The role of media literacy in the production of social capital among the youth of Mazandaran province

Shahryar Sajedi Raeesi[1]
Davood Doagooyan[2]*
Ali Rahmani Firouzjah[3]
Majedeh Gholipour[4]

Abstract

Social networks, as one of the most important parts of the media in virtual space, play an important role in consolidating social relations and the symbolic unity of society, especially among young people. The amount of daily consumption of the presence of young people in these networks and the expansion and influence of these networks among people has caused many changes in the behavior and mentality of the members of the society. This research aims to investigate the role of these networks in promoting the social capital of Mazandaran province. The method of this research is applied research and qualitative method with exploratory technique. By conducting in-depth interviews, the researcher aims to investigate and explain the role of networks and social media in the process of social capital production. The statistical population is elites and experts in the field of social media, who were selected by purposive sampling and snowball method. Qualitative data were analyzed using coding.

The results show that the greatest role of Mazandaran social media in the formation of interactions between users 1-in the subject of individual interaction: sharing of valuable content, mutual cooperation and discourse, criticizing and evaluating the performance of others, especially the officials, and forcing the officials to answer Officials and information exchange is online. 2- On the topic of social interaction: holding joint meetings (clubhouse), establishing online communication between groups and social strata, interaction between non-governmental organizations. 3- Interaction for public education: increasing media literacy, increasing awareness generalization of laws, introducing crimes and their punishments, bringing

1.PhD student in cultural sociology, Babol Branch, Islamic Azad University, Babol, Iran. shahriarsajedi.r@gmail.com
2.Associate Professor of Social Communication, Department of Sociology, Amin University. (Corresponding Author) da.doagooyan@yahoo.com
3.Associate Professor of Sociology, Babol Branch, Islamic Azad University, Babol, Iran. arf1348@gmail.com
4.Assistant Professor of Sociology, Babol Branch, Islamic Azad University, Babol, Iran. gholipour.majedeh@baboliau.ac.ir

up the duties and rights of citizens, creating attitudes and attracting public participation and activities of non-governmental organizations. 4- Interaction for media production: the quality of media programs and advertising production. To others: giving correct information to the audience, not exaggerating and matching the messages with the needs of the audience.

Keywords: Mazandaran, social media, social capital, social networks, interaction.

1. Introduction

Young people are considered one of the greatest human capitals of any country. In this regard, Hazrat Ali (AS) says: "If the minds of our youth are not filled with right things, they will be filled with wrong things." Professor Motahari defines youth in two ways: The first definition is that youth is a personality with a certain age, mental and emotional states, and special needs. And his second definition of a youth is that a youth is someone who has new thoughts and new questions because of his education and literacy and familiarity with new ideas and is not ready to accept everything without a rational reason like the youth of the previous generation. However, three major approaches to youth can be mentioned: psychological approach, sociological approach and demographic approach. The psychological approach of young people can be seen in emotional issues and human relationships, and sociological approaches can be seen in cultural and subcultural studies related to young people, and the demographic approach in development management and government planning, which is associated with statistical goals. , witnessed.

The definitions of youth provided by most countries of the world include the average age of 15 to 25 years. In the definition of youth, UNESCO proposed the age group of 15 to 40 years, which was also internationally agreed upon, while the United Nations Information Department and other United Nations programs and organizations defined the definition provided by the United Nations Youth Unit located in the Department of Social Affairs. and economic of the United Nations Secretariat: that is, the age group of 15 to 24 years old. In a study conducted by the United Nations under the title "The Global Situation of Youth in the 1990s", it states that youth is the stage of new duties,

responsibilities and problems and Adolescence is usually recognized as a temporary period during which society does not consider a person as a child, but at the same time does not grant him the legal status of an adult. At the time of puberty, young people usually do not have the full status of adults and legal rights such as forming a family, employment, and political rights. Before a young person has a chance to pass through this transitional stage called youth, he often faces various problems in the fields of health, family issues such as (family and relatives), educational issues, growth and development.

With regard to the concept of youth, it should be noted that nowadays one of the most important means of spending free time among young people is being on social media. Today, social media has become a basic tool for mobilizing, organizing, thinking together, coordinating, and making decisions. However, all the media and especially the Internet is not just a tool (Aouragh, 2012: 148-156). These media have been the main preoccupation of Internet users in the world and Iran, and for this reason they are called the strongest online media in the world. The ever-increasing number of social network visitors shows the many attractions of virtual communities to attract Internet users. Social networks are a group of people in virtual space who have extensive and continuous communication among themselves and form a coherent circle of communication. By joining these networks, people can access other members' information, learn about their interests, share text, audio and video productions, and form groups based on common interests with other members of the database (Sadiq Banai, 2008).

By setting up a virtual community, social networks offer members many ways to interact, cooperate and trade (Azarkhash, Azarkhash, 2013: 25) and managers and officials also, according to Bockels (1985), in this media environment. Like a fish in a crystal strait, they are exposed to the judgments of citizens and all human beings, and this will increase their responsibility in front of mankind (Kameli, Alwani, 2010: 15). Some experts believe that with the help of these sites, communication between people has entered a new stage and people can get to know each other better and faster. Social networks allow people in different regions of the world to talk with their peers and non-peers, as if they are having fun in a club (Moulanapour, 2011: 16). In the past years,

social networking has developed globally. Hundreds of millions of people now regularly meet each other on social networking sites. The global expansion of social networking is very important by increasing the diversity of people and removing geographical boundaries. The Internet allows people from all over the world. Access social networking sites that lead to global business and personal relationships. Simply put, anyone in the United States now has the ability to develop an online friendship with anyone else in Switzerland. This global friendship allows people to get to know new cultures (Moulanapour, 2011: 18).

What guarantees the membership of young people in these networks and can make their presence more colorful is actually the possession of media literacy and the growth of this literacy in today's virtual space, which of course can lead to public trust. Many thinkers believe that social networks have caused the expansion of trust and social capital (Colman, 2017: 294). By becoming aware of how the media creates information, even media-literate children will be able to have more authority in choosing to see messages. Today, people with media literacy have their own lifestyle and people who acquire media literacy skills can become influential people by spreading information. Media literacy as a tool to support citizens against The negative effects of mass media. Media literacy is considered an educational approach in the 21st century. Because media literacy forms an understanding of the role of the media in society and provides citizens with the necessary skills of research and expression of personal opinions in the age of globalization. UNESCO believes that media and information literacy plays an important role in the creation and development of democratic culture. UNESCO believes that media and information literacy is one of the basic human rights, necessary for national development, citizen well-being, economy and educational standards (Nasiri and Aghili, 2011: 121).

Media literacy in today's era has two cognitive dimensions (understanding the content of the message - awareness of the hidden goals of the message - a critical look at the message) and a skill dimension (the ability to use social media - the ability to evaluate and analyze media messages - the ability to access to media messages - the ability to exchange information and messages).

What today is called cognitive warfare becomes important when in 2002 following a global strategy to reduce the negative effects of cyberspace on children and teenagers and to encourage media literacy education, University of London, David Buckingham He employed the professor of media literacy and the director of the Center for Children and Youth and Media Studies in this field. It goes without saying that children, as the main victims of media illiteracy, should learn the ability to use and participate in social media (and maybe social networks) as soon as possible, and this is important in the mission field of the country's educational institutions and of course Without a doubt, the main goal of media literacy is to deal with the effects of fake news and false information on children, youth and the general public. UNESCO also considers the main goal of media literacy to deal with social media threatening the culture of countries. Some countries have been active in promoting media literacy for many years, currently Finland (first with a coefficient of 78), Denmark (second with a coefficient of 73), Estonia (third with a coefficient of 72), Sweden (fourth with a coefficient of 72) and Ireland (fifth with a coefficient of 70) are at the top of the 2021 media literacy index ranking. Iran's media literacy coefficient is also 12 out of 100.

Societies where the level of civil and social participation and mutual trust between individuals and organizations are low and there is a form of pessimism and mistrust between them makes it impossible to achieve development. Therefore, social capital causes symbolic identity and It is practical for the members of the society and it is a generator of social solidarity, and this importance can ultimately be developed and produced by social networks. Now the question is, to what extent are the social networks of Mazandaran province effective in producing cultural and social capital?

2.Review of Literature

Noorani et al (2021) noted that the model of media literacy is based on the values and foundations of the monotheistic worldview, with an emphasis on the position of the Caliph, rationality, responsibility, knowledge-seeking, the limitation of knowledge, emphasis on the good life (based on individual and collective growth), the hierarchy of the good life, educational justice. Emphasis on benevolence and forgiveness, emphasis on improving the aesthetic

dimension in all components were designed. One of the most important features of this model is the approach and perspective of "situational knowledge and situational creation in the media space" and "continuous development and excellence of the media identity of teachers". Salemi et al. (2021) came to the conclusion that despite the expansion of access to social media by society members, the low level of education and economic base hinders users from having health media literacy. But there is an expectation that by using all kinds of capacities of social media in the field of health, health media literacy of users will increase. Esmaili Taba and his colleagues came to the conclusion that media literacy can prevent the occurrence of personal and social harm.

The research results of Yazdani Parai and Salimi (2021) and Najiri Tabar (2020) showed that in the objectives of implementing the media literacy curriculum of the three countries, understanding and using media content, practical skills for an efficient life are some of the commonalities. On the other hand, critical thinking is emphasized in Canadian and Japanese schools. In terms of dimensions and approaches, the critical approach in Canada and Japan, the entrepreneurial approach and preparation for entering the profession and job in Canada and Iran and acquiring the necessary skills and competences for life in Japan and Iran are mentioned.

Abdi and Janavi (2021) researched how to measure media literacy and Sharifi Rahnamo and his colleagues investigated the relationship between lifestyle and media literacy. In the year 2021, other detailed researches were conducted, among which the most important ones were: Ghasemi Ghorbandi Betoul, Sadeghi Samieh (2021) to investigate the effectiveness of media literacy on girls' first secondary school students; Pour Daoud and Habibzadeh (2021) to explain the political socialization of students with emphasis on media literacy; And Raisi and his colleagues (2021) compiled and validated the media health literacy tool with a critical approach for secondary school students. Bakshizadeh (2021) has written the last article about the relationship between media literacy and fear of committing a crime. Likewise, Nizam Far and Ali Bakshi (2021) who dealt with the relationship between media literacy and tourism, and Doani and Maqiseh (2021) on marketing; and Tawhid Pham and

Tobsarkani (2021) addressed the field of media policy and media literacy. The articles were published continuously after that.

Amiri, Zablizadeh, Karmi Nomiondi, (2018), in a research entitled "Methods for increasing teachers' media and information literacy", which with the qualitative method, the findings indicate that the first step in the field of equipping and teaching people's media literacy It is possible to strengthen education workers in the field of media literacy education. Among the education staff, teachers and trainers have a significant role to achieve this goal. Based on the recommendations of the UNESCO World Organization and research findings, improving the educational and workshop methods of teaching media and information literacy as continuous and lifelong learning is the most important action. Bani Hashemi, Gholampur, (2018), in a research entitled "The Impact of Media Literacy on Cultural Capital (Case Study of Quranic Cultural Institutions of Isfahan)" which was conducted with a quantitative-survey method, the findings indicate that media literacy with The components of access to media, use of media, production of media content and critical thinking about media have an effect on the cultural capital of students of Quranic cultural institutions in Isfahan.

Fathabadi, Dadgaran, Nasiri, Hashemi, (2018), in a research entitled "Development of a knowledge-based society with the coherent activity of media literate players, showed that many players including children and youth, parents, private teachers, officials and educational planners, Official teachers and trainers, students, media officials, companies, professionals, associations and citizens are engaged in the field of media literacy education. The more interaction, balance and coordination between actors and their presence in a coherent society. If it is wider and wider, education and learning will become more common among all sections of the society, and the conditions for creating a knowledge-based society will become easier. Bahadri Khosrowshahi, Barki, (2017), in a research titled "The role of parents' media literacy and social identity on students' media consumption" showed that there is a positive and significant relationship between parents' media literacy and social identity with media consumption in teenagers. There is. Also, the results of regression analysis showed that the variables of access and use of media, ability to

analyze and evaluate, personal and social identity, critical thinking towards media and communication with media messages can predict media consumption in teenagers. Therefore, paying attention to parents' media literacy and social identity can play an important role in teenagers' media consumption.

Akbari Tabar (2011) has conducted a research titled "Study of virtual social networks" as a case study regarding Dore and U24 social networks. The results of the analysis and examination of the structure of social relations formed in the two described networks indicated that these networks have a core-periphery structure and each has a central core of social relations. This core of the social communication center consists of small related subgroups, and these related subgroups had similar structural characteristics such as the level of social cohesion, the density of social relationships, and the strength of similar social relationships. Mousavi Nesab (2013), in his master's thesis entitled "Investigation of the effect of membership in virtual social networks on the social capital of its users, shows that the three main reasons for using Facebook are to find old friends in and outside the country, social activity and exchange of ideas with others, finding like-minded people with common cultural and national identity has been proposed, and on the other hand, in the studies carried out, it was observed that the relationship between two variables, the amount of use of Facebook Book and social participation are not confirmed, but only participation in the Facebook space is confirmed, and also regarding the concept of social trust, the relationship between the two variables of Facebook usage and social trust is also not confirmed. As a result, relying on the data of the qualitative section, it can be argued that the increased participation in the Facebook space is the result of the activity of users in the family, work, humor and entertainment groups, which are in line with the protection of privacy and benefit from Being in a crowd is for recreational or business purposes, and this cannot have an effect on increasing social capital in the real space and Facebook space.

Olga's article (2021) is one of the latest articles about media literacy in various scientific fields, during which she and her colleagues tried to talk about things like: the ability of how to receive and the degree of influence, and the

analysis of the messages of these media. Using thousands of media research studies to understand the fascinating world of mass media, Potter (2021) concluded that students and citizens can solve many problems of receiving and analyzing messages through media literacy. Pezzotti, Leonhardt and Warren (2021), in a research entitled "The assertiveness of words increases consumer engagement in social media", which was conducted quantitatively, the findings indicate that messages that express openness and assertiveness By influencing how consumers perceive brands, they increase engagement. In particular, verbal assertiveness makes brands appear more powerful, and expressive power has a positive effect on engagement. Furthermore, the indirect effect of assertiveness on consumer interaction is stronger (weaker) among consumers with higher (lower) "power distance" beliefs. These results will help marketing managers by showing how word of mouth affects consumer engagement in social networks. Hobbs (2020) did a detailed research on the types of media literacy training and found it effective in understanding the world of communication. Penniso (2020) tried to help students learn media literacy, and how to implement and share this knowledge, to examine and criticize news and information more closely.

According to Coleman, social capital is a part of the social structure that allows the actor to use it to achieve his own interests: "Social relations are created when people try to use their individual resources in the best way and They should not be considered only as components of social structures. They can also be considered as resources for individuals. These social resources are considered to have a capital structure for the individual, that is, social capital. (Coleman, 1998: 458-462).

Among the veteran writers, "Putnam" has adopted the most different approach to social capital. He uses the concept of social capital on a different scale than Bourdieu and Coleman. Although his definition of the concept of social capital is directly influenced by Coleman. "Putnam" sees social capital as a set of horizontal connections between people that strengthen cooperation to obtain mutual benefits in society. Putnam defines social capital as "features of social organization such as trust, norms, and social networks that can

improve the efficiency of society by facilitating cooperative actions." (Field, 2007:11).

In today's world, media is one of the main components of life. Media literacy means research, analysis, and education about the effects of the media, including radio, television, film and cinema, music, periodicals, and the Internet, on individuals and societies (Shekarkhodeh, 2010). Media literacy can be considered as teaching better ways of living in the age of information and communication. Media literacy is a tool to support citizens against the negative effects of mass media (Potter, 2021: 342). In the second decade of the 21st century, the United Nations Organization declared the skills that having these skills is an example of being literate. While the UNESCO organization considers the skill of media literacy as the concept of "knowing which media is valid and which is invalid", other skills are 1- emotional literacy, 2- communication literacy, 3- financial literacy, 4- educational literacy, 5- Computer literacy, 6- Health literacy, 7- Racial and ethnic literacy, 8- Ecological literacy, 9- Analytical literacy, 10- Energy literacy, 11- Scientific literacy (Street, 2005).

With this description, to investigate the state of media literacy in the country, various researches have been conducted on social strata and social media users and even national officials. The research of Nemati Far, Khojaste Bagherzadeh and Kazemi showed that the average of the investigated indicators of the media literacy level of users from the score of 20 is respectively equal to message analysis (12.355), message truth-seeking (12.299), self-regulation (676. 12), message interpretation (11.535), curiosity (10.146), explanation (10.131), which in total, social media users' media literacy was equal to 11.357. Also, the level of media literacy was not the same in the gender of the users. In addition to this, there was a significant difference between the education and field of study and the type of university of the users with their media literacy level. Other research results showed a direct (positive) relationship between the age of the users and the level of literacy. their media and there was an inverse (negative) relationship between the amount of use of social media and the media literacy of users. Also, according to the simultaneous regression test, the two variables of education were (0.217) and

the amount of use of Telegram (0.586) explained media literacy. Finally, the level of media literacy in social media (Telegram social media) among users is on average, about 0.567 is a percentage Maleki, Heydari and Haji Mozafari, by studying the relationship between citizenship and media literacy among the general public, found that the level of awareness among citizens of citizenship duties is higher than the (implementation) of citizenship rights, and the level of familiarity of citizens with the meaning and concept of citizenship is average.

Men are more aware of the rights and duties of citizenship than women. Also, married people are more familiar with the rights and duties of citizenship than single people. A significant relationship was also observed between media literacy and citizenship variables in this research; That is, with the increase in media literacy, the level of awareness of the rights and duties of citizenship also increases. Among the investigated independent variables, in order, the variables of education, media literacy and age had the greatest impact on awareness of citizenship rights and duties. In a research about media literacy on a sample of 4856 Iranian people, Toloui found that the media literacy of the general public is less than 10 on a scale of 0 to 20. He also admits that media literacy has not yet become a serious issue for different sections of the society and media literacy education among different groups and in most parts of the country is not a public concern. The low media literacy of parents and women and the reciprocally high media literacy of young people and educated people were other findings of this research.

In another research that investigated the media literacy status of public relations department employees in Kermanshah city, it was determined that the target population is on average close to the main goal of media literacy, which is to have an audience with an average level of awareness. Sharifi Rahnamo; Saraji Sharifi Rahnamo (2017) in a research entitled media literacy needs of undergraduate students, which was conducted on 481 students, it was found that the current situation of students in some aspects of media literacy such as media criticism and production of media messages is not desirable and major The needs of students in the field of using, criticizing and producing media messages to identify the characteristics of media, how to use them, analyze and evaluate media messages, understand social and cultural values in interaction

with media, get acquainted with artistic skills. visual and aesthetics, the art of writing, semantic understanding, technical skills and familiarity with different content production software.

The emergence of the Internet and virtual social networks as a new, irreplaceable tool (Mantazar Ghaem and Tatar, 2014: 35), fast and cheap, transformed all the different areas of human life. Internet has become a basic tool for mobilizing, organizing, thinking together, coordinating, and making decisions. However, all the media and especially the Internet is not just a tool (Orag May, 2012: 148-156). The Internet, as a network of networks and a powerful media, has transformed the world into an arena of presence for everyone by penetrating spatial and temporal distances. This comprehensive presence is promising and threatening (Duran, 2007: 185). Basically, the social network is a combination of groups connected by one or more links that show specific types of relationships. For example, in telecommunications, groups are usually assigned to customers, geographic lines, broadband, mobiles, or any number of communication devices or devices. Especially in the mobile space, links are dedicated to calls, texts, messages, emails and any kind of communication that can be collected to some extent. (Ibid., 2012: 21). Many social networks are currently active, among which the most important ones are Twitter, MySpace, Facebook, Orcutt, Friendfeed, Flixtor, and Classmate. (Ansari, 2011: 33). The graphical understanding of network theory is related to the combination of a wide range of sciences, including mathematics, computer science, psychology, geography and communication science, and in a more important place, sociology.

Creating a space for direct interaction and dialogue: The first feature of social networks is creating a space where interaction and dialogue takes place without intermediaries. A new space has been formed, it is a conversation space and in fact a kind of interactive space; A person is not the only viewer who receives the image, but he himself can create images, analyze the results of conversations and give feedback (Kalahchian, 2011: 52). According to Mc.Choail, the dimensions and characteristics of new media are:

1) Being interactive: The possibility of response or innovation and creativity by the user to present his views to the source or the sender.

2) Social presence: The basis of personal communication with others that is created through the use of media.

3) Media richness: Linking between different frames of reference, reducing ambiguity, providing signs and symptoms, etc. through the media.

4) independence (autonomy): User control over content and use, as well as his independence from the source.

5) Being personal: Personal and uniqueness of content and use (Mc.Choail, 2006:142).

The most important function of social networks is organizing collective action; Social networks are not looking for individuals at all because they alone do not have the power and strength of social capital as when they are in the community. Social networks want to guide people in any way and have defined their process in such a way as to create a series of target groups. The target groups are the social networks that influence them and the public opinion of the society is formed (Hendiani, 2011: 88). Social networks allow people in different parts of the world to chat with peers and non-peers as if they were in a club. Social networking is all about communities. Social networking sites allow users to connect with each other and make their social networks visible to others. They provide a virtual networked community for storing, sharing and viewing digital media. Content can include multimedia, full weblogs. The ability to create personal social networks usually leads to communication between several people. A common misconception is that social networking allows people to meet strangers. However, most users of social networks are not necessarily looking to meet new people, but use these sites as a useful social tool to communicate with people they know; In addition, most social networking sites allow users to interact with friends of friends. These sites are often called advanced social networks. Social networking sites have become an increasingly important part of our technological society and have influenced new generations of students entering the job market. First, social networks provide networking with potential employers, their employees, and their organizational recruiters.

Secondly, social network user profiles have become a part of the employee selection process (especially for students who have graduated from university

and started their first job) (MOulanapour, 2011: 16). Castells considers the characteristics of these networks to be flexibility, meaning the ability to rebuild, according to environmental changes and attention to goals, while changing components, and finding new connections, scalability, the ability to expand or contract the size of the network, which is the possibility of disruption. Reduces the network; And it considers the possibility of continuity of life, which is a sign of the ability of networks, because they do not have a single centrality, but operate with configuration on a wide level (Khaniki, Babaei, 2010).

By providing conceptual frameworks for interpreting and processing information, mass media give direction to people's attitudes regarding civil issues, political issues and public affairs of the society and help to form specific concepts and behaviors.

3. Methodology

The method of this research is applied in terms of type of research and in terms of quantitative research method using survey method. The researcher tries to analyze the role of media literacy in the production of social capital among the youth of Mazandaran province. Therefore, the statistical population of the research is young people aged 18-25 in Mazandaran province. Probability sampling method and cluster random sampling method. Based on probability sampling, 384 people were selected from the youth of Mandaran province. The data collection tool was a standard media literacy questionnaire and the data was analyzed through spss software. 2013 was made and the questionnaire has 25 questions in 5 components. Questionnaire questions are designed based on the five-choice Likert spectrum (very little to very much). Cronbach's alpha is above 70%. In this questionnaire, media literacy is a set of views and skills about the audience's control over themselves when facing the media. In other words, media literacy is a person's conscious interpretation of the concepts of media messages (Potter, 2011; quoted by Falsafi, 2013).

In this research, media literacy means the attitude and skills that 18-25-year-old youth have towards the media. and social media). The components of media literacy include understanding the content of media messages, evaluating and analyzing media messages, exchanging media messages,

looking critically at media messages and creating and producing media messages. Also, to measure social capital, the standard questionnaire of Nahapit and Ghoshal was used, which has 28 questions with a five-point Likert scale.

4. Findings

The findings show that 23.9% are under 20 years old, about 41.5% are between 21 and 23 years old, and 34.6% are between 24 and 25 years old. Also, 34.6% are less than a diploma, 57.9% have a bachelor's degree, and 7.5% are more than a master's degree. About 21.2% are women and 78.8% are men.

Table1. Description of demographic variables of the respondents

Age	Percent	Education	Percent	Gender	Percent
18 to 20	23.9	until the diploma	34.6	Female	21.2
21 to 23	41.5	Masters	57.9		
24 to 25	34.6	Masters and above	7.5	Male	78.8
Total	100	Total	100	Total	100

In the next table, the statistical description of the media literacy of young people in the promotion of Mazandaran's social capital can be seen.

Table 2. Statistical description of youth media literacy in the promotion of social capital in Mazandaran

Components	objects	Size	Minimum	Maximum	Mean	Std. Deviation
Understanding the content of media messages	Pursuing news in areas of interest in a targeted manner	384	1	5	3.88	.83862
	Understanding textual and nontextual messages published by the media	384	1	5	4.06	.87310
	The ability to detect media fraud	384	1	5	3.32	.76858
	The ability to detect media rumors	384	1	5	3.18	1.13101
	The ability to recognize the exaggeration of social harms by the media	384	1	4	1.91	.89991
Evaluation and analysis of media messages	I recognize and clean media messages	384	1	5	3.57	.80538
	The ability to combine the contents of various media messages	384	1	5	3.13	.97426
	Refer to the media for media analysis	384	1	5	3.42	.92121
	Social networks are a place to express opinions	384	1	5	3.30	.80885
	Understanding the values and meanings hidden in the message	384	1	5	3.29	1.069
A critical look at	Knowing the cultural, social and	384	1	5	3.36	.87622

media messages	political effects of the media on thoughts					
	The ability to criticize and clean all kinds of media messages	384	1	5	3.93	.87310
	Some media are trying to tell me how to think	384	1	5	3.60	.80164
	Send messages to friends via WhatsApp or Instagram	384	1	5	2.83	1.35622
Exchange of information and messages	The ability to send your knowledge and information through networks	384	1	5	2.19	1.24926
	Bank transactions through the Internet, phone or mobile bank	384	1	5	3.08	1.21511
	The ability to modify received messages	384	1	5	3.37	1.01921
	Creating media messages for different topics	384	1	5	2.86	1.22774
Content creation	Create a network group	384	1	5	2.88	1.17045
	make a multimedia video on social networks	384	1	4	1.42	.88429

The Pearson correlation test of the components of the above table regarding the relationship between media literacy and social capital among the youth of Mazandaran province shows that all tests are significant at the level of more than 99%. That is, there is a significant correlation between media literacy and social capital. There are positives and negatives. Therefore, the more the media literacy of the youth increases, the more the social capital of the province will be improved.

Table 3. Correlation test between media literacy and social capital among young people in Mazandaran province

media literacy		social capital
Understanding the content of media messages	Pearson Correlation	0.725^{**}
	Sig. (2-tailed)	.001
	N	384
Evaluation and analysis of media messages	Pearson Correlation	0.629^{**}
	Sig. (2-tailed)	.000
	N	384
A critical look at media messages	Pearson Correlation	0.121^{*}
	Sig. (2-tailed)	.045
	N	384
Exchange of information and messages	Pearson Correlation	0.346^{*}
	Sig. (2-tailed)	.031
	N	384
Content creation	Pearson Correlation	0.679^{**}
	Sig. (2-tailed)	.011
	N	384
*. Correlation is significant at the 0.05 level (2-tailed).		
**. Correlation is significant at the 0.01 level (2-tailed).		

5. Conclusion

In this research, an attempt has been made to examine the role of media literacy in the production of social capital in Mazandaran province while using some theories. Today, social media literacy, such as the use of social networks, can become resources and tools for sharing and managing knowledge and exchanging information. Social networks speed up and simplify the flow of information and provide useful information about different opportunities and options, and reduce the costs of social interactions to a great extent. Social networks strengthen social ties and accumulate social power. Among the veteran writers, "Putnam" has adopted the most different approach to social capital. He uses the concept of social capital on a different scale than Bourdieu and Coleman. Although his definition of the concept of social capital is directly influenced by Coleman. "Putnam" sees social capital as a set of horizontal connections between people that strengthen cooperation to obtain mutual benefits in society. Putnam defines social capital as "features of social organization such as trust, norms, and social networks that can improve the efficiency of society by facilitating cooperative actions." (Field, 2006: 11). In this regard, "Manuel Castells" also considers electronic communications as an opportunity to strengthen political participation and horizontal communication among citizens. Castells believes that this process makes the political arena more flexible and adaptable. He considers the reduction of the symbolic power of traditional transmitters by means of new media as a step in the direction of normalizing societies and demystifying them (Fourqani, 2001:53).

The results of the research show that the interactive dimension of social media is very effective in improving social capital, which include the communication interactions of (individual) users; social interactions; interaction for public education; media production; Honesty and strength in the message (the persuasiveness of the message) and transparency and understanding of the message (the persuasiveness of the message):

1- On the subject of personal interaction: sharing valuable content, mutual cooperation and discourse, criticizing and evaluating the performance of others, especially the officials, and forcing the officials to answer the officials and exchanging information online.

2- On the subject of social interaction: holding joint meetings (clubhouse), establishing online communication between groups and social strata, interaction between non-governmental organizations.

3- Interaction for public education: increasing media literacy, increasing public awareness of laws, introducing crimes and their punishments, bringing up the duties and rights of citizens, creating attitudes and attracting public participation and activities of non-governmental organizations.

4- Interaction for media production: quality of media programs and advertising production.

5- Interaction to persuade others: giving correct information to the audience - not exaggerating and matching the messages with the needs of the audience.

Therefore, it is suggested that 1. media literacy education should be increased among the youth by official institutions, 2. considering that the historical background of Mazandaran people's behavior is always to avoid immoral behavior, it is suggested that Users affiliated with cultural and social institutions should take advantage of this situation and use content in the production of network programs that will lead to the alignment of the youth and increase the social and cultural capital of the youth, examples of which include paying attention to local music. , images from historical and tourism monuments, reflecting the scientific and artistic activities of provincial elites, scientific materials from university and research activities in the national and international arenas, and reflecting the life stories of scientific, sports and artistic greats of Mazandarani.

3. Another use of social media by the youth of Mazandaran is economic activities and income generation, which, of course, considering the capacities of this province and the presence of educated youth familiar with social networks, the topic of income generation is normal and the results This research has also reflected this importance, and in this regard, it is suggested that the mass media pay attention to and support the validation of this type of business, that such support can be very effective in the production of social capital. The basis of the existing theories and the opinion of the elites, the credibility of investing in cyberspace leads to trust generation and social capital generation.

4. The results of the research confirm the fact that in Mazandaran province, the amount of social media users interact with each other is very high, so that in most cases the average calculation shows the interaction of social media users with each other above the number 4 (high) which determines this interaction in the promotion of social capital at the level of Mazandaran province. What is certain is that the level of interaction of users in social networks, along with the promotion of social capital, leads to the promotion of the interaction of these users in economic, social, political (especially elections and polls) and cultural issues. Therefore, it is suggested in this regard. That the provincial managers should respect and support such provincial interactions among the youth so that it can benefit from its trust-building capacities and the production of social capital in other political, cultural and social fields.

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