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The Role of Television and the Internet In International Political Socialization of Egyptian Preparatory Private Schools' Students.

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Introduction:

Political socialization refers to the way society transmits its political culture from one generation to the next. The kinds of political orientations children and adolescents in one nation develop determine to a large extent the type of political culture that will prevail in this nation. Political socialization can exist on a local level and on an international. As for the local level of political system, it means that the citizens grasp the political culture, policies and ideologies of the nation. There are several agents of political socialization; such as the family, school, the peer groups, the mass media, etc.

As for international political socialization, it has two general meanings; first, it refers to the process of transmitting knowledge about and attitudes towards the international community of men; second, it refers to the process of transmission of political orientations in different national settings and extending them to the international community. The mass media is probably one of the most important agents of international political socialization, both the traditional and modern ones; especially the internet, which is now used heavily by adolescents for the purpose of learning about foreign countries and to investigate different experiences of foreign cultures.

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Since decades ago study in the field of the role of the mass media in the process of political socialization has been a popular topic of research, however, the research focus has been probably mostly limited to the political socialization of children and adolescents into their own national identity. Very few quantitative studies were conducted on how adolescents are socialized into international perceptions and cognitions although it became crystal clear that the world is becoming a small village and especially for developing countries it is significant because mingling with the developed countries will benefit us because we can acquire modernity and up-to-date knowledge. Besides, today we witness incidences that manifest the fact that what happens in one part of the world, affects people in the other, even if it is thousands of miles away.

Thus, it is inevitable that our adolescents will need to expand their horizons beyond the borders of their nations to the wide world. It is conceivable that there are political thoughts and policies that are already prevailing on the different parts of the world; for example democracy and the human rights issues, and getting our adolescents close to these international political thoughts is vital to avoid their isolation from the convey of progress and globalization.

This study is an attempt to investigate the role of two types of media of communication (television and the Internet) as agents of the international political socialization of 400 students of private preparatory schools in Cairo, of both genders, using a field survey as a tool of research.

The researcher will examine three components of international political socialization; which are: **cognitive component**, **affective component** and **behavioral component**. As for the theoretical frame of work, two theories will be used to help in constructing this research's hypotheses; one belongs to the field of Mass Communication and the other belongs to the field of learning, which are: Denis McQuail's **Theory of Mass Communication**, and **Constructivism Theory**.

Research Problem:

Previous studies relating the media to the process of political socialization have continuously neglected international socialization although we live in a 'small village' and not in an

isolated entity. Furthermore, students during the stage of preparatory school use frequently both traditional and modern media of communication as windows through which to see the world; however, rare studies have dealt with comparing the two in terms of the role they play as agents of such an important process as international political socialization.

Thus, this study tends to fill this gap in the research literature, especially that at schools the national history is taught while international information is neglected. Moreover, the world is undergoing rapid societal change and the implications of such change cannot be overlooked by researchers.

Research Objectives:

The general objective of this research is to compare between the roles that both television and the Internet play in Egyptian preparatory students' international political socialization.

In order to investigate the international political socialization three of its components will be tested; which are: the cognitive component, the affective component and the behavioral component.

Moreover, there are secondary objectives of this study, some of which are as follows: to test the effect of interactivity on the Internet on students' trust in foreign countries, to investigate the relation between the medium that the students rely on to learn about foreign cultures and their knowledge about international crises and priority issues, the students' major agent for forming opinions regarding different foreign countries and their agreement with the international cross-cultural diffusion, the relation between the students' use of interactive sites on the Internet and their trust in foreign countries, and relation between the type of media the students take role models to follow in life from and their participation in solving international community problems.

Research Significance:

The importance of this research goes back to a number of reasons; some of which are as follows:

First: There is a logical relationship between political socialization and the uses of both television and the Internet.

The majority of the people are not personally involved in politics, thus, most of what individuals know about the political environment comes through the mass media. This research deals with comparing the role of two significant media in the lives of preparatory students, which are, television and the Internet in their international political socialization. Television is called now a 'traditional' medium, but still it is one principal source of getting information, news and entertainment. Besides, the Internet springs to occupy its prominent place in the life agenda of young people. Newspapers and magazines are always stuffed with articles about its controversial influences on young people. Thus, it is important to compare the roles of those two influential media on such an important process.

Second: The process of international political socialization is a salient process and has largely been ignored by social scientists because no longer any nation can live by itself. International knowledge goes hand in hand with a person's understanding of his own homeland and is becoming more significant with the rapid change of values and concepts of national identity.

Third: The Internet has forced a lot of people into a highly interactive world where the attitudes and opinions of young people toward other countries in the world may decide the fate relations among nations. Besides, the increased world interaction which was available by the Internet, has called for some adjustments of our value systems into a more internationally open-minded one.

Fourth: One academic significance of this research is that previous researches have mostly focused on effect of media on political socialization locally, thus, handling the international political socialization could be viewed as a novelty to the research in researching this topic.

Fifth: The process of international political socialization implants citizenship and civic duty in young people. Thus, the role of the media in this process is important to verify by research, especially in an era where the developing countries are racing to achieve democracy and political participation which can't be achieved without a civic -duty -sense.

Sixth: Mass media have become a more influential agent of socialization as a result of a decline in the role of the family as a socializing agent. This is especially true for adolescents who seek independence and look for sources of socialization outside the family. Thus, understanding how adolescents use media becomes a salient method for identifying the ways in which they are socialized into the world.

Review of Literature:

The researcher has done a review of the previous studies regarding the topic of this research, both in Arabic and English. She presents here the ones that gave her an insight regarding the topic of this study. They are illustrated according to four variables which are: effect of mass media in political socialization in general, mass media and international political socialization, adolescents' use of mass media in political socialization and political socialization.

I-Effect of Mass Media in Political Socialization:

1-A study by Sidney Kraus, entitled: "*Mass Communication and Political Socialization: A Re-Assessment of Two Decades of Research*" (1). According to this study, relatively little is known about television and mass media's influence on developing political attitudes in children. Mass communication according to this study, was not included as a source variable in political socialization research in the past, although recent findings show that the media are significant sources for political socialization of young people.

2-Another study by Charles K. Atkins and Walter Gantz, entitled: "*Television News and Political Socialization*" (2). This study had several conclusions among of which is that elementary school children frequently watch child-oriented news programs on Saturday morning television, and they sometimes watch network newscasts. It also concluded that newsviewing is mildly associated with both political knowledge and public affairs interest for older children. Besides, younger viewers learn little, moreover, parent-child discussion of news is associated with newscast exposure.

3-Another study by Margret M. Conway, Mikel L. Wychoff, Eleanor Feldbau and David Ahern, entitled: "*The News Media in Children's Political Socialization*" (3). The study tended to

examine the impact of the news media as an agent of political socialization on children's political knowledge, their attitudes towards political parties and electoral systems. Among the findings was that children news media use and level of political knowledge function as primary sources of causal effects for each other. They are consistently more significant in their effects on the attitudes and kinds of participation studied in this research than are the parental and educational system socialization indicators or the structural variables of grade and gender.

4-A study by Gina M. Garramone and Charles K. Atkin, entitled: ***"Mass Communication and Political Socialization"*** (4). This study investigated socialization effects of four news media on four types of political knowledge and behavior among several categories of youth on the basis of abilities and predispositions. It was concluded that television news were the most influential on increasing political knowledge. As for newspapers reading, it had the greatest effect on participation. There was a little evidence that the news media produce knowledge or behavior gaps.

5-One of the studies that linked television and the Internet to political socialization was conducted by Daniel German, under the entitle: ***"A Profile of Americans' Media Use and Political Socialization Effects: Television and the Internet's Relationship to Social Connectedness in the USA"*** (5). This study traces the media use habits of children and adults. Television use is increasing even through computer and interactivities are also increasing. Use of newspapers is also declining for the American people. According to this study, the developments of increased media use and the digital divide among different traces in America don't bode well for the building of the social capital of connectedness and for widening access to political information which fuels democracy. The study recommended American political culture and now socialization process are developing new patterns that should be carefully monitored in the future.

6-Another Arabic study was done by Fayez Abdullah El Shahry, entitled: ***"The Coming Danger: The Political Electronic Culture"*** (6). This study believes that the Internet has a negative effect on the youth in the area of providing political information

and this is due to the number of rumors and false ideas that are promoted in different sites. Besides, the political regime in the Arab countries is based on repression and mutual misunderstanding. Thus, the available information isn't enough to form wise public opinion.

7-Another study in this review of literature is done by Yang, JungHwan, Rhee, June Woong, and is entitled: ***"The Internet as an Agent of Political Socialization"***(7). The main purpose of this study is to empirically investigate the role of internet on family discussion on politics. Online survey was concluded on 300 young people. Among the results of this study was that the use of the political information on the internet was enforced by family discussions.

8-Another study concerning the media and the political socialization is conducted by Dhavan V. Shan, and is entitled: ***"Political Socialization through the Media"*** (8). This study states that media use and exposure to communication content are continuously basic to models of political socialization that expand beyond adolescence to adulthood when parental and educational influence is reduced. Exposure to the media enables people to engage in political development and to learn basic civic skills. However, according to this study, the Internet use decreased engagement in public life and less social interaction.

9-An Arabic study in this review of literature is written by Shady Talaat, entitled: ***"The Role of the Modern Media in Political Socialization"*** (9). This study is not contented with the role that the Internet plays in political mobilization. It concluded that it should participate in enriching the people's political knowledge and awareness and to show the Arabs how to have political participation in their societies.

10-Another interesting study was written by Brian S. Krueger, and is entitled ***"A Comparison of Conventional and Internet Political Mobilization"*** (10). This study provided guidelines to the effective use of the Internet for political mobilization; one of which is that online mobilization campaigns should contact those with political motivation and technical ability to submit their e-mail because most e-mail addresses are not available in public directories.

11-One study that tackled the Internet news in this review of literature was written by Yang J. and Rhee J., entitled: *"The Internet as an Agent of Political Socialization"* (11). This research investigated the role of the Internet news as an agent of socialization. Online survey was conducted on 300 young people from South Korea. Among the results was that there is a correlation between use of the Internet and political socialization. Moreover, there is a positive relation between informational use of Internet news and the amount of family discussion on politics. Also, political socialization mediates the influence of Internet news use on family discussions.

II-Mass Media and International Political Socialization:

1-A study by Byron G. Massialas, entitled: *"Political Socialization in International Perspective"* (12). The research revealed that the majority of the six-year-olds receive their information about foreign peoples from parents, television and movies and direct communication. The older children, ages 10 to 14 identify major sources of information as being television, movies, books, school course work, textbooks and magazines. Parents, teachers, and friends are not mentioned as agents of information among the older age groups. Moreover, this study concluded that one of the most significant indices of political socialization is the sense of efficacy that a person has to understand and influence the decisions of his government.

2- Another research was presented by Golden A., entitled: *"International Political Issues, Teenagers and the Daily News: A Frame Analysis of Public School Television"* (13). This study investigates the framing of international political news on channel One TV, the commercial news provider for 12,000 students. Among the conclusions of this study was that while the public school news service used a variety of frames, the news accounts lacked a high degree of polysemic content, instead employing limited and one-dimensional framing in their explanation of global news topics. Moreover, the study spotted a pattern to the framing of international news stories, with stories that confirmed the correctness of American foreign policy springing in relation with reports of violence overseas.

III-Adolescents' Use of Mass Media and Political Socialization:

1-The third study is by Rubin Alan, entitled: "***Child and Adolescent Television Use and Political Socialization***" (14). It tackles the relationships between television use and political socialization. Among the results was that the political information and understandings of the workings of government are related to intensity of watching television. However, that positive political attitudes and higher levels of knowledge are linked to public affairs viewing.

2-Another study by Dan Rusu, entitled: "***The Political Socialization of Youth and Children Vs. The Political Re-Socialization of the Socializing Factors Complex***" (15). This study stated that in the totalitarian regimes, the ideological socialization and the creation of the new individual are underlined. The state and the only existing party try to check the citizen's behaviors, cognition and affects. As for democratic systems according to this study, they create the desired citizen, but with a minimum focus on the ideological formation and the limitation of the ideological propaganda as within the totalitarian system.

3-One of the studies in this review of literature was conducted by Atkin Charles, Greenberg, and Badley S, entitled: "***Public Television and Political Socialization: A Field Experiment on the Impact of a Public Television Political Knowledge, Attitudes of Communication Behavior of Adolescents***" (16). This study tested the effects of mass media on reactions of 544 high school students' political attitudes and participation. It was concluded that students were not openly excited about the television coverage; they had no attitudes towards the legislature and the manner in which the sessions were conducted. Interpersonal discussions increased about politics with parents after reading newspapers.

4-One Arabic study is done by Hazem Nahar, entitled, "***The Political Socialization of the Syrian Youth***" (17). This study deals with the agents that contribute to the formation of the youth's attitudes and awareness. It expressed the shortage of statistics and lack of the field studies about youth's political socialization. Conclusions of different studies are based on just personal observations. The youth period is full of changes and

turmoil which make them more vulnerable to depression and frustration.

5-One study that tackled the issue of mass media and the political socialization of adolescents was written by Hanna Adoni, and was entitled: *"The Functions of Mass Media in the Political Socialization of Adolescents"* (18). This study stated that the mass media serve as socializing agents by giving direct linkage to media and contents which are essential for the development of political values, and by contributing to the structuring of social contexts in which adolescents may exercise such value orientations and support ties with principal socializing agents.

6-One of the interesting studies in this review of literature was presented by Kate Dunsmore, entitled: *"Politics, Media and Youth: Understanding Political Socialization via Video Production in Secondary Schools"* (19). This study showed that by the use of an ethnographic approach with a group of inner-city high school students, they got a richer awareness of political issues. Moreover, this study also concluded that sources such as television talk and reality shows may be important sources of political discourse and even civic engagement.

7- A study by Lindsay H. Hoffman and Tiffany L. Thomson, was entitled: *"The Effect of Television Viewing on Efficacy as a Mediating Mechanism"* (20). This study investigates teenagers' attention to television news and late-night comedy shows as one such criteria that could provide key insights to their political participation. Current polls show that adolescents and college-age students are participating in volunteer and civic activities at an increased rate compared with their same age group in previous generations.

8-Another study linking the mass media to political socialization was conducted by M. Margaret Conway, David Ahern and Mikel L. Wyckoff, entitled: *"The Mass Media and Changes in Adolescents' Political Knowledge During An Election Cycle"* (21). This study investigated the children's levels of political knowledge and news media use during an election campaign and the extent levels of political knowledge related to levels and types of news media use. It was found that a greater increase

occurs in political knowledge about campaign and election relevant institutions than about other types of political institutions and processes.

9-An Arabic study was entitled: "*Youth, the Internet and the Politics*" (22). It showed the significance that the Internet has in the lives of the Egyptian youth. This role isn't only limited to getting political information, but also for participating in the political life, by expressing their points of views and to open the discussions between each other. Today, the Internet's role is even more vital, which is a tool to coordinate the youth's efforts to enforce themselves in the public policy.

IV-Political Socialization:

1-An Arabic study by Abdullah Torkmani, entitled: "*The Political Socialization and its agents*" (23). This study presented a number of advice for rules and principles which are useful for contemporary political socialization. The first one is to consider the political sphere open constantly to different political groups and parties who are different in their thoughts and ideologies. Moreover, the rational and logical political address is important in the political work. Also, the dialogue is important and to handle the political issues in a peaceful and quite manner.

2-Another study was entitled: "*Research over the Past Decade of China's Political Socialization Review*" (24). This study stated that the role of mass media in political socialization is not limited to being source of political information, but also an understanding of government activities and policies, and the impact on people's political awareness and political attitude formation. A study regarding the role of Internet in political socialization was referred to showing that university students the high-frequency Internet users grasp the degree of knowledge on current affairs better.

Theoretical Framework:

This study depended on *two* theories from both the fields of Mass Communication and learning for building field survey hypotheses, which are as follows: First, Denis McQuail Theory of Mass Communication, second: Constructivism Theory.

First: Denis McQuail Theory of Mass Communication:

First of all this theory looks at mass media as an educator or a teacher of values and norms by means of symbolic reward and punishment for different kinds of behavior. Thus, exposure to the media, according to McQuail is a learning process by which people learn how to behave in certain situations and the expectations which go with a given role or status in the community (25).

Moreover, the media always provide pictures of life and models of behavior in advance of actual experience. Denis McQuail, the founder of this theory is an academic and writer at the University of Amsterdam. He believes that the connection between media and society is that both have political and social cultural aspects and one of the most important topics is the question of freedom and control. He said that the media tends to spread political and financial information to convey opinions. As the media industry gets bigger, market controls replace political power.

Furthermore, this theory talked about the Internet which changed the role of the audience which is now not only a learner in the case of traditional media of communication, but now the audience role has three characteristics, which are: searching, consulting and interacting.

Denis McQuail discussed one type of gratifications that the audience might get of using the media, which is integration and social interaction (26). He explained these two to mean: getting insight into the situations of other people, in order to gain a sense of belongingness.

Another gratification people seek in media use according to McQuail is: 'personal identity', where a person watches television; for example, to see a character he likes and to feel like him. Besides, McQuail said that people might use mass media to learn more about the world or to fulfill their curiosity about different experiences in life (27).

**Applying the Theory of Mass Communication
on the Research Topic:**

The first theory, Denis McQuail's Theory, is very useful to construct the hypotheses of this study because it discussed the role of the Internet in developing the role of media users from mere learners, as in the case of traditional media of communication, to be more active in the process of communication by searching, consulting and interacting. These aspects are useful for the core of this research which is comparing between a traditional medium (TV), and a modern medium of communication (the Internet).

Besides, McQuail in this theory discussed that social interaction is one gratification the media audiences get in order to have an insight into the situations of other people's experience, and this is probably applicable to a huge extent on the issue of international political socialization, in which a person gets in touch with foreign peoples' life experiences. This can be recognized as one aspect of achieving international political socialization and another is the 'personal identity' to which this theory also gave weight.

Second: Constructivism Learning Theory:

Constructivism is a theory that states that humans learn when they analyze, interpret, create and build meaning from experience and information. At its essence it believes that only self-discovered knowledge is understood and remembered (28).

Moreover, this theory is a theory of knowledge that holds that humans generate knowledge and meaning from an interaction between their experiences and their ideas.

Learning for the constructivism theory is an active process where learners should learn to find out principles, rules and concepts for themselves. The literature of this theory was hugely enriched by Vygotsky's work. He postulated that knowledge is first constructed in a social context and is then adopted by individuals.

Furthermore, McMahan believes that learning is a social process that exists only inside our heads and it is not a passive development of our behavior that is formed by outside forces.

Besides, meaningful learning takes place when people are engaged in social activities (29).

The most vital point in the course of intellectual development is when speech and practical behavior, two clearly different lines of activities, converge (30). Moreover, a person according to this theory interprets meanings from observed behaviors in his mind and then he or she uses speech to describe the meaning of those behaviors to others in his environment. (31).

Applying the Constructivism Theory on the Research Topic:

This theory is helpful for further understanding of the topic of this research because it postulates that the knowledge of the person is enforced by personal experience and real behavior. Through practical behavior a person establishes meaning on an intrapersonal level. Here the behavior of using the Internet for learning about the foreign cultures is an active process, since the user makes several active activities; such as making a search or getting involved in an interactive communication. Thus, this theory provides grounds for comparing the Internet with television. Besides, when a person learns new information from the Internet, it is self-discovered, which according to the Constructivism Theory, is the best learning way to get knowledge and to understand it.

Research Hypotheses:

1. *“Students who use the Internet more than television for getting information about the world will be less accepting to geographic boundaries among different countries”.*
2. *“The medium that the students rely on to learn about foreign cultures will decide their knowledge about international crises and priority issues”.*
3. *“ When the students depend more on the Internet than television to construct their opinions about foreign cultures, they tend to agree more with the diffusion of foreign cultures”.*
4. *“The Internet use as a source to learn about the news is more likely than watching television to decrease the students’ local identity “*

5. *"The more the students use interactive sites on the Internet, the more they will have trust in foreign countries".*
6. *"There is a statistical relation between the type of media the students take role models to follow in life from and their participation in solving international community problems".*
7. *"Activities related to self-preparation of the students are related to the scope of news they are interested to watch on television".*
8. *"The more the students watch foreign language television channels, the less the degree of their ethnocentrism will be".*

Research Design and Methodology:

This research used a field survey to be the study tool since it is a quantitative research that seeks providing data about the comparison of the roles of television and the Internet in international political socialization of preparatory private schools' students.

In this study data were collected from a sample of 400 private schools' students who are in the preparatory stage. A field survey was conducted using a questionnaire that included 32 questions that covered the testing of eight hypotheses of this study. Different aspects of the questionnaire; such as language, expressions and wording, were prepared accurately to fit the age group of the sample, since they are neither young to write it in a simple way and simultaneously they are not adults to understand hard questions. The questionnaire was evaluated and reviewed by a number of professors of Mass Communication. After collecting their comments, the researcher amended the questionnaire accordingly.

Pilot Study:

The pilot study was conducted on a sub sample of 25 students of Dar El Tarbia American Shool in Zamalek. This procedure gave valuable insight to the researcher about the difficult questions, the unclear ones and useless ones, which found to be somehow repetitions for other questions. Consequently, the researcher adjusted the questionnaire and

prepared the final questionnaire based on the revision of the professors and the pilot study.

The Sample of the Field Study:

The sample of this field research was composed of a total of 400 Egyptian private language preparatory schools' students in Cairo and Giza Governorates (international schools were not included in the sample). This was a random sample, since it was impossible to reach to all the society members of the targeted sample of this research. As for the age group, it was between the ages 12 to 15 years and included both genders. Eight different districts were chosen to present different parts of Cairo and Giza to select the study sample from them. Fifty students were selected from each school, which were as follows: Manyal, Zamalek, Maadi, Madinet Nasr, Dokki, Misr El Gedida, Al Haram and Agouza. The schools from which the sample was selected were as follows:

- *El Manyal Tagribya school in Manyal*
- *Dar El Tarbia Preparatory School in Zamalek*
- *Sakkara Language School in Maadi*
- *El Abed Preparatory Language School in Madinet Nasr*
- *El Orman Preparatory School in Dokki*
- *El Zahraa Tagribia in Misr El Gedida*
- *Al Ahramat Private Language School in Al Haram*
- *Al Horia Private School in Agouza*

Field Survey Duration and Location:

It took the researcher four months to collect the field survey data starting December 2010 until April 2011.

As for the locations they were in eight districts, and fifty students were interviewed from each one. These districts were meant to cover a wide geographic range and they are as follows: Dokki, Manyal, Maadi, Misr El Gadida, Al Haram, Zamalek, Ramsis, Nasr City.

Difficulty Encountered in The Filed Survey:

The most difficult part in this research was trying to enforce discipline among students because some of them were not serious about filling the questionnaires, may be because of the nature of their age. The researcher had to seek the help of some of their teachers to bring order to the process of collecting data.

Statistical Tests:

The data of this study were coded and fed to the computer. Many statistical packages for the social sciences "SPSS" were applied using different tests to analyze them. These tests are illustrated in detail as follows:

First: The Simple Frequencies and Percentages, which purpose was to describe the research's variables, which allowed a total picture of the research society and its variables.

Second: the Cumulative Scales, which allowed a clearer picture of the results and lead to better statistical handling.

Third: The Means and Standard Deviations, Weighted Mean and Percentage Weight.

Fourth: Chi-Square Tests, which found relationships between two nominal variables.

Fifth: Contingency Coefficient, which the receiver used to verify the strength of the steady relationship of the Chi-square coefficient and it is an advanced test and is used in the non-dual tables.

The researcher relied on 0,005 as a level of significance to find out about if there is statistical significance among variables or not.

Data Analysis:

After conducting the statistical analysis of compiled data of the field survey, the several statistical tests were applied to conclude results of the eight hypotheses of this research. In this section, the researcher will present the findings and explanations of each hypothesis in detail.

Hypothesis One:

"Students who use the Internet more than television for getting information about the world will be less accepting to geographic boundaries among different countries".

The international political socialization is a broad concept and for better analysis of data the researcher split it into three components in order to investigate each component individually by different hypotheses. These components are: the cognitive component, the affective component and behavior component.

The first hypothesis tests the cognitive component, which deals with information, knowledge and perceptions related to the international community; one aspect of which is the perception of geographic boundaries among different countries of the world (32).

Several scholars have researched that when the person perceives that the geographic boundaries among countries are unnecessary, it means that he or she believes that the whole world can be one small village where people can move freely from one country to another without the limitations of visas, taxes, or permissions.

The next table examines the relation between the preference of the students of the media where they get world information and news on one hand and their opinion about geographic boundaries among different countries.

Table (1)
Media Used to Get Information and Geographic Boundaries.

Geographic Boundaries	Media Preferred				Total	
	Television		Internet		#	%
	#	%	#	%		
Agree Very much	71	30.7%	51	30%	122	30.5%
Agree	92	39.9%	65	39.6%	157	39.3%
Disagree	68	29.4%	53	31.4%	121	30.3%
Total	231	100%	169	100%	400	100%

Chi-Square=.176 DF=2

Significance=.916

- The previous table showed that there is no statistical relation between the medium the students use to get information about the world and their agreement or disagreement of the existence of geographic boarders among different countries. The

amount of Chi-Square value was .176, at a significance level of .916.

- While 30.7% of the students who get information they need from television agree with highest degree, 'very much', to the presence of geographic boundaries with all its limitations of visas, taxes, customs, etc, 39.9% 'agree' on the borders and 29.4% disagreed.

- Unlike the researcher's expectations, almost the same percentage of the Internet users to get international information (30%) said they agree 'very much' with the geographic borders. Also, the majority (39.6%) 'agree' and 31.4% 'disagree'.

- The next table shows the relation between the medium that the students resort to get data about any foreign country in the world and what geographic borders mean to them, as another means for testing students' perception about them.

Table (2)
Medium for Getting Information and What Geographic Borders Mean.

What geographic borders mean?	Media				Total	
	Television		Internet		#	%
	#	%	#	%		
Sovereignty	94	40.7%	92	54.4%	186	46.5%
Adequate Defense	31	13.4%	14	8.3%	45	11.3%
Handicap to cooperation	55	23.8%	39	23%	94	23.5%
Isolation	51	22%	24	14%	75	18.8%
Total	231	100%	169	100%	400	100%

Chi-Square=9.506

DF=3

Significance=.223

- The previous table shows that there was no statistical relation between the medium that the student depends on one hand and what borders mean to him, or her, on the other. The Chi-Square value was 9.506 at a significance level of .223.

- Four meanings of borders among counties were availed as choices for the students in the questionnaires, two of which were positive and two were negative. The positive meanings were as follows: they assure control and sovereignty of the nation over its territories and adequate defense in case of danger.

As for the negative meanings they were: handicap to cooperation and isolation among nations.

- It was evident from the table that the medium students resort to get information did not change their opinions about borders. Both TV viewers and Internet users were not in favor for borders with similar degrees when both groups answered that they meant non-cooperation among countries (23%).

- Moreover, Internet users were more in favor to borders because for them they meant sovereignty for a nation and control over its territory more than the TV viewers (54.4% in return for 40.7%).

- As for the other positive opinion for borders which is allowing adequate defense and protection, the television viewers scored more than Internet users in this respect, (13.4% in return for 8.3%).

- Regarding the negative meaning of borders, 23% of Internet users to get information share the opinion that the borders are a handicap to cooperation among countries and 14% believe they isolate countries from each other. As for those who get information from television, 23.8% believe borders block cooperation and 22% think they isolate nations from each other.

From the previous analysis of the data of table (1) and (2) one can *reject* the first hypothesis that investigated one cognitive component of international political socialization which states as follows: *“Students who use the Internet more than television for getting information about the world outside the local borders, will be less accepting to geographic boundaries among different countries”*.

Hypothesis Two:

“The medium that the students rely on to learn about foreign cultures will decide their knowledge about international Crises and Priority Issues”.

In this hypothesis the researcher examines another cognitive component of political socialization, which is learning about international crises and priority issues which are the concern of the widest number of people all over the world. The idea here is to relate the choice of medium for learning about foreign cultures to this cognitive component, and this is what the next table (3) tends to clarify.

Table (3)
Relation between Source of Learning about Foreign People & Knowing International Problems.

Int'l Crisis & Priority Issues	Media				Total	
	Television		Internet		#	%
	#	%	#	%		
Street Children	57	24.7%	32	18.9%	89	22.3%
Dictatorship in rule	108	46.8%	97	57.4%	205	51.3%
Extremism in sports fanship	7	3%	9	5.3%	16	4%
Global Warming	51	22%	19	11%	70	17.5%
Shortage of Irrigation Water	-	-	6	3.6%	6	1.5%
Equal rights for women	8	3.5%	6	3.6%	14	3.5%
Total	231	100%	169	100%	400	100%

Chi-Square=.216

DF=5

Significance=.001

- It is clear from the previous table that there is a statistical relation between the medium for learning about foreign cultures of the world on one hand, and the students' knowledge about major issues of concern to the largest number of the international community on the other. Chi-Square value was .216 at a significance of .001.

- The students were given the choice between only two media, which are the focus of comparison of this research (TV and the Internet) in order to focus more on the comparison, excluding the other media. As for the issues of international concern, the researcher let the students choose among problems; some of which are suffered by 'few countries', and only one problem that was included in the choices that was suffered 'internationally', which was 'global warming'. The students were asked to select only one problem that the biggest number of

people suffer from in the world to find out if they are involved in learning about the international issues of concern.

- Table (3) showed that 22% of television had the knowledge about the correct international problem (global warming), which dropped to half in the case of the Internet users (11.2%). Perhaps what explains this result is due to the variety of types of the programs on the TV satellite channels showing how people from other cultures live, which is inclusive even within the drama, more than the Internet.

- It is well noticed from the previous table that the biggest number of the students (46.8% for television users and 57.4% for Internet users to learn about other cultures) thought that the top problem in the world was dictatorship in the political rule of people. The researcher may interpret this finding due to the current changing political situations both in Egypt and in the Arab world in several countries, where there is overthrowing of the old dictator regimes by revolutions launched by the citizens. This issue is taking priority over other issues in the media and in personal communication, which made the students pay attention to.

- Moreover, another problem or issue that gained about a quarter of the answers of television users to learn about foreign cultures and 18.9% of the internet users for the same purpose was the issue of street children. Perhaps the logical explanation for this is that street children are close to their age group, which increases their sympathy and attention to this vulnerable segment of the society, and made them see it as the problem suffered by most of the countries of the world.

- The next table will investigate the relation between the medium the students depend on to know about foreign cultures and the major threat to human security. Here five dangers were proposed to the students and were asked about the most important one, in other words, the five variables can lead to human insecurity and feeling of unsafety, but only one, 'extremism leading to terrorism', was the one that mostly can make the world an unsafe place. The other variables are:

'television action movies teaching children violence', 'illegal migration', 'poverty' and 'unemployment'.

Table (4)
Relation between Media and the Prime International Threat for Security of People's Safety.

Issues of Int'l Concern	Media				Total	
	Television		Internet		#	%
	#	%	#	%		
Television teaching violence to children	48	20.8%	19	11.2%	67	16.8%
Illegal migration	64	27.7%	62	36.7%	126	31.5%
Poverty	24	10.4%	19	11.2%	43	10.9%
Extremism leading to terrorism	83	36%	54	32%	137	34.3%
Unemployment	12	5.2%	15	8.9%	27	6.8%
Total	231	100%	169	100%	400	100%

Chi-square=.158

DF=4

Significance=.036

- It is clear from table (4) that the independent variable, which

is the medium of communication the students depend on for knowing about foreign cultures, caused a change in the dependant variable, which is 'knowledge about the threat for security of people all over the world'. The Chi-Square value was .158 at a significant level of .036.

- The biggest percentage in the case for those who chose television (36%) gave the correct answer (extremism leading to terrorism) in return for 32% in the case of those who chose the Internet.

- As for 'illegal migration', which was one incorrect answer, 27.7% of those who chose television and 36.7% users of the Internet, identified it as the main reason of insecurity in the world.

- Regarding 'television teaching children violence', 20% of those who chose television and 11.2% of those who chose the Internet answered it was the major threat for safety in the world.

- It is worth mentioning that both those who chose television and the Internet were similar in believing that 'poverty' was the major threat to safety all over the world (10.4%, and 11% in turn).

- From the previous analysis of tables (3) and (4) one can accept the second hypothesis of this research, which is: ***“The medium that the students rely on to learn about foreign cultures will decide their knowledge about international Crises and Priority Issues”***.

Hypothesis Three:

“When the students depend more on the Internet than television to construct their opinions about foreign cultures, they tend to agree more with the diffusion of foreign cultures”.

There are many agents that the person uses to form his opinions regarding the different aspects of life, among of which is the mass media, both traditional and modern ones. This hypothesis tends to analyze the relation between the Internet as an agent of opinion and accepting or refusing international cross-cultural diffusion. This concept refers to spread and exchange of cultural items; such as ideas, styles, religions, technologies, languages, etc., among people of different nations. The idea here is that when students agree more about the possibility of cultures diffusing and dissolving in each other, this shows that they are probably starting to be internationally socialized; in other words becoming a member of the world community.

- The next table will illustrate the relation between the agent of opinions and how students see different cultures in respect to his own, in terms of being similar or different; a scale of which was made of five degrees, which were as follows: ‘very similar’, ‘somehow similar’, ‘very different’, ‘somehow different’, and ‘no opinion’.

Table (5)
Relation between the Agent of Opinion Formation and how
Students View Foreign Cultures Similar or Different to Their
Own.

Agents of Opinion Formation	Similarity or difference										Total	
	Very Similar		Somehow similar		Very different		Somehow different		No opinion			
	#	%	#	%	#	%	#	%	#	%	#	%
television	5	12%	2	5%	15	36.3%	16	39%	3	7.3%	41	100%
Internet	36	43.9%	29	35.4%	5	6%	8	9.8%	4	4.9%	82	100%
Family or friends	-	-	2	66%	1	33.3%	-	-	-	-	82	100%
School	84	32.6%	91	35.3%	26	10%	53	20.3	4	1.6%	258	100%
Newspapers & magazines	7	50%	-	-	2	14.3%	3	21.4%	2	14.3%	14	100%
Radio	-	-	-	-	-	-	1	50%	1	50%	2	100%
Total	136	34%	146	36.5%	36	9%	69	17.3%	13	3.3%	400	100%

Chi-Square=.331

DF=5

Significance=,000

- The previous table showed that the students whose primary agent for forming their opinions was the Internet agreed more that the foreign cultures are similar to their own. Chi-Square value was .331 at a significance level of ,000.

- The researcher used a scale of five degrees to test this hypothesis, which was as follows: 'very similar', 'somehow similar', 'very different', and 'somehow different' and 'no opinion'. Half the sample (49.9%) of those who said that the Internet is the frame of reference that helps them to construct their opinions thought that foreign cultures were 'very similar' to their own. Moreover, 35.4% of them answered they were 'somehow similar', 6% thought they were 'somehow different', and 4% did not have any opinion regarding this issue.

- The picture will be clearer if one compares these results with the results of another agent of opinion formation; such as television, in which case the majority thought that foreign cultures were different than the local culture: 36.3% for 'very different', and 39% for 'somehow different', and only 12% for 'very similar' and 5% for 'somehow similar'. This comparison

helps us to see that probably the Internet use is one variable that makes the students see their culture similar to other cultures.

- As for other agents of opinion formation it was concluded that 66.7% of those whose agent is the family thought that foreign cultures were 'somehow similar' to their own and 33.3% thought they were very different to their own. Regarding the students whose agent for opinion formation was the school, 35.3% of them thought the foreign cultures are somehow similar to their own, 32.6% thought they were very similar, and 20.5% thought they were somehow different.

- The next table (Table 6) will continue to investigate the third hypothesis of this study and will analyze the relation between the agent of opinions formation and their agreement or disagreement with the concept of interracial marriage.

Table (6)
Relation between Agent of Forming Students' Opinions and What They Think About Cross-Racial Marriage.

Agent of opinion	Agreement or disagreement about cross-racial marriages										Total	
	Strongly agree		Mildly agree		Strongly disagree		Mildly disagree		No opinion			
	#	%	#	%	#	%	#	%	#	%		
Television	7	15.5%	9	22.3%	7	16.6%	10	26.5%	8	19.3%	41	100%
Internet	54	22%	88	34%	24	11.3%	71	18.3%	21	14.4%	258	100%
Family & Friends	6	16%	9	22%	8	16.6%	10	24.4%	8	19.5%	41	100%
Schools	2	4.5%	1	31.3%	-	-	2	46.7%	8	17.5%	41	100%
Newspaper & magazines	2	14.3%	2	14.3%	2	14.3%	1	50.5%	14	75%	21	100%
Radio	-	-	-	-	-	-	-	-	2	100%	27	6.8%
Total	67	16.6%	126	31.5%	43	10.8%	137	34.3%	27	6.8%	400	100%

Chi-Square=49.326 DF=20

Significance=

.,000

- The previous table showed that students whose primary agent for forming opinions was the Internet tended to agree more with cross-cultural-marriages than those who depend on television to form their opinions. The statistical relation was significant because Chi-Square value was 49.326, at a significance level of .,000.

- While 22% of the Internet users answered with: 'strongly agree' that the cross-racial-marriages would be successful, only 15.5% of the television viewers did.

- Moreover, those who answered that they 'mildly agree' with the interracial marriage of Internet users, were 34% in return for only 22% in the case of those who thought television was their major agent for opinion formation.

- The next table (Table 7) will show the different degrees of the Internet use for opinions by the students and their agreement or disagreement regarding cross-cultural diffusion in the world. A direct question was asked to the students if they believe that different cultures in the world can be mingled together. A scale of three degrees was made to estimate the levels of use of the Internet by the students; which are: high use, medium use and low use.

Table (7)
Intensity of Internet Use and the Possibility for
Cross-Cultural Diffusion.

Degree of Internet Use	Cross Cultural Diffusion										Total	
	Strongly agree		Mildly agree		Strongly disagree		Mildly disagree		Neutral			
	#	%	#	%	#	%	#	%	#	%	#	%
High	23	37%	27	43.5%	5	8%	5	8%	2	3.2%	62	100%
Medium	33	35.9%	33	35.9%	9	9.8%	10	10.9%	7	7.6%	92	100%
Low	80	32.5%	86	35%	22	8.9%	54	22%	4	1.6%	246	100%
Total	136	34%	146	36.5%	36	9%	69	17.3%	13	3.3%	400	100%

Chi-Square=17.295

DF=8

Significance=.,027.

- Table (7) indicated a significant statistical relation between the two variables investigated, which are: the degree of the use of the Internet and the agreement or disagreement with the possibility of cross cultural diffusion. The value of Chi-Square was 17.295 at a significance level of .,027.

- It is clear that the more the students use the internet, the more they agree on the cross cultural diffusion in the world. While 37% of those who use the Internet with 'high' degree 'strongly agree' with cross cultural diffusion, only 8% strongly

disagree. Also, while 35.9% of those who use the Internet with a 'medium degree' strongly agree with cultural diffusion, only 9.8% disagree.

- From the analysis of tables (5, 6, and 7) one can accept the third hypothesis of this study which states as follows: *"When the students depend more on the Internet than television to construct their opinions about foreign cultures, they tend to agree more with the diffusion of foreign cultures"*.

Hypothesis Four:

"The Internet use as a source to learn about the news is more likely than watching television to decrease the students' local identity"

This hypothesis tends to examine the *affective component* of international political socialization.

The next table shows the relation between the type of media to learn about the news and the way the students identify themselves. It was a direct question to the students about how they consider themselves.

Table (8)
Media for Getting News and Type of Identity.

Identity	Medium of News				Total	
	TV		Internet		#	%
	#	%	#	%		
Egyptian	162	70%	107	63.3%	269	67.3%
Arab	28	12%	23	13.6%	51	12.8%
Belong to Int'l Community	41	17.7%	39	23%	80	20%
Total	231	100%	169	100%	400%	100%

Chi-Square=2.229

DF=2

Significance=.,328.

- The previous table showed that there is no statistical relation between the media from which students learn about the news and the type of identity they give to themselves, that is the value of Chi-Square was 2.229, at a significance level of .328.

- It was found that 63.3% of those who get the news from the Internet regard themselves as 'Egyptians', 23% as belonging to the international community, and 13.6% as 'Arab'.

- One can notice from the table in general that the local identity exceeded both the regional and international identities for the sample of this study.

- Moreover, 70% of students who get the news from television identify themselves as 'Egyptians', 17.7% as belonging to international community, and 12% as 'Arabs'.

- The next table continues to investigate the affective component of international political socialization. It will investigate the relation between medium to learn about news and the identity the student gives in his profile of his face book account.

Table (9)
The Source of Learning About News and the Identity of the Profile.

Identity	Media of news				Total	
	Television		Internet		#	%
	#	%	#	%		
Egyptian	165	71.4%	135	79.9%	300	75%
Arab	19	8.2%	6	3.6%	25	6.3%
Belong to Int'l Community	47	20.3%	28	16%	75	18.8%
Total	231	100%	169	100%	400	100%

Chi-Square=5.086 DF=4 Significance=,059.

- Table (9) illustrated the absence of the statistical relationship between the two variables investigated. Chi-square value was 5.086 at a significance level of .059.

- The students were asked about the profiles they would give in the profiles of their Face book accounts. Three options were given as follows: Egyptian, Arab, and no identification as an indication of a wider-scope look at oneself.

- 79.9% of those who get news from the Internet identify themselves as 'Egyptians', 16% don't include any identity in their profiles and 3.6 as 'Arabs'.

- As for those who get the news from television, 71.4% of them identify themselves in the Face book profile as 'Egyptians', 20.3 give no identification in their profiles, and 8.2% 'Arabs'. Thus, getting the Internet didn't decrease the sense of local identity, which made the researcher reject the fourth hypothesis of this research which states the following: ***"The Internet use as***

a source to learn about the news is more likely than watching television to decrease the students' local identity“.

Hypothesis Five:

“The more the students use interactive sites on the Internet, the more they will have trust in foreign countries”.

Trust in other countries was found to be one aspect of the affective component of the international political socialization. Some psychologists said that we tend to trust people we need, thus, if the students feel they can trust foreign countries it means they probably believe that different countries need each other and this matches with the concept of being internationally socialized.

- The next table examines the relation between the type of sites the students visit most of the time of the use of the Internet and their opinion if peace with Israel was possible or not. The effect of one of the major criteria of communicating on the Internet is examined here in relation to the issue of trust among nations which is ‘interactivity’. The idea was to ask the students about the sites they used most of the time to learn about if they are interactive or not.

Table (10)
Sites mostly Visited and Possibilities of Peace with Israel.

Visited Sits	Peace with Israel							
	Agree		Neutral		Disagree		Total	
	#	%	#	%	#	%	#	%
Blog	-	-	1	10%	-	-	1	19%
Discussion groups	4	66%	-	-	2	33%	4	10%
Google	35	13.3%	62	24.5%	167	62.3%	264	100%
Twitter	35	53.3%	62	23.5%	167	13.3%	264	100%
You tube	4	11%	5	13.9%	27	75%	36	100%
Face book	31	56.4%	6	10.9	18	32.7%	55	100%
My space	1	25%	2	50%	1	25%	4	100%
Total	78	19.5%	83	20.8%	23	59.8%	400	100%

Chi-Square=.399

DF=12

Significance=.,000.

- The previous table shows that there is a statistical relationship between the site that is mostly visited by the students and the agreement with possibility of peace with Israel. Chi-Square amount was .399 at a significance level of .000.

- A scale of three levels to estimate opinion towards peace with Israel, which are: 'agree', 'neutral' and 'disagree'. It was found that the more interactive the sites mostly preferred by the students are, the more they agree with peace with Israel. Table 10 showed that 56.4% of those who mostly visit the Face book (*interactive site*) agree on peace with Israel. 10.9% of them are neutral about the issue and 32.7% disagree with it.

- As for another interactive site, which is 'Twitter', 53.3% agree with peace with Israelis, 23.5% are neutral and 13.3% disagree.

- One can see from looking at one site that is non-interactive, which is Google that 13.3% of the users agree with peace with Israel, 24.5% are neutral and 62.3% disagree.

- The next table will illustrate the relation between students joining group discussions, which are all interactive, and students' opinions about Arabs' trust to be committed with a peace treaty with Israel.

Table (11)
Relation between Students' Joining Group Discussions and
Opinion towards Peace Treaty with Israel.

Joining Discussion Groups	Trust to Israel						Total	
	Agree		Disagree		Neutral			
	#	%	#	%	#	%	#	%
Always	60	56%	9	8.4%	38	35.5%	107	100%
Sometime	12	8.7%	40	29%	86	62.3%	138	100%
Never	6	3.9%	34	22%	115	74.2%	155	100%
Total	78	19.5%	83	20.8%	239	59.8%	400	100%

Chi-Square=.495

DF=4

Significance=.,000.

- The statistical relation was evident in the previous table between the two variables investigated. The independent variable (joining discussion groups) changed the dependent

variable which was attitude towards a peace treaty with Israel. The Chi-Square value was .495 at a significance level of .000.

- Two scales were created to test the relationship between the two variables: the first is a scale of three degrees to examine joining discussion groups: 'always', 'sometimes' and 'never'. The second is for estimating the agreement for having peace treaty with Israel and composed of three degrees, which are: 'agree', 'disagree', and 'neutral'.

- It was found that 56% of the students who 'always' join discussion groups agree with peace treaty with Israel, which indicates possibility of trust, 8.4% disagree with this opinion and 35.5% are neutral.

- It is also clear in the case of those who never joined discussion groups that almost three thirds of them refused the idea of signing a treaty with Israel (74.2%), implying distrust, in return for only 3.9% who agree and 22% are neutral.

- The next table (12) presents the type of Internet sites mostly used by the sample of this study and their opinions if there is possibility for two countries who entered war against each other to reconcile and trust each other once more after their hostilities.

Table (12)
Relation between Type of Site Mostly Visited and the Possibility for Reconciliation between Nations.

Visited Sits	Peace with Israel						Total	
	Agree		Neutral		Disagree		#	%
	#	%	#	%	#	%		
You tube	-	-	-	-	1	100%	1	100%
Face book	124	42.2%	97	30.5%	20	26.8%	223	100%
Twitter	16	47%	12	38%	5	15%	34	100%
Blog	33	60%	12	21.8%	10	18.2%	55	100%
Google	9	25%	21	58.3%	6	16.7%	38	100%
Discussion groups	3	75%	1	25%	-	-	4	100%
My space	4	66.7%	1	16.7%	1	16.7%	6	100%
Total	179	44.8%	153	38.3%	68	17%	400	100%

Chi-Square=.229

DF=12

Significance=.036.

- It is evident from table (12) that there is a statistical relationship between the sites mostly visited by the students and their attitude towards reconciliation among nations after war. The amount of Chi-Square was .229 at a significance level of .036.
- It was shown that 75% of those who join discussion groups agree on reconciliation, and 25% are neutral about the issue.
- Moreover, 43.2% of those who mostly visit Face book agree that reconciliation and peace are possible after war, 30% are neutral and 26.8 disagree.
- It is clear in the table that 100% of those who mostly visit 'Youtube' site disagree with the possibility of reconciliation after war. The 'Youtube' is usually known to be not an interactive site, although today it is becoming a field of exchange of comments, but still it is not known as a common interactive site; such as 'Facebook' and 'Twitter'.

From the previous analysis of table (10, 11, and 12) one can accept the fifth hypothesis of this research stating as follows: *“The more the students use interactive sites on the Internet, the more they will have trust in foreign countries”.*

Hypothesis Six:

“There is a statistical relation between the type of media the students take role models to follow in life from and their participation in solving international community problems”.

In this hypothesis the researcher starts examining the third component of international socialization which is the behavior component by finding the relation between the type of media the student prefers most for finding models to follow in his life and the aptitude for participating in solving the international problems. One definition of international political socialization is: “The process of transmitting knowledge about the attitudes towards the international community” (33). If the students are willing to participate in solving some problems that people in different parts of the world suffer from, it probably means they

feel belonging and have positive attitude towards the international community and care about people beyond their local borders.

Besides, political efficacy is one outcome of political socialization which means the belief of the person believes he can make a change, thus participation is linked to political efficacy.

- The next table tends to verify the relation between the type of media the students use for knowing models of famous people who succeeded in their lives and became pioneers in order to take them as models in their careers and their joining and supporting international campaigns; for example anti-terrorism, on the Internet for the welfare of mankind. The purpose here is to estimate students' image they have about themselves as those who can influence the international community. This image stems in part from the students' ability to understand the campaign and feel competent in improving the situation. The belief that one can change his or her international community is a part of political efficacy that is a prerequisite.

Table (13)
Type of Media and Joining International Companies.

Media	Joining Int'l Campaigns					
	Agree		Disagree		Total	
	#	%	#	%	#	%
Television	19	55.9%	15	44%	34	100%
Radio	1	100%	-	-	1	100%
Newspapers & magazine	3	50%	3	50%	6	100%
Internet	161	61%	103	39%	264	100%
Schools & teachers	14	38.9%	22	61%	36	100%
Parents	17	30.9%	38	69%	55	100%
Books	4	100%	-	-	4	100%
Total	219	54.8%	181	45.3%	400	100%

Chi-Square=.399

DF=12

Significance=.000.

- The previous table showed a significant statistical relationship between the type of media for getting raw materials for career roles and joining international campaigns on the Internet. The amount of Chi-Square was .399, at a significant level of .,000.

- According to table (13), while 61% of those who pick up their career role models from the Internet agree with joining and supporting international campaigns, only 39% of them don't agree to join those campaigns.

- As for those who get their role models from television, 55.9% of them agree to join the campaigns and 44% disagree. Regarding those getting their role models from their parents 30.9% of them agree to join international campaigns and 69% of them disagree.

- The next table will show the relation between the media where students pick their life models and their agreement to be a volunteer for the United Nations representative to solve the world refugees problems.

Table (14)
Relation between Media of Role Model and Volunteering for Refugee Problems.

Joining Int'l Companies	Media							
	Agree		Disagree		Neutral		Total	
	#	%	#	%	#	%	#	%
Television	191	72.3%	27	10.2%	46	17.4%	264	100%
Radio	27	79.4%	3	8.8%	4	11.8%	34	100%
Newspapers & magazines	5	83.3%	1	16.7%	-	-	6	100%
Internet	19	52.8%	5	13.9%	12	33.3%	36	100%
Schools & teachers	15	27.3%	8	14.5%	32	58%	55	100%
Parents	3	75%	1	25%	-	-	4	100%
Books	1	100%	-	-	-	-	4	100%
Total	261	65.3%	45	11.3%	94	23.5%	400	100%

Chi-Square=.57.119

DF=12

Significance=.000.

- It is evident from the previous table that there is a statistical relation between the media the students rely on to adopt life models and the aptitude to volunteer for a United Nations task to solve refugees' problems all over the world. The value of Chi-Square in table (14) was 57.119 at a significance level of .,000.

- The researcher found in the table that the aptitude of the sample to do volunteer work for solving the refugee problem was quite high. However, it was highest in the case of the Internet. While 83.3% of Internet users agreed to volunteer, only 16.7% disagreed.

- Moreover, in the case of those who get their role model from television, 72.3% agreed to volunteer, 10.2% disagreed and 17.4% were not sure.

- It was also noticeable from the table that the effect of personal communication with the parents for getting role-models in life was quite high. 79.4% agreed to help the refugees, 8.8% disagreed and 11.8% were not sure.

- From the previous analysis of tables (13) and (14), the researcher accepts the sixth hypothesis of this research which states the following: *"There is a statistical relation between the type of media the students take role models to follow in life from and their participation in solving international community problems"*.

Hypothesis Seven:

"Activities related to self-preparation of the students are related to the type of news they are interested to watch on television".

This hypothesis continues to examine the behavioral component of international political socialization, which is making activities; such as taking special courses in arts or music to prepare oneself for future jobs or careers.

- The next table will investigate the relation between the students' preference of type of news to watch on television (whether local, regional or international), and their taking

courses for future careers. A scale of three levels was made to estimate this variable, which was as follows: 'One course', 'more than one course' and 'no courses'.

Table (15)
Relation between Scope of News and Courses for Future Career.

Courses	Type of News						Total	
	International		Regional		Local		#	%
	#	%	#	%	#	%		
More than one course	106	41.4%	8	34.8%	38	31.4%	152	38%
One course	113	44%	11	47.8%	46	38%	170	42.5%
No courses	37	14.5%	4	17.4%	37	30.6%	78	19.5%
Total	256	100%	23	100%	121	100%	400	100%

Chi-Square=14.129

DF=4

Significance=,007.

- The previous table demonstrated a significant statistical relation between the types of news the students watch and if they take courses to prepare them for future careers. The more the students watch international news, the more they take courses to prepare themselves for future careers. The value of Chi-Square in table (15) was 14.129 at a significance level of .,007.

- The types that the students mentioned they actually study were, according to the sequence that the students mentioned: sports, music and language.

- While 41.4% of those who are interested to watch international news take more than one course, 44% take just one course and only 14.5% don't take any courses for preparing oneself for future career.

- Moreover, While 31.4% of those who watch local news take more than one course, 38% of them take one course and 30.6% never take any courses.

- Regarding watching the regional news, 34.8% take more than one course, 47.8% take one course and 17.4% never take any courses.

- The researcher noticed the big number of students in the sample who take courses to prepare themselves for future courses.

- From the previous table one can accept the seventh hypothesis of this study which states as follows: ***“Activities related to self-preparation of the students are related to the type of news they are interested to watch on television”.***

Hypothesis Eight:

“The more the students watch foreign language television channels, the less the degree of their ethnocentrism will be”.

Today people are exposed to numerous multi-lingual television channels and the difference in the language a student might be watching might cause a difference in his degree of ethnocentrism which is closely related to political socialization.

Ethnocentricity means **the tendency to believe that one’s culture is centrally significant and that all other nations are measured in relation to one’s own.** The ethnocentric person probably judges other groups in relation to his or her own particular group, or culture, especially with regards to language, customs, and religion (34).

- The next table analyzes the relation between the language of the satellite channels the students like mostly to watch and judging foreign countries. Three options were given in the questionnaire to the students to choose from, which were as follows: ‘each culture is unique’, (which means the student doesn’t compare other cultures with his own, and this refers to less ethnocentrism), ‘my culture is the frame of reference’ (here there is more ethnocentrism because the student puts his own culture as a standard according to which he or she compares others, thus if it is different then it is judged as wrong), and ‘neutral’.

Table (16)
Relation between Language of Channels and Judging Foreign Cultures.

Language of Satellite Channels	Judging Foreign Cultures						Total	
	Each Culture is Unique		My Culture is a Frame of Reference		Neutral			
	#	%	#	%	#	%	#	%
Arabic	29	48.8%	36	39%	121	49.2%	186	46.5%
English	26	41.9%	49	52.3%	94	37.2%	169	42.3%
Others	7	11.3%	7	7.6%	31	12.6%	45	11.3%
Total	62	100%	92	100%	246	100%	400	100%

Chi-Square=.11.557

DF=6

Significance=.073.

- The absence of a statistical relationship between the two variables was clear from the table. The language of the satellite channels the students mostly watch did not affect the way of judging foreign cultures, the Chi-Square value was 11.557 at a significance level of .073.

- 48.8% of the students who believe that each culture is unique (less ethnocentrism), mostly watch Arabic satellite channels, and they watch less English channels (41.9%) and 11.3% of them watch other languages (they mentioned in order: Italian, French and German channels).

- As for those who said that their culture is the frame of reference for judging other cultures, (more ethnocentrism), 39% of them mostly view Arabic channels, 52,3% English channels, and 7.6% watch channels in other languages; such as Italian and French.

- The next table will analyze the relation between the language of the satellite channels the students mostly watch and if they see foreign cultures similar to their own culture or not.

Table (17)
Relation between the Language of the Viewed Channels and Similarity to other Cultures.

Similarity or Difference	Language						Total	
	Arabic		English		French or Italian		#	%
	#	%	#	%	#	%		
Similar	77	86.5%	116	84.7%	152	87.4%	345	86.3%
Difference	12	13.5%	21	15.3%	22	12.6%	55	13.8%
Total	89	100%	137	100%	174	100%	400	100%

Chi-Square=.473

DF=2

Significance=.789

- The previous table proved no significant statistical relationship between the language of the channels the students watch and their perception that foreign cultures are similar to their own or not. The value of Chi-Square was .473 at a significant level of .789.

- While 86.5% of those who watch Arabic channels believe that foreign cultures are similar to their local culture, 13.5% believe they are different.
- As for those who watch English channels 84.7% of them believe foreign cultures and local culture are similar, while only 15.3% think they are different.
- Regarding those who prefer to watch satellite channels in French or Italian languages think that foreign cultures and local culture are similar, while 12.6% of them believe they are different.
- From the previous analysis of tables 16-17 one can see that the language of the satellite channels that the students watch did not affect the degree of their ethnocentrism. Thus we have to reject the eighth hypothesis of this research which states the following: *“The more the students watch foreign language television channels, the less the degree of their ethnocentrism will be”*.

Conclusion and Recommendations:

Previous studies relating the media to the process of political socialization have continuously neglected international socialization although we live in a part of a small ‘village’ and not in an isolated space. Furthermore, students during the stage of preparatory school use both traditional and modern media of communication; however, very few studies that dealt with comparing the two in terms of the role they play as agents of such an important process as international political socialization.

Thus, this research tends to fill this gap especially that at schools usually the national history is taught while international information are neglected. Moreover, the world is undergoing rapid societal change and the implications of such change cannot be overlooked by researchers.

The general objective of this research is to find out about the differences of the roles that both television and the Internet play in Egyptian preparatory students’ international political socialization.

In order to investigate the international political socialization three of its components will be tested; which are:

the cognitive component, the affective component and the behavior component.

This study is an attempt to investigate and compare the role of two significant types of media of communication (television and the Internet) as agents of the international political socialization of 400 students of private preparatory schools in Cairo, of both genders, using a field survey as a tool of research.

This research used a field survey to be the study tool since it is a quantitative research that seeks providing data about the comparison of the roles of television and the Internet in international political socialization of preparatory private schools' students.

A number of interesting results were concluded from this study, some of which can be summarized here as follows: It was clear from the overall results of this research that both the traditional and the modern media of communication have an effect on the students' acquiring some aspects of international political socialization.

It was found that there were no differences among students who used the Internet and television for getting information about the world outside the local borders, in their agreement with geographic boundaries separating different countries.

Besides, one of the areas where the 'internet' was more influential than television was 'the cross-cultural diffusion. It was shown that the students who answered that the Internet was the primary agent for forming their opinions agreed more that the foreign cultures are similar to their own and agreed more with cross-cultural-marriages.

Moreover it was concluded that the more the students use the internet, the more they agree on the cross cultural diffusion in the world. While 37% of those who use the Internet with 'high' degree 'strongly agree' with cross cultural diffusion, only 8% strongly disagree. Also, while 35.9% of those who use the Internet with a 'medium degree' strongly agree with cultural diffusion, only 9.8% disagree.

Therefore, it was found that there is no statistical relation between the media from which students learn about the news and

the way they identify themselves. 79.9% of those who get news from the Internet identify themselves as 'Egyptians', 16% don't include any identity in their profiles and 3.6 as 'Arabs'. As for those who get the news from television, 71.4% of them identify themselves in the Face book profile as 'Egyptians', 20.3 give no identification in their profiles, and 8.2% 'Arabs'.

It was found that the more interactive the sites mostly preferred by the students are, the more they agree with peace with Israel. Furthermore, a statistical relationship was detected between the sites mostly visited by the students and their attitude towards reconciliation among nations after war. It was shown that 75% of those who join discussion groups agree on reconciliation, and 25% are neutral. Moreover, 43.2% of those who mostly visit Face book agree that reconciliation and peace are possible after war, 30% are neutral and 26.8 disagree.

Among the conclusions of this research was that activities related to self-preparation of the students are related to the type of news they are interested to watch on television. While 41.4% of those who are interested to watch international news take more than one course, 44% take just one course and only 14.5% don't take any courses for preparing oneself for future career. Moreover, While 31.4% of those who watch local news take more than one course, 38% of them take one course and 30.6% never take any courses. Regarding watching the regional news, 34.8% take more than one course, 47.8% take one course and 17.4% never take any courses.

Furthermore, it was found that the language of the satellite channels that the students watched did not affect the degree of their ethnocentrism

Based on the conclusion that both television and the Internet have roles in the process of international political participation, this research recommends that those who are responsible for the programming that is shown on the screen should include information that would widen up the scope of young people in order to take an active share in this significant process.

Moreover, one academic recommendation of this study is to devote research to the study of the relation between media and international political socialization, especially in the area of the role of the media as agents of international political socialization. Both quantitative and qualitative research methodologies can be combined to provide sufficient insight about this important issue.

Another academic suggestion is to study important variables; such as gender, age, and education, and their effects in the process of the use of mass media for international political socialization

One recommendation of this research is directed to the parents because they have a responsibility to direct their sons and daughters to visit useful sites on the Internet, and to encourage them to take a look at the news, not only the local but the international ones as well.

The researcher has encountered some limitations during the course of conducting this research, among of which was the scarcity of previous studies both in Arabic and English about the topic of this research which the researcher needed to have a background insight about this topic.

Another limitation was designing the questionnaire, which was challenging to come up with the right questions to investigate the three components of international political socialization. Most of the questions had to be indirect to suit the understanding level of the age of the students.

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