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A Comparison on the Consumption of Cultural Goods among University Students

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Abstract

The consumption of culture and cultural goods can be defined as an economic and political activity. The activity in its pure and creative form can lead to the creation of culture. Based on the new developments in the world, the role of the university and the student has changed. In these new roles, cultural element is very important. In other words, cultural consumption and lifestyle are based on the students' cultural life and promote them to a level that can play the expected role. This study aimed to compare the amount and type of cultural goods consumption in Marine Science and Technology University students, by taking three variables into account: gender, field of study and location. These findings could lead to cultural politics and communications in such a way that provide proper distribution of cultural products and cultural knowledge of students based on personal consumption data and regard necessary measures in the field of distribution of goods between different groups of students to create more opportunities to students that they are interested in. The results suggest a significant difference among students regarding academic, cultural, and social life. This study depicts these differences.

Keywords: Cultural Consumption, Gender, University Students, Modern Trends, Fashion.

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Introduction

One of the fundamental features of human is being needy and therefore being consumer. Humans require consumption of goods and services for their survival that meet the initial needs, but today consumption and necessities are apart from each other. Consumption at the end of the twentieth century has become a multidimensional reality, including economic and cultural meanings as well as social requirements (Seifolahi, 2015).

The consumption of culture and cultural goods can be defined as economic and political activity. This activity in its pure and creative form can lead to the creation of culture, something that artists, poets, philosophers, thinkers and creators of written forms, audio and video etc. are doing that. However, in its conventional forms, it includes the activities that a person with his consumption and use has emerged, acquainted with the cultural issues and by its assistance try to grow and flourish himself (Rashidpour, 2009). The outcome of consumption of artistic and cultural goods has influenced their consumption in such a way that when the consequence of this consumption is low, they automatically consume less in the future; otherwise, the society is deprived from their preferred outcomes (Kazemi, 2008).

Based on new developments in the world, the role of the university and student have changed. A cultural element is important in these new roles. In other words, students should be proficient in their abilities and accept new responsibilities in society that without having a reservoir of cultural capital and taking over the idea that transfer through active, critical and permanent culture, are not be able to earn merit for this role. In other words, consumption and cultural lifestyle is based on shaping the students' cultural life and promote them to a level that can play the expected role (Fazeli, 2007).

New universities are faced with the complexities of today's world and should train their graduates to respond to these threats. There are different interpretations for of the word "globalization" and it is a threat that, in the current economic domination and profit on everything, some moral ideals and responsibilities of citizenship may be forgotten. Environmental threats have existed for many years and today they are stronger. The gap between rich and poor is growing, war is threatening the lives of more people, human rights can be easily violated and every day, new forms of exploitation and violation of the rights of those who have been localized in communities' margin are coming into being. Responding to these threats means that universities should always compare themselves to commit a mission beyond the training of the labor market. Industrial research and development centers, vocational schools and training centers of economic organizations which have opened training centers, are able to train labor force. But, maybe it is just the universities that are commanded to train the people that are sensitive to issues such as poverty, inequality, environmental pollution, social responsibility and committed to upholding the principles of the human spirit.

On the other hand, the universities are responsible for transmitting cultural heritage, including values and beliefs and critical thinking ability for enjoyment. From the perspective of UNESCO, the social role of universities is to "provide a link between educational and thinking role, and the development of society" (Cabal, 1993).

According to the Institute for Research and Planning, university has a fundamental role in two pre-conditions of social life, including the ethical commitment to social partnership in order to regulate civil society and defend human values, and the knowledge and technology, the production of technical and practical knowledge to meet the diverse renewable and inexhaustible needs (University and Community, 1998).

Accordingly, the university graduates should be able to handle the requirements of this new situation. Therefore, the emphasis is on the intensity of the universities' roles in the New World on its cultural functions such as transferring cultural heritage, cultural creativity, critical thinking ability, the development of political awareness, and training the more flexible and tolerant wise men (Share pour, 2002). According to the above issues and the impact of students' cultural life style in preparing them for social acceptance and determination of their social roles, one of the concerns of the sociology of culture is the type and amount of consumption of cultural goods.

Research background

Seifollahi has studied the transformation process in cultural goods consumption and its social causes and factors and concluded that the cultural consumption in non-academic dimensions such as duration of books study, buying books, reading newspapers (half to one hour), using radio, satellite, video, watching film, or membership in organizations are similar among parents and children as two different generations. However, the duration of the study and the desire to go to the cinema are more among children, compared to their parents. Although the duration of reading newspaper in each generation is small, the children read newspaper more than their parent (Seifollahi, 2015).

Ghasemi aimed to investigate the relationship between gender and cultural consumption, and study the sexual differentiation in using cultural goods and spending leisure time activities by students. Using a sample of 342 people who were selected by using stratified sampling method, the results showed that using a variety of movies, books and music are different among men and women (Ghasemi, 2013).

Ghazi Tabatabaei, in his research entitled "The Study of How Cultural Consumption in the Country" can represent the differences and similarities of the various segments of society. In the present study, cultural activity and cultural goods consumption in metropolitan, town and village were analyzed. Based on regression analysis, the relative contribution of location

variables in predicting economic and cultural capital consumption was very low (Ghazi Tabatabaie, 2014).

Fazeli in his article entitled "The Image of Cultural Lifestyle among Students" has focused on the students' cultural goods consumption. He assessed Iranian students' cultural goods consumption and to what extent cultural good consumption in the current situation is able to prepare them for the role and participation as informed citizens. The results indicated that university students are the most active part of society in the field of cultural good consumption. Based on the results, the students study the book, read newspapers and magazines, see movies, and go to the theater, use internet and make exercise more than the general public. However, the percentage of religious practices among students is less and they devote less time to these actions in comparison to the general public. On the other hand, the overall rate of cultural activities is small. The differences observed between students; activity and their cultural good consumption and the public was not considerable (Fazeli, 2007).

Rashidpour in another research studied the evaluation of cultural goods consumption among Shahed students in Lorestan province. This study sought to determine the cultural goods consumption rate among Shahed students of Lorestan province. Therefore, a more accurate classification of cultural goods is classified into nine groups. The population study included 580 people in Shahed high school students of Lorestan province in 2009-2010, among whom 290 people were selected. The results showed that the consumption of cultural goods among Shahed students often is not at an appropriate level and only on some goods such as goods related to games and entertainment, and having a good performance. In addition, there was no significant difference among Shahed and non-Shahed students in the cultural goods consumption in most cases (Rashidpour, 2009).

In another study done by Elyasi, Paredar, Torshizi, and Khoshroo as the effect of cultural goods consumption among young people in 2012, it was concluded that there is a significant difference between gender and consumption of cultural goods, and men consume cultural goods more than women. Also, there is a positive relationship between education level, age, duration of leisure and socioeconomic status and level of cultural goods consumption (Elyasi et al., 2011).

Moayedfar, in another article entitled "Sexual differentiation of the villagers at work, leisure, activity and cultural goods consumption" emphasized cultural consumption as an aspect of rural life. According to these results, level of activity and consumption of cultural goods in some rural men and women and some similar things were different. In relation to the visual media, such as TV and video and the activities such as the Quran and praying and taking part in religious ceremonies, men and women were almost the same. But, in other cases, there are three types of differences in relation to audio media such as radio, voice recorder and written

media such as book and literature, and the women's consumption is somewhat less than men and their enjoyment of these goods is almost low. Further, in activities such as chatting, going to the town centers in order to use the recreational and entertainment centers, participation in prayer and doing welfare work, women's participation was less than men. But, the major difference between men and women focused on two types of artistic activities and games and sports. Women were spent more time than men to do arts and crafts and several times less than men in carrying out their games and sports and leisure activities (Moayedfar, 2004).

Significance and objective of the study

Consumption of cultural goods by young and educated people leads to an increase in creativity and innovation and provide ability of these people to face the problems of society and the consumption of cultural goods leads to promoting cultural capital and entails reduction of social abnormally. On the other hand, individuals through activities, the type and amount of the goods, manifest their dignity and social status and in this way their behavior and reaction are predictable in social events.

Due to these reasons, it appears that the amount and type of cultural consumption among young people and students is necessary and by determining the selected priorities for students' consumption, theoretical and applied fields necessary for planners and those involved in cultural affairs are provided.

According to several studies, girls and boys in terms of cultural tastes are different. In some documents, women in terms of high culture are at a lower level than men, although other studies have shown women are more likely than men tend to participate in high culture such as visiting museums, attending concerts, dance arts and sports. Therefore, the pattern of cultural consumption in men and women, and awareness of cultural and gender differences in students cultural good consumption is essential as the correct and appropriate use of cultural consumption plays an important role in vitality and physical and mental health of male and female students.

According to Weber, people who have similar lifestyles are experiencing some sort of group cohesion due to the similarities in behavior and consumption pattern. Students' similarities in terms of education or their location can also affect the taste of their cultural consumption.

The present study aimed to compare the usage of cultural goods consumption in Marine Science and Technology University students by regarding gender, discipline and location as variables. The results of this study could lead to cultural politics and communications in such a way that with proper distribution of cultural products and cultural knowledge of students based on personal consumption data, we can think about necessary measures in the field of

distribution of goods among different groups of students and provide more opportunities for interested students.

Theoretical model of the study

Cultural goods and services used by students were classified in six groups as follows:

- Written products such as a variety of books and publications.
- Audio-visual goods such as images, movies, visiting theaters and cinemas.
- Network products such as the Internet, smart sensors act such as Viber, Whats app, etc.
- Cultural and sporting goods such as the use of sports facilities and activities.
- Religious and cultural goods such as a religious ceremony.
- Entertainment cultural goods like the activities in the student union, participating in the students' campus and celebrations.

The conceptual model of this study is presented in the figure below:

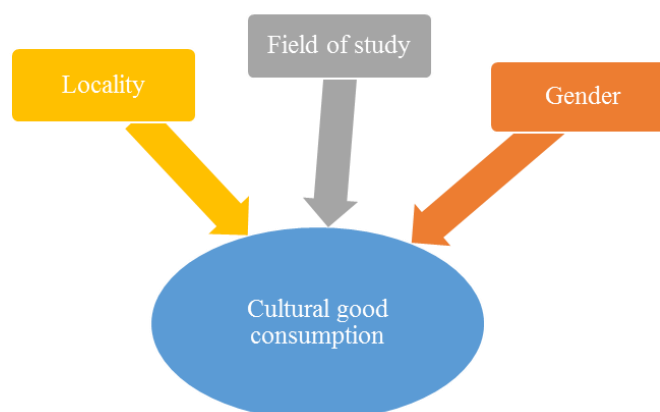


Figure 1. Conceptual model of the study

Methodology

Due to the nature of the study, for a detailed explanation of the research, survey method was used. The population consisted of all students studying in Khorramshahr University of Marine Science and Technology, that the number was 1,200. The sample size was estimated as 291 people by using the Morgan table. The required samples were chosen by a stratified sampling method, in such a way that the target population was divided into 8 groups based on gender and the school. Then, the sample size was determined by using related formulas and within each class sampling was done randomly. Since the relationship between cultural consumption and variables such as gender, location and field of study is a kind of correlation, the survey is correlational. A questionnaire was used for data collection. The questionnaire consisted of

two parts including demographic questions such as gender, marital status, etc. and the second part was related to the consumption of cultural goods..

Findings

In this study, 36% of the total respondents (105) were male and 64 percent (186) were female. 16% of students were studying at the School of Marine Science, 35% at the School of Economics and Sea Management, and 19% in the Department of Natural Resources as well as 30% at School of Marine Engineering. 73% of respondents were living in dorms, 17% in private homes and 10% in the mortgage and rental home. 8.15% of respondents were married and 2.84% were single.

Table1: Frequency table of demographic characteristics of respondents

Variable		Frequency	Percentage
Gender	Male	105	36
	Female	186	64
University	Marine Science	44	16
	Economics and Management	102	35
	Natural Resources	53	19
	Engineering	85	30
Locality	Dorm	209	73
	Mortgage or rent	29	10
	Private	49	17
Marital status	Married	46	15.8
	Single	242	84.2

The mean and variance of cultural goods consumption, such as nonacademic studies, participation in camps and so on are as follows:

Table 2. Mean and variance of cultural goods consumption by students

Cultural good consumption rate	Mean	Variance
Non-academic study hours per week	5.23	28.39
Students participation in the camp during a school year	1.33	2.8
Participation in celebrations in a school year	4.6	19.1
Participation in religious ceremonies and feasts during a school year	3.64	19.37
Participation in the conferences during the school year	1.74	4.15
Study of electronic or print publications within a week in terms of hours	3.44	18.05
Use of smart operators in terms of hours during a day	4.2	11.39
Non-academic use of the Internet during a day in terms of hours	3.54	9.01
Exercise during a week in terms of hours	4.82	23.8
Number of visits to the cinema or theater within a year	4.07	38.5

According to the results, students read non-academic books for 45 minutes daily and read their publications for 30 minutes, while the non-academic use of the Internet and smart operators is 5.3 and 2.4 hours a day which indicates the high use of these two products and they are widely used by students. Also, median duration of physical activity by students is 41 minutes per day.

Results of inferential data

Hypothesis one: consumption of cultural goods between young boys and girls is different.

Based on the results of t-test, and chi-square in the 5% error level, there is no significant difference between male and female students in non-academic reading, going to the theater, cinema, the amount of interest in activities in the field of photography and film, non-academic use of the Internet smart operators, the exercises and their interest, participating in religious ceremonies, camps, conferences, celebrations and student associations.

Table 3. A comparison of the level of significance in cultural good consumption among girls and boys

Type of Cultural goods	Cultural goods	Type of test	Level of significance	Confirm or reject the hypothesis
Written goods	The non-academic studies	two-independent sample t test	0.53	Rejection
	The interest in non-academic study	multi-dimensional Chi square	0.04	Confirmation
	Publication study	two-independent sample t test	0.03	Confirmation
Audio-visual goods	Going to the theater and cinema	two-independent sample t test	0.84	Rejection
	Level of Interest to go to the theater and cinema	multi-dimensional Chi square	0.004	Confirmation
	Level of interest in the field of photography and film	multi-dimensional Chi square	0.18	Rejection
Network goods	Non-academic use of the Internet	two-independent sample t test	0.89	Rejection
	Smart operators	two-independent sample t test	0.52	Rejection
	The level of interest in using of smart operators	multi-dimensional Chi square	0.04	Confirmation
Sporting goods	Participation in sports	two-independent sample t test	0.09	Rejection
	The level of interest in participating in sports activities	multi-dimensional Chi square	0.19	Rejection
Religious goods	Participating in religious ceremonies	two-independent sample t test	0.95	Rejection

Entertainment goods	Activity in student associations	two-independent sample t test	0.56	Rejection
	Activity in students' celebrations	two-independent sample t test	0.75	Rejection
	Participation in camps	two-independent sample t test	0.36	Rejection
	Participation in meetings	two-independent sample t test	0.71	Rejection

Hypothesis two: cultural goods consumption is different among students based on academic disciplines.

Based on statistical hypothesis test at the 5% error level, there is no significant difference among different academic disciplines between non-academic studies, level of interest to non-academic studies, going to the cinema and theater and its interest, and the use of smart operators wishing to use it, the participation in sporting activities, the participation in religious ceremonies, student associations, festivals, camps and conferences. Also, publication studies, the level of interest in activities in the field of photography and film, the non-academic use of the Internet and interest in participating in sports activities in a variety of fields of study were different. As engineering and marine science students have studied publications more than the faculty of Economics and Natural Resources and the Sea Management during the week, in the field of non-academic use of the Internet, students of marine science have allocated more time in a week than students in other schools. In relation to the interest in sports activities and activities in the field of photography and film, students of Natural Resource faculty have expressed the most interest.

Table 4. A comparison of the level of significance comparing cultural consumption among different fields of study

Type of Cultural goods	Cultural goods	Type of test	Level of significance	Confirm or reject the hypothesis
Written goods	The non-academic studies	One-Way Analysis of Variance	0.002	Confirmation
	The interest in non-academic study	multi-dimensional Chi square	0.64	Rejection

	Publication study	One-Way Analysis of Variance	0.002	Confirmation
Audio-visual goods	Going to the theater and cinema	One-Way Analysis of Variance	0.37	Rejection
	Level of Interest to go to the theater and cinema	multi-dimensional Chi square	0.12	Rejection
	Level of interest in the field of photography and film	multi-dimensional Chi square	0.51	Rejection
Network goods	Non-academic use of the Internet	One-Way Analysis of Variance	0.95	Rejection
	Smart operators	One-Way Analysis of Variance	0.90	Rejection
	The level of interest in using of smart operators	multi-dimensional Chi square	0.47	Rejection
Sporting goods	Participation in sports	One-Way Analysis of Variance	0.000	Confirmation
	The level of interest in participating in sports activities	multi-dimensional Chi square	0.57	Rejection
Religious goods	Participating in religious ceremonies	One-Way Analysis of Variance	0.67	Rejection
Entertainment goods	Activity in student associations	multi-dimensional Chi square	0.73	Rejection
	Activity in students celebrations	One-Way Analysis of Variance	0.24	Rejection
	Participation in camps	One-Way Analysis of Variance	0.98	Rejection
	Participation in meetings	One-Way Analysis of Variance	0.24	Rejection

Third hypothesis: cultural good consumption is different among students based on their location.

Table 5. A comparison of level of significance comparing cultural consumption based on location

Type of Cultural goods	Cultural goods	Type of test	Level of significance	Confirm or reject the hypothesis
Written goods	The non-academic studies	One-Way Analysis of Variance	0.195	Rejection
	The interest in non-academic study	multi-dimensional Chi square	0.21	Rejection
	Publication study	One-Way Analysis of Variance	0.001	Confirmation
Audio-visual goods	Going to the theater and cinema	One-Way Analysis of Variance	0.65	Rejection
	Level of Interest to go to the theater and cinema	multi-dimensional Chi square	0.99	Rejection
	Level of interest in the field of photography and film	multi-dimensional Chi square	0.02	Confirmation
Network goods	Non-academic use of the Internet	One-Way Analysis of Variance	0.002	Confirmation
	Smart operators	One-Way Analysis of Variance	0.29	Rejection
	The level of interest in using of smart operators	multi-dimensional Chi square	0.55	Rejection
Sporting goods	Participation in sports	One-Way Analysis of Variance	0.17	Rejection
	The level of interest in participating in sports activities	multi-dimensional Chi square	0.04	Confirmation
Religious goods	Participating in religious ceremonies	One-Way Analysis of Variance	0.56	Rejection
Entertainment goods	Activity in student associations	multi-dimensional Chi square	0.36	Rejection

nment goods	Activity in students' celebrations	One-Way Analysis of Variance	0.32	Rejection
	Participation in camps	One-Way Analysis of Variance	0.80	Rejection
	Participation in meetings	One-Way Analysis of Variance	0.40	Rejection

In the 5% error level, there is no significant difference based on locality between the level of interest in non-academic study, going to the theater and cinema and their interest, level of interest in the field of photography and film, non-academic use of the Internet, using smart operators and their interest, interest in participating in sports activities, participation in religious ceremonies, festivals, camps, conferences and activity in student associations. Further, there was a significant difference between the non-academic study, study of the publications and participation in sports activities based on locality that the highest non-academic study, study of the publication and participation in sporting activities were related to students living in the mortgage or rental home.

Discussion and conclusion

The present research aimed to study gender differences, location and field of study on cultural good consumption. For this purpose, six categories of cultural goods, including written goods, audio-visual, networking, sports, religious and entertainment have been investigated. These findings showed that there was a significant correlation between interest in non-academic books, interest in visiting theaters and cinemas, interest in the use of smart operators and study the publication. Further, the level of interest in studying non-academic books, going to the cinema and theater in girls were more than those for boys. Also, wishing to use the smart operators in boys was higher than girls. The amount of publications study in girls was more than boys. In general, girls pay 40 minutes and boys 30 minutes to study publications in a day.

Bihagen and Katzgru (2000) in their study entitled cultural consumption in Sweden concluded that gender, irrespective of socioeconomic factors, is an important factor in shaping the patterns of cultural consumption. Katz-gerro and Sullivan (2002) evaluated the relationship between culture and gender sensibility in terms of the 60s to 90s developments. They found that gender has an effect on the type and amount of cultural consumption, and mainly on the quality of the initiative culture of the individual. According to Modelesky, women have higher consumption activities than men in the field of culture and Popular consumer activities. Ghasemi (2013), in his study, entitled "the impact of gender differences in the use of cultural goods (films, music, and books) and leisure time activities on the students", showed that the use of a variety of books, movies and music were different in men and women. In another

study, Elyasi (2011) entitled "the factors affecting the consumption of cultural goods among the youth", found that there is a significant difference between gender and consumption of cultural goods, and men more than women consume cultural goods. Moayedfar (2004) in an article entitled "sexual differentiation of the villagers at work, leisure, activity and consumption of cultural goods" concluded that, in relation to visual media such as TV and video and in activities such as the Quran and praying and participating in religious ceremonies, women are almost alike the men and do roughly the same activities. But, in other cases there are three types. In relation to audio media such as radio, voice recorder and written media, such as publications and books, women consume somewhat less than men, and their enjoyment of these goods is almost less than men. However, the major difference between men and women is focused on two types of artistic activities and games and sports. Women used arts and crafts more than men and less than men in carrying out their games and sports and leisure activities.

A significant difference was also observed among the field of study and publication study, level of interest in activities in the field of photography and film, the non-academic use of the Internet and interest in participating in sports activities.

Marine Science and Engineering College students focused on publication more during the week. In the field of non-academic use of the Internet in Marine Science College students, they assigned more time than students of other colleges to this issue in a week. In relation to the interest in sporting activities and the amount of interest to participate in the field of photography and film, students of Department of Natural Resources have expressed the most interest.

Ghazi Tabatabaie (2014) in a study entitled "the state of cultural activity and cultural goods consumption in metropolitan, town and village", concluded that the relative contribution of location variables in predicting the economic capital consumption and cultural capital is very low. In another study, Rabie and Niroomand (2016) entitled "buying and consumption pattern of Iranian rural and urban customers", showed that there is a significant difference between consumption of books, Internet, satellite and radio between urban and rural communities.

Regarding this study, a significant relationship was observed between the non-academic study, research publications and student participation in sports in terms of locality that the highest non-academic study, study of the publications and participation in sporting activities was related to students living in rented and mortgage houses.

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