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The Role of Media Literacy in Shaping News Use among University Students of Bangladesh

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Abstract

This study delves into the role of news literacy in shaping news use behavior of Bangladeshi University students. Specifically, it examines the level of news literacy among students. Based on a survey ($N = 308$), this study investigates the relationship between university students' news literacy level (various constructs of news literacy, and online news verification) and their news use behaviors (news consumption via news media, and social media). It employed descriptive statistics to unveil demographic relationship with various factors of news literacy and news verification ability. Further, the role of various types of news literacy in university students' news use was conducted by employing regression analysis in SPSS software. The findings show that there was no significant

difference in news literacy level between students majoring in media-related disciplines and those in non-media disciplines. Besides, student's ability to verify news online was also found to be a moderate level. On top of this, this study reveals that news literacy construct of authors and audience has strong and positive association with news use via news media. Similarly, self-perceived news literacy and news verification ability respectively have strong relationship with news use via social media. The findings of the current study provide insights into the understanding of students' news literacy level and their ability to verify news online which would play a vital role in navigating information in online landscape.

Keywords: Media Literacy, News Literacy, News Use Behavior, University Students, Journalism and Non-Journalism

1. Introduction

In today's interconnected world, no one can escape the realm of the information society. We are living in a digital age, often referred to as the 'Net Generation' (Leung, 2004) ^[12], where technological innovations have granted us limitless access to news and information. Prensky (2001) ^[17] has termed this generation as the 'Digital Natives' who are the native speakers of digital language of computer, video games and internet. As the information age continues to shape our society (Tredinnick, 2008) ^[24], discerning the accuracy and credibility of news sources has become increasingly vital. So, the ability to navigate the vast landscape of news and information has become a fundamental skill. However, amidst the abundance of information, there is a growing concern about the spread of misinformation and disinformation, with sources sometimes mixing harassment, humour, advertising, or false information into news formats (Tsang, 2019) ^[25]. This can be particularly problematic during social movements, where rumours fabricated photos have led to confusion and conflicts among protesters, causing divisions within their ranks (Chowdhury *et al.*, 2019) ^[4]. Considering these challenges, it is essential for everyone to receive proper media literacy to navigate the world of fabricated information.

It is essential for the democracy to ensure people's awareness on the contemporary issues of a country. With tons of information sources and media everywhere, we all have to figure out what's trustworthy (Christians *et al.*, 2009) ^[5]. Nowadays, we call this skill 'media literacy'. It mainly gives people in our society a way to learn and understand media messages and get useful info from them. Being literate in media means doing this right and making the info valuable for yourself (Potter, 2004)

[16]. Media literacy encompasses various developing fields, and one of these areas is news literacy. According to Kellner & Share (2005) [10], when individuals possess a more profound grasp of how the media functions, system, knowledge about authors and audience, messages and meaning and representation and reality, they tend to view the news as more credible.

In the context of Bangladesh, social media create highly interactive platform through which individuals can share, discuss, create, and modify user generated content. It is believed that social media disseminates up-to-date information in a short period of time over a large radius (Lee & Kwak, 2012) [11]. Social media can also impact on natural disaster, public opinion, political unrests, social movement and so on. Apart from being a medium of communication, it helps in decision making process. Datareportal (2025) [6] has estimated that 5.24 billion social media users around the world at the start of January 2025 while 206 million new users joined in the past 12 months. The same report also states that Bangladesh has around 60 million social media users at the beginning of 2025, equating to 34.3 percent of total population (Datareportal, 2025) [6]. Most importantly, these users are mostly young. In these circumstances, students are highly interacted with social media to get news. So, there are high chances of encountering fake news, misinformation and disinformation while using the social media. That is why it is high time to focus on news literacy field. This paper examines the news literacy level difference between media students and non-media students and explore connection between News Literacy and News consumption pattern.

2. Literature Review

Silverblatt & Eliceiri (1997) [22] defines 'Media Literacy' as the tool for people to decode the information they encounter through mass media which gives them the ability to form their own opinions about what they encounter. However, Aufderheide (1993) [2] considers media literacy as the ability to access, analyze, evaluate and communicate message in a variety of forms. On the other hand, 'news literacy' has some differences than media literacy while Malik *et al.* (2013) [14] considers 'News Literacy' as the intersection of media and information literacy that focus on a particular type of message; news. However, Maksl *et al.* (2015) [13] defines that news literacy is all about understanding how and why people interact with news media, how they make sense of it, what they read or watch, and how it impacts them. So, we can say that media literacy is the knowledge of analysis about all sorts of media message while news literacy only emphasizes on news media.

According to Hobbs (2011) [7], literacy can be understood as the process to access, analyze, assess, and communicate messages in a variety of forms. Hobbs' definition suggests the following characteristics: Inquiry-based education, students centered learning, problem solving in cooperative teams, alternatives to standardized testing, and integrated curriculum. Meanwhile, 'News use behaviour' refers to the ways in which individuals interact with and consume news which encompasses the patterns and habits people have when it comes to acquiring, processing, and engaging with news content (York & Scholl, 2015) [28]. This can include how often someone reads people news, the sources they prefer, how they verify information, their level of engagement with news on social media, and other aspects

news related actions and choices. News Consumption patterns refer to the ways individuals' access, interact with, and process news content. It encompasses the habits, preferences, and behaviors that people exhibit when engaging with news sources and information.

The significance of exploring the news literacy level has gained the attention of many researchers in recent days, however, there is a poor number of research about news literacy in Bangladesh perspective. Quarmal *et al.* (2018) [19] conducted a study to determine the factors that influence the media access, usages, and purpose 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. Researcher pointed out that students are nowadays highly dependent on social media. They often trust and share information on social media without checking if its' true or actual that can be risky. To mitigate this risk, the researcher recommend that the government should introduce an enhanced media literacy curriculum (Quarmal *et al.*, 2018) [19]. On the other hand, Begum & Khan (2022) [3] studied a large number of participants of 10 public universities in Bangladesh and found that journalism and non-journalism students have not met the satisfactory news literacy knowledge level, especially with a frustrating knowledge level about media systems. These knowledge gaps highlight the insufficiency in the curriculum, which lacks enough practical based media education (Begum & Khan, 2022) [3]. On the contrary, in an international perspective there are lots of research focused on various types of significant issues and aspects of media education. Ikram & Rahman (2023) [9] assessed news media literacy in media students of public and private universities in Pakistan and found that the media students have better understanding comparatively non media students.

A report by Shellenbarger (2016) [21] showed that many preteens and teenagers often lack the ability to discern the accuracy and reliability of the content they encounter while 82% of middle school students couldn't differentiate between advertisement and actual news. Similarly, Notley & Dezuanni (2019) [15] surveyed thousands of young people, who are 8 to 16 years old, to examine about their news consumption, engagement, and experience. The research revealed diverse patterns among social media users, especially children and young people. There were two groups; one that consumed a significant amount of news daily but lacked trust in news sources, and another group that struggled to differentiate between fake news and real news, despite their academic knowledge. Only about one third of young individuals were able to identify fake news or disinformation from genuine news (Notley & Dezuanni, 2019) [15].

Schmidt (2012) [20] showed that the significance of media literacy education at higher education level while Hoffman (2016) [8] conducted a study on news media literacy and social media usages among 370 undergraduate journalism students, surprisingly, the study did not find any significant connection between the extent of social media usages and the participants' level of news media literacy. However, scholars has confirmed that the initial idea that news media literacy is a multi-dimensional concept, involving various aspects of knowledge and attitudes coming together (Vraga *et al.*, 2015; Ashley *et al.*, 2013) [27, 1].

Maksl *et al.* (2015) ^[13] discussed news literacy and its crucial significant for both journalists and news consumers where it highlights that how and why people interact with news, how they make sense of what they read, and how their news consumption affects individuals. Vraga *et al.* (2015) ^[27] has rightly pointed that news literacy gives us power to make smart choices about which news to trust, share or engage with. While so many research has examined people's knowledge and skills in news literacy, there is limited research on how individuals actually put their news literacy into practices and what factors drive their critical engagement with news (Swart, 2023; Tully *et al.*, 2022) ^[23, 26]. The existing literature often takes a comprehensive model that considers all the influences on people's critical news consumption. So, the current study explores news literacy level among journalism and non-journalism students and also determine some factors that influence someone could be high news literate.

3. Research Questions and Objectives

To find out how much literate university students are at understanding the depth and facts of news, this research has tried to find out the answers of several key questions-

RQ1: Is there any difference in levels of news literacy between media students and non-media students?

RQ2: How do Bangladeshi University students verify news online?

RQ2: What roles do news literacy level among university students play in their news use?

Based on these questions this study aims to achieve several objectives and intends to explore the following areas through this study-

- To determine the news literacy levels of journalism students and non-journalism students.
- To understand the relation between news literacy and news consumption pattern.
- To measure students' ability to critically evaluate and comprehend news content.

4. Theoretical framework

Assessing news literacy offers an opportunity to evaluate media literacy curricula and gauge the foundational levels of news media literacy in the American population. Drawing on prior research in media literacy (Potter, 2004; Primack *et al.*, 2006; Ashley *et al.*, 2013) ^[16, 18, 1] devised a scale for measuring news media literacy, concentrating on both news production techniques and consumption. Adapting the 'Smoking Media Literacy Scale' by Primack *et al.* (2006) ^[18] and Ashley *et al.* (2013) ^[1]'s model encompassed items evaluating Authors and Audience (AA) with a focus on how authors tailor content for audience; Messages and Meanings (MM), addressing the values and production techniques in messages appealing to different viewers; and Representation & Reality (RR) centering on the filtration of information in the media and its impact on perceptions of reality.

Vraga *et al.* (2015) ^[27] extended Ashley *et al.* (2013) ^[1] model adding two additional measurements; self-perceived media literacy (SPML) and value for media literacy (VML). The primary objective in this study is to assess and validate this news literacy level among university students based on these concepts.

5. Materials and Methods

This study employs a quantitative research approach to explore the relationship between news literacy levels and news use behavior among students. The methodological framework involves a convenient survey method with a sample size of 308 students from the journalism and non-journalism departments of universities in Bangladesh. Convenience samples were obtained from each university by tapping into existing groups of students within the population. The survey was conducted simultaneously in the first quarter of 2024. Participants were informed that the survey focused on internet usages and their comprehension of news media. A total of 308 students (50.6% female and 49.4% male) were selected as the study participants, representing a diverse cross section of the student's population. Both online and pen-and-pencil survey methods were utilized, and data analysis was conducted using the Statistical Package for the Social Science (SPSS).

The survey questionnaire designed based on the model of smoking media literacy by Primack *et al.* (2006) ^[18] and fifteen news media literacy items proposed by Ashley *et al.* (2013) ^[1]. All questionnaire is close ended questions. This study concentrates on validating the Ashley *et al.* (2013) ^[1] scale over other potential measures of news media literacy (e.g., Maksl *et al.*, 2015) ^[13]. Questions were structured to measure key aspects of news literacy, such as the Authors and Audience (AA), Messages and Meaning (MM), Representation and Reality (RR). A total of 188 data was collected through using an online survey questionnaire and rest of the data was collected by paper-and-pencil survey.

6. Result and Discussion

a) Demographics Characteristics of the respondents

The demographic analysis aims to provide insights into key characteristics of our study population, including sex, monthly household income (tk), and university subjects. This information is crucial for understanding the composition and diversity of our sample. By unraveling these aspects, we aim to construct a comprehensive profile that enhances the depth and validity of our research insights. Combining sex, monthly household income (tk), and university subjects' data provide a holistic view of the factor influencing news use behavior.

Table 1: Demographic respondents by gender

Sex	Frequency	Percent
Female	156	50.6
Male	152	49.4
Total	308	100.0

In this research, a total of 308 university students participated, comprising 156 females and 152 males. The demographic analysis reveals a nearly equal distribution, with 50.6% of the participants identifying as female and 49.4% as male. This gender balanced representation ensures a comprehensive exploration of news literacy's role in shaping news use behavior among university students, allowing for insights that account for diverse perspectives and experiences within the surveyed population.

Table 2: Demographic respondent by Monthly Household Income (TK)

Valid	Frequency	Percent
0-20,000	92	29.9
21,000-40,000	124	40.3
41,000-60,000	58	18.8
61,000-80,000	14	4.5
Above 80,000	20	6.5
Total	308	100

In examining the demographic characteristics of the 308 participants in this research, a crucial aspect of analysis pertains to the distribution of monthly household income. The finding reveals a diverse range of income groups, with the majority (40.3%) falling within the 21,000-40,000 tk, followed by 29.9% in the 0-20,000 tk range. Additionally, 18.8% reported monthly household incomes between 41,000-60,000 tk, 4.5% in the 61,000-80,000 tk category, and 6.5% indicating incomes above 80,000 tk. This income distribution underscores the socio-economic diversity within the participant pool. The prevalence of respondents in the lower income (0-20,000 TK) suggests potential financial constraints that may influence their access to and consumption of news. Conversely, participants in higher income (Above 80,000 TK) may have more resources for diverse information channels.

Table 3: Demographic respondents by academic disciplines

Academic disciplines	Frequency	Percent
Media Students	153	49.7
Non-media students	155	50.3
Total	308	100.0

Table-3 indicates that Media Students constitute 49.7% of total participants (Total N=308), reflecting a significant representation in the study. This group comprises students majoring in various media-related disciplines, such as journalism, communication studies, media studies, mass communication and journalism and media production. Given their academic background, media students are expected to have a more in-depth understanding of news consumption pattern and potentially higher news literacy.

On the other hand, non-media students make up 50.3% of the total participants (Total N=308), indicating a well-balanced representation across academic disciplines. This category encompasses students from diverse academic fields outside of media-related disciplines, including but not limited to sciences, humanities, or social sciences. Non-media students may bring unique perspectives to the study, reflecting how news literacy and news use behavior vary across academic backgrounds.

Table 4: Mean and Standard Deviation of the demographic respondents

Demographics	Mean	Standard Deviation	N
Gender	1.49	0.5	308
Monthly Household Income	2.17	1.10	308
Subject that you are studying in university	1.5	0.5	308

In the Table-4, the mean (M) value for gender is 1.49, with a standard deviation of 0.5, suggesting a near-equal distribution between two binary gender categories of male and female students while, the mean (M) monthly household income of 2.17 provides an indication of the central tendency of income levels among the respondents. The standard deviation (SD) of 1.10 suggests a considerable degree of variability in monthly household income within the sample. And the mean (M) score of 1.50 and standard deviation of 0.5 for the field of study imply that the students are almost evenly split between two disciplines of Media Studies and Non-Media Studies.

b) Author & Audience (AA)

Table 5: The owner of the media company influences the content that is produced

Valid	Frequency	percent
Strongly disagree	6	1.9
Disagree	15	4.9
Neither Agree or Disagree	30	9.7
Agree	154	50.0
Strongly agree	103	33.4
Total	308	100.0

The majority of the respondents (50%) seems to agree with the statement like the owner of the media company influences the content that is produced. And 103 students like almost 33.4% are strongly agree out of 308 participants. The high number of students who agree (154) and strongly agree (103) suggests that a significant portion of the respondents believe that the owner of the media company does influence the content that is produced. However, it's important to acknowledge that a combined total of 21 students (1.9% strongly disagree and 4.9% response with disagree) hold the opposing view. 9.7% students who neither agree nor disagree might indicate uncertainly a lack of a strong opinion on this matter.

Table 6: News companies choose stories based on what will attract the biggest audience

Valid	Frequency	Percent
Strongly disagree	3	1.0
Disagree	9	2.9
Neither Agree or Disagree	11	3.6
Agree	161	52.3
Strongly agree	124	40.3
Total	308	100.0

The majority of the respondents (52.3%) seems to agree with the statement like news companies choose stories based on what will attract the biggest audience. And 124 students like almost 40.3% are strongly agree out of 308 participants. The high number of students who agree (161) and strongly agree (124) suggests that a significant portion of the respondents believe that news companies choose stories based on what will attract the biggest audience. However, it's important to acknowledge that a combined total of 03 students (1.0% strongly disagree and 2.9% response with disagree) hold the opposing view. 3.6% students who neither agree nor disagree might indicate uncertainly a lack

of a strong opinion on this matter.

Table 7: Individuals find news sources that reflects their own political values

Valid	Frequency	percent
Strongly disagree	8	2.6
Disagree	22	7.1
Neither Agree or Disagree	56	18.2
Agree	159	51.6
Strongly agree	63	20.5
Total	308	100.0

The majority of the respondents (51.6%) seems to agree with the statement about individuals find news sources that reflects their own political values. And 63 students like almost 20.5% are strongly agree out of 308 participants. The high number of students who agree (159) and strongly agree (63) suggests that a significant portion of the respondents believe that individuals find news sources that reflects their own political values. However, it's important to acknowledge that a combined total of 08 students (2.6% strongly disagree and 7.1% response with disagree) hold the opposing view. 18.2% students who neither agree nor disagree might indicate uncertainly a lack of a strong opinion on this matter.

Table 8: News media produces content that is financially profitable

Valid	Frequency	Percent
Strongly disagree	6	1.9
Disagree	22	3.9
Neither Agree or Disagree	34	11.0
Agree	149	48.4
Strongly agree	107	34.7
Total	308	100.0

The majority of respondents, combining the 'Agree' and 'Strongly agree' categories (256 out of 308 students), express the belief that news media process content that is financially profitable. A substantial proportion of students (approximately 83%) agree or strongly agree that news media creates content with financial profitability in mind. This suggests that a widespread perception that financial considerations play a significant role in shaping news content. While a minority (5.8% students) holds a contrary opinion (disagree and strongly disagree), the larger consensus on financial motivations implies a notable trend. Besides, 11.0% students who neither agree nor disagree may indicate a level of uncertainty or neutrality regarding the financial motivations of news media.

Table 9: There is a specific purpose behind publishing news

Valid	Frequency	percent
Strongly disagree	9	2.9
Disagree	12	3.9
Neither Agree or Disagree	40	13.0
Agree	151	49.0
Strongly agree	96	31.2
Total	308	100.0

The responses span a spectrum with 247 students (combining Agree and Strongly agree), indicating a shared belief in existence of a deliberate purpose behind news publication. However, a minority of 21 students (2.9%

strongly disagree and 3.9% disagree) express dissenting views, suggesting a range of perspectives within the sample. Nevertheless, a notable portion of respondents, 13% students remain neutral on the matter, neither agreeing nor disagreeing. This reversibility suggests a level of uncertainty or a lack of a strong stance regarding the specific purpose behind news dissemination.

Table 10: People are influenced by news whether they realize it or not

Valid	Frequency	Percent
Strongly disagree	4	1.3
Disagree	18	5.8
Neither Agree or Disagree	39	12.7
Agree	173	56.2
Strongly agree	74	24.0
Total	308	100.0

Most of the respondents, combining 'Agree' and 'Strongly agree' categories (56.2% & 24% out of 100% participants), express the belief that people are influenced by news whether they realize it or not. 12.7% of participants responded with neither agree or disagree, 5.8% disagreed and 1.3% strongly disagree which indicates that people are not influenced by news whether they realize it or not.

c) Representation & Reality (RR)

Table 11: Lighting is used to make certain people in the news look good or bad

Valid	Frequency	Percent
Strongly disagree	8	2.6
Disagree	20	6.5
Neither Agree or Disagree	43	14.0
Agree	163	52.9
Strongly agree	74	24.0
Total	308	100.0

The largest number of participants response towards agreement, with a combined 163 & 74 students expressing the level of agree and strongly agree. However, a significant number of students, 43 in total, chose the neutral option of neither agree nor disagree. This suggests a diversity of opinions among the respondents regarding the use of lighting in shaping perceptions of individuals in the news.

Table 12: News makes things more dramatic than they really are

Valid	Frequency	percent
Strongly disagree	7	2.3
Disagree	43	14.0
Neither Agree or Disagree	63	20.5
Agree	128	41.6
Strongly agree	67	21.8
Total	308	100.0

The largest number of participants response towards agreement (128; 41.6%), and 21.8% response with strongly agree. However, a significant number of students, 20.5% in total, chose the neutral option of neither agree nor disagree. It means that a minority of the surveyed students hold the belief that news does not exaggerate or sensationalize events. In other words, these students strongly believe that the news accurately portrays events without adding unnecessary drama or exaggeration.

Table 13: News coverage of a political candidate will influence people's opinion

Valid	Frequency	percent
Strongly disagree	9	2.9
Disagree	20	6.5
Neither Agree or Disagree	37	12
Agree	178	57.8
Strongly agree	64	20.8
Total	308	100.0

The majority of respondents, combining the 'Agree' and 'Strongly agree' categories (77.8% out of 100% students), express the belief that news coverage of a political candidate will influence people's opinion. However, a small portion of people falls into the category of disagreeing with the statement (9 people are strongly disagree and 20 people are disagree). And 12 percent respondents express their neutral stand by saying neither agree or disagree.

Table 14: Two people might see the same news story and get different information from it

Valid	Frequency	Percent
Strongly disagree	16	5.2
Disagree	57	18.5
Neither Agree or Disagree	53	17.2
Agree	139	45.1
Strongly agree	43	14.0
Total	308	100.0

Most of the respondents, combining 'Agree' and 'Strongly agree' categories (45.1% & 14.0% out of 100% participants), express the belief that two people might see the same news story and get different information from it. A significant number of students almost 53 number express neither agree nor disagree.

d) Online News Verification abilities

Table 15: I check time and date

Valid	Frequency	Percent
Never	21	6.8
Rarely	44	14.3
Sometimes	91	29.5
Often	80	26.0
Always	72	23.4
Total	308	100.0

Table-15 states that the majority of respondents (29.5%) 'Sometimes' check the time and date for online news verification while a significant portion of students reported checking the time and date either Often (26.0%) or Always (23.4%). Fewer students responded with Never (6.8%) or Rarely (14.3%) indicating less frequency in checking time and date. The data suggests a considerable level of awareness and effort among students in verifying the time and date of online news.

Table 16: I search author's information

Valid	Frequency	Percent
Never	38	12.3
Rarely	81	26.3
Sometimes	78	25.3
Often	64	20.8
Always	47	15.3
Total	308	100.0

The largest proportion of students (26.3%) reported that 'Rarely' search for the author's information when verifying online news while a substantial number of students indicated searching 'Sometimes' (25.3%) and Often (20.8%) for the author's information. However, a smaller percentage of respondents 'Never' (12.3%) or Always (15.3%) searching for author's information. The data suggests a range of engagement levels in searching author's information, with a notable portion indicating infrequent behavior.

Table 17: I check Grammar, punctuation and Sentence structure

Valid	Frequency	Percent
Never	37	12.0
Rarely	52	16.9
Sometimes	87	28.2
Often	73	23.7
Always	58	18.8
Total	308	100.0

The majority of students (28.2%) fall into the category of Sometimes checking grammar, punctuation, and sentence structure. This suggests that a significant portion of students occasionally pay attention to the linguistic aspects of online news articles. A considerable number of students (23.7%) reported that they often check, and another notable group (18.3%) mentioned always. This indicates that a substantial portion of students actively engages in verifying the language quality of online news content. On the other hand, a smaller portion of students either never check (12.0%) or rarely check (16.9%). This suggests that a portion of the student population does not prioritize or consistently engage in this aspect of online news verification.

Table 18: I verify the contents (photo, quote) of online news

Valid	Frequency	Percent
Never	47	15.3
Rarely	52	16.9
Sometimes	83	26.9
Often	77	25.0
Always	49	15.9
Total	308	100.0

The highest percentage of students (26.9%) reported that they 'Sometimes' verify the contents (photo, quote) of online news. A substantial number of students indicated verifying 'Often' (25.0%) and 'Always' (15.9%) the content of online news. A smaller percentage of respondents reported 'Never' (15.3%) or 'Rarely' (16.9%). The data suggests that a while significant portion of students actively verifies online news contents, there is also a notable group that does so less frequently. This indicates that there is a portion of the student population that may not consistently prioritize or engage in this aspect of online news verification.

Table 19: I notice the similarity between headlines and main story

Valid	Frequency	Percent
Never	20	6.5
Rarely	25	8.1
Sometimes	62	20.1
Often	96	31.2
Always	105	34.1
Total	308	100.0

The majority of students (34.1%) fall into the category of 'Always' notice the similarity between headlines and main story. This suggests that a significant portion of students occasionally pay attention about it. A considerable number of students (31.7%) reported that they 'Often' check, and another notable group (20.1%) mentioned 'Sometimes'. This indicates that a substantial portion of students actively engages in notice the similarity between headlines and main story. On the other hand, a smaller portion of students either 'Never' check (6.5%) or 'Rarely' check (8.1%). This suggests that a portion of the student population does not prioritize or consistently notice it.

Table 20: I notice the difference between opinion and News

Valid	Frequency	Percent
Never	21	6.8
Rarely	31	10.1
Sometimes	71	23.1
Often	111	36.0
Always	74	24.0
Total	308	100.0

The Table-20 highlights that the highest percentage of students (36.0%) are 'Often' notice the differences between opinion and news while 24% students responded with 'Always', and 23.1% students responded with 'Sometimes'. On the other hand, a lowest number of students 6.8% reported that they never notice the differences between opinion and News.

e) News Consumption pattern

Table 21: Facebook as a source of news

Valid	Frequency	Percent
Very poor	15	4.9
Poor	30	9.7
Acceptable	79	25.6
Good	109	35.4
Very good	75	24.4
Total	308	100.0

The data reveals that a significant portion of students, constituting the highest percentage of 35.4% respond that to get news they use Facebook as source and its frequency is good. A significant number of students 79% response with acceptable. 4.9% ensured the frequency is very poor.

Table 22: YouTube as a source of news

Valid	Frequency	Percent
Very poor	23	7.5
Poor	42	13.6
Acceptable	90	29.2
Good	103	33.4
Very good	50	16.2
Total	308	100.0

The data reveals that a substantial proportion of students, comprising the highest percentage at 33.4%, reported using YouTube as their 'Good' source for news, indicating a favorable frequency. A significant number of students, accounting for 29.2%, responded with 'Acceptable' frequency. However, a small percentage, specifically 4.9%,

expressed that the frequency is 'Very Poor', and 9.7% indicated 'Poor' frequency. This information sheds light on the prevalent usage patterns and perceived frequencies of news consumption among the surveyed students.

Table 23: Newspaper as a source of news

Valid	Frequency	Percent
Very poor	29	9.4
Poor	55	17.9
Acceptable	102	33.1
Good	82	26.6
Very good	40	13
Total	308	100.0

The data reveals that a substantial proportion of students, comprising the highest percentage at 33.1%, reported using newspaper as their 'Acceptable' source for news, indicating a favorable frequency. A significant number of students, accounting for 26.6%, and 13% responded with 'Good' and 'Very Good' frequency respectively. However, a small percentage, specifically 9.4%, expressed that the frequency is 'Very Poor', and 17.9% indicated 'Poor' frequency. This information sheds light on the prevalent usage patterns and perceived frequencies of news consumption among the surveyed students.

Table 24: Online news portal as a source of news

Valid	Frequency	Percent
Very poor	23	7.5
Poor	45	14.6
Acceptable	81	26.3
Good	91	29.5
Very good	68	22.1
Total	308	100.0

The majority of respondents (29.5%) using online news portal as news source to get news labeled as 'Good', 26.3% labeled as 'Acceptable', 22.1% labeled as 'Very Good'. Nevertheless, significant number of students, accounting for 14.6%, responded with 'Poor' frequency while 7.5% of the respondents expressed that the frequency is 'Very Poor'. This information sheds light on the prevalent usage patterns and perceived frequencies of news consumption among the surveyed students.

Table 25: Radio as a source of news

Valid	Frequency	Percent
Very poor	214	69.5
Poor	54	17.5
Acceptable	29	9.4
Good	7	2.3
Very good	4	1.3
Total	308	100.0

The table illustrates that a substantial proportion of students, comprising the highest percentage at 69.5%, reported using radio as a 'Very Poor' source for news, indicating the students don't use radio as their favorable option for news. A significant number of students, accounting for 17.5%, responded with 'Poor' frequency. However, a small percentage of 2.3% and 1.3% respondents have expressed that the frequency is 'Good' and 'Very Good' respectively.

Table 26: Television as a source of news

Valid	Frequency	Percent
Very poor	84	27.3
Poor	54	17.5
Acceptable	88	28.6
Good	50	16.2
Very good	32	10.4
Total	308	100.0

The table highlights that a substantial proportion of students with 28.6% responded using television as an 'Acceptable'

source of news, while 16.2% mentioned as a 'Good' source of news, and 10.4% expressed as a 'Very Good' source of news. However, a significant portion of respondents of 17.5% and 27.3% expressed that television as a source of news is 'Poor' and 'Very Poor' respectively. This information provides an understanding that Television has comparatively both positive and negative reviews in terms of the source of news.

f) Independent Variable

Table 27: Mean & Standard Deviation of Independent Variables

Key factors	Item	M	SD	Factor loading	Cronbach's Alpha
Authors and Audience (AA)	The owner of media company influences the content that is produced	4.08	.89	00.73	.752
	News companies choose stories based on what will attract the biggest audience	4.27	.75	0.72	
	News media produces content that is financially profitable	4.10	.88	0.72	
	There is a specific purpose behind publishing news	4.01	.92	0.69	
	Individuals find news sources that reflects their own political values	3.80	.93	0.66	
Representation and Reality (RR)	People are influenced by news whether they realize it or not	3.95	.84	0.57	.723
	Lighting is used to make certain people in the news look good or bad	3.89	.92	0.65	
	News coverage of a political candidate will influence people's opinion	3.87	.91	0.64	
	News makes things more dramatic than they really are	3.66	1.03	0.59	
	Two people might see the same news story and get different information from it	3.44	1.10	0.57	
Messages and Meaning (MM)	Production techniques can be used to influence a viewer's perception	4.12	3.01	0.98	.964
	News is designed to attract an audience's attention	4.11	2.49	0.97	

g) Dependent Variable

Table 28: Mean and Standard Deviation of Dependable Variables

Key factors	Item	M	SD	Factor loading	Cronbach's Alpha
Online News Verification	I check time and date in online news	3.45	1.19	.76	.795
	I search author's information	3.00	1.26	.74	
	I check Grammar, punctuation and Sentence structure	3.30	2.12	.74	
	I verify the contents (photo, quote) of online news	3.09	1.28	.72	
	I notice the similarity between headlines and main story	3.78	1.18	.69	
	I notice the differences between Opinion and News	3.60	1.16	.69	
	I search for other similar news reports	3.34	1.31	.52	
News Consumption via news media	Newspaper	3.16	1.15	.76	.534
	Online News Portal	3.44	1.19	.67	
	Television	1.54	1.44	.63	
	Radio	2.65	1.31	.54	
News Consumption via social media	Facebook	3.65	1.09	.79	.37
	YouTube	3.37	1.13	.74	

h) Score of Media and Non-Media Students

Table 29: Scores of AA for Media and Non-Media Students

Authors and Audience (AA)		Score	Total Mean	
The owner of media companies influences the content that is produced	Media	4.08	Media	3.27
	Non-media	4.00		
News companies choose stories based on what will attract the biggest audience	Media	4.27	Non-Media	3.50
	Non-media	4.23		
Individuals find news sources that reflects their own political values	Media	3.80		
	Non-media	4.00		
People are influenced by news whether they realize it or not	Media	3.27		
	Non-media	2.75		
There is a specific purpose behind publishing news	Media	3.30		
	Non-media	3.60		

Table 30: Score of MM for Media and Non-Media Students

Messages and Meaning (MM)		Score	Total Mean	
Production techniques can be used to influence a viewer's perception	Media	4.12	Media	4.11
	Non-media	4.11		
News is designed to attract an audience's attention	Media	4.10	Non-media	4.12
	Non-media	4.12		

Table 31: Score of RR for Media and Non-Media Students

Representation & Reality (RR)		Score	Total Mean	
Lighting is used to make certain people in the news look good or bad	Media	3.89	Media	3.87
	Non-media	3.87		
News makes things more dramatic than they really are	Media	3.66		
	Non-media	3.44		
News coverage of a political candidate will influence people's opinion	Media	3.89	Non-Media	3.80
	Non-media	3.80		
Two people might see the same news story and get different information from it	Media	4.62		
	Non-media	3.66		

Table 29, 30, and 31 focus on assessing the news literacy level between media and non-media students based on three factors (Authors and audience, Representation and reality, message and meaning). In this segment we can see students have moderate level of news literacy. Scores, rated on a scale of 5, are aggregated to obtain average points. As per the results media students and non-media students have no differences. The graph and table depict the average scores. The overall score indicates that students possess notably inadequate, at times even disheartening, understanding of media ownership, content, message, meaning, representation. In authors and audience segment we can see the total mean of media and non-media students is 3.27 and 3.50, and table no. 2 where we can see media students gain 4.22, and non-media 4.12. that we can say it almost similar level. and table 3 is representation and reality where media students observe total mean 3.87 & non media 3.80. Sometimes we can see, media students observe highest score some issues on the other side non media gain lowest. Sometimes journalism students are in the lead, and sometimes non journalism students in the lead. But overall, it seems not a satisfactory level. Data explore that there is a bottom condition of knowledge about authors and audience factor. But maximum is moderate level. The findings indicate that non-media students achieve higher score some points, reflecting their knowledge about media ownership, controlling, representation, reality, content, meaning etc.

conversely, media students gain higher score some points.

Overall, there is no big difference between media and non-media students. Students from both majors lack a satisfactory level of knowledge, often possessing a notably frustrating understanding of media industries. The scores obtained by all students fall within the lower range.

i) News Literacy between media and non-media students

The data indicates a moderate level of news literacy among students, with scores aggregated on a scale of 5 to obtain average points. Surprisingly, the results reveal no significant differences between media and non-media students in terms of news literacy. The overall scores suggest that students, regardless of their background, possess notably inadequate understanding of media ownership, content, message, meaning, and representation, sometimes even reaching disheartening levels. The findings highlight fluctuations in scores, with media students sometimes outperforming and at other times trailing behind non-media students. However, the overall assessment suggests that neither group has satisfactory level about news literacy.

In summary, there appears to be no significant distinction in news literacy levels between media and non-media students. Both groups exhibit a lack of satisfactory knowledge, emphasizing the need for improvement in their understanding of key media-related concepts.

Table 32: Score of Online News Verification for Media and Non-Media Students

Online news verification		Score	Total Mean	
I check time and date in online news.	Media	3.45	Media	3.45
	Non-media	3.00		
I check Grammar, punctuation, and Sentence structure.	Media	3.30		
	Non-media	3.09		
I notice the similarity between headlines and main story.	Media	3.78	Non-media	3.41
	Non-media	3.60		
I search for other similar news reports.	Media	3.34		
	Non-media	3.45		
I search author's information.	Media	3.00		
	Non-media	3.45		
I notice the differences between Opinion and News	Media	3.10		
	Non-media	3.27		
I verify the contents (photo, quote) of online news	Media	3.32		
	Non-media	3.08		

The Table-32 illustrates the results of an examination into various aspects of online news verification, comparing individuals with a 'Media' background to 'Non-media'. The score column represents the average rating given by respondents, offering insights into their perceived efficiency in different verification practices. For the task of checking time and date in online news, individuals with a media background scored an average of 3.45, indicating a moderate level of attention to check time and date. In contrast, those non media students scored slightly lower, averaging 3.00.

In assessing grammar, punctuation and sentence structure respondent with a media background scored an average of 3.30, while non media respondents scored slightly lower at 3.09. when it comes to noticing similarity between headlines and main story individuals with a media students displayed a keen awareness, scoring notably higher at 3.78. Non-media respondents also scored reasonably well, with an average of 3.41. For the practice of searching for other similar news reports, media and non-media students achieve 3.34 and 3.45. In the searching authors information those with a media background scored with a lower with an average of 3.00, while non-media respondents scored slightly higher at 3.45. In discerning differences between opinion and news, respondents scored 3.10, and 3.27 (media and non-media). For verifying content, media students scored 3.32, while non media students scored slightly lower at 3.08.

j) Status of students' ability in verifying online news

The findings suggest a nuanced condition of students' ability in online news verification. Media students exhibit a relatively higher proficiency in certain aspects of online news verification, such as noticing the similarity between headlines and main stories (3.78), and checking time and date (3.45). However, their performance is less strong in areas like searching for authors information (3.00).

On the other hand, non-media students tend to fare weak in some verification practices, such as searching for other similar news reports (3.45) and noticing differences between opinion and news (3.27). They also outperform their media counterparts in areas like searching authors' information (3.45).

Overall, both groups of students demonstrate room for improvement in certain aspects of online news verification. The conditions of students' ability appear to be influenced by their educational background, with each group having strength and weaknesses in different verification practices. Enhancing students' online news verification skills could involve targeted interventions addressing specific areas where they exhibit lower proficiency. Anyway, overall, we can say, students have a moderate level to verify online news.

7. Conclusion

The study delved into the role of news literacy in shaping news use behavior among university students. The findings unveiled a moderate level of news literacy among students, as measured on a 5-point scale to obtain average points. Unexpectedly, there were no substantial differences observed between media and non-media students concerning news literacy. Regardless of their background, students demonstrated a notably inadequate understanding of media ownership, content, meaning, representation, sometimes

reaching disheartening levels.

The scores went up and down a bit- sometimes students studying media did better, other times not as much, compared to those non-media students. Despite these variations, the overall data indicated that neither group possessed a satisfactory level of news literacy levels between media and non-media students. Both groups displayed a lack of satisfactory knowledge. It's important for students to go better at understanding important media stuff. They need to improve how they grasp the main ideas about media.

The conditions of students' ability to verify online news was revealed in the study. Media students exhibited a relatively higher proficiency in certain aspects of online news verification such as noticing the similarity between headlines and main stories (3.78) and checking time and date (3.45). However, their performance was weaker in areas like searching for author information (3.00). On the other side, non-media students excelled in some verification practices. Both groups need for improvement in various aspects of online news verification. The conditions of students' ability seemed to be influenced by their educational background, with each group having strengths and weakness in different verification practices. Enhancing students' online news verification skills could involve targeted interventions addressing specific areas where they exhibit lower proficiency. Overall, the study suggested that students possess a moderate level of ability to verify online news.

The regression analyses explored the predictors of news consumption, both via social media and traditional news media. In the case of social media, demographic predictors showed a significant negative relationship with gender, while monthly household income did not exhibit a significant relationship. Academic disciplines, however, displayed a positive significant relationship with news consumption via social media.

In contrast, news literacy predictors in the second block did not show a significant relationship with news consumption via social media. Perceived news literacy in the third block demonstrated a significant positive relationship, and news verification in the fourth block also showed positively significant with news consumption via social media. For news consumption via news media, the demographic predictor of monthly household income showed a significant positive relationship while academic disciplines did not exhibit a significant relationship. News literacy predictors in the second block, particularly authors and audience factor, displayed a significant and positive relationship with news consumption via news media.

In conclusion, the study provided valuable insights into the role of news literacy levels in shaping news use behavior among university students. The findings emphasized the need for targeted interventions to enhance students' understanding of key media-related concepts and improve their news literacy skills. The regression analyses shed light on the predictors of news consumption behavior, highlighting the nuanced relationships between demographic factors, news literacy, perceived news literacy, and news verification in the context of social media and news media. Overall, the study contributes to the broader conversation about media literacy.

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