of life style, creativity chance, high training chances, medical care, good recreational activities (Cohen, 1996: 232-233). Mass media: It is referred to a series of non-personal materials that cause to transfer audio-visual messages or both of them to far places. The index of these media is their relationship to others. So, mass media are tools which communicate between group-group or person-group (SaroKhani, 2008: 470-471). Cooperation: It is like a basic process of development whit the result of all performed activities such as activity in political, social, cultural ground or in family structure (Caotry, 2009:38,48). **Population, sample size and method:** Population is all girls' students of Tehran universities. Sample size is 370 girls' students of Tehran University. In this research, sample size determined by Cochran formula. **Data analysis:** In this research, descriptive and inferential statistics have been used. In descriptive statistics, we used frequency percent, mean, median, mode and standard deviation and we used Pearson coefficient of correlation and multi variable regression in inferential statistics. Also, all data analyses performed via SPSS software.

**Regression data analysis:** To determine relationship between independent and dependent variables, it is necessary to investigate the concurrent effect of variables, arrangement and intensity of these variables on dependent regression. In this study, it is try all variables to have distance measurement level. So multi variables regression model is considered as the best model for this purpose. Among different methods to enter variables into the set, it is used step wise method. In this method, the first input variable has the most relationship to dependent and next variables entered to equation so that input variable criteria permit. Civil and rural origin has nominal measurement level so it must change. When a two-dimension variable re-defined via artificial variables whit two cods 1 and 0 and it enters into equation, so artificial multi dimension variables enter it as N-1. In this study, variables have been investigated in two general groups: First group are demographical variables such as age, rural and civil origin, education duration, education grade, and second group are social variables such as using mass media, social participation and social status. So, the relationship of

related variable (modernism in thought) to each of them investigated separately and then, the relationship between current variables, the relationship between these two independent variables to other two ones-social participation and using mass media-computed. **Modernism in thought regression model whit demographical variables:** Dependent variable (modernism in thought) considered in this regressive model whit variable age, education duration, training duration, education course and rural or civil origin. These variables explained 0.06 of dependent variable changes. But the only variable which is entered to equation is education duration. It has direct relation. Increased education duration will increase renovation and modernism in thought level and vice versa decreased education duration will decrease it. The following table represents correlation coefficients. (Table 1)

Table 1. Relative participation of demographical variables on modernization.

Variable	B	Beta	Sig t
Education duration	1.9778	0.2602	0.000
Constant	91.6239		0.000
STD.ERROR=12.7738			
R value=0.2602			
SIG=0.000			
R <sup>2</sup> value=0.6770			
DF=1			
Corrected R value=0.0640			
F value=18.6662			

By using "B" and "constant", the normal regression equation is obtained as following: (Education year)  $1.9778 + 91.6239 =$  (modernism in thought) Y. Also, standard regression equation is obtained by using "Beta" value, which its equation is as following: (Education years)  $0.2602 =$  (modernism in thought) Y.

The standard error is 12.7783. It means the average of deviation squares of anticipated values than observed value is 12.7783. **Modernism in thought regression model whit social variables:** In this study, the dependent variable is measured in regard to social participation, mass media and social status variables. The only variable that can be entered to equation is economical social status. So, social economical status has direct effect on modernism in thought. Covariance can be explained as 0.01 from whole changes of modernism in thought. The following table shown related coefficient (Table 2).

Table 2. Related coefficient

Variable	B	Beta	Sig t
Economical social status	0.4282	0.1313	0.0342
Constant	91.6239		0.000
STD.ERROR=13.11 R value=0.1313 SIG=0.0346 R <sup>2</sup> value=0.0172 DF=1 Corrected R value=0.0134 F value=4.5105			

Based on above information, the following regression equation discussed from two social-economical status variables and modernism in thought rate: (social status) 0.4282 + 122.8 = (modernism in thought). Y Standard regression equation is used as following: (social status) 0.1313 = (modernism in thought). **Regression model of social participation and demographic variables:** Social participation is one of important independent variables that it has more relationship to other variables. In this regressive model, the relationship of social participation to age, civil or rural origin, education duration, education course is measured. (Table 3)

Table 3. The relationship of social participation to age, civil or rural origin, education duration, education course is measured.

Variable	B	Beta	Sig t
Age	-0.0195	-0.0160	0.0091
Civil or rural origin	-0.6506	-0.1291	0.0362
Constant	3.3306		
STD.ERROR=0.8502 R value=0.2509 SIG=0.0008 R <sup>2</sup> value=0.0629 DF=3 Corrected R value=0.0519 F value=5.7135			
As it is seen, the variables of age, civil and rural origin can entered to equation. In general, 0.06 of social participation changes explained by these variables. Regression equation is obtained in regard to concurrent effect of these variables:(rural or civil origin (-0.6506)+(age)-0.0195)+3.33=(Social cooperation) YAs it is shown in this model, age and participation amount have reverse relationship and older age can decrease social participation and vise verse it is expected that the younger people have more social participation. In other hand, civil origin has relationship to participation. Standard regression education is obtained from these three variables that it is shown the	B	Beta	Sig t

relation between age, civil and rural origin variables and their on social participation:(rural or civil origin)(0.1291)+(age)(0.016)=(social participation)Y <b>Regression model of social participation and social variables:</b> In this model, it is considered the relationship between participation variable and social status variables and also using mass media. In this aspect, mass media has direct relation to social participation and mass media can increase social participation, so there is a direct relationship between mass media and social participation. Table: The effect of relative relation of social variables on social participation Variable			
Mass media	0.1802	0.2045	0.009
Constant	4.5448		0.000
STD.ERROR=3.8074 R value=0.2045 SIG=0.0009 R <sup>2</sup> value=0.0418 DF=1 Corrected R value=0.0381 F value=11.2197			

Regression equation of both variables is as following:(Mass media) 0.1802+4.54=(social participation) YStandard regression equation showed the relationship between two variables:(Mass media) 0.2045=(social participation) Y**Regression model of using mass media and demographical variables:**

In this model, the relationship between demographical variables such as age, education duration, education course and mass media is computed. Among these variables, education duration has significant relation. This relations shown reverse relation between dependant and independent variables. In other words, increased education duration can decrease using mass media. (Table 4)

Table 4. Relative effect of demographic variables on mass media.

Variable	B	Beta	Sig t
Education duration	-0.0819	-0.1376	0.0265
Constant	7.7365		0.000
STD.ERROR=4.3662 R value=0.1300 SIG=0.0265 R <sup>2</sup> value=0.018 DF=1 Corrected R value=0.0150 F value=0.0265			

The equation of this method is as following: Education duration (-0.0819)+7.73=(mass media) Y. This equation leads to standard regression equation:(Education duration) -0.1376=(Using mass media) YRegression model of using mass and social variables:Different variables are related to using mass

media that contain extensive range of national radio and TV to Internet, satellite and etc. In this model there is relationship between social status and social cooperation. Both variables can be entered to regression equation and them shown direct relationship. So, increased social cooperation and individual mobility in hierarchy of social and economical status can increase using mass media. The following table is obtained from this model (Table 5):

Table 5. Relation effect of social variables on social participation.

Variable	B	Beta	Sig t
Social class	0.1970	0.1810	0.00030
Social participation	0.2105	0.1855	0.0024
Constant	5.3651		0.000
STD.ERROR=4.2553 R value=0.2725 SIG=0.0001 R <sup>2</sup> value=0.0742 DF=2 Corrected R value=0.0670 F value=10.2683			

The following regression equation obtained from two variables: (social participation)  $0.2105 + (\text{social class}) 0.1970 + 5.3651 = (\text{using mass media}) Y$  The following standard regression id obtained from this equation: (social participation)  $0.1855 + (\text{social class}) 0.1880 = (\text{using mass media}) Y$ .

### Conclusion

Iran society has been faced to modernity, modernism and modernization phenomenon during last long times. In this process, some issues lead to encounter tradition and modernity in dialectic form. There are parallel activities along to development theories in regard to gender subject in world organization are proposed the solutions based on un-developing process in un-developed societies, these theories changed in parallel to the societies and their theoretical principles has been investigated. These theories stress on internal or external factors or both of them. Tradition is the other discussion in these subjects whit the encounter range between tradition against development (classic modernization theorists) and tradition can find its way toward function development (new modernization theorists).

Giddiness refers to re –thinking that social procedures can investigate and reform in regard to input data – Giddiness thinks in traditional cultures, it can be mean current moment based on past experiences, it isn't just interpretation. Some important factors that can help in modernity and modernization including urbanization, teaching and education level, different kinds of communication and etc. in other hand, some of specifications of a

modern person are tendency toward science, accepting new experiences, creative think, universalism, acquired direction, specialism, interpretation, high social participation, self actualization, seeking identity, trust and etc. Sample size was 370 that they were distributed in 3 universities in 42.2%, 25% & 33.8% respectively by Cochran formula. This distribution was done based on students' population in every university. In regard to civil or rural origin, 96.9% of students lived in city and 96.2% spent 15 first their life in cities. Only 3.11% were born in village and 3.8% were lived in village. The mean of education duration was 15.76 years. 49.6% had studied in human sciences, 40.8% in basic sciences (chemistry, mathematics, physics and biology) and others in other courses. Some indices used to compute social statue of respondents. In regard to job status and income of students, it is supposed some education indices of respondents are as symbol of economical situation such as father (if respondent is single) or husband status (if respondent is married), job status of father / husband and using welfare facilities. 38.9% of single girl's fathers had high school education and 25.9% with elementary education. 57.8% of married woman husbands had B.A and 11.7% with M.A job status of 67.7% of father / husbands was in medium level, 23.8% in low level. They had highest access level to TV and lowest access level to satellite and personal villa. 72.3% had personal house. Economical social status index represents 54.2% high economical social status, 43.5% with average and 2.3% whit low economical social status.

The next question cluster is considered the using of mass media. Items have been computed based on using rate as h/day. The highest time of using TV was 3.5 hours in day and the lowest was 11 minutes / day for internet.

The mean using of them was 7 hours / day. In general, 42.9% of respondents had very low using rate and 41.9% with low using rate. Of course this low amount is because of some applications such as satellite and internet.

The next questions cluster is about social participation of respondents. 9 items were questioned. The response rate was 0 – 27, but minimum and maximum of their participation were 0 – 19. In this distance, the mean of respondent's social participation was 5.72. 80% of them had low participation and 7.7% without any participation based on these items. Unfortunately, in regard to education and job and other social activities such as sport, education, political, job and etc as social activity symbols, the social participation of sample size was very low.

The main variable (dependant) is modernist thought. The main purpose of this research was to measure modernist thought in sample size. We measure it by 9 indices with 34 items and 0.76 cronbach, alpha. This index is in theoretical distance of 34 – 170. But this sample size was obtained in 80 – 157. Theoretical mean was 102 and experimental mean was 122. According to this research, 67.7% of sample size is modernized and 4.6% are in very high level. 26.5% in medium level and only 2% are very low. The results of every indices are offered as following:

Respondents score in tendency toward development is medium.

Respondents score in tendency toward science is medium.

Respondents score in tendency toward independence is medium.

Respondents score in tendency toward equity is very high.

Respondents score in democratic index is very high.

Respondents score in world view is very high.

Respondents score in civil view is very high.

Respondents score in accepting new experiences is very high.

Respondents score in risk taking index is medium.

In next part we will analyze data based on statically test that we will offer summary of some results.

First hypothesis is to measure the effect of education duration on modernism in thought. Test with correlation coefficient 0.25 and significant level 0.000 represents direct and significant relationship between two variables, and hypothesis verified. In this relation K square(x<sup>2</sup>) table is used to show the relationship between education degrees and modernist thought. That significant level of 0.05 represents significant relation between two variables.

The effect of civil or rural origin on modernist thought was computed as third hypothesis with t – test. This test performed based on mean differences and it doesn't show meaningful relation between two variables.

Another hypothesis measures relationship between social participation of the respondents and their modernity. Pearson correlative coefficient of these two variables shows lack of significant relationship between two variables of social participation and modernity. Effect of mass media use (with average use for 7 hours in day in the sample population) on modernity rate is another hypothesis. This hypothesis has been tested with Pearson Correlative Coefficient and doesn't show significant relationship between these two variables. Due to importance and variety of these mass media, only cinema and theater had significant relationship with

modernity rate and other mass media didn't show significant relationship with dependent variable. Social and economical status is effective factor on modernist thought because of its effect on social and welfare facilities and also on leisure time. Individual social and economical status and his modernist thought show significant relationship sig = 0.03. So the hypothesis of relationship between modernist thought variable and social and economical status verified.

Finally among these hypotheses, only two of them verified (the effect of social, economical status and education duration. Other hypotheses don't show significant relationship between dependant and independent variable.

Finally, we used multi variables regression analysis step by step. Only education duration and social and economical status entered to equation. Increased equation duration will increase modernist thought.

A change of social participation in regard to their importance is one of most important elements that are obtained by regression model.

In regression model, mass media, age and rural and civil origin have relationship to participation rate.

The older age will decrease participation people with civil origin have more participation to social activities and increased using mass media leads to increase social participation.

Mass media provides the relation of people to outside world. Social and economical status and social participation have positive relation to mass media.

Finally, in response to our basic two questions we can say that modernist thought of sample is high. Among above mentioned factors, only social status and education duration have relationship to modernist thought and other factors (social participation, using mass media and civil or rural origin) don't show effective relation to sample size modernist thought. Finally, we can summarize modernist thought rate in regard to different indices.

### **Recommendation**

Thinking in agreement to time is verified by some authors but it isn't considered sufficient conditions to meet this opinion. This study shown good condition to express this view (modernist thought) requires cooperation among different levels of society in different political, social, cultural and economical dimensions. It is obvious that effective factors of good think, development have direct relation to macro policies of society. The medium of micro, macro and meso level of society is policies, programs and tools. The more effective and up to date tools lead to increase success.

Among the effective factors, we stress on society training. Extensive teaching will cover different levels of society. Teaching contains official and non – official levels. Teaching quality and quality has direct relation to modern attitude. It is better to provide conditions so that society members enjoy teaching that caused to improve their knowledge and develop their motivation without devoting some facilities to certain social class.

Following discussion of training, it is required to discuss its sufficient tools. Access to up to date scientific and research texts especially in relation to different subjects such as sociology, development, modernity and modernization is basic need in this area. A part of this possible is provided by translating the newest scientific and applied information by researches and experts.

Development sociology can express problems of society such as Iran. Its rather unknown even for sociology students. more stress on these subjects in academic texts can describe the situation of different societies and they can have limited effect via cultural propagation.

Sociology principal course is a general course in some academic fields. It is recommended to introduce students to modern discussions, mass media, development and etc, they must provide the possibility understanding society diversity.

The studies are shown different training workshops in social, cultural and technical areas that offered to students so that use these programs.

It seems different political, social, cultural, economical conditions in societies especially Tehran are required some efforts to improve students (knowledge, enforcement, attention to welfare) and they need students motivation, so that programs perform successfully. So, it is expected to protect development programs from high (planners) and low (performers).

Technology changes caused to encounter us with different technologies and super media that follow sever cultural change. These changes can be directed to appropriate development in parallel to our values only by modernist thought for development in agreement to world conditions.

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