THE EFFECT OF MEDIA LITERACY ON THE SOCIAL IDENTITY OF VOLLEYBALL SPECTATORS THROUGH PERSONAL IDENTITY

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Abstract:

This research aim was investigating the effect of media literacy on volleyball spectator's social identity through personal identity. The present study, psychologically, is divided in to 8 layers of view paradigm, the main type of applied research: deductive research approaches, quantity research strategies theories, field research tone, cross sectional survey methods, research objectives, description and finally data collection methods, library resource reviews, and questionnaires. The statistical society consisted of premier league volleyball spectators from Iran. Number of samples consisted on 342 members, in terms of Cochran formula. To collect data, Chang et al media literacy questionnaire (2011), Safarnia & Roshan social identity (2011) and Bordbar personal identity (2012) were used. Content validity was used for questionnaires and their stability was evaluated through Cronbach's alpha. Cronbach's alpha coefficient for media literacy variable (.894), social identity (.824) and personal identity (.801) were resulted. For research findings analysis, structural equation modeling was used. The results showed that media literacy is indirectly effective on social volleyball spectator's identity, and also cleared that personal identity has an effective and positive influence on social identity. Media literacy is one of the most effective regulatory and identity strategies that affects effectively and positively.

Keywords: media literacy, social identity, personal identity, volleyball spectators

1. Introduction

By appearing and expansion of technology revolution in 1980, the world interred a new stage in which media with its stepping into development and variety, became one of the

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main components (Carington, 2005). At the 34th session of UNESCO's general conference in 2007, general directors were invited to be more supporting on media and informational literacy, with the aim of providing opportunities for the participating members for an informed judgment, in relation with media and informational references and open civic involvement in media (Wilson, 2012).

So, media literacy consists in a preferred and affected organization of mental and creative judgments that the individual forms facing the media messages and cause that audiences feel more responsibilities on selection of these messages (Toluee, 2012). Media literacy, for more than 4 decades, is considered one of the most efficient identical and regulatory tools that are under direct and indirect consideration of the countries and politicians. But, despite of additional identical need of media literacy on Iran, practically and theoretically, enough attention was not conferred on afferent investigations. (Hoseini, 2012)

From the other side, due to explicit and increasing defeats of relational regulations, immoral, and illegal messages crisis, and as a result of the identity crisis, the necessity for media literacy on Iran is preventable. However, media interaction is changed into one of the most essential elements in human life, for such reason media interaction became one of the most important players in forming identity (Toluee, 2012). In fact the question about the individual and nations identity, and whatever is aparted in its formation, is one of human concerns in history. Because the consequences of identity weakness are accompanied with moral abnormalities expansion, disorders, lack of discipline, anxiety, disappointment and so on (Amir et al, 2012).

In general, investigating people's identity situation is essential for every country and it causes safety and peace which is the most important factor for the development and the progress. Also, we see that media literacy is an identical national strategy that has dominated strongly the social political audiences, in a way that gradually changes dimensions, but also faces challenges and conflicts in the case of the lack of familiarity.

Despite the importance of media literacy in social and personal identity, especially at sport environments, it seems that did not receive enough attention and previous studies on regard were limited, most of them being limited to the information technology.

2. Research methodology

The present study was divided in to 8 paradigm view layers: the main type of applied research, deductive research approaches, quantity research strategy theories, field research tone, cross-sectional research, research objectives, description, and finally, methods and ways to data collection, library resource reviews and questionnaires. Its statistical society

was composed by volleyball premium league spectators. The number of samples consisted on 342 members, in terms of Cochran formula. A sampling method in form of choice method was employed. In order to obtain the research data, the collection tool was formed by standard questionnaire with three formats:

A.   Scale informational literacy - was composed by questions that covered two subscales (learning through media and communications and media moral principles). Mentioned questionnaire questions were extracted from standard Chang et al questionnaire (2011). The measurement scale of this questionnaire was Likert kind, and each answer consisted 1 to 5 points. The highest self-efficacy highest point was 65 and the lowest was 13. The higher points are indications of stronger and more information literacy.

B.   Personal identity scale - consisted 40 questions that covered 4 subscales (informational identity, confusion identity, normative identity, commitment identity). The present questionnaire questions were extracted from Bordbar standard questionnaire (2012). This questionnaire measurement scale was Likert and each answer was between 1 to 5 points. The highest sports participation motivation point was 200 and lowest was 40. The highest point indicates more and stronger personal identity.

C.   Social identity scale - consisted of 20 questions that covered 20 subscales. The mentioned questionnaire questions were extracted from standard questionnaire of Safarinia & Roshan (2011). The measurement scale of this questionnaire was Likert and each answer had 1 to 50 points. The highest society identity was 100 and the lowest was 20. The highest points showed more and stronger social identity considering research hypothesis and attention to presumptions related to coefficients and statistical tests to test research hypothesis structural equation modeling approach and variance oriented was used.

3. Findings

Based on the mentioned variable one part or all dependent variable effective on dependent variable, due to mediator variable, is transferred, it means that independent variable effects mediator variable and mediator variable affects dependent variable. To realizing this purpose structural equation model, considering favorable dominant of this index in sum declares that codified assumed model is supported by research data, in another word fitting data is established to the model and all index are implicated on structural model equation.

Table 1: Indicators evaluating the overall structural equation model

Variable	Goodness of Fit				
	CR	AVE	Cv Com	Cv Red	GOF
Media literacy	.915	.521	.281	-	
Individual Identify	.868	.572	.356	.049	.225
Social Identify	.889	.572	.395	.112	

The resulted standard coefficient value between media literacy and social identity equal .493 and personal identity variable equals 226/0. It means that media literacy variable is %49 and personal identity variable %22 declares social identity variable changes. And also the standard factor between media literacy and social identity with personal that media literacy directly and indirectly declares %66 of social identity changes.
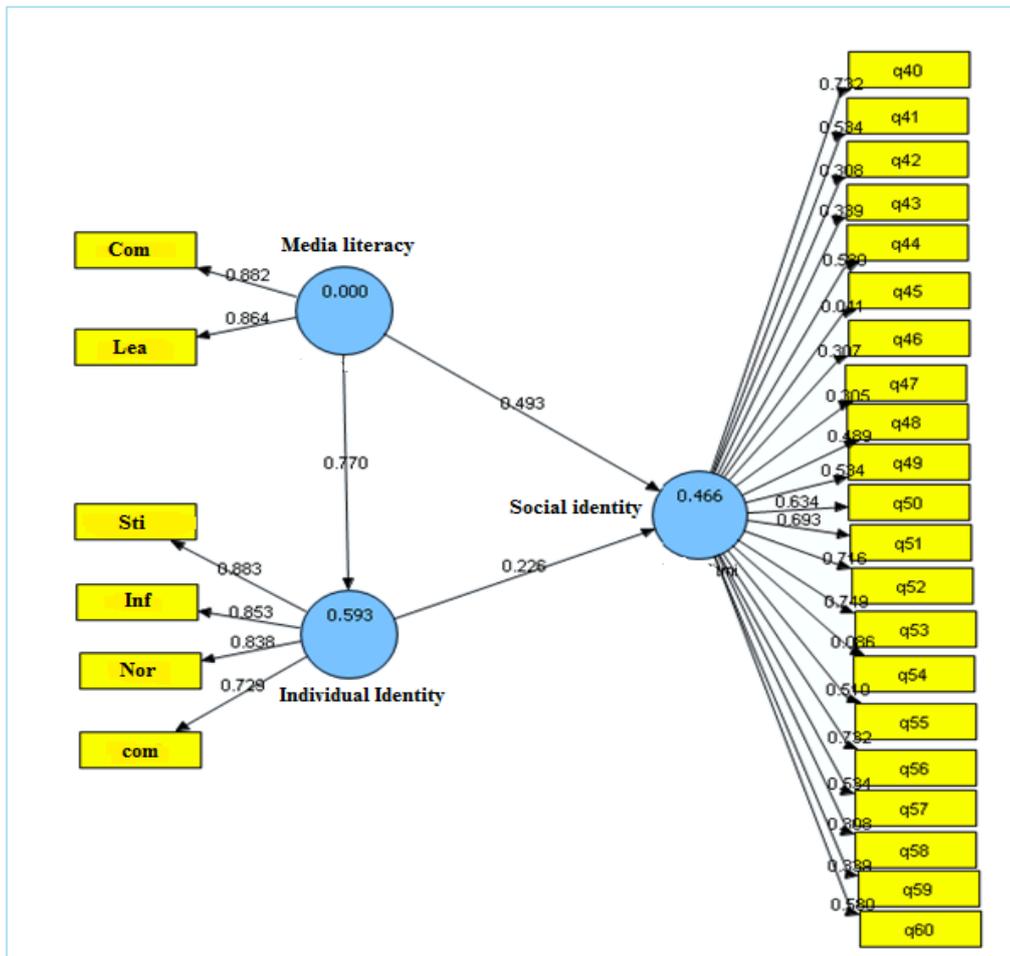
Figure 1: Structural equation model, the effect of media literacy on
social identity through personal identity

Table 2: Estimating the effect of media literacy on social identity through personal identity

Independent variable	path	Dependent Variable	R square	)β(	t-value	result
Media literacy	-----▶	Social identify	.466	.667	12.23	Confirm

4. Discussion and Conclusion

The results showed that media literacy has a positive and significant impact on social identity. In other words by increasing media literacy it's possible to increase social identity, bus since the scientific and coherent research did not directly investigated the relationship of media literacy and social identity, comparing the results of this research with other researches are not possible.

Based on studies averagely nearly 70 percent individuals are using daily some kinds of media usage (Salar Zadeh, 1998). And most of modern people imagination is the result of media representations, especially visual media such as: cinema, television and satellite have the power to make special kind of beliefs visible, and form behaviors and special kinds of knowledge to categorize special kinds of knowledge in two kinds of "trust" and "untrust".

In Fugo's idea, dialogues exist in individuals mind unconsciously, so tolerance and contrast codes that individuals can adapt against dominant culture do not exist, because power, everywhere, in people mind and heart is distributed. Media institutions such as schools, hospitals and so on distribute power through dialogue; the dialogues we innate them accept as truth (Mehdizadeh; 2010). May be it's the reason media literacy causes positive change in social is identity. And maybe this result in a way is the complement of Basir Yanjehr et al researches. That reported media literacy has a positive and effective influence in social expansion acceleration. However, there are studies that have investigated media literacy not only as the main variable but also as one of life style components.

And also results showed that media literacy has positive and significant effect on personal identity. This result was in line with research assumption; it declares that increasing media literacy is added to the individual's personal identity. This result is in concordance with Soitanian's research (2012) that investigated media literacy in maintaining and upgrading personal identity among Tehran city youth. The most important results of this study showed that the extent of media literacy, separated using it's dimensions (awarding hidden media goals, the extent of understanding the content of

media messages, the extent of conscious message selection) by maintaining and upgrading personal identity has a significant relation.

It means that by growing these indicators between youth, maintaining and promoting personal identity will increase. Training media literacy is as a national identical strategy. The one who with biased media representation, audience self-identity from "self" and "the other one" faces challenge in a way that with passivity and his lack of familiarity with media literacy gradually change their identity dimensions, because all information and news except the cases we experience information directly "are media formed". This is warning when we know most of media, without conscious activation affect the audience and even are enable to create powerful behavioral and value models. It's here that media literacy, as a basic and original thought, can change a one direction relation to an active relation, and even can make our media consumption more interesting. In such situation, that perceptual, sensory, aesthetic, moral awareness create more accurate and deeper image of their selves and the others in the audience mind, and promote his personal, cultural and national identity.

In addition, the results showed that personal identity has an effective and significant effect on social identity. Rozenberg studies (1979), about the concept of "self" "self-impression" and "self-concept" have a special importance. His ideal are formed based on "Mid & Kulley" believes. Rosenburg's believes shows that the concept of "self-impression" or "self-concept" more than being supervising personal identity, it defines the person's social identity. If the researchers do not follow the ideas and symbolic interactions, specially Rosenburg, about social dimensions of "self-impression" carefully, may make mistake in understanding "Kohen" and "M. C. Portland" reasoning (that how can you attention the individual's social identity by performing the 20 sentence test of "who am I?"

Rosenburg differentiates "self" and "self-impression". He defines "self" a more general concept and identifies two "identified" and "known" adjective for it, while knows "self-impression" as supervising to cognitive aspect of "self". Rosenberg defines self-impression like this:

"Collectivity of thoughts and felling's the individual has referring to himself as objective knowledge. So "self-impression" despite of being a smaller part of the individuals overall personality, has a great importance in "self-impression" the individual reflects a collection of information and unique points of view about him (her) self, to the society."

In Rosenberg's idea, a small part of this information is consisted of individual perceptions that are related to the individual's personal identity, since the great part this

collection of information components is consisted of social perceptions and approaches. He determined 4 characteristics for "self-perception" that are different from each other. When studying and investigating about "self-concept" these characteristics should be concerned, otherwise "self-perception" concept is assumed as "social identity" or imagine diversity that "self-perception" is completely derived from individual and personal intends and is not related to social identity. While the most part of "self-perception" consisted on the information related to social identity.

Finally findings showed that media literacy, directly and indirectly via positive effect on personal identity, causes social identity. This result in the event of the research assumption, declared that structural sample of media literacy, social identity, and personal identity is a good sample. Media literacy for more than 4 decades, as one of the most efficient monitoring and identical tools (directly and indirectly) are noteworthy for politicians and nations. Forhangi & Nasiri 2008 mentioned the media literacy purpose is informing, giving authority and giving freedom to the audience. In return, in the case of lack of understanding, media literacy by different social classes, because of expanding epidemic communication, human will be annihilated under information abundance, and no sign of personal identity remains.

So it's concluded that media literacy messages follow economic, political, social, aesthetic goals and each communication forms have unique characteristics. Nonetheless, society citizen's personal identity promotion is media literacy results (Yazdanian, 2012). In fact, this result convoy's that media literacy indirectly, via effecting personal identity mediator variable, causes social identity conversion.

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