Assessing News Literacy Skills between Journalism and Non-Journalism Students in Bangladesh

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ABSTRACT

During this Covid situation, the bulk numbers of students have confined themselves to new media more than ever, and their dependency level has already proved how severe this can be in the future. As a consequence of staying tangled with lots of confusing information, students often have to face dilemmas in news and sources. Judging this situation after conducting this study on Journalism and non-Journalism students, the finding uncovers a moderate knowledge level of students in identifying the news quality of a source of information. Normally, Journalism students are thought to be involved with formal media education; nevertheless, this study observes an expectant number of non-Journalism students are wrapping up themselves with media education with endeavors during this pandemic. What is more, this study follows W. J. Potter's cognitive model of media literacy. With this model, this study digs the news literacy skills among students. In contrast, the study found moderate skills among students in cases of having more conscious mindful thought than automatic thought about the media messages, moderate motivation for news consumption, the satisfactory awareness level of media control and influence, and more trust in news media. But the shocking result is that all students have almost bottom-line knowledge about the media system, including knowledge of the media industry, media content, and media effects. So, all these knowledge gaps ultimately show the poor curriculums where enough practical-based media education is absent. Hence, this study proves the demand for more practical-based media education in all curriculums, especially at the tertiary levels universities in Bangladesh, with more importance.

Keywords: News literacy, media literacy, new media, media education, Journalism

1.   INTRODUCTION

Online networking and advanced technology have broadened the communication field and driven us to the reality of the virtual world. The last decades provided us enormous technological blessings in the booming of new media in the current Bangladeshi media landscape. Adding more, especially there is remarkable progress in print, electronic and online news media, wherein this blessing touches the skyline in Bangladesh. No one in the country or world stands outside of an information society. People are living as 'digital natives' (Prensky, 2001) in the 'net generation' (Leung, 2004). Due to technological inventions, there is unlimited access to the info/news now and then. With enormous amounts of misinformation and disinformation in the new media world, sometimes sources of this information appear to mix harassing, humor, advertising, or false information in news format (Tsang, 2019); even in any social movement, people have to face rumored and fabricated photos that created confusion and sometimes clashes among protesters, thus made separation among protesters (Chowdhury et al., 2019). In this situation, everyone should have media education properly to copy with the fabricated info world. Livingstone (2004) opines that scholars agree that media education can help individuals become more savvy media consumers and producers (Livingstone, 2004). That knowledge will help people teach them to apply critical thinking skills as news consumers and analyze news messages (Tobias, 2008). In his study, Tsang (2019) discusses that it can be challenging for media literacy education to successfully combat motivated reasoning in which individuals are likely to be hostile when exposed to news content. The researcher also points out that their study on media literacy builds a case for investing more effort into creating objective news credibility assessments for audiences to use as reference points. Since fake news and false information exist, accurate credibility assessment is vital. So, too, is developing a set of concrete guidelines to help audiences distinguish between credible and unreliable sources' (Tsang, 2019, p. 10).

Media is not inherently good or bad but powerful (Halliday & Blackburn, 2003). We are getting indulged with a lot of information from the media every day. Potter (2004) views information as 'piecemeal and transitory,' whereas he describes knowledge as 'structured, organized, and of more enduring significance (Potter, 2004, p. 52). Therefore, besides the literacy of news, media literacy has become an imperious issue in media education. Media or News literacy is teaching about media rather than teaching with media (Duncan, 2006, pp. 31-34). Media literacy is the ability to use critical thinking skills to judge the reliability of news reports and sources. These critical thinking skills will also help understand media's underlying messages and motivations. However, it is observed that the curriculums of most of the undergraduate degrees offered in Bangladesh lack media literacy content.
Consequently, the outgoing non-major graduates cannot learn the necessary important skills in the job market. This study focuses on the media literacy skills, especially news literacy skills among Journalism and non-Journalism students in public universities. This study's main objective is to find out the knowledge gap between the two majors, and depending on the results, the study shows the possible solving way.

1.1 Media literacy

'Literacy is primarily something people do; it is an activity located in the space between thought and text. Literacy does not just reside in people's heads as a set of skills to be learned, and it does not just reside on paper, captured as texts to be analyzed. Like all human activity, literacy is essentially social, and it is located in the interaction between people' (Barton and Hamilton, 1998, as cited in Margaret Mackey, 2002, pp. 5-6). In today's media world, fighting against wrongdoing activities in media and its good use has been must-doing work for people to be media literate. To compete with the advanced world and always keep updated with the latest factual information about everything, and in the case of being able to understand/judge media messages/content, acquiring media literacy skills has become a very important part of basic education. Media literacy is a critical thinking skill that enables audiences to decipher the information they receive through mass communications and empowers them to develop independent judgments about media content (Silverblatt & Eliceiri, 1997, p.48). A popular definition of Media literacy by Livingstone (2004) states that media literacy seems to cover 'panmedia', as it includes the interpretation of all types of complex, mediated symbolic texts made available by 'traditional' or electronic (digital) means. One of the reasons for this is that there is an integrated media environment, which encompasses print, audio-visual, computer media, and telephony. The origin of this integration lies in the fact that computers are not replacing television, just as television did not replace print (Livingstone, 2004). According to the European Commission report, Media literacy is generally defined as the ability to access the media, understand and critically evaluate different aspects of the media and media content, and create communications in various contexts (European Commission, 2007). The fundamental objective of media literacy is a critical autonomy relationship with all media. Emphases in media literacy training range widely, including informed citizenship, aesthetic appreciation and expression, social advocacy, self-esteem, and consumer competence (Aufderheide, 1992). In this study, finding out of both Journalism and non-Journalism students' media literacy knowledge and competencies is being analyzed through the cognitive model's survey method.

1.2 News Media Literacy

The news media literacy movement started in 2005 at Stony Brook University in New York, which can be traced to the work of journalism dean Howard Schneider (Flemming, 2014, cited in Hoffman, 2016, p. 11). News media literacy is a process through which people can learn how they consume, use, and are affected by the news. Hobbs (2010) mentioned that 'it is a process of describing, interpreting, and evaluating news, and it also has primary learning outcomes focusing on building learners' critical thinking and communication skills in responding to news and current events in today's world' (Hobbs, 2010, p. 5). Maksl et al. (2015) described the basic concept of news media literacy, 'news media literacy is oriented toward understanding how and why people engage with news media, how they make sense of what they consume, and how individuals are affected by their own news consumption' (Maksl et al., 2015, p. 29).

News media literacy education is designed to teach individuals how to apply core media literacy skills to news (Ashley et al. 2013; Maksl et al. 2015; Mihailidis 2014; cited in Vraga

& Tully 2015). It also emphasizes three related aspects of news: the conditions and constraints under which news is produced, the goal of Journalism to create an informed public capable of making democratic decisions, and the responsibility of audiences to be critical thinkers when consuming news content (Ashley et al. 2013; Fleming 2014; Maksl et al. 2015; Vraga Tully, & Rojas 2009; Vraga & Tully 2015).

1.3 Objectives of the Study

This study concentrates mainly on two objectives on the following concepts. These are;
(a) To gauge the levels and differences of news literacy competencies among Journalism and non-Journalism majors in Bangladesh,
(b) To assess the demands for more practical-based media literacy education in all curriculums, especially at the tertiary level institutions.

1.4 Rationale of the Study

The modern world is full of technological surprises. Living in an information society, we are gradually shrinking with lots of facts and fake information every day. The availability and easy access to media made this path possible already. Hence, adapting to the authentic info within the dilemmas-info world has become very challenging. So, the demand for being media literate in this 'net generation' has become a part of fundamental rights for people. University students are contributing the big workforce to make a future Bangladesh, that's why this has become very demandable to study them. This study has been conducted on the tertiary students to observe their overall media literacy skills and the knowledge differences in this info environment. Adding more, this study observes especially the news literacy skills of Journalism and non-Journalism students from ten public universities in Bangladesh. All of the attempts are being subjected to meet the goals of this study. Overall, it is high time to measure the student's media literacy skills which must help them fill up their knowledge gaps and make them more conscious citizens.

2. LITERATURE REVIEW

The importance of assessing news literacy, to an extent, overall media literacy skills from different aspects, has gained the attention of many researchers in current days. Though there is very limited research in Bangladesh, it has been done over time. Quarmal et al. (2018) conducted a study under SACMID (South Asia Center for Media in Development) to determine the factors which influence the media access, usage, and purposes of the usages of secondary level students, adding more to assess the awareness regarding cyber security, cyber bullying, and ICT related regulations among the students in Dhaka city. Researchers stated in the study that there is a media literacy gap among the students; the reason is, students think social media is a very important part of life which made them easily trust and share any information, can be fake news sometimes, without crosschecking. These kinds of activities, including sharing sensitive personal information on social media, can push them to vulnerable situations in the cyber world. Assuming the potentially worse situation, researchers recommend to the govt. to implement a developed curriculum on media literacy (Quarmal et al., 2018, p. 22-47). Another research has been found, whereas Chowdhury

(2020) conducted a study on 1,209 respondents over 18 years using a stratified random sampling method in Bangladesh. The researcher found that 76% of people in Bangladesh have a low news literacy rate and 24% of people have high news literacy (Chowdhury, 2020, p.6). The above two discussed types of research have focused on the secondary level student's literacy skills and 18+ and more aged people's news skills in Bangladesh. The current research also feels the need to study tertiary-level students, especially Journalism and non-Journalism students' news literacy skills.

When it comes to international research, there are lots of studies focused on different types of important issues and aspects of media education. Ugurhan et al. (2020) conducted a study where they sought to investigate the new media literacy levels of open and distance learners, who primarily depended on ICT to access tertiary education. Moreover, the study examined the relationship between the demographic information of learners and their new media literacy skills. After conducting the research, researchers found significant differences judging the results of demographic information and News Media Literacy (NML) skills among participants. Along with these results, the study also revealed that the participants had higher scores for consumption skills than prosuming skills, which signified the participants utilizing consuming skills more than prosuming in this context (Ugurhan et al. 2020). In another study, Pereira & Moura (2019) elaborate 679 Portuguese students' media access and uses in their final year of compulsory education; importantly, researchers intended to search students' media competence, analysis, interpretation, and interpretation production as well. Researchers found that 95% of participants of the study had access to the internet, which was increasing with the rise of their monthly income. In contrast, another reason to be influenced was their parent's educational background and knowledge. These two elements also affected participants' internet access and usage simultaneously. Overall, the shocking result is that participants did not meet the standard level of media literacy in case of analyzing the Media literacy levels and competencies (Pereira & Moura, 2019, p. 26-27). In research, Shin & Zanuddin (2019) attempted to observe new media literacy and media uses among university students in Malaysia. In this context, they searched the levels of new media literacy among university students in Malaysia, adding more to examine the relationship between media uses and new media literacy. The findings showed that most students were at the medium level of new media literacy. Surprisingly, no significant difference was found in demographic factors except media uses, which also had a small positive correlation with two dimensions of new media literacy, functional presumption and critical presumption (Shin & Zanuddin, 2019, p.472).

Notley & Dezuanni (2019) surveyed thousands of young people, 8 to 16 years old, to know about their news consumption, engagement, and experience. Researchers showed many variations of social media users and accessibility of children and young people, where two groups of people consumed and experienced a lot of news every day but most of them had less trust in those sources (news organizations) to get the news. Even most of them couldn't separate fake news from real news with the help of academic knowledge they had from their lessons. Only one-third of young could spot fake news or disinformation from real news (Notley & Dezuanni, 2019, p. 699). Researchers talked about young who 'wanted both social media and news media organizations to be more transparent: about the labeling of both

advertising and opinion-based content, acknowledging false news when identified, platform practices, terms and conditions' (Notley & Dezuanni, 2019, p. 700). In the same year, Vraga & Tully (2019) researched American adults' news and political information exposure and posting habits on social media platforms. Researchers also observed the relationship among three theoretical areas: news literacy, news and information behaviors on social media, and skepticism toward information on social media. They found that news literacy played an important role in shaping perceptions of information quality on social media. Besides, they found little relationship between social media behaviors and skepticism toward information on social media (Vraga & Tully, 2019, P.12).

Brown-Hulme (2018) tried to find the factors that contribute to the spreading of misinformation and news illiteracy, which created the believability of the misinformation and helped the growth of argument for the importance of widespread news literacy education, particularly in a democracy. He also discussed the barriers to news literacy in the United States through reviewing current news literacy pedagogy led by non-governmental organizations to combat the information pollution issue. Moreover, he analyzed the literature on challenges the news literacy, existing news literacy pedagogy, the components and audiences of the news literacy curriculum measured the effectiveness of news literacy courses (Stony Brook's on-campus news literacy course), and the importance of assessing the veracity of the news. Adding more, he stated in the research that news literacy focuses on developing critical thinking skills, which is the best designed to address the misinformation challenge in the modern digital era rather than only increasing appreciation of journalism. It is also claimed that the effectiveness of any news literacy curriculum is difficult to measure and quantify because of students' self-evaluations after completion of a news literacy course (Brown-Hulme, 2018, p. 42).

Some researchers also gave their views regarding the challenges of media literacy education Schilder et al. (2016) claimed in their study that this was the first study to directly ask media literacy professionals about the challenges that they had personally encountered and to what extent they believe that these were challenges for the field of media literacy education. Researchers found eight main challenges cited by the interviewees in the study. Key points of the challenges were the assessment methods and criteria are context-dependent and not universal, critical thinking or memorizing content, issues of interpretation and interrupter reliability, ambivalence about the quantification of media literacy learning, lack of teacher preparedness and teacher training, lack of control over assessment, quality assessments were expensive and time-consuming, paradoxes of control, assessment and critical autonomy (Schilder et al., 2016, pp. 37-46). In the same year, Hoffman (2016) surveyed 370 undergraduate journalism students hypothesizing that the participants with high levels of social media usage would reflect high levels of news media literacy. However, after conducting research, a significant result shows that there was no correlation between levels of social media usage and levels of news media literacy (Hoffman, 2016).

Craft et al. (2016) tried to find young people's news consumption and engagement with news, especially to know the news literacy them following Potter's model of media literacy. In this study, teenagers showed news as an important institution in their social lives. However, they expressed their concern, indicating that they sometimes consume irrelevant news besides

relevant news, which they considered a key motivator for consuming news. The obvious thing is that teenagers have a burgeoning awareness of the strengths and weaknesses of news media but are unaware that news sites or platforms show the approach of matching their ideas about relevant and irrelevant which leads to implying how news organizations reach young people (Craft et al.,2016, p. 156).

Ashley et al. (2013) mainly conducted their study to develop an instrument to measure media news production and consumption, specifically focusing on citizens' news consumption and measuring news media literacy (NML). Researchers discussed the whole measurement through three processes (developing the scale, assessing the reliability across samples, and assessing predictive and construct validity), developing 117 items to measure news literacy (Ashley et al., 2013, p. 12). They have shown the understanding of media literacy generally and NML specifically by developing and validating a measure of NML that demonstrates construct and content validity of this NML scale, as indicated by factor analysis and comparison to the related constructs of media system knowledge smoking media literacy. Vraga et al. (2015) extended Ashley et al. (2013) model adding two new measurements; self-perceived media literacy (SPML) and value for media literacy (VML) which are discrete constructs from the original items proposed by Ashley et al. (2013). Their study confirmed the initial proposition that 'news media literacy is a multi-dimensional construct, where understanding of the diverse ways in which knowledge and attitudes can come together (Vraga et al., 2015, p. 47).

The following year, Fleming (2014) focused on developing an analytic framework to identify and assess instructional emphasis in a specialized approach to media literacy and also to utilize the framework to examine the Stony Brook news literacy model and Potter's (2004) cognitive theory of media literacy to get more nuanced, multi-perspective understanding of the curriculum within the existing, established, and emerging media literacy theories and practices (Fleming, 2014). In 2010, Powers examined the critical thinking skills and manner and ways of news literacy to judge the reliability of news reports and sources. Power found some institutional barriers in the widespread inclusion of news literacy as a part of the curriculum. He addressed that news literacy is a nascent field, but various curricular materials have been developed and, in some cases, are in use (Powers, 2010, p. 45). Schmidt (2012) studies media literacy education at the university level, where he tries to compare several basic elements of media literacy education at their high school and university levels. Results show that student participants in this study are exposed to less media-related coursework in college than they are in high school. Moreover, data suggested that university-level educators might place a special emphasis on the analytical dimension of media literacy while neglecting topics related to media creation and use (Schmidt, 2012, p. 70).

3. METHODOLOGY

This study uses the quantitative approach to meet its objectives of this study. That is why this study follows W. J. Potter's cognitive model of media literacy. Potter's model is useful because it considers several factors affecting overall literacy, including the knowledge necessary to be prepared for media exposure and how individuals process information once

exposed. This model has four components: knowledge structures, individual locus, competencies and skills, and information processing.
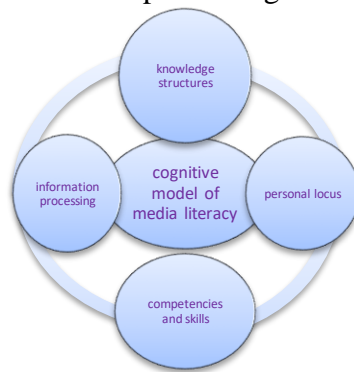

Chart 1: **Four components of W. J. Potter's cognitive models of media literacy**

The knowledge structures components include knowledge about the media industry, media content, effects, and the real world and the self. The personal locus is the set of needs, drives, and intellectual abilities an individual brings to the tasks of drawing on those knowledge structures and, ultimately, processing and making meaning from the information accessed. Compared with other conceptualizations of media literacy, this cognitive model treats media literacy as requiring more conscious processing of information and preparation for exposure to media messages. The model components build on one another. With this model, the news literacy competencies among Journalism and non-Journalism students have been observed, and also the necessity and demands of the inclusion of overall media literacy education at all tertiary levels have been evaluated based on the knowledge level found among the students from the survey. Finally, this survey brings on a questionnaire following Potter's (2004) cognitive model of media literacy among 300 public university students in purposive sampling. Among them, 150 students are from the Journalism department, and 150 students are from the non-Journalism department. Through this process, it becomes possible to find the differences in media literacy knowledge level, to an extent, especially news literacy skills level between Journalism students and non-Journalism students, respectively. Thus, the method of this study has successfully met all the objectives of this study.

4. DATA ANALYSIS AND RESULT DISCUSSION

Data analysis

This study follows a survey method where 300 students from 10 selected public universities were asked multiple-choice questions, and each question had a point. Moreover, students' news literacy skills depend on their points from the correct answers. Among all students, 150 students are from the Journalism department, and 150 students are from the Non-Journalism department, respectively.

Most of the participants in the current study are 18 to 25 years old. Among them, 55% male and 45% were female students from the Journalism department, 47% male, and 53% female students from the non Journalism department of 10 selected universities. According to the findings, there is a significant difference between Journalism students with non-Journalism students having been involved with media or journalism education programs or any publication. Among Journalism students, about 70% of journalism students said that they are

engaged with journalism education programs and publications, while only 30% of them have shown no involvement with media education. On the other hand, an opposite scenario is found; only 40% of non Journalism students agreed that they have involvement with media or journalism education programs or any publication compared to the majority numbers of students, where almost 60% of students have no involvement in this regard. Therefore, Journalism students revealed more involvement in writing or producing news stories than non-journalism students. Among all journalism students, 70% of students are involved in writing and producing news stories in print, broadcast, or internet, whereas 30% have the negative answer as they answered in the survey. Among all non-journalism students, 63% of students are active in writing and producing a new story for all media, while 37% of students stayed the opposite in this case.

4.1 Automatic vs. Mindful Thought Processing

By using the Potters scale, students' engagement in mindful thought-processing has been explored thoroughly. The scores which students got from the findings are being analyzed and scrutinized. In this section, each of the scores is given out of 5 points for each question. The highest scores mean students are likely to be more mindful and think very consciously about the media messages they are exposed to. The lowest scores mean students are relying on automatic habits.

A very positive thing is that students of each university have moderate score points on the measurement scale to assess their mindful thought processing rather than automatic thought. While looking at the scores of DU, RU, CU, JU, JNU, CoU, and BU students, data shows a shocking result that non-Journalism students have more mindful thoughts than Journalism students. According to the data results, DU journalism students scored 3.25 points compared to the non-journalism students who scored 3.31 points, RU journalism students scored 3.01 points, while non-journalism students scored 3.31 points, CU journalism students scored 2.99 points, while non-journalism students scored 3.11 points. JU journalism students scored 3.05 points, while non-journalism students scored 3.31 points, adding more results, JNU journalism students scored 3.29 while non-journalism students scored 3.77 points, CoU journalism students scored 3.20 while non-journalism students scored 3.60 points, and BU journalism students have 3.12 points while non-journalism students have 3.24 points out of 5 on the measurement scale. When it comes to the result of KU, BRU, and BUP students, a different result is appeared, whereas Journalism students have more mindful thoughts than non-Journalism students. KU journalism students have 3.23 points, while non-Journalism students have 3.03 points on the measurement scale. BRU journalism students scored 3.28, while non-journalism students scored 3.08 points. BUP journalism students have 3.13 points out of 5 points on the measurement scale, while non-journalism students have 3.07 points out of 5, respectively.
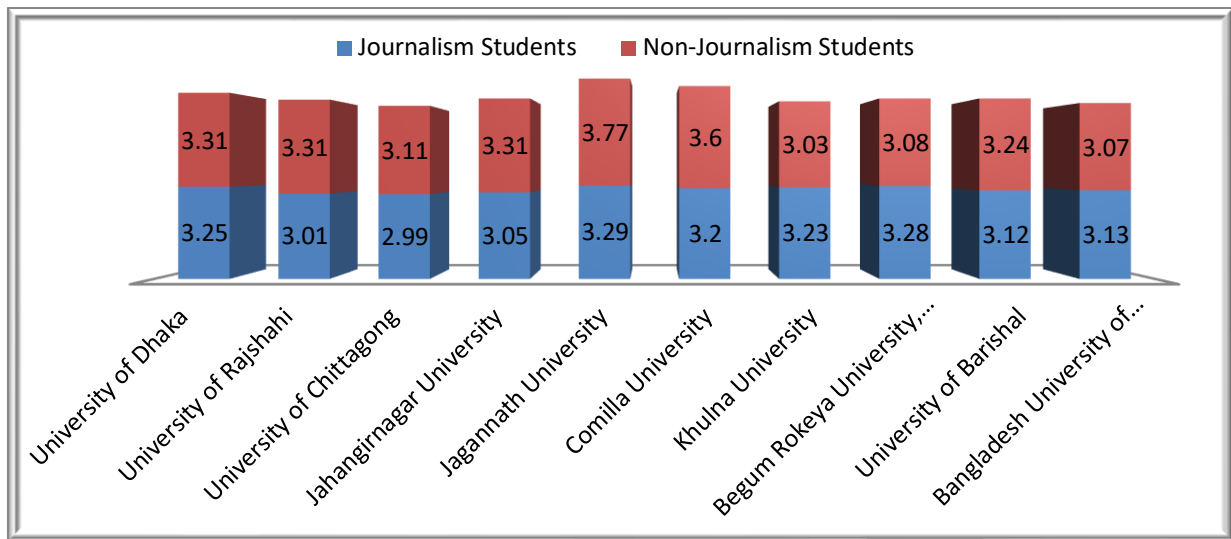
		I don't like to have to do a lot of thinking	I try to avoid situations that require thinking in depth about something	I prefer to do something that challenges my thinking abilities rather than something that requires little thought	I prefer complex to simple problems	Thinking hard and for a long time about something gives me little satisfaction.	Total Mean
University of Dhaka	Journalism	3.47	3.60	3.47	2.73	3.00	3.25
	Non Journalism	3.53	3.27	3.60	2.67	3.47	3.31
University of Rajshahi	Journalism	3.40	3.53	3.00	2.53	2.60	3.01
	Non Journalism	3.00	3.13	3.40	3.27	3.73	3.31
University of Chittagong	Journalism	3.46	3.46	3.08	2.85	2.08	2.99
	Non Journalism	3.20	3.47	3.53	3.00	2.33	3.11
Jahangirnagar University	Journalism	3.40	3.20	3.53	2.87	2.27	3.05
	Non Journalism	3.00	3.53	3.93	3.27	2.80	3.31
Jagannath University	Journalism	3.60	3.33	2.93	3.60	3.00	3.29
	Non Journalism	4.27	4.27	4.20	3.40	2.73	3.77
Comilla University	Journalism	3.27	2.67	3.80	3.00	3.27	3.20
	Non Journalism	4.00	3.80	3.47	3.27	3.47	3.60
Khulna University	Journalism	3.33	3.07	3.53	3.07	3.13	3.23
	Non Journalism	3.00	3.27	2.80	3.00	3.07	3.03
Begum Rokeya University, Rangpur	Journalism Students	2.93	3.20	3.60	3.80	2.87	3.28
	Non Journalism	2.87	2.93	3.60	3.33	2.67	3.08
University of Barishal	Journalism Students	3.07	2.73	3.40	3.07	3.33	3.12
	Non Journalism	3.47	3.40	3.33	2.87	3.13	3.24
Bangladesh University of Professionals	Journalism Students	2.93	3.27	3.33	3.27	2.87	3.13
	Non Journalism	2.93	3.00	3.53	3.27	2.60	3.07

Figure 1: Mean results of 'automatic vs. mindful thought processing' among students

4.2 Motivation for News Consumption

Through the Potters scale, students' motivation level for news consumption is explored thoroughly. All scores are being analyzed and scrutinized, while scores are given out of 5 points on the measurement scale. Data result shows that most university students have moderate scores having motivation for news consumption on the measurement scale. According to the findings of DU, RU, CU, KU, BRU, BU and BUP students' scores, non-Journalism students are more competent in this case of having motivation for news consumption compared to Journalism students. Finding explains; DU Journalism students have 3.33 points while non-Journalism students slightly have more scores (3.37 points). RU non-Journalism students scored 3.60 points while Journalism students scored below 3, 2.99 points. A nearly close result has been observed at CU, whereas Journalism students scored 3.36 points while non-Journalism students scored 3.4 points. At KU, non-Journalism students have 3.55 points while Journalism students are lagging behind non-Journalism students with 3.28 points. A tendency of having strong motivation for news consumption has been observed in BRU, whereas non-Journalism students scored 3.71 points while Journalism students scored 3.51 points on the scale. At BU, non-Journalism students scored 3.63 points while Journalism students scored 3.45 points on the scale. At BUP, findings show that non-Journalism students have strong motivation than journalism students. Results reveal that non-Journalism students scored 3.56 points while Journalism students scored 3.32 points on the measurement scale. A different result is that JU Journalism and non-Journalism students both scored 3.48 points among all students.

An opposite scenario has been found only at JNU and CoU, whereas Journalism students are ahead in scores than non-Journalism students. At JNU, journalism students have 3.39 points, while non-Journalism students have fewer points than Journalism students having 3.21 points. While judging the results of CoU students' scores, Journalism students scored more having 3.52 points, while non-Journalism students scored 3.45 points on the measurement scale.
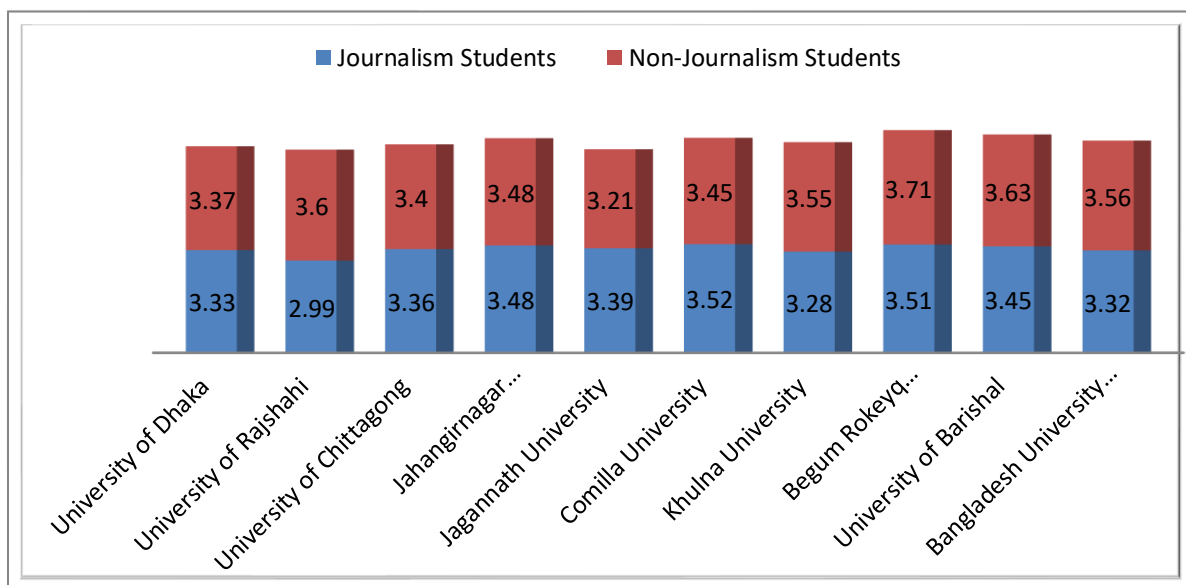
Students of public Universities		I don't see what news does for me	I follow the news because I'm supposed to	I follow the news for my own good	I follow the news because I like to	I need to get the news every day	Total Mean
University of Dhaka	Journalism Students	2.67	2.87	3.73	3.93	3.47	3.33
	Non Journalism	2.33	3.40	3.47	3.80	3.87	3.37
University of Rajshahi	Journalism Students	2.60	2.80	2.93	3. 47	3.13	2.99
	Non Journalism	2.73	3.47	3.87	3.80	4.13	3.60
University of Chittagong	Journalism Students	2.31	3.00	3.85	3.77	3.85	3.36
	Non Journalism	2.60	3.40	3.47	3.93	3.60	3.4
Jahangirnagar University	Journalism Students	2.60	3.33	3.67	3.87	3.93	3.48
	Non Journalism	2.87	3.67	3.53	3.60	3.73	3.48
Jagannath University	Journalism Students	2.27	3.60	3.73	3.40	3.93	3.39
	Non Journalism	2.13	3.33	3.27	3.67	3.67	3.21
Comilla University	Journalism Students	2.53	3.27	3.80	3.93	4.07	3.52
	Non Journalism	2.40	3.33	3.80	3.60	4.13	3.45
Khulna University	Journalism Students	2.73	3.40	3.47	3.47	3.33	3.28
	Non Journalism	3.13	3.47	3.67	3.87	3.60	3.55
Begum Rokeyq University, Rangpur	Journalism Students	2.67	3.40	3.73	3.73	4.00	3.51
	Non Journalism	3.00	3.53	4.00	3.93	4.07	3.71
University of Barishal	Journalism Students	3.27	2.93	3.67	3.73	3.67	3.45
	Non Journalism	2.40	3.73	4.27	3.87	3.87	3.63
Bangladesh University of Professionals	Journalism Students	2.73	3.33	3.73	3.20	3.60	3.32
	Non Journalism	2.87	3.47	4.00	3.60	3.87	3.56

Figure: 2 Mean results of 'Motivation for news consump

4.3 News Source and News Media Use

This section discusses in detail. The findings of both Journalism and non-Journalism students' media use and the using time have been presented in the following discussion.

Students' news source and news media use

To get a clear view, all data of DU students' media use and the source have been scrutinized. Finding shows that among Journalism students, 53.3% of students mainly focus on online portals/newspapers, 33.3 % use Facebook, and 13.4 % watch TV as the source to get news. On the other hand, among non-Journalism students, 80% of students use online portals/newspapers as the main news source, while the second-highest percentage goes for 13.3% of students, who mainly focus on Facebook, and only 6.7% of students watch TV as a news source. The following data discuss the biggest percentages of students' media use and

time tendency in each case, respectively. Among students, 53% of Journalism students spend more than one hour with those media daily, while 40% of non-Journalism students consume media for more than 3 hours daily. At the same time, most of the Journalism students about 46.7% consume media more than 6 hours more per week, while 60% of non-Journalism students are used to staying busy with news media for more than 6 hours per week. Moreover, 80% of Journalism students said they use more than one media daily, while 60% of non-Journalism students do the same. Among Journalism students, 66.6% of students spend around 30 minutes on newspapers, 46.7% of students spend less than 10 minutes on TV, and 73.3% of students said that they like to spend listening to the radio less than 10 minutes as well. On the contrary, among non-Journalism students, 33.3% of students spend an average of 10-30 minutes on Newspaper, 60% of students spend 10-30 minutes on TV, and 73.3% of students spend less than 10 minutes on the radio. Comparatively, a different result is found in using the online portal and social media, where among all students, Journalism students agreed that most of the time they get news through online portals, and around, 53% of students search online portal for an average of 2/3 hours on a typical weekday, while among non-journalism students, 40% of students search news in online news portal around 30 minutes on average. Besides, all students of two majors stated that they use social media on a typical weekday, where 33% of journalism students spend at least 1/2 hours on average and 36.7% of non-Journalism students spend the same hour on a weekday.

At RU, among journalism students, 66.6% of students mainly spend time on online portals/newspapers while 20 % of students prefer radio and the two same percentages of students (6.7 % for each source) watch TV and use Facebook to get news regularly. On the other hand, among non-Journalism students, 46.7% of students use online portals/newspapers, 26.7% of students watch TV, and the two same percentages of students (13.3 % for each source) spend time on Facebook and other social media to get news. The following data discuss the biggest percentages of students' media use and time tendency in each case, respectively. Data shows that 53.4% of Journalism students spend more than one hour with those media on a daily basis, while only 27.7% of non-Journalism students search those media for more than 3 hours daily. At the same time, most of the Journalism students about 46.7% consume media for more than 2 hours per week, while 33% of non-Journalism students seem likely to stay busy with news media for more than 6 hours. Moreover, 20% of Journalism students stated that they use more than one media every day while 66.7% of non-Journalism students spend the same time. Among journalism students, 46.7% of students spend less than 10 minutes on newspaper, 66.6% of students spend 30 minutes on average on TV, and 46.7% of students said that they spend time listening radio less than 10 minutes. On the contrary, among non-Journalism students, 40% of students spend less than 10 minutes on newspapers, 40% of students spend less than 10 minutes on TV, and 66.7% of students spend less than 10 minutes on the radio. In the case of using online news portals and social media, the finding shows that 46.7% of journalism students search online portals for an average of 10 minutes, while 33.3% of non-Journalism students search for news in online news portals for around 1 hour on average on a weekday. Besides, all journalism and non-journalism students expressed that they like to use social media on a typical weekday where 46.7% of Journalism students spend at least 1 hour on average compared to the non-Journalism students who (26.7%) used to spend around 1 hour on a weekday. According to the data of

CU students, among Journalism students, 53.8 % of students mainly consider Facebook as the primary source, 38.5% of students focus on online portals/newspapers, and 7.7 % of students watch TV to get news. On the other hand, among non-Journalism students, 53.3% of students mainly use online portals/newspapers, 26.7% of students spend on Facebook, while13.3% of students watch TV and 6.7% of students listen to the radio to get regular news. The following data discuss the biggest percentages of students' media use and time tendency in each case, respectively. Data shows that 46.2% of Journalism students spend 1-2 hours on those of media daily basis, while only 26.7% of non-Journalism students spend time with these media for more than 30 minutes per day. At the same time, 30.8% of journalism students consume media for more than 6 hours per week, while 26.7% of non-Journalism students seem to stay busy with news media for more than 6 hours. Moreover, 76.9% of journalism students said that they use more than one media every day, while 66.7% of non-Journalism students spend the same time. Among Journalism students, 46.2% of students spend less than 10 minutes on newspapers, 61.5% of students spend less than 10 minutes on TV, and 84.6% of students said that they spend listening to radio less than 10 minutes as well. On the contrary, among non-Journalism students, 46.7% of students spend 10-30 minutes on newspapers, 46.7% of students spend 10-30 minutes on TV, and 80% of students spend less than 10 minutes on the radio on average. Another finding has been observed using online portals and social media, where among Journalism students, 30.8% of students spend 2/3 hours on online news portals on weekdays, while among non-Journalism students, 40% of students search news in online news portals around 30 minutes on average. Besides, all students of two majors stated that they use social media on a typical weekday, where 46.2% of Journalism students spend at least 10-30 minutes on average compared to the of non-Journalism students who (33.3%) spend around 31-60 minutes on a weekday.

Turning to the findings of JU students, data shows that among Journalism students, 40% of students use online portals/newspapers as the main news source, while 20 % of the students use Facebook, 13.3% use TV, and 6.7% used to listen to the radio and use other social media to get news. On the other hand, among non-Journalism students, 46.7% of students search online portals as the main news source, 40% of students focus on Facebook; also 13.3% of students use other social media to get news regularly. The following data discuss the biggest percentages of students' media use and time tendency in each case, respectively. Data shows that 40% of Journalism students use those media for more than 3 hours per day, while only 33.3% of non-Journalism students spend more than 31-60 minutes a day with those media. In the meantime, most percentage of Journalism students, about 33.3%, consume media for more than 6 hours per week, while 33.3% of non-Journalism students like to stay busy with news media for more than 1-2 hours. Moreover, 73.3% of Journalism students said that they use more than one media every day, while 53.3% of non-Journalism students spend the same time. Moreover, among journalism students, 33.3% of students spend around 10-30 minutes on newspaper, 33.3% of students spend 10-30 minutes on TV, and 80% of students said that they spend listening to Radio less than 10 minutes respectively. On the contrary, among non-Journalism students, 33.3% of students spend 31-60 minutes on newspapers, 33.3% of students spend 10-30 minutes on TV, and 40% of students spend less than 10 minutes on the radio on average. Among Journalism students, 33.3% of students search online portals 1-2 hours, while among non-Journalism students, 33.3% of students spend searching news online

news portals for around 30-60 minutes on weekdays. Besides, all students of two majors said that they use social media on a typical weekday, where 33.3% of Journalism students spend at least 1/-2 hours compared to the non-Journalism students who (40%) spend around 31-60 minutes on a weekday. At JNU, among Journalism students, most percentages (93.3%) of the students consider online portals/newspapers as the primary news source, while only 6.7 % of students use Facebook to get news regularly. On the other hand, among non-Journalism students, 66.7% of students prefer online portals, 13.3% use Facebook, 13.3% of students watch TV, and 6.7% of students use other social media as well a news source. The following data discuss the biggest percentages of students' media use and time tendency in each case, respectively. The finding shows that 46.7% of Journalism students spend more than 3 hours with these media per day, while 53.3% of non-Journalism students spend the same time. At the same time, 73.3% of Journalism students spend more than 6 hours per week, while 53.3% of non-Journalism students spend the same time with these media. Moreover, 93.3% and 80% of journalism and non-Journalism students said they use more than one media daily. Among Journalism students, 26.7% of students spend around 10-30 minutes on newspaper, 26.7% of students spend 1-2 hours on TV, and 33.3% of students spend less than 10 minutes listening to Radio. On the contrary, among non-Journalism students, 33.3% of students spend an average of 31-60 minutes on newspapers, 40% of students spend an average of 31-60 minutes on TV, and 66.7% of students spend less than 10 minutes on the radio on average. Moreover, among Journalism students, all students stated that they get news through the online portal while 40% of students are likely to search online portal for 10-30 minutes on a weekday; on the other hand, among non-Journalism students, 40% of students search news in online news portals around 31-60 minutes on average. Besides, all students of two majors said that they use social media on a weekday, where 40% of Journalism students spend at least 10-30 minutes on average compared to the non-Journalism students who (26.7%) like to spend around 1-2 hours on a weekday.

According to the CoU, among Journalism students, 60% of students focus on online portals/newspapers mainly, while 40 % of students use Facebook to get news regularly. On the other hand, among non-Journalism students, the big part, 46.6% of students use online news portals, 40% of students focus on Facebook, and the same percentages (6.7%) of students watch TV as well as radio to get news regularly. The following data discuss the biggest percentages of students' media use and time tendency in each case, respectively. Data shows that 33.3% of Journalism students spend more than 3 hours using these kinds of media on a daily basis, while only 40% of non-Journalism students spend their time with these media more than 1-2 hours daily. Moreover, 33.3% of Journalism students use media more than 6 hours per week, while 33.3% of non-Journalism students prefer to use news media for more than 6 hours. Also, 26.7% of Journalism students said that they use more than one media every day, while 60% of non-Journalism students like to spend the same time. Data also shows that among Journalism students, 40% of students spend around 10-30 minutes reading newspaper, 26.7% spend 1-2 hours on TV, and 40% of students stated that they spend listening to the Radio for 10-30 minutes as well. On the contrary, among non-Journalism students, 40% of students spend less than 10 minutes on Newspaper, 46.7% spend less than 10 minutes on TV, and 66.7% of the students spend less than 10 minutes on the radio on average. Comparatively, among Journalism students, all students said that they get news

through the online portal, and mostly, among them 40% like to search online news portals at least 10-30 minutes while among non-Journalism students, 46.7% of students prefer searching news in online news portals around 31-60 minutes in weekday. Besides, all students from two majors revealed that they use social media on a weekday; among them, 40% spend at least 31-60 minutes on average compared to the non-Journalism students who (33.3%) spend less than 10 minutes on a weekday.

At KU, among Journalism students, 46.6% of students consider online portals/newspapers as the main source of news, while 40 % of students use Facebook, 6.7% of students prefer to listen to Radio, and other percentages of students use social media to get news regularly. On the other hand, among non-Journalism students, 33.4% of students mainly focus on online news portals/newspapers as a news source, 33.3% of students use Facebook, 6.7% of students watch TV, 13.3% of students use radio, and 13.3% of students use other social media to get regular news. The following data discuss the biggest percentages of students' media use and time tendency in each case, respectively. Data shows that 26.7% of Journalism students spend more than 1-2 hours with these media per day, while only 26.7% of non-Journalism consume those media more than 3 hours daily. Besides, 26.7% of Journalism students use media more than 6 hours more per week, while 26.7% of non-Journalism students prefer them to stay busy for more than 3-4 hours a week. Moreover, 60% of Journalism students stated that they use more than one media every day while 53.3% of non-Journalism students use the same time. Among Journalism students, 46.7% of students spend around 10-30 minutes on newspaper, 40% of students spend 10-30 minutes on TV, and 46.7% of students said they spend listening to Radio less than 10 minutes. On the contrary, among non-Journalism students, 40% of students spend less than 10 minutes on newspapers, 40% of students spend less than 10 minutes on TV, and 46.7% of students spend less than 10 minutes on the radio on average. Furthermore, all Journalism students said that they get news through the online portals, and among them, 40% of students of them searched online portals for an average of 10-30 minutes, while among non-Journalism students, 33.3% of students search news online news portals around less than 10 minutes averagely on weekdays. Besides, all journalism and non-journalism students say that they use social media on a weekday where 40% of Journalism students spend less than 10 minutes compared to the non-Journalism students who (20%) like to spend less than 2-3 hours on a weekday.

Data also represent in BRU that among Journalism students, 46.6% take online portals/newspapers as the main news source, while 40 % of them use Facebook, and 6.7% watch TV and other social media to get news regularly. On the other hand, among non-Journalism students, 53.3% of students search online news portals as the main source, 40% of students focus on Facebook, 6.7% watch TV for getting news regularly. The following data discuss the biggest percentages of students' media use and time tendency in each case, respectively. Data shows that 40% of Journalism students spend more than 1-2 hours with these kinds of media daily, while 53.3% of non-Journalism students spend more than 2-3 hours daily with these media. At the same time, 26.7% of students consume media more than 6 hours or more per week, while 33.3% of non-Journalism students stay busy with news media for more than 6 hours. In other cases, 60% of Journalism students stated that they use more than one media every day, while 66.7% of non-Journalism students use the same time.

Among Journalism students, 40% of students spend less than 10 minutes on newspapers, 26.7% spend 10-30 minutes on TV, and 26.7% said they spend less than 10 minutes listening to Radio. On the contrary, among non-Journalism students, 26.7% of students spend less than 10 minutes on Newspaper, 26.7% of students spend 2-3 hours on TV, and 26.7% of students spend less than 10-30 minutes on the radio on averagely. Furthermore, 26.7% of Journalism students search online portals for less than 10 minutes on average on weekdays, while among non-Journalism students, 46.7% of students search news in online news portals around less than 31-60 minutes. Besides, all students of two majors stated that they prefer social media on a weekday, where 33.3% of Journalism students spend 1-2 hours on average compared to non-Journalism students who (46.7%) spend less than 1-2 hours on a weekday. When it comes to BU, Data shows that among Journalism students, 46.7% consider online portals/newspapers as the main news source, while 20 % of students use Facebook, 6.7% of students use radio and 13.3% of students watch TV and other social media to get news regularly. On the other hand, among non-Journalism students, 46.6% of students mainly focus on online portals/newspapers, 33.3% of students use Facebook, and 6.7% of students watch TV, radio, and other social media to get news regularly. The following data discuss the biggest percentages of students' media use and time tendency in each case, respectively. Data shows that 33.3% of Journalism students spend more than 3 hours with these media on daily basis, while only 33.3% of non-Journalism students like to spend time with these media for more than 2-3 hours daily. At the same time, 26.7% of students consume media more than 6 hours and more per week, while 40% of non-Journalism students are likely to stay busy with news media for more than 6 hours. Moreover, 40% of Journalism students said that they use more than one media every day in a week, while 66.7% of non-Journalism students spend the same time. Besides, 40% of Journalism students spend 10-30 minutes on newspaper, 40% spend 10-30 minutes on TV, and 66.7% said they spend less than 10 minutes listening to Radio. On the contrary, among non-Journalism students, 26.7% spend less than 10 minutes on Newspapers, 33.3% spend less than 10 minutes on TV, and 33.3% of students spend less than 10-30 minutes on radio averagely. While using online portals and social media, it has been observed that among Journalism students, 46.7% of students search online news portals less than 10-30 minutes, while among non-Journalism students, 33.3% of students search news in online news portals around 10-30 minutes on weekdays. Furthermore, 33.3% of Journalism students spend 1-2 hours on average compared to of non-Journalism students who (26.7%) spend less than 31-60 minutes on a weekday.

Turning to the BUP students' media use tendency and time, data shows that among Journalism students, 40% of students consider online portals/newspapers as the main news source, while 26.7 % of students use Facebook and radio, and 6.6% watch TV to get news regularly. On the other hand, among non-Journalism students, 70.3% of students search online portals/newspapers, 16.3% of students focus on Facebook, and 6.7% of students watch TV and radio to get news regularly. The following data discuss the biggest percentages of students' media use and time tendency in each case, respectively. Data shows that 26.7% of Journalism students spend more than 31-60 hours with these media per day, while only 26.7% of non-Journalism students spend on media for more than 31-60 minutes daily. Moreover, 40% of Journalism students use media more than 3-4 hours more per week, while 40% of non-Journalism students spend time with news media for more than 3-4 hours. 53.3%

of Journalism students say that they use more than one media every day in a week, while 40% of non-journalism students spend the same time. In other cases, 66.7% of Journalism students spend 10-30 minutes on newspapers, 60% spend 10-30 minutes on TV, and 66.7% of students said that they spend listening to Radio less than 10 minutes on average. On the contrary, among non-Journalism students, 33.3% of students spend less than 10-30 minutes on newspapers, 33.3% spend less than 31-60 minutes on TV, and 33.3% of students spend less than 10 minutes on the radio. While using news portals and social media, data represent that among Journalism students, 33.3% search online portals less than 31-60 minutes on average on a weekday, while among non-Journalism students, 46.7% search news in online news portals around 10-30 minutes. Besides, 40% of Journalism students spend 10-30 minutes compared to non-Journalism students who (53.3%) like to spend less than 10-30 minutes on a weekday on average.

4.4 Person in control VS media in control

Here, the highest point means a person who is more aware of the media's controlling nature and thought to be more personal in control of media message's controlling influence. The scores given out of 5 on the scale have been analyzed and scrutinized in tables and discussions.

Students of DU have almost the same average points in this section. Both Journalism and non-Journalism students scored 3.52 and 3.53, respectively, which depicts students' strong awareness of media control; in this case, students seem more personal in control than media control and influence. From the results of RU students' awareness about media's controlling, data shows the moderate nature, while Journalism students scored 3.22 points, and compared to the knowledge of these students, non-Journalism students are more personal in control, which scored 3.47 points. At CU, students have a progressive level of skills in personal controlling nature over media control. Besides, this study observes that Journalism students are more personally controlled than non Journalism students, while Journalism students scored 3.50 points, and non-journalism students scored 3.46 points respectively. Students of JU also have moderate and progressive skills in personal control over the media's control and influence over them. Among the students, non-Journalism students scored 3.5 points, are strongly personally in control than journalism students, who scored 3.45 points on average. Turning to the data of JNU, the result presents that students are strongly aware of media's control and influence, which explains that they are highly personal in control than media control. Among students, Journalism students scored 3.83 points while non-Journalism students scored 3.49 points on average. At CoU, moderate scores have been observed, whereas Journalism students are more personal in control over media's control and influence over them than non-journalism students. Journalism students scored 3.42 points, while non Journalism students scored 3.12 points respectively. Besides, students of Khulna University have a moderate score, which shows that students are aware of the media's controlling nature over them comparatively. The difference is nearly the same between Journalism and non-Journalism students, scoring 3.32 and 3.38 points. Students at Begum Rokeya University also have moderate knowledge in this regard. The finding shows that the scores difference between Journalism students and non-Journalism students are almost the same. Among the

students, Journalism students scored 3.29 points, and non-Journalism students scored 3.27 points on average. At Barishal University, after evaluating the scores, the difference between Journalism and non Journalism seems quite big but progressive. Among the students, Journalism students have strong personal control over media having 3.63 points, while non-Journalism students have 3.1 points on the scale. Moreover, at BUP, students are moderately personally in control over media control and influence. The difference between Journalism and non-Journalism students is almost the same. However, journalism students have a strong score of 3.63 points among the students, while non-Journalism students scored 3.1 points on the measurement scale.
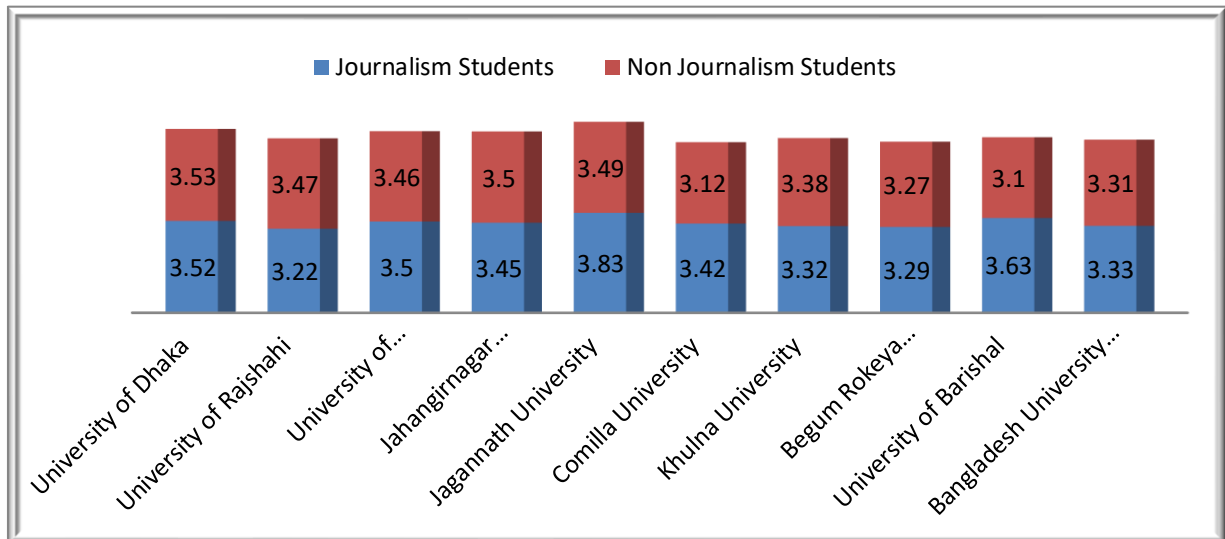
Students of public Universities		If I am misinformed by the news media, it is my own behavior that determines how soon I will learn credible information	I am in control of the information I get from the news media	When I am misinformed by the news media, I am to blame	The main thing that affects my knowledge about the world is what I myself do	If I pay attention to different sources of news, I can avoid being misinformed	If I take the right actions, I can stay informed	Total mean
University of Dhaka	Journalism	3.47	3.27	3.27	3.53	4.13	3.47	3.52
	Non Journalism	3.60	2.87	2.93	3.73	4.00	4.07	3.53
University of Rajshahi	Journalism	2.73	3.00	2.80	3.40	3.80	3.60	3.22
	Non Journalism	2.87	3.20	2.93	3.73	3.93	4.13	3.47
University of Chittagong	Journalism	3.54	3.08	3.08	3.54	3.85	3.92	3.50
	Non Journalism	3.33	3.33	3.00	3.33	3.87	3.87	3.46
Jahangirnagar University	Journalism	3.27	2.87	3.00	3.53	4.00	4.00	3.45
	Non Journalism	3.40	3.33	3.27	3.27	3.93	3.80	3.5
Jagannath University	Journalism	3.71	3.07	3.67	3.87	4.47	4.20	3.83
	Non Journalism	3.87	2.93	2.60	3.80	3.73	4.00	3.49

Comilla University	Journalism	3.40	3.47	3.00	3.40	3.47	3.80	3.42
	Non Journalism	3.13	3.13	2.60	2.87	3.40	3.60	3.12
Khulna University	Journalism	3.60	3.33	3.47	3.07	3.40	3.07	3.32
	Non Journalism	3.00	3.33	3.53	3.60	3.20	3.60	3.38
Begum Rokeya University, Rangpur	Journalism	2.87	3.53	3.27	3.33	3.33	3.40	3.29
	Non Journalism	3.27	3.20	3.60	2.87	3.33	3.33	3.27
University of Barishal	Journalism	3.60	3.33	3.47	3.80	3.67	3.93	3.63
	Non Journalism	2.93	2.93	2.93	3.07	3.27	3.47	3.1
Bangladesh University of Professionals	Journalism	3.47	3.33	2.60	3.20	3.87	3.53	3.33
	Non Journalism	3.67	3.00	2.80	3.27	3.60	3.53	3.31

Figure: 3 Mean results of 'Person in control VS media in control' among students

## Knowledge about the news media system

This section has three categories of factual knowledge about Bangladeshi media industries; the structure of the Bangladeshi media system, which focuses on knowledge of business, ownership, and regulatory systems; knowledge of typical content and content frames produced by news organizations; and the last one focuses on knowledge related media effects on people.

4.5 News Media Knowledge Structures: Media Industries

Students were asked multiple questions about the Bangladeshi media system in this section. For each correct question, the student got 1 point and no points (0) for incorrect answers. The average scores are presented in the graph and table. Overall score reveals that students have very poor, sometimes very frustrating, knowledge about media industries, knowledge of business, ownership, and regulatory systems.

Finding shows that at DU, non-Journalism students scored .4, and journalism students scored .34 on average, it seems non-Journalism students are in the lead, but not at a satisfactory level. Data reveals that there is the bottom condition of knowledge in RU, which has been observed in measurement. Judging the scores, Journalism students somehow managed to score more than non-Journalism students, while Journalism students scored .38 which is somewhat better than non-journalism students who have only .2 points on average. Also, at Chittagong University, students don't have satisfactory knowledge about the media industries things. Among the students, Journalism students have .44 points and non-Journalism students scored .29, which shows that though journalism students have more knowledge than non-Journalism students, none of the groups is lying up to the mark. Turning to the condition of JU students, the finding shows that Journalism students have .39 points while non-Journalism

students have .32, which shows close results between them but not at a satisfactory level also. JNU students have very frustrating knowledge about media industries. Among the students, both journalism and non-Journalism scored .05 and .12 points respectively, which show the bottom line of knowledge. The same scenario has been observed at CoU, whereas students' knowledge about media industries is also not at a satisfactory level. Data shows that Journalism students scored .36 points and non-Journalism students scored .26 points on average. Besides, KU students have as usual poor knowledge about media industries. Data shows that Journalism students scored .31 points and non-Journalism students scored .22 points on average. At BRU, among students, Journalism students scored .21 points and non-Journalism students scored .15 points on average. Also at BU, students have no satisfactory points about the media industry. Among students, Journalism students scored .31 points which are somehow better than non-Journalism students who scored .23 points on average. The last University, at BUP reveals that though the students scored much better than other universities, but not up to the mark as well. Among students, Journalism students scored .36 points while non-Journalism students scored .30 points on average.
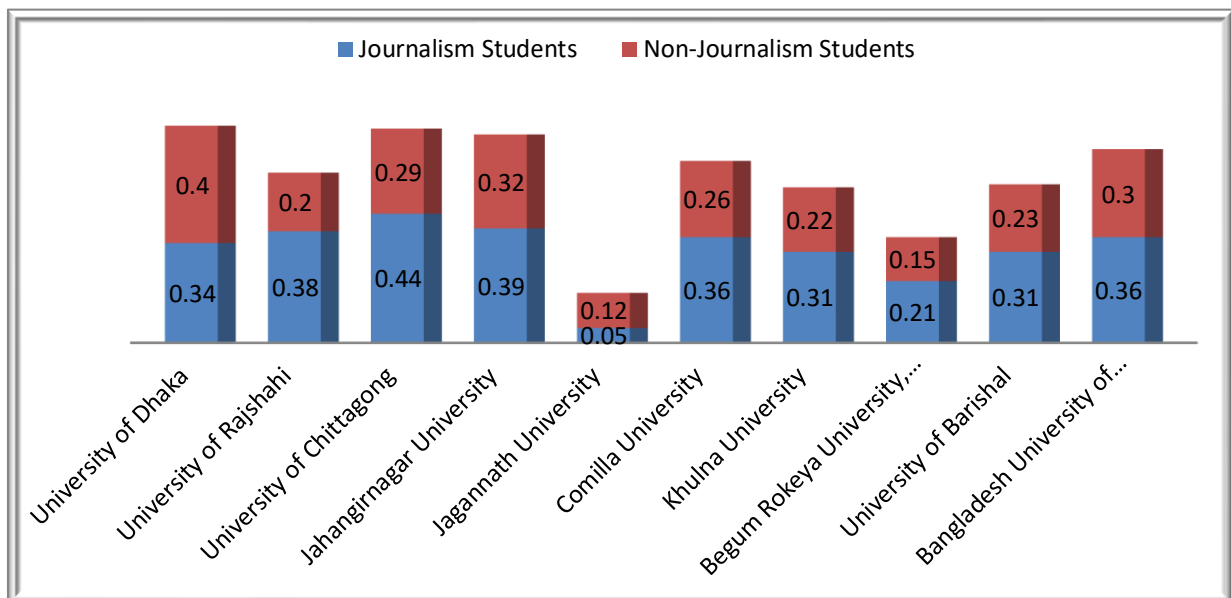
Students of public Universities		Most media outlets in Bangladesh are	If you wanted to get a job as a news reporter in the US, you would need to get a license from	Which government agency monitors broadcasters?	How do cable network providers gain access to a market?	When it comes to reporting the news, the main difference between a website like Google News and a website like prothomalo.com is that	If you want to complain for any news organization, where should you go?	Which of the following news outlets does NOT depend primarily on advertising for financial support?	Total Mean
University of Dhaka	Journalism	.67	.07	.40	.00	.33	.27	.67	.34
	Non Journalism	.73	.07	.40	.13	.47	.40	.60	.4
University of Rajshahi	Journalism	.80	.00	.53	.07	.53	.20	.53	.38
	Non Journalism	.27	.00	.33	.13	.40	.00	.27	.2

| University	Type								
University of Chittagong	Journalism	.77	.31	.69	.00	.31	.23	.77	.44
	Non Journalism	.53	.07	.27	.07	.40	.07	.60	.29
Jahangirnagar University	Journalism	.73	.13	.27	.07	.47	.53	.53	.39
	Non Journalism	.67	.07	.40	.00	.33	.20	.60	.32
Jagannath University	Journalism	.07	.00	.07	.00	.07	.07	.07	.05
	Non Journalism	.20	.07	.13	.00	.07	.20	.20	.12
Comilla University	Journalism	.53	.13	.33	.20	.47	.33	.53	.36
	Non Journalism	.47	.07	.33	.00	.27	.20	.47	.26
Khulna University	Journalism	.47	.20	.27	.07	.33	.27	.53	.31
	Non Journalism	.47	.13	.13	.13	.07	.27	.33	.22
Begum Rokeya University, Rangpur	Journalism	.40	.13	.13	.13	.13	.27	.27	.21
	Non Journalism	.40	.07	.07	.00	.13	.27	.13	.15
University of Barishal	Journalism	.60	.00	.20	.07	.27	.33	.73	.31
	Non Journalism	.47	.00	.47	.00	.20	.13	.33	.23
Bangladesh University of Professionals	Journalism	.73	.40	.07	.13	.40	.00	.80	.36
	Non Journalism	.60	.00	.13	.20	.47	.20	.47	.30

Figure: 4 Mean results of 'News Media Knowledge Structures: Media Industries' among students

4.6 News media knowledge structures: media content

In this section, students were asked multiple questions on the knowledge of typical content and content frames produced by news organizations. Each question has 1 point for the correct answer and 0 for the incorrect answer. All scores are summed up averagely while analyzing. Overall score depicts that there is a low-level knowledge among the students about media content.

From the analysis, data shows that DU students have low knowledge of typical content and content frames produced by news organizations. Among students, Journalism students scored .38 while non-Journalism students scored .31 respectively. However, in RU, among students, Journalism students scored .23 points, close to the non-Journalism students who scored .29 points as well. Comparatively, findings among CU students show they have met moderate points at least about media contents. Among students, Journalism students scored .5 points which is moderate state and progressive points for them. On the other hand, non-Journalism

students scored .28 which is still on the lower level and shows the dissatisfactory knowledge level on media content. At JU, students have the same knowledge about media content compared to the others. Among the students, Journalism students scored .26 points which are close enough to the non-Journalism students who scored .28 points, respectively. Students of JU have touched almost the bottom line of knowledge, whereas data reveals clearly that Journalism students have the lowest points of .02 which is very frustrating, comparing non-Journalism students who also scored bottom-line points (.12). The frustrating scenario has been observed again at CoU, whereas, both Journalism and non-Journalism students' knowledge level about the media content are lying on the bottom line. Among the students, Journalism students scored .17 points while non-journalism students scored .19 points on average. Students of KU also have a dissatisfactory knowledge level about media content. Data shows that Journalism students scored .20 points while non-Journalism is more lagging behind having .10 points in this regard. At BRU, data shows poor knowledge state about media content, whereas Journalism students scored .27 points slightly ahead of non-Journalism students who scored .15 on average. BU got the same points compared to the previous Universities. Data reveals that Journalism students scored .23 points while non-journalism students scored .19 points respectively. Comparatively, at BUP, Journalism students have moderate scores about media content, while non-Journalism students scored poorly. It is obvious at BUP that Journalism students have .48 points which shows the progressive knowledge level of students about media content, whereas non-journalism students scored .19 points which are on a frustrating level.
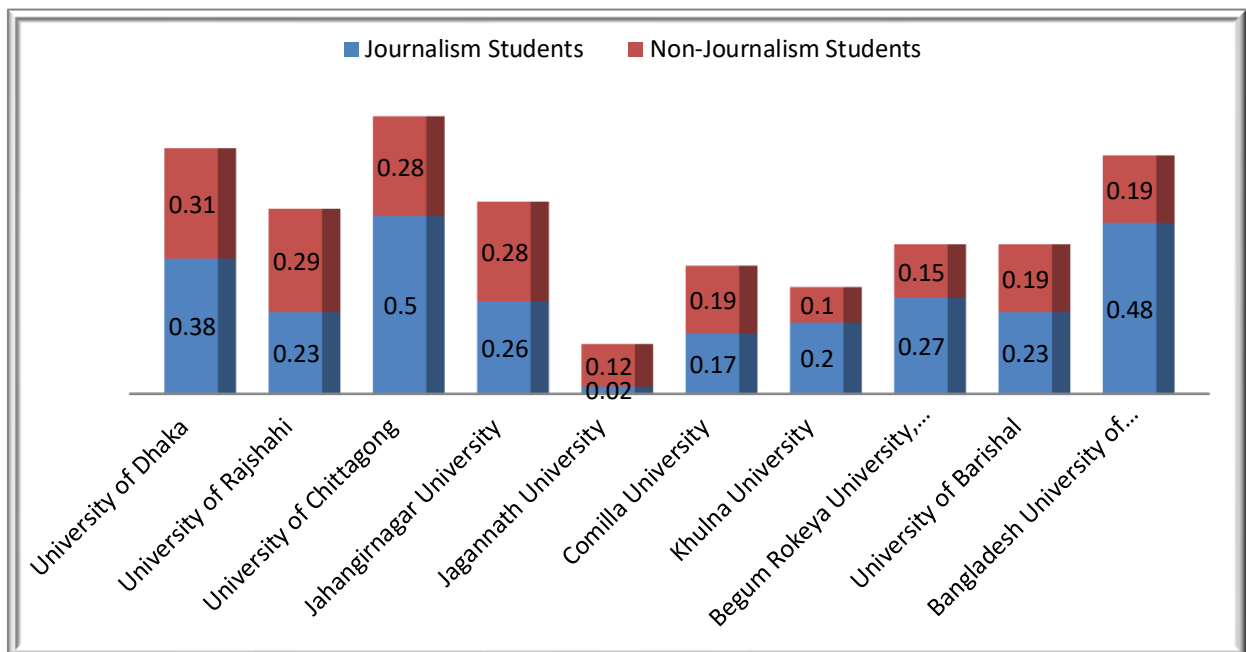
Students of public Universities		What is main difference between hard news and column/opinion?	Who has the most influence on what gets aired on the local TV news?	One common criticism of the news is that it is not objective. What do people who make that criticism typically mean by it?	The amount of ethnic minority coverage in the news	Coverage of election campaigns in the news usually centers on	Writing a press release is typically the job of	Total Mean
University of	Journalism	.53	.33	.27	.47	.33	.33	.38

|								
Dhaka	Non Journalism	.67	.27	.20	.33	.33	.07	.31
University of Rajshahi	Journalism	.67	.13	.27	.20	.07	.07	.23
	Non Journalism	.13	.20	.40	.27	.60	.13	.29
University of Chittagong	Journalism	.77	.54	.54	.38	.31	.46	.5
	Non Journalism	.40	.13	.13	.27	.60	.13	.28
Jahangirnagar University	Journalism	.60	.13	.27	.33	.20	.07	.26
	Non Journalism	.40	.33	.27	.27	.20	.20	.28
Jagannath University	Journalism	.07	.00	.00	.00	.07	.00	.02
	Non Journalism	.07	.07	.33	.07	.00	.20	.12
Comilla University	Journalism	.33	.00	.07	.20	.20	.20	.17
	Non Journalism	.33	.00	.27	.13	.20	.20	.19
Khulna University	Journalism	.40	.33	.13	.13	.13	.07	.20
	Non Journalism	.07	.20	.07	.07	.13	.07	.10
Begum Rokeya University, Rangpur	Journalism	.53	.07	.20	.13	.13	.13	.27
	Non Journalism	.07	.07	.07	.27	.20	.13	.15
University of Barishal	Journalism	.33	.40	.20	.13	.20	.13	.23
	Non Journalism	.07	.20	.07	.40	.20	.20	.19
Bangladesh University of Professionals	Journalism	.67	.67	.47	.47	.40	.20	.48
	Non Journalism	.27	.20	.00	.47	.13	.07	.19

Figure: 5 Mean results of 'News media knowledge structures: media content' among students

4.7 News media knowledge structures: Media Effects

In this section, students were asked multiple questions about media effects on people. Each question has 1 point for correct answer and 0 for incorrect answer. All scores are presented in the discussion. The overall discussion reveals that only a few numbers of universities have moderate scores but the majority of universities students have poor and somewhat frustrating knowledge about media effects on people.

The data shows that DU students have moderate knowledge about media's effects on people. Among the students, Journalism students scored .55 points while non-Journalism students scored .35, which is somewhat lower than Journalism students on average. At RU, students also seem to have moderate knowledge. The finding shows that Journalism students scored .35 points, while non-Journalism students have more points having .42 points compared to Journalism students on average. After analyzing the data of the CU students, it has been clear those Journalism students who have moderate knowledge, scored .48 points on average; on the other hand non-Journalism, students scored .27 points, which indicates the lower knowledge compared to Journalism students. At JU, students also have almost the same knowledge level compared to previous universities. Non Journalism students scored .28 points, showing they have a lower level of knowledge about media effects on them. On the other hand, journalism students have moderate knowledge having .47 scores which indicates their better knowledge about media effects on people comparatively. Compared to the previous Universities' scores, at JNU, students' knowledge about media effects is on the

bottom line, presenting a frustrating state, whereas both Journalism and non-Journalism students scored .04 points and .13 points, respectively. Data shows that at CoU, students also seem to have dissatisfactory knowledge about media effects. Among the students, Journalism students scored .27 points which indicate lower knowledge than non-Journalism students who have .37 points in this regard. At KU, though both Journalism and non-Journalism students share the close points of knowledge but still lie on the lower line, while Journalism and non-Journalism students scored .39 points and .32 points on average respectively. Finding also reveals that both Journalism students and non-Journalism students of BRU have the same knowledge about media effects on people. Among the students, both scored .27 points on average. Students of BU also have lower-level points. Data shows that though Journalism students have somewhat more points of .27 compared to non-Journalism students who scored .19 respectively, both are staying with the poor and frustrating knowledge. At the last University, at BUP, Journalism students have shown moderate and good knowledge of perceiving media effects on them, having a score of .51 on average; compared to them, non-Journalism students scored .36 points on average.
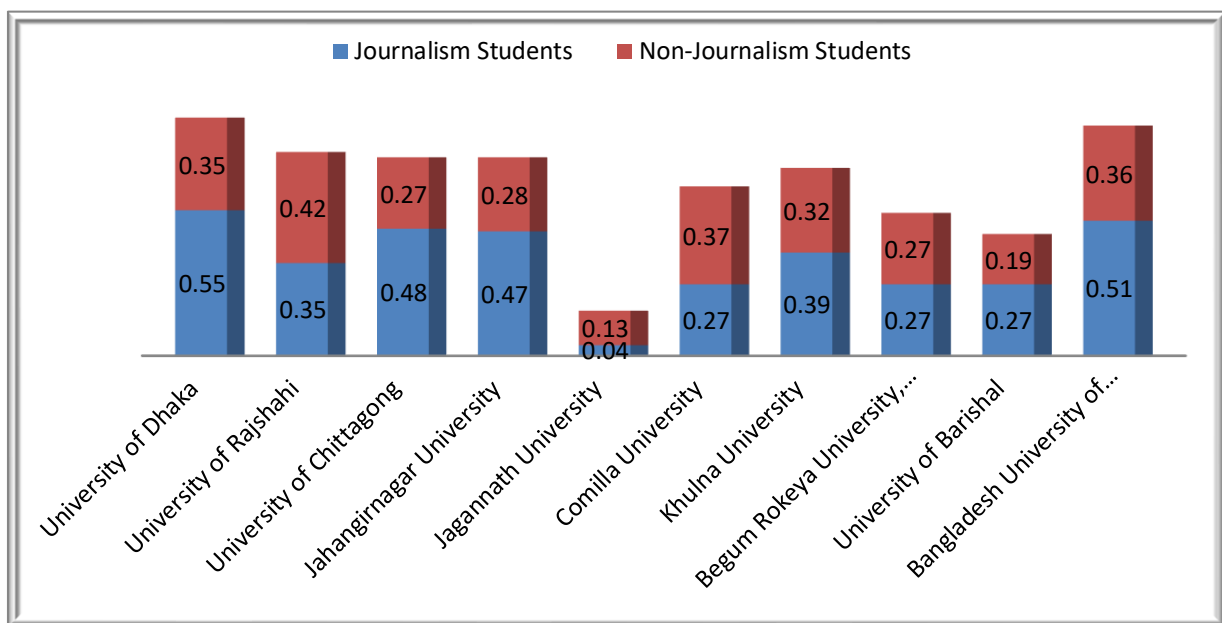
Students of public Universities		Most people think the news has	People who watch a lot of television news often tend to think the world is	What do you think about main role of news media	If a topic gets a lot of coverage in the news, people who pay attention to the news are	Most news outlets depend on advertising to make money. What is a possible effect of this?	Total Mean
University of Dhaka	Journalism	.40	.73	.40	.87	.33	.55
	Non Journalism	.27	.27	.27	.53	.40	.35
University of Rajshahi	Journalism	.27	.40	.47	.40	.20	.35
	Non Journalism	.40	.33	.47	.60	.33	.42
University of Chittagong	Journalism	.31	.69	.46	.69	.23	.48
	Non Journalism	.13	.40	.13	.47	.20	.27
Jahangirnaga	Journalism	.33	.47	.47	.67	.40	.47

|							
r University	Non Journalism	.20	.33	.33	.27	.27	.28
Jagannath University	Journalism	.00	.07	.07	.07	.00	.04
	Non Journalism	.07	.13	.20	.20	.07	.13
Comilla University	Journalism	.20	.40	.20	.40	.13	.27
	Non Journalism	.20	.40	.47	.40	.40	.37
Khulna University	Journalism	.27	.33	.47	.47	.40	.39
	Non Journalism	.27	.47	.27	.27	.33	.32
Begum Rokeya University, Rangpur	Journalism	.27	.27	.27	.20	.33	.27
	Non Journalism	.27	.27	.13	.47	.20	.27
University of Barishal	Journalism	.33	.20	.27	.40	.13	.27
	Non Journalism	.00	.20	.33	.27	.13	.19
Bangladesh University of Professionals	Journalism	.27	.60	.60	.53	.33	.51
	Non Journalism	.33	.33	.27	.47	.40	.36

Figure: 6 Mean results of 'News media knowledge structures: media effects' among students

4.8 News Media Skepticism

This section focuses on the measuring of news media mistrust among students. Students were asked if they would think media reports trusted news. All scores are given out of 5 on the measurement scale. The overall result shows that both groups of students have moderate knowledge in cases of trusted news.

The study observes that at DU, students provide their statement that they have confidence in the news which is fair enough, accurate, and trusted as well as a way of solving society's problems. Data shows that both Journalism and non-Journalism students have a moderate and satisfactory level of media trust, while Journalism and non-Journalism students scored 3.54 and 3.39 points on average. Finding also shows the student's moderate level of media trust at RU, whereas Journalism students scored 3.41 points while non-Journalism scored 3.28 points on average. CU students have also a moderate level of media trust. Journalism students scored 3.45 points among the students while non-Journalism students scored 3.34 points respectively. Besides, students of JU have moderate scores for media trust too. The difference in scores shows that Journalism students who scored 3.26 are somewhat lower than non-Journalism students whose score is 3.33 points on average. Obviously, there is a big difference among students at JNU, whereas non-Journalism students have strong media trust while Journalism students have moderate news trust. The finding shows that Journalism students scored 3.34 points while non-Journalism students scored 3.78 points on average. At CoU, students have almost the same average scores on media trust. Among the students, Journalism students had 3.22 points, while non-Journalism students scored 3.21 points on the measurement scale. When it comes to the KU students, data shows that students share almost the same scores on media trust. Scores reveal that both Journalism and non-Journalism students scored 3.4 and 3.44 points among the students. Also, BRU students have moderate

media trust. Data shows that Journalism students scored 3.05 points while non-Journalism students scored 3.25 points on average. At BU, students also have moderate media trust. Results reveal that non-Journalism students scored 3.51; on the other hand non-Journalism, students scored 3.18 points on average. At BUP, Journalism students scored 3.38 points, while non-journalism students scored 3.4 points on average. This scores comparison indicates both major students have almost the same media trust, to an extent to media skepticism.
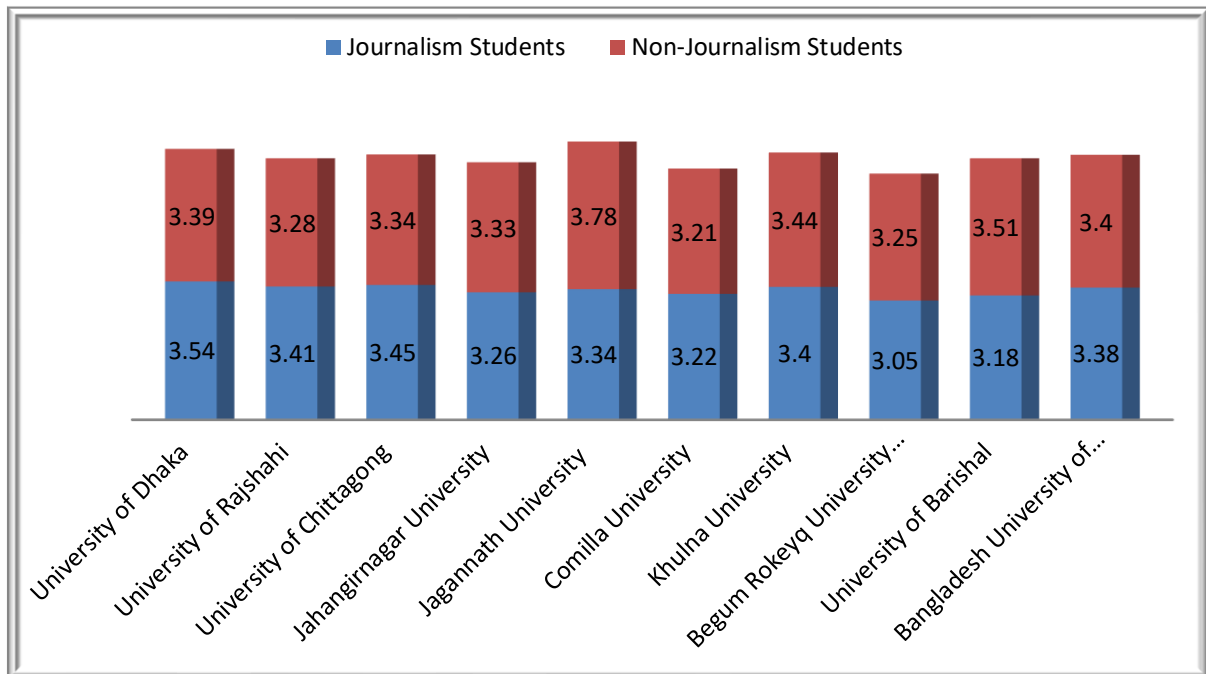
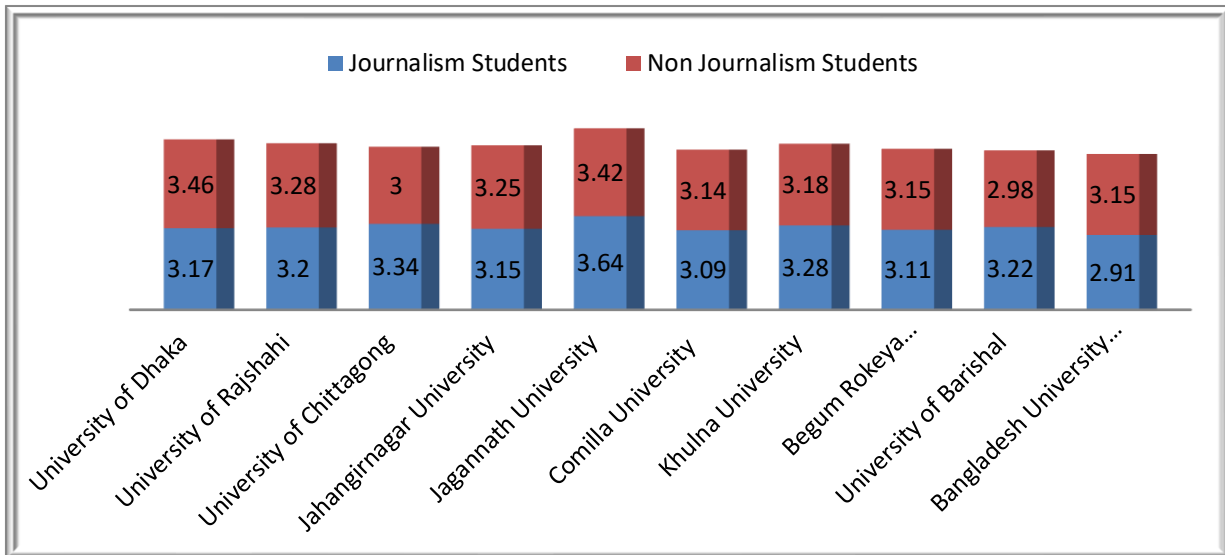| Students of public Universities		I think the news media are fair.	I think the news media tell the whole story	I think the news media are accurate	I don't think the news media can be trusted	I think the news media prioritize being first to report a story.	I think the news media get in the way of society solving its problems	I trust the media to report the news fairly	I have confidence in the people running the institutions of the press	Total Mean
University of Dhaka	Journalism	4.07	4.00	3.80	3.27	3.40	3.20	3.33	3.27	3.54
	Non Journalism	3.53	3.40	3.87	3.00	3.60	3.33	3.20	3.20	3.39
University of Rajshahi	Journalism	3.60	3.73	3.53	3.00	3.33	3.27	3.60	3.20	3.41
	Non Journalism	3.27	3.20	3.20	3.13	3.47	3.27	3.60	3.07	3.28
University of Chittagong	Journalism	3.77	3.69	3.77	3.31	3.38	3.31	3.15	3.23	3.45
	Non Journalism	3.87	4.27	3.67	2.80	3.07	2.53	3.13	3.40	3.34
Jahangirnagar University	Journalism	3.60	3.73	3.47	2.80	3.26	2.60	3.27	3.33	3.26
	Non Journalism	3.87	3.87	3.73	2.93	3.13	2.53	3.33	3.27	3.33
Jagannath University	Journalism	4.20	3.33	3.33	2.93	3.47	3.53	2.93	3.00	3.34
	Non Journalism	4.13	4.20	4.07	3.33	3.73	3.20	3.80	3.73	3.78
Comilla University	Journalism	3.53	3.33	3.47	2.93	3.27	2.93	3.20	3.13	3.22

	Non Journalism	3.33	3.67	3.53	2.93	2.67	3.33	3.53	2.73	3.21
Khulna University	Journalism	3.40	3.60	4.00	3.13	3.27	2.87	3.40	3.53	3.4
	Non Journalism	3.53	4.13	3.67	3.13	3.00	3.47	3.27	3.33	3.44
Begum Rokeyq University Rangpur	Journalism	3.00	2.80	3.13	2.80	2.87	3.27	3.33	3.20	3.05
	Non Journalism	3.40	3.13	3.00	3.20	3.67	3.60	2.93	3.07	3.25
University of Barishal	Journalism	3.60	3.13	3.40	2.53	3.20	3.47	3.00	3.07	3.18
	Non Journalism	3.33	3.60	3.53	2.53	3.07	2.93	3.40	3.13	3.51
Bangladesh University of Professionals	Journalism	3.67	3.80	3.80	3.13	2.93	3.27	3.13	3.27	3.38
	Non Journalism	3.53	3.93	3.67	3.00	2.80	3.13	3.47	3.67	3.4

Figure: 7 Mean results of 'News media skepticism' among students

4.9 News Literacy and Accuracy of Information

This section is about measuring news accuracy. First, some statements are presented to the students to determine how much they know about checking the news accuracy. All scores are given out of 5 on the measurement scale and summed up on average points.

According to the findings, Students of DU have moderate knowledge about checking news accuracy. Journalism students scored 3.17 points, which is slightly lower than non-Journalism students who scored 3.46 points on average. Moreover, RU students have almost similar and moderate knowledge scores on checking news accuracy. Among the students, journalism students and non-journalism students scored 3.2 and 3.28 points on average, respectively. CU students managed to get moderate scores of knowledge about checking news accuracy. Journalism students scored 3.34 points while non-Journalism students scored 3 points on the scale. At JU, students have close comparable scores on checking news accuracy. But judging the difference, the study observed that Journalism students scored 3.15 points while non-Journalism students scored 3.25 points on average. Besides, JNU students, especially Journalism students have strong knowledge about checking news accuracy than non-Journalism students. The scores clearly show the difference that Journalism students scored 3.64 points while non-journalism students scored 3.42 points on average. The scores of CoU students show that students have moderate knowledge on checking the news accuracy, whereas Journalism students scored 3.09 points slightly lower than non-journalism students who scored 3.14 points on average. At KU, students also have moderate knowledge on checking the news accuracy. Data shows that both Journalism non-Journalism students scored 3.28 and 3.18 points slightly on the measurement scale. BRU scores reveal that students have moderate knowledge while Journalism and non-Journalism students scored almost the same, 3.11 and 3.15 points respectively. The same results have been observed at BU. Data shows that Journalism students have 3.22 points while non-Journalism students have below 3 points, and scored 2.98 points on average. Moreover, BUP students also have moderate knowledge of the news accuracy. Comparatively, non-Journalism students scored 3.15, while Journalism students scored below 3 points and got 2.91 points on the measurement scale.

Students of public Universities University of Dhaka		The source of news is very important to me	I prefer to get the news from one primary source	I am certain that I can find news online that is trustworthy	When searching news through online, I discern whether information is fact or opinion	When searching online, I honestly don't pay attention to the author of the information	I am certain that news at Facebook is more reliable than traditional mass media	When deciding news is real, how often do you take any of the following actions?	Total Mean
University of Dhaka	Journalism	3.73	3.40	3.27	3.13	3.27	3.13	2.27	3.17
	Non Journalism	3.93	3.40	3.40	3.73	3.00	3.60	3.13	3.46
University of Rajshahi	Journalism	3.67	2.93	3.20	2.80	3.40	3.47	2.93	3.2
	Non Journalism	3.53	3.13	3.33	3.00	3.40	3.13	3.47	3.28
University of Chittagong	Journalism	4.00	3.62	3.15	3.15	3.23	3.46	2.77	3.34
	Non Journalism	3.40	3.07	2.87	3.33	2.87	3.13	2.33	3
Jahangirnagar University	Journalism	3.73	2.60	3.13	3.27	3.13	3.13	3.07	3.15
	Non Journalism	3.60	3.00	3.07	3.27	3.27	3.13	3.40	3.25
Jagannath University	Journalism	4.20	3.67	2.67	3.87	3.73	3.87	3.47	3.64
	Non Journalism	4.20	3.60	3.13	3.60	3.20	2.93	3.27	3.42
Comilla University	Journalism	3.87	3.33	2.80	3.20	3.20	2.73	2.47	3.09
	Non Journalism	3.87	3.53	2.73	3.13	2.87	3.20	2.67	3.14
Khulna University	Journalism	3.80	3.47	3.33	3.07	3.13	3.53	2.60	3.28
	Non Journalism	3.53	3.53	3.07	3.13	3.27	3.27	2.47	3.18
Begum Rokeya University Rangpur	Journalism	3.40	3.60	3.33	2.60	3.20	3.13	2.53	3.11
	Non Journalism	3.27	2.93	3.00	3.20	2.93	3.27	3.47	3.15
University of Barishal	Journalism	3.33	3.00	3.40	3.13	2.93	3.40	3.40	3.22
	Non Journalism	3.00	2.87	3.27	3.00	3.00	3.27	2.47	2.98

| Bangladesh University of Professionals | Journalism | 3.93 | 3.13 | .20 | 3.47 | 3.33 | 3.07 | 3.27 | 2.91 |
| | Non Journalism | 3.80 | 3.20 | 2.60 | 3.20 | 3.07 | 3.27 | 2.93 | 3.15 |

Figure: 8 Mean results of 'News literacy and accuracy of information' among students

4.10 Knowledge Level about Judging the Quality of a Source of Information among Journalism Students

To get a clear view, multiple questions were asked to the Journalism students of all universities to know about how they would judge the quality of a source of information. The students who answered correctly gained 1 point for each question, and those who gave the wrong answer got no (0) points. Points are summed up on average and presented in here the discussion.

Chart-2 shows that all students have moderate and satisfactory scores in this regard. On average, data shows that DU students scored .67 points, RU students scored .60 points, CU students scored .42 points, JU students scored .80 points, JNU students scored .47 points, CoU students scored .73, KU students scored .67, BRU students scored.53 points, BU students scored .53 points, and BUP scored .53 points respectively. The study also observes that there are some differences among students in the case of getting scores. Among the students, JU Journalism students scored the highest points, while CoU stays with the second-highest points, and both DU and KU Journalism students scored the same and third highest points comparatively.
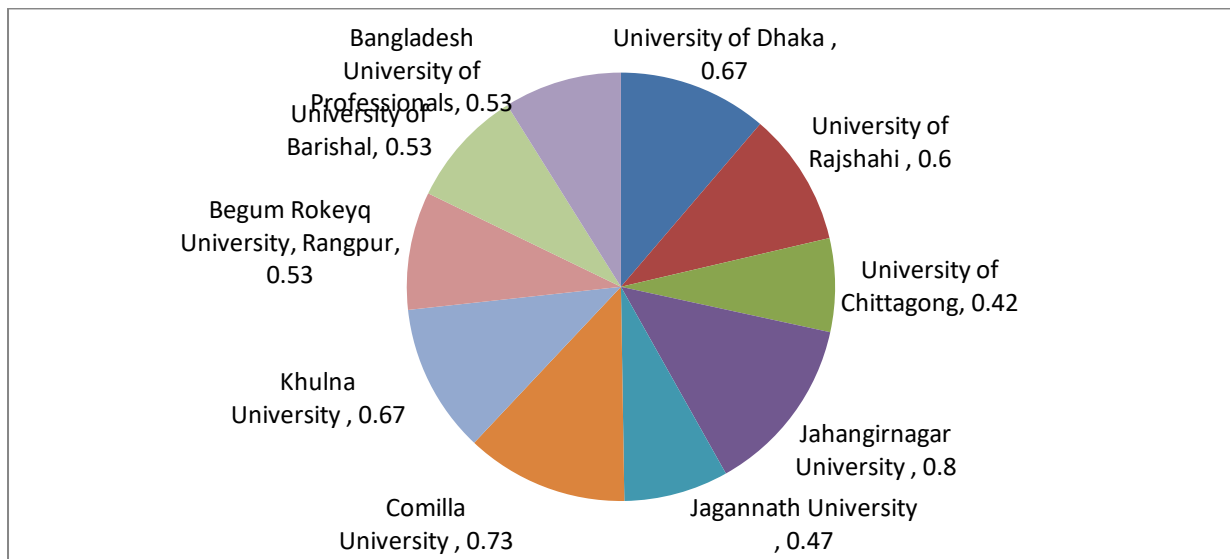

Chart: 2 Knowledge level about judging the quality of a source of information among Journalism students

4.11 Knowledge Level about Judging The Quality of a Source of Information among Non-Journalism Students

Also, multiple questions were asked to the non-Journalism students to know their judging quality of a source of information. Chart-3 reveals that students have moderate and satisfactory scores. On average; students of DU scored .80 points, RU scored .47 points, CU scored .60 points, JU scored .40 points, JNU scored .53 points, CoU scored .47, KU scored

.60, BRU scored .53 points, BU scored .53 points, and BUP scored .67 points respectively. Moreover, the chart shows that there are some differences among students while getting scores. Among the students, DU Journalism students scored the highest, BUP students secured the second-highest positions, and both CU and KU students gained the third position comparatively in this regard.
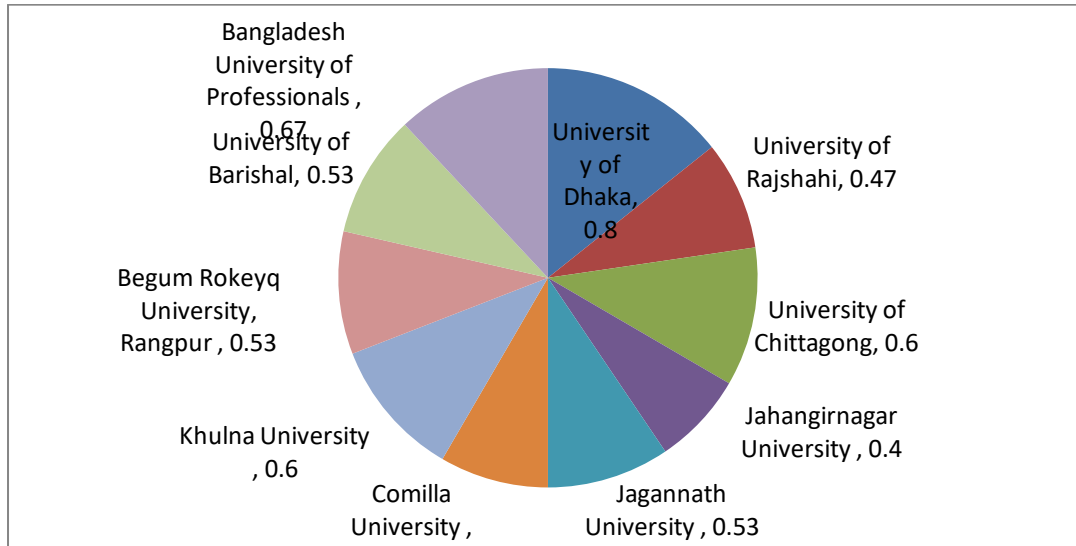

Chart: 3 Knowledge level about judging the quality of a source of information among Non-Journalism students

4.12 Experiencing the Dilemmas News from Social Media or Online

Students were asked if they have ever faced any experience which they got from social media or online, and they thought it was correct firstly but after a few days, they realized the news was fake/wrong. Chart-4 shows that among the Journalism students 81% agreed on this, while 19% disagreed in this regard. On the other hand, Chart- 5 shows, among non-Journalism students, 85% went through this situation while 15% said they didn't experience this kind of situation ever.
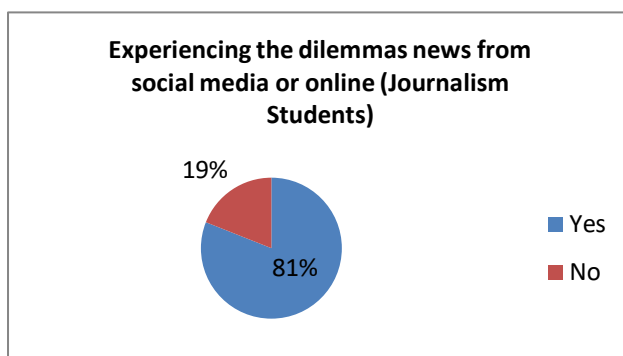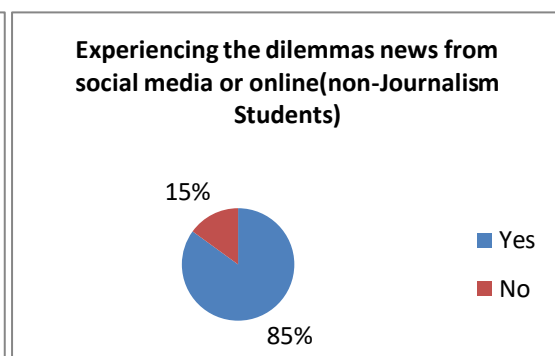

Chart-4

Chart-5

RESULT DISCUSSION

4.13 News literacy levels of both Journalism and non-Journalism students in Bangladesh

The study finds that all students seem very dependable in online news portals than Facebook and other media to get news regularly; also they spend most of their time with these media. Most of them prefer to confine themselves to social media networks. Media networks offer lots of information, but only the media literate people can save themselves from misinformation and mixed information. The study works on tertiary students. The result is that most students of non-Journalism are more mindful and think very consciously about the media content than Journalism students, who naturally rely on automatic habits. Results show that at DU, RU, CU, JU, JNU, CoU, and BU, non-Journalism students have better points respectively, which show their mindful thought to measure media content. On the other hand, only at KU, BRU, and BUP, Journalism students are somewhat ahead in points.

While searching the student's motivation for news consumption, this study reveals that all students have moderate intrinsic motivation for news consumption. Most non-Journalism students have more motivation than Journalism students; among them, In DU, RU, CU, KU, BRU, BU, and BUP, non-Journalism students have more intrinsic motivation news consumption. On the other hand, only in JNU and CoU, Journalism students are ahead on the points lead. Both Journalism and non-Journalism students of JU have the same points comparatively to all universities. The study also finds that Journalism students have more knowledge about media messages controlling influence compared to non-Journalism students. The study also reveals that Journalism students are more personal in control over media messages influence. Among the students, Journalism students at CU, JNU, CoU, BRU, BU, and BUP have more points compared to non-Journalism students, while non-Journalism students at DU, RU, JU, and KU have more knowledge than Journalism students in this regard.

Focusing on the knowledge about media systems, this study finds the answers of how much knowledge students have on three categories; media industries, media content, and media effects. All the students of the two majors don't have a satisfactory knowledge level, with sometimes a very frustrating knowledge about media industries. All the scores students got are lying on the lower line. Among the students, most Journalism students at RU, CU, JU, CoU, KU, BRU, BU, and BUP have slightly a few more points about media industries compared to non-Journalism students, while non-Journalism students at DU and JNU are in the lead compared to Journalism students. Most of the students have lower knowledge of typical content and content frames produced by news organizations. Only fewer students have moderate knowledge but still, show dissatisfaction levels. Results show that most of the students at DU, CU, KU, BRU, BU, and BUP have slightly more knowledge compared to non-Journalism students, while non-Journalism students at RU, JU, JNU, and CoU have slightly more knowledge compared to Journalism students respectively. Comparatively, among all students, some Journalism students somehow managed moderate points about the knowledge of media effects on people. Among the students, Journalism students at DU, CU,

JU, KU, BU, and BUP are having slightly more knowledge about media effects compared to non-Journalism students. On the other hand, non-Journalism students at RU, JNU, and CoU are giving the lead on the knowledge line compared to the Journalism students. Besides, both students of two majors at BRU have the same points, which mean the same knowledge level in this regard.

According to the results and discussion about media skepticism, the study finds that all students have moderate and satisfactory knowledge about media trust. Most of the students think that media news is fair enough, accurate, and trusted as well as a way of solving society's problems. The study finds that non-Journalism students at JU, JNU, KU, BRU, BU, and BUP have more media trust than journalism students. On the other hand, at DU, RU, CU, and CoU, Journalism students have more media trust than non-Journalism students. Furthermore, the study reveals that all students of two majors have moderate knowledge about checking the news accuracy. The study finds that non-Journalism students are in the lead having this knowledge compared to Journalism students. Moreover, non-Journalism students at DU, RU, JU, CoU, BRU, and BUP have more media knowledge about checking the news accuracy than Journalism students. On the other hand, Journalism students at CU, JNU, KU, and BU have more scores than non-Journalism students.

4.14 Involvement with formal media education programs

After judging the news literacy level and its percentages, the study reveals that most of the Journalism students (70%) have a progressive and satisfactory knowledge level in news media literacy. Along involving with the media or journalism education programs or any publication, most of the students (70%) also showed their engagement with writing and producing news stories in print, broadcast, or the internet. In comparison, non-Journalism students normally didn't receive any formal education from their department, but the study reveals that these students (40%) somehow managed to engage themselves with media or journalism education programs or any publication with their efforts. On the other hand, the study reveals very praiseworthy efforts by non-Journalism students that most of the students (63%) are active in writing and producing a new story for media. Being associated with formal education, one can identify the quality of a source of information. In this way, this is true that those who have more knowledge can identify news more clearly. This study also reveals that students of both majors have close points comparatively about identifying the quality of a source of information. Among the Journalism students, students of JU scored the highest points (.80), while CoU students stayed in the second-highest points (.73) and both DU and KU students scored the same, securing the third-highest points (.67). On the contrary, RU students scored .60 points securing the fourth position, BRU, BU, and BUP scored .53 points, securing the fifth position, JNU scored .47 points, and CU scored .42 points in average having the sixth and seventh position respectively. Comparatively, among non-Journalism students, DU students achieved the highest (.80) position, BUP secured the second-highest position (.67), and both CU and KU students gained the third position scoring .60 on average. On the other hand, JNU, BRU, and BU scored .53 points respectively having the fourth position, while RU and CoU scored .47 points respectively having the fifth position, and JU scored .40 points securing the last position. What is more, both Journalism and non-Journalism students have almost the same knowledge about judging the quality of a

source of information. But there is some fluctuation of the knowledge level among the students of all universities. The study finds that among all universities, at JU Journalism students have the highest points but the non-Journalism students got the lowest points, while at CoU, Journalism students secured second-highest scores but the non-Journalism students secured the second last position. On the other hand, this study observes that at DU, non-Journalism students have the highest scores compared to Journalism students, while at KU, both Journalism and non-Journalism students have almost the same scores and knowledge level. Moreover, at RU, a notable point difference is found among the students, where Journalism students are on the ahead. On the other hand, students of both majors of BRU and BU have the same scores. Also, at BUP, CU, and JNU, non-Journalism students have better knowledge than Journalism students in this regard.

From the discussion, the study finds a very progressive sign that most the non-Journalism students are doing well and sometimes are on the lead in the knowledge level compared to the Journalism students now. Nevertheless, sometimes students face unpleasant situations about news from social media and online. While experiencing the dilemmas of news from social media and online, most of the students agreed that sometimes they recognized news as the right one, but right after analyzing and crosschecking the news, they found that news was a fake fact. In this regard, most of the non-Journalism students (85%) faced these dilemmas more than Journalism students (81%) did.

4.15 Demands to include more practical-based overall media literacy education in all curriculums at tertiary levels

After judging all data from the finding and discussion, the study reveals that though students have moderate news literacy skills overall, there still have lower knowledge about the media system, including the media industry, media content, and media effects. Knowing these systems is very important for Journalism students. What will be the benefit if Journalism students lack media literacy, especially about media systems, while non-Journalism students show them sometimes more competent than Journalism students, also as media literate already? Today, it seems mandatory for all to be media literate to compete with the wave of the advanced world. Still, this research finds moderate, sometimes frustrating knowledge levels among tertiary students in Bangladesh. Adding more, a limited number of research has been done on media literacy in Bangladesh. Therefore, this study shows the demand for new research in this field, besides news research in this field; the study also suggests there is urgency for all all-academic authorities to focus on developing their every curriculum with media literacy topics with practical work.

5. CONCLUSION

This study has been conducted with a large number of participants of 10 public universities, so the results found after analysis are very important for this area. The study brings the importance of the inclusion of media literacy topics in every academic curriculum with more care. This study finds that journalism and non-journalism students have not met the satisfactory news literacy knowledge level, especially with a frustrating knowledge level

about media systems. That is why students need to know all about media for their own good to compete in the advanced and technology world. As the students from all academic levels are becoming more addicted to the growing number of media easily, it is high time to provide them all media literacy knowledge accurately. This study also reveals the gaps in news media knowledge among Journalism and non-Journalism students. It has been observed that sometimes non-Journalism students are more media literate compared to Journalism students. That shows the urgency why Journalism and media education should be provided mandatory not only to the Journalism students but also to non-Journalism students, to an extent all students from all academic backgrounds. Moreover, this research demands the inclusion of more chapters and practical-based study work in all curriculums at tertiary levels.

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