

## An Investigation of the Effect of Social Status on IRIB Reporters' Media Literacy

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**Abstract-** The objective of the present study was to examine the effect of social status on the media literacy of reporters. The present study can be classified as applied research based on its intended purpose. Furthermore, regarding the data collection method, this study is categorized as descriptive research. The statistical population of the study comprised all employed reporters and news editors working in two television channels (one and two) and radio stations owned by the Islamic Republic of Iran Broadcasting (IRIB). The exact number of individuals within this population is currently unknown. The present study employed Cochran's formula to determine the sample size, resulting in a selection of 200 reporters while for this purpose a completely random sampling technique was used. The study employed the Bourdieu Cultural Capital Questionnaire in conjunction with a Media Literacy Questionnaire to gather data. The content validity method was employed to ascertain the validity of the research instrument. The Cronbach's alpha coefficient for the construct of social capital was determined to be 0.81, while the coefficient for media literacy was found to be 0.76. The statistical SPSS21 was utilized to conduct data analysis. The results of the study indicated a moderate and positive correlation ( $r = 0.226$ ) between the social capital of reporters and their media literacy. The findings of the multivariable regression analysis aimed at examining the effect of social capital on media literacy revealed that the components of relationships, participation, and social cohesion negatively and inversely affect media literacy.

**Keywords-** Social status, Social capital, Media literacy, Employed reporters

### Introduction

With the advent of the 21st century, there has been a notable surge in the complexity and comprehensiveness of information and communication devices. The complexities surrounding the messages disseminated by the media have resulted in a sense of perplexity and indecision among its global audience when selecting the messages. The objective of media literacy is to acquire competencies in information management, comprehend the potential impacts of media usage, and enhance the audience's capacity to engage with these media. Marginson argues that the reduction of ambiguity can be achieved through the retrieval of the role of information media. He further explains that information is acquired through communication channels or information media. The efficacy of information dissemination is contingent upon the efficiency of media channels, which can vary based on their capacity for transmitting information at both low and high rates. Marginson (2004: 187-197) posits that information media can be classified into two distinct categories, namely low-rich and high-rich.

Conversely, in contemporary society, the media has permeated the cultural realm of the populace and

enveloped them in a rapid flow of information. In contemporary times, there exists a heightened demand among the populace for comprehensive insights into their daily affairs. This has led to an increased necessity for analytical tools that are pertinent to the processing of such information feeds. Hamer's article underscores the notion that the media play a crucial role in generating and regenerating social connections. Consequently, possessing media literacy and comprehending the media can aid the audience in decoding their surroundings (Ontario, 2006: 67).

The advent of novel communication technologies, the vertical integration of global media devices, convergence, cross-cultural communication, and the proliferation of media output have sparked a significant discourse regarding the augmentation of management and information proficiencies. According to Potter (2004: 7), acquiring knowledge about the potential uses and misuses, advantages, and drawbacks associated with media can assist individuals in evaluating the influence of media communications.

The term "social status" refers to the position of an individual or group within a social system, which entails a reciprocal relationship with other status

holders within the same construct. This construct defines the status of the individual or group. The aforementioned phenomenon can be attributed to the distribution of resources within a given social structure, which may also entail an implicit analysis of the allocation of entitlements, obligations, influence, and control within the same structure. This may be reflected in the use of terms such as "top" and "bottom" to describe different positions within the hierarchy. The allocation of resources occurs within a societal framework. Broadly speaking, social status refers to the significance that a particular group assigns to a given social role, while the value of an object is derived from its comparative relationship with other objects, resulting in a hierarchical ranking. Social valuation refers to the process of group members collaborating to assess the worth of an individual or group and their respective roles based on their own established criteria. When a social role is deemed to have social value, it is recognized as having a solid "social status," (Ogburn, 1971, as cited by Kazemi Kia, 2016).

Daily, reporters receive news from diverse media outlets and possess knowledge of news values, tactics, and techniques, in addition to producing news programs. However, media literacy extends beyond the aforementioned categories. Despite the inclusion of these items, reporters may occasionally neglect pertinent details in their reporting or emphasize inaccurate and unfavorable information. Consequently, it is imperative to conduct an inquiry into the level of media literacy possessed by reporters. Given the extensive utilization of transnational media within the nation and the diverse strategies employed by competing media proprietors to convey a particular message and manipulate reality to suit their agenda, there exists a pressing need for national and cultural preservation through the implementation of practical and efficacious measures. Enhancing media literacy, particularly by cultivating a critical perspective among news professionals such as educators and reporters, represents a viable strategy for mitigating the deleterious consequences of media conflict.

The significance of media literacy lies in its nature as a continuum, rather than a rigid category with strict inclusion or exclusion criteria. Each individual holds a position on the continuum of media literacy. There exists no definitive point along this continuum that can be deemed as indicative of an individual's lack of media literacy, nor is there a point at the uppermost echelon of this continuum that unequivocally verifies an individual's consummate media literacy. Continuous enhancement is always possible. The

positioning of individuals on this continuum is established by their overall number of viewpoints concerning the media. The potency of an individual's viewpoint is contingent upon the quantity and quality of their knowledge frameworks, which in turn are predicated upon their competencies and experiences. Due to variations in individuals' skills and experiences, there exists a notable disparity in both the quantity and quality of their knowledge structures. Consequently, there exist numerous variations in individuals' media literacy. The degree of media literacy and an individual's placement on the media literacy continuum are influenced by a range of factors, including their social capital. The objective of this study was to investigate the effect of social status on the media literacy of reporters.

### **Social Status**

The concept of "social status" refers to an individual's position within the social hierarchy, which is determined by the perceived significance of their social role within society. In essence, it can be noted that social hierarchy is a ubiquitous phenomenon across societies, whereby individuals are assigned to higher or lower positions in this hierarchy based on the perceived significance and value of their respective roles. Therefore, individuals who hold multiple societal roles exhibit varying social statuses (Ghanadan et al., 2014). According to Chalabi's theoretical framework (1995), there exists a correlation among four distinct categories of assets, namely social capital, social rank, social role, and positional mentality, under circumstances of relative stability across diverse positions. However, the degree of correlation between these assets varies across different temporal and spatial contexts. This study examined social capital as a metric to assess the social status of the individuals under investigation, as it represents a key facet of their social status.

The term "socio-economic status" refers to an individual's or a group's position within a social hierarchy based on their economic status and related factors. This position can be compared to that of other groups in terms of their socio-economic rank. To clarify, the term "position" refers to the social status that an individual or household attains based on their adherence to prevailing cultural norms, level of income, possession of material resources, and involvement in communal activities (Welkins, 2016: 240).

According to Weber's conceptualization, the term "status" refers to the degree of respect or prestige that is either positively or negatively acknowledged by individuals or circumstances. The concept of status

encompasses a range of factors, including but not limited to family background, behavioral patterns, educational attainment, and other similar characteristics that are relatively resistant to change compared to economic wealth acquisition or loss. Various factors can significantly influence an individual's social status, including ancestral lineage, socioeconomic status, employability, level and nature of education, and biological traits.

Each social status possesses distinct symbols or signs that serve to differentiate its members from those of other groups. According to Goffman, fundamental symbols are specific instruments that demonstrate and exhibit the status of individuals. In essence, any indication that conveys the location and status of an individual or group within the hierarchy of social organization can be regarded as a symbol of that particular person or group from the perspective of others. Symbols can be represented by various phenomena, including language, behavior, and rare material objects. In contemporary times, marked by rapid social transformations, particularly in urban settings, individuals often lack familiarity with one another's social status. Consequently, individuals from lower or middle socioeconomic strata may resort to leveraging the symbols associated with individuals or groups of higher social status as a means of elevating their status and garnering greater esteem. (Ghasemi, 2006: 18)

Socio-economic status is a multifaceted metric that gauges an individual's occupational history, social standing, and economic status relative to their peers within their community. This index is segmented into three distinct tiers, namely high, medium, and low. (Qassimi, 2009). The utilization of this index as a variable for investigations concerning disparities in populations and individuals' access to resources for development has been prevalent for considerable duration (Mitch and Hazer, 1992). Various methods exist for assessing the socio-economic status, encompassing both direct and indirect indicators. Traditional indicators for measuring the socioeconomic status of individuals in a society include direct factors such as monthly income, educational attainment, and occupational type. The measurement and evaluation of individuals' health and development involve the utilization of novel and indirect indicators, such as individuals' asset ownership.

The social status's position within the network of opportunities presents a significant opportunity for advancement. In 1991, Zatomka examined social status and identified four dimensions of social status,

namely social capital, social rank, social role, and positional mentality.

Social capital pertains to the values that are relational across various dimensions such as political, social, cultural, and economic and serves as a status for the interactive network within a society. (Wise, 2008). According to Coleman's theoretical framework, social capital pertains to a constituent element of the social structure that enables an actor to leverage it for the acquisition of resources. The concept of social structure encompasses various elements such as duties and expectations, modes of communication, norms, and sanctions that serve to incentivize or deter particular forms of conduct. Thus, Social capital possesses an inherent capacity to facilitate action and empower individuals and organizations. (Giddens, 1992).

Bourdieu posits that social capital encompasses tangible and intangible assets that are acquired through affiliation with social groups or institutions (Bourdieu, 1984: 248). According to Bourdieu, social capital refers to a collection of connections, associations, acquaintanceships, friendships, and affiliations that possess varying degrees of social significance. The action and reaction of these connections are contingent upon the quality and quantity of communication networks and links that bind an individual to others (Serafin, 2011, p. 98). Bourdieu employed this theoretical construct to comprehend and elucidate the issue of "how power and domination dynamics among agents are engendered and perpetuated." (Nateghpour, 2005: 157) According to Francis Fukuyama, social capital refers to a specific collection of norms within social systems that enhances the degree of cooperation among individuals within that society and reduces the expenses associated with exchanges and communications. According to Ghassemi (2006), there exists a strong correlation between social capital and the extent of trust, leading to heightened levels of cooperation and mutual trust among members of a group.

The conducted studies on social capital are commonly categorized into two distinct levels: micro and macro. The macro level is associated with the institutional milieu within which organizations operate, and with metrics such as the role and status of law in society, the degree of political participation, the legal framework, and the legal system, social aberrations, and related concerns. Micro-level research pertains to the examination of family entities, as well as organizational and group networks.

Micro social capital pertains to the interconnections among social activists, the potency of these

interconnections, and the exchange of resources facilitated by these interconnections. According to Nahapit and Ghoshal (1998), social capital refers to a collection of benefits, both potential and actual, that arise from the network of relationships between individuals or organizations. Social capital refers to a valuable collection of resources, whether they are tangible or intangible that are possessed by an actor through their social connections and serve to enhance their ability to attain desired objectives. The definition of social capital, as expressed herein, posits that it is a valuable output of the social network for an organization. It is important to note that the mere presence of a network-like communication structure does not necessarily connote the presence of capital. The production of social capital by a network is contingent upon the usefulness of its output in achieving the desired objective. (Leenders, 1999)

### **Media Literacy**

Media literacy entails the capacity to comprehend the operations of the media and to derive significance from media communications, while also attending to the methods of arranging media messages and their utilization. (Shekarkhah, 2009) Individuals possessing media literacy skills are cognizant of the objectives and regulations of various forms of media and engage with message content consciously and proactively. The individual in question possesses knowledge regarding the function of sound, music, and other specialized effects in conjunction with visual aesthetics to elicit spatial and semantic significance across various media platforms such as television, cinema, print media, radio, video, environmental displays, and computer games. Furthermore, this individual is aware of the varying impacts that these elements can have on the cognitive processes of the audience (ibid: 79).

According to Mohsenian Rad, media literacy is a form of literacy that enables individuals to effectively locate the messages they require amidst the abundance of messages present in the communication domain. Through the acquisition of media literacy, individuals gain the ability to discern between media messages intended for informative purposes and those intended for propagandistic purposes<sup>1</sup>.

The objective of media literacy is to empower an individual with the ability to regulate media content. The capacity of individuals to effect change in the manner in which mass media disseminates

information is limited, and their ability to exert authority over the content that is conveyed to the general public is negligible. However, individuals have the potential to acquire the ability to regulate their cognitive programming. Hence, the objective of media literacy is to educate individuals on how to shift control from the media to themselves. (Potter, 2006: 21).

Hence, the primary objective of media literacy is to equip individuals with the ability to comprehend the ultimate media product and to determine if there is a correlation between the content of the media as a final product and social justice. Media literacy can serve as a means to avoid disengagement with media and foster a more dynamic relationship by encouraging individuals to seek out alternative media sources in the event of a conflict. According to Shekar Khah (2006: 29), the primary objective of media literacy is to cultivate an individual's awareness and discernment of the information landscape, enabling them to utilize media in a purposeful and informed manner, while also acknowledging the potential for information overload in conditions of media saturation.

According to other scholars, the primary objective of media literacy is to foster and enhance critical thinking skills in the utilization of media programs, as well as the accurate comprehension and interpretation of media messages, their analysis, and preparation for active participation in democratic societies. Conversely, the historical aspect of media literacy is deemed to be of lesser significance. The media system exhibits a discernible hierarchy, with identifiable components that can be traced. Each form of media culminates in a finished product, akin to a factory where various elements such as infrastructure, software, and human resources collaborate to produce a final product that meets predetermined objectives for the end user. The outcome of media production can either serve a particular social class or cater to the interests of the dominant ruling power. It is noteworthy that such a class or power may not necessarily be emancipatory. Hence, the outcome of media production cannot be aligned with the promotion of social justice, rather it caters to the interests of entities that seek to undermine the principles of social justice. Media literacy enables us to scrutinize whether the knowledge and information disseminated by the

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[www.aftabir.com/articles/view/applied\\_sciences/communication/c12c1232184306\\_media\\_p1.php](http://www.aftabir.com/articles/view/applied_sciences/communication/c12c1232184306_media_p1.php).

media are beneficial to the wider community or if it exclusively caters to a particular social stratum.

### Research Method

The present study can be classified as applied research regarding its objectives. Moreover, regarding the acquisition of data, this study is categorized as descriptive research. The present study is categorized as correlational research based on its methodology. The statistical population of this research comprised all reporters and news editors working in two television channels (channel one and two) and radio stations owned by the Islamic Republic of Iran Broadcasting (IRIB). The exact number of individuals in this population was unknown, while a completely random sampling technique was used and also the Cochran formula was utilized to determine the sample size with a 95% confidence level and a 5% margin of error. Thus, the present study employed Cochran's formula to determine a sample size of 200 reporters. The samples were selected based on their representation of the population and the potential for generalization of their information to the population.

For data collection, a social capital questionnaire consisting of 37 items, was developed based on Pantam's theoretical framework. The questionnaire's validity was confirmed through some experts, and the researcher's supervisor and consultant' reviews, while the questionnaire's reliability was confirmed by measuring the Cochran coefficient. The concept of media literacy was employed as a means of assessing the independent variable across questions 3 to 6, to gauge the level of comprehension of the content of media messages. Questions 7 to 10 were designed to measure the degree of awareness regarding the covert objectives of media messages, while questions 11 to 14 sought to evaluate the extent to which Conscious selections were made concerning media messages. Questions 15 to 18 were utilized to assess the level of critical analysis of media messages, and finally, questions 19 to 22 were employed to measure the capacity for analyzing media messages. The reliability coefficient and validity of various components of the questionnaire were assessed using Cronbach's formula and SPSS software, as presented in Table 1.

Table 1. Correspondence of the Frequency of Questions in the Questionnaire and the Variables

| Variables related to research hypotheses |                                                      | Questions Frequency | Questions' Number | Alpha coefficient of reliability | Total coefficient |
|------------------------------------------|------------------------------------------------------|---------------------|-------------------|----------------------------------|-------------------|
| Social capital                           | Social participation                                 | 7                   | 1-7               | 83%                              | 81.1              |
|                                          | Social relations                                     | 11                  | 8-19              | 81%                              |                   |
|                                          | Social cohesion                                      | 12                  | 20 to 32          | 92%                              |                   |
|                                          | Social trust                                         | 5                   | 33-37             | 94%                              |                   |
|                                          | Awareness of the covert objectives of media messages | 4                   | 1-4               | 86%                              | 76%               |
|                                          | Comprehending the content of media messages          | 4                   | 4-8               | 87%                              |                   |
|                                          | Conscious selection of media messages                | 4                   | 8-12              | 82%                              |                   |
|                                          | A critical view at media messages                    | 4                   | 12-16             | 78.5%                            |                   |
|                                          | Analyzing media messages                             | 4                   | 16-20             | 79%                              |                   |

SPSS21 was used for data analysis

### Findings

The findings indicated that among the 200 individuals who were scrutinized, 72% were male and 28% were female. However, the majority of individuals involved in this study were male. The data indicates that 23.5% of the population falls within the age range of 20 to 30, 47% are between 30 and 40, 10.5% are between 40 and 50, and 10.4% are over 50 years old. The majority of the subjects involved in this study fall within the age range of 30 to 40. The data indicate that a proportion

of 21% of the sample is comprised of individuals who are less than 5 years old. Additionally, 35.5% of the sample falls within the age range of 5 to 10, and 24.5% between 10 and 15. Finally, 15.5% of the sample falls within the age range of 15 to 20 years old. Besides, 3.5% of the population under consideration possess work experience exceeding 20 years. Table 2 displays the descriptive indicators of the subjects in the social capital variable.

Table 2. Descriptive Indicators of the Subjects in the Social Capital Variable

| Group variable | Group                | Mean | Minimum | Maximum | Mode | Variance | Standard deviation |
|----------------|----------------------|------|---------|---------|------|----------|--------------------|
| Social capital | Social Relations     | 3.19 | 2       | 4       | 3    | 0.475    | 0.689              |
|                | Social trust         | 3.71 | 2       | 5       | 3    | 0.268    | 0.518              |
|                | Social cohesion      | 3.79 | 3       | 4       | 3    | 0.108    | 0.329              |
|                | Social participation | 2.81 | 2       | 4       | 3    | 0.603    | 0.776              |
|                | Social capital       | 3.38 | 3       | 4       | 2    | 0.140    | 0.518              |

Table 2 presents data indicating that the respondents' social relations dimension has a mean of 3.19 and a standard deviation. The maximum and minimum values of 4 and 2, respectively, suggest that the dimension falls within the average downward range. The mean social trust score was calculated at 3.71, and based on maximum and minimum values of 2 to 5, it was an average level of social trust. The mean value of the social cohesion dimension as reported by the participants is 3.79, which is considered high

regarding the range of responses from a minimum of 2 to a maximum of 4. The mean score for social participation among the participants is 2.81, and regarding the range of 2 to 4, it was considered average. Based on the mean value of 3.38, the overall social capital of the studied subjects falls within the average range. Table 3 displays the descriptive indicators of the subjects within the media literacy variable.

Table 3. Descriptive Indicators of the Subjects in the Variable of Media Literacy

| Group variable | Group                                    | Mean | Minimum | Maximum | Mode | Variance | Standard deviation |
|----------------|------------------------------------------|------|---------|---------|------|----------|--------------------|
| Media literacy | Awareness of the covert objective        | 3.83 | 2       | 5       | 3    | 0.497    | 0.705              |
|                | Comprehending the content of the message | 3.86 | 2       | 5       | 3    | 0.293    | 0.532              |
|                | Conscious selection                      | 4.04 | 2       | 5       | 3    | 0.255    | 0.329              |
|                | Critical view                            | 4.16 | 2       | 5       | 3    | 0.596    | 0.754              |
|                | Analysis                                 | 3.81 | 2       | 5       | 3    | 0.549    | 0.741              |
|                | Media literacy                           | 3.94 | 3       | 5       | 2    | 0.096    | 0.310              |

Table 3 presents data indicating that the respondent's awareness of the covert objectives of media messages has a mean of 3.83 and a standard deviation of 0.705. The range of values, from a minimum of 2 to a maximum of 5, suggests that this dimension falls within the upper average range. The mean score for comprehending the content of the message was found to be 3.86, with a range between 2 and 5. Based on this range, the dimension can be considered to be at an average level. The mean score for the dimension of conscious selection of media messages among the participants was 4.04. This indicates a high level of conscious selection, as evidenced by the range of scores between 2 and 5. The mean score for the

dimension of critically viewing media messages among the participants is 4.16. This indicates a high level of performance, as evidenced by the range of scores between the minimum of 2 and the maximum of 5. The mean value resulting from the analysis of media communications is 3.81. Based on the range of values, with a maximum of 5 and a minimum of 2, this dimension is deemed to be average. Ultimately, the average score for overall media literacy among the participants is 3.94. Based on the maximum and minimum range of 3 to 5 for this particular dimension, it can be concluded that the score falls within the upper average category.

Table 4. Correlation Test between Reporters' Social Relations and Media Literacy

| Variable                                            | Error value | Test statistics | Significant level | Confirmation of the hypothesis |
|-----------------------------------------------------|-------------|-----------------|-------------------|--------------------------------|
| Awareness of covert objectives and social relations | 0.05        | 0.207           | 0.03              | confirmed                      |
| Comprehending message content and social relations  | 0.05        | 0.068           | 0.342             | rejected                       |

|                                          |      |       |       |           |
|------------------------------------------|------|-------|-------|-----------|
| Conscious selection and social relations | 0.05 | 0.174 | 0.014 | rejected  |
| Critical View and social relations       | 0.05 | 0.206 | 0.004 | confirmed |
| Analysis and social relations            | 0.05 | 0.011 | 0.877 | confirmed |
| Media literacy and social relations      | 0.05 | 0.121 | 0.92  | confirmed |

Table 4 presents data indicating a statistically significant positive correlation between the constructs of awareness of covert objectives of media messages, critical view and analysis of media messages, and social relationships. Upon analysis, it has been observed that a negative correlation exists between the variables of comprehending message content and conscious selection with social relations.

The analysis of the correlation between social relations and media literacy variables indicates a positive and significant correlation, as evidenced by the obtained significance level from the correlation test being greater than 0.05.

Table 5. Correlation Test Between Reporters' Social Trust and Media Literacy

| Variable                                        | Error value | Test statistics | Significant level | Confirmation of the hypothesis |
|-------------------------------------------------|-------------|-----------------|-------------------|--------------------------------|
| Awareness of covert objectives and social trust | 0.05        | 0.060           | 0.401             | Confirmed                      |
| Comprehending message content and social trust  | 0.05        | 0.049           | 0.495             | Confirmed                      |
| Conscious selection and social trust            | 0.05        | 0.029           | 0.680             | Confirmed                      |
| Critical view and social trust                  | 0.05        | 0.159           | 0.025             | Confirmed                      |
| Analysis and social trust                       | 0.05        | 0.041           | 0.546             | Confirmed                      |
| Media Literacy and social trust                 | 0.05        | 0.147           | 0.040             | Confirmed                      |

The analysis of the correlation between media literacy components and social trust indicates that the obtained significance level from the correlation test exceeds 0.05. Therefore, it can be concluded that there exists a positive and significant correlation between

media literacy components and social trust. Table 5 indicates that there is a positive correlation between the increase in social trust and the increase in media literacy.

Table 6. Correlation Test between Social Cohesion and Media Literacy

| Variable                                           | Error value | Test statistics | Significant level | Confirmation of the hypothesis |
|----------------------------------------------------|-------------|-----------------|-------------------|--------------------------------|
| Awareness of covert objectives and social cohesion | 0.05        | - 0.057         | 0.421             | rejected                       |
| Comprehending message content and social cohesion  | 0.05        | - 0.078         | 0.272             | rejected                       |
| Conscious selection and social cohesion            | 0.05        | - 0.132         | 0.62              | rejected                       |
| Critical view and social cohesion                  | 0.05        | 0.240           | 0.001             | confirmed                      |
| Analysis and social cohesion                       | 0.05        | 0.064           | 0.365             | confirmed                      |
| Media literacy and social cohesion                 | 0.05        | 0.058           | 0.422             | confirmed                      |

Table 6 presents evidence indicating a significant negative correlation between the factors of awareness of covert objectives, comprehension of the message content, conscious selection of media messages, and social cohesion. The study reveals a statistically significant positive correlation between the constituents of critical view and analysis of media

communications and social cohesion. The findings indicate a significant and positive correlation between the various components of media literacy and social cohesion. Therefore, an increase in social cohesion is associated with a corresponding increase in media literacy.

Table 7: Correlation Test between Reporters' Social Participation and Media Literacy

| Variable                                                | Error value | Test statistics | Significant level | Confirmation of the hypothesis |
|---------------------------------------------------------|-------------|-----------------|-------------------|--------------------------------|
| Awareness of covert objectives and social participation | 0.05        | 0.127           | 0.004             | confirmed                      |
| Comprehending message content and social participation  | 0.05        | - 0.005         | 0.943             | rejected                       |
| Conscious selection and social participation            | 0.05        | - 0.056         | 0.432             | rejected                       |
| Critical view and social participation                  | 0.05        | 0.241           | 0.001             | confirmed                      |
| Analysis and social participation                       | 0.05        | 0.112           | 0.113             | confirmed                      |
| Media literacy and social participation                 | 0.05        | 0.206           | 0.004             | confirmed                      |

The analysis of the correlation level between the constituents of comprehending the message content and conscious selection of media messages and involvement in social activities indicates that there exists an adverse and opposing association between the investigated factors. As social participation increases, there is a corresponding decrease in the conscious selection and comprehension of media messages. The findings indicate a statistically significant and positive correlation between media

literacy and social participation. As social participation increases, there is a corresponding increase in the level of media literacy among reporters.

Linear regression analysis was employed using a multivariate approach to examine the effect of social capital as an independent predictor variable on media literacy as a dependent variable. The initial presentation of the regression analysis can be found in Table 8.

Table 8. Regression Analysis Indicators and Statistics

| Multiple correlation coefficient | The coefficient of determination | Actual coefficient of determination | Standard error |
|----------------------------------|----------------------------------|-------------------------------------|----------------|
| 0.257                            | 0.066                            | 0.046                               | 0.304          |

The data presented in Table 8 indicates that the multiple correlation coefficient is 0.257, the equal determination coefficient is 0.066, and the true determination coefficient is 0.046. The coefficient of

determination indicates that 46% of the variance and fluctuations in media literacy can be accounted for by the variables present in the equation.

Table 9. Multivariate Regression Test to Predict Media Literacy through Social Capital Components

| Source of changes  | Sum of squares       | Degrees of freedom | F value          | F value | Significance level |
|--------------------|----------------------|--------------------|------------------|---------|--------------------|
| Regression         | 1.240                | 4                  | 3.364            | 3.364   | 0.011              |
| Leftover           | 17.503               | 190                |                  |         |                    |
| Criterion variable | Predictor variables  |                    | Beta coefficient | T value | Significance level |
| Social capital     | Community Relations  |                    | 0.213            | -1.420  | 0.157              |
|                    | Social participation |                    | 0.133            | - 0.764 | 0.446              |
|                    | Social cohesion      |                    | - 0.037          | -0.493  | 0.622              |
|                    | Social trust         |                    | 0.003            | 0.031   | 0.987              |
|                    | Social capital       |                    | 0.414            | 2.458   | 0.015              |

Based on the findings presented in Table 9 and with particular emphasis on the obtained F value, it can be concluded that a statistically significant correlation exists between the various components of social capital and the dimension of media literacy, at a significance level of 0.01. Stated differently, the dimension of media literacy can be anticipated by examining the components of social capital. Hence, to ascertain and elucidate the regression coefficients, it

is imperative to refer to the regression coefficients table. Based on the multivariate regression coefficients obtained through the simultaneous entry method and the resulting regression coefficients, it can be concluded that a significant and inverse correlation exists between media literacy and social relations, social participation, and social cohesion. As social relations, cohesion, and participation increase, there is a corresponding decrease in the media



literacy of reporters. Thus, the initial hypothesis of this study on the capacity to anticipate social capital through media literacy concerning social relations, social participation, and social cohesion can be explained.

## Conclusion

The objective of this study was to examine the effect of social media on the media literacy of reporters. The Pearson correlation coefficient was employed to examine the correlation between social relations and media literacy. The findings of this study indicated a statistically significant positive correlation between the components of awareness of covert objectives, critical view of media messages, and social relations. Upon examination, it has been determined that there exists a negative correlation between the variables of comprehending the message content and conscious selection with social relations. The analysis of the correlation between social relations and media literacy variables revealed that the obtained significance level from the correlation test exceeds 0.05. It indicated the correlation between the two variables is both statistically significant and positively oriented. The research findings suggested that the underlying principle of social capital, as posited by relevant theoretical frameworks, is straightforward and lucid. Specifically, it entails the investment in social relations with anticipated ties. Bourdieu's conceptualization of social capital posits that it encompasses both actual and potential resources that arise from the possession of a persistent network of institutionalized connections among individuals, or more succinctly, affiliation with a collective entity. In his conceptualization, social capital is a result of the intentional or unintentional investment made by individuals or groups to create or perpetuate social connections that can be utilized in the immediate or distant future. (Tajaddini, 2009) Putnam's theoretical framework and corresponding hypothesis posited that an increase in personal and social communication networks and connections among reporters, including those with family members and colleagues, would correspond with a heightened level of media literacy. Reporters who cultivate increasingly close relationships with their colleagues demonstrate a commitment to upholding ethical principles and behavioral norms, thereby fostering a sense of duty and responsibility within themselves. Consequently, individuals of this nature also adhere to ethical and behavioral standards within the workplace, subsequently upholding scientific principles. Enhanced communication with colleagues and acquaintances fosters a sense of safety and protection

for the individual during periods of exigency. Moreover, the presence of an expansive social network within the university setting fosters a heightened sense of collectivism and the acquisition of ample self-assurance in interacting with novel individuals and social clusters, thereby fortifying one's identity and augmenting familiarity with the surrounding milieu. Additionally, this phenomenon facilitates the emergence of fresh ideas and the pursuit of innovation and entrepreneurship. A decline or inadequacy in the personal and social network of reporters may lead to a corresponding decrease in media literacy. Thus, an individual's identity is shaped by their social surroundings and the external environment. Consequently, if reporters lack a robust and close bond with their kin and acquaintances, along with involvement in their professional and societal milieu, they may experience isolation and reinforce their individualistic tendencies. This phenomenon ultimately results in the erosion of reporters' social, economic, and cultural capital, rendering them powerless in shaping societal progress.

The findings indicate a statistically significant positive correlation between the components of media literacy and social trust. Specifically, as social trust increases, media literacy levels also increase. The research findings suggest that the actions of society members are underpinned by the resources of mutual trust and communication within the source network. The central focus of Putnam's work was the notion of "trust". Trust is widely regarded as a valuable form of capital, the abundance of which within a government is believed to correspond with commensurate levels of political advancement and societal progress. Putnam argues that generalized trust confers greater benefits upon society. Putnam posits that social capital sources, including trust, norms, and networks, tend to be self-reinforcing and self-amplifying. The establishment of a circle that reproduces virtuous behavior can result in a state of social equilibrium characterized by elevated levels of cooperation, trust, reciprocity transaction, civic participation, and collective welfare. These attributes represent the defining features of civil society. Conversely, the absence of aforementioned characteristics in non-civil societies exhibits a self-reinforcing nature, whereby violation of agreements, distrust, deceit, exploitation, seclusion, chaos, and stasis compound one another in a stifling environment of spurious cycles (Toman, 2001). According to Coleman's theory, social relations emerge as individuals endeavor to optimize their resources. Through group membership, an activist can engage in interactions with other members and

adhere to the established principles and regulations, thereby acquiring essential knowledge and receiving collaborative assistance during their activism. Thus, the outcomes of this hypothesis align with the Putnam and Coleman theory. As the family unit serves as the primary source for instilling and fostering trust in children, the notion of trust transforms their integration into social and educational settings. Trust can be understood as the outcome of anticipating the appropriateness of the conduct of individuals within social settings and collective contexts. In an academic setting such as a university, the formation of the work environment is predicated upon the establishment of close interpersonal relationships, and its maintenance and acceptance are contingent upon the cultivation of trust among group members. In instances where individuals regularly interact with reporters, either within a professional or personal context, a sense of internal confidence in reporters is established, thereby augmenting trust levels. This heightened trust, in turn, has the potential to enhance media literacy. Conversely, a decline in social trust among students within the workplace may result in the development of negative traits such as dishonesty, anxiety, seclusion, disorderliness, apathy towards the welfare of others, and injustice. These traits are incongruous with the established norms of an educational setting such as a university.

The findings indicate that a negative and inverse correlation exists between the components of awareness of covert objectives, comprehension of content, conscious selection of media messages, and social cohesion. The findings indicate a noteworthy and affirmative association between the constituents of media literacy and social cohesion. As social cohesion increases, there is a corresponding increase in media literacy. The research findings suggest that, according to Putnam's theory, social capital comprises norms of cooperation as an additional element. The author distinguishes between two distinct forms of cohesion norms, namely the norm of balanced support and the norm of generalized support. The concept of balanced mutuality entails the exchange of valuable items or services simultaneously. Conversely, generalized mutuality involves an ongoing exchange relationship characterized by a one-way and unbalanced flow. The author posits that the benchmark for social capital and its constituent authors is predicated on generalized cooperation. Putnam argues that social capital facilitates the pursuit of objectives by enhancing the performance of individuals and groups through the influence of social connections. (Rastegar et al., 2014).

Putnam posits that social capital centers around the notion that one's family, friends, colleagues, and neighbors are valuable assets that can provide assistance during times of crisis or serve as a resource for obtaining material advantages. Undoubtedly, this inquiry pertains primarily to the collective. Given that they originate from networks and community associations, they possess a greater degree of resilience compared to traditional institutions, thereby reducing their susceptibility to vulnerabilities and enabling them to capitalize on numerous opportunities. Putnam's definition of social capital pertains to the capacity of a society to establish voluntary organizations that foster cooperation among individuals, thereby safeguarding democratic pluralism.

The findings indicate that a negative and inverse correlation exists between the constituents of comprehending content and conscious selection of media messages, as well as social participation. As social participation increases, there appears to be a decrease in the conscious selection and comprehension of media messages. The study's findings indicate a statistically significant and positive correlation between media literacy and social participation. As social participation increases, reporters' media literacy levels also increase. The research findings suggest that there is a positive correlation between the level of media literacy and the degree of formal and informal cohesion among reporters. The involvement and engagement of reporters in scientific, sports, charitable, and voluntary groups and associations, along with their active presence in these organizations, both emotionally and psychologically, and their sense of usefulness to society, contribute to their social status. As a result, reporters become more invested in their surroundings and less indifferent. Conversely, a decrease in the level of collaboration and assistance provided by reporters to societal members, associations, and social groups can lead to feelings of isolation, depression, and apathy. This may result in a lack of participation by reporters in group activities. Journalistic training programs typically focus on news writing and related techniques. However, it is advisable for reporters and news editors to also prioritize courses that enhance their cognitive and perceptive abilities. Hence, to address the deficiency in media literacy among educators and reporters, it is imperative to prioritize specialized training programs in these domains.

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