Assessing the Media Literacy amongst the Students of University of Swat

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Abstract

This research assesses the level of media literacy among the students studying at the University of Swat because understanding media messages is important in this era of advanced communication and swift media. This research collects data through a questionnaire randomly from 210 students, where the response rate remained 94 percent as 117 respondents were and 89 respondents were female from the University of Swat. The finding of the study suggest that students have moderate ability to analyze media messages but less proficient in understanding how media produce messages and also, they do not have the ability to analyze, and evaluate media monopolies and their tricks.

Key Words: Media Literacy, Assessing, Moderate, Proficient

Introduction

The research is about media literacy among university students. In this study, the researcher is specifically focused on '' Evaluation of Media Literacy in the Students of University of swat. Media is the essential part of everyone in today's life; everyone is connected with media in some way, so the study of media is essential to know about media its negative effects furthermore to get knowledge about how media messages are built.

Media literacy involves the practices that allow individuals to access, evaluate, create or manipulate media. Media literacy, media education and media study are the same terms which are used for media literacy (Fedorov, 2003). Media literacy education is intended to promote the awareness of media on how to create and consume media messages. A media literate person can translate, evaluate, estimate and produce both electronic and print media.

Importance of the Study

The study has various significant aspects one of the most important significance is that the study shows that how media literacy is essential for the today's generation, so this study is focusing on the role of media literacy and its positive effects. The study also shows that how a media literate person is different from illiterate. Furthermore, this study highlighted some recommendations to the education departments to add some media-related contents to student's curriculum to literate

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them about the uses of media and about the negative as well as positive effects of media on their lives.

Problem of the Statment

Media play a vital role in the life of everyone, whether they are young or old, educated or uneducated. Media literacy is a vast field this study is focusing only on the university students, media literacy is important for every resident of the society, and that is how they could live a meaningful life if they have sufficient knowledge about media, Knowledge and information's provided by higher education is related in agreement with lives and empowers them to donate to the quickly changing societies

Objective of the Study

- To find out the level of understanding of university of swat about media literacy.
- To find out the experience of students to media.
- To understand the importance of media literacy among youth

The hypothesis of the Study

H1: The people who will more actively consume media messages should have the ability to avoid the negative effects of media.

H2: The lack of media literacy will result in the passive consumption of media messages.

Literature Review

The main concentration of media literacy in the early 19th century was print literacy and media literacy after this, the discussion of media literacy start in different regions of the world. In present-day, it has been changed the whole background of communication and media around the globe to the era and in turn access to the internet is easy, which were not ever before (Zainab 2019). To attain defensible education, now a day's social media has an important role in the learning behavior of university students. The social media has certain effects on supportable education which shows that it is the basic element (Abbas, Aman, Nurunnabi & Bano 2019). This paper concisely explains the purpose of media literacy in the classroom. The paper emphasis on how it is possible to combine a field that is aware and available to all in our teaching. Additionally, the advantage of studying is bounded and reinforced and by current studies (Kaklamanos, 2009). A study was carried out by (Arif & Kanwal 2016) to investigate the role of social media technologies in distance education of the students of Allama Iqbal Open University Islamabad (AIOU). The study revealed that the use of technologies had improved the academic performance of distance education students. Research by (Ashraf & Chaudhry 2013) paper grants the media education scene in Pakistan by analyzing curricula, training facilities, research and teaching practices at public sector universities of the country. Content analysis of curriculum demonstrates the modern trends and common practices in courses at various academic levels. The study also

exposed the faculty of each university and the potential facilities available at every university offering the program.

Research Methodology

Research Design

For the current study; survey research method has been selected for the area under exploration.

Data Collection

In this method, a questionnaire has been designed for the collection of data from the members of the targeted population. The questionnaire includes related questions to research which were distributed amongst the population to collect data.

Closed- Ended-Questions

In closed-ended questions, the respondents selected the answers from the given options. These questions are usually easily understandable by the targeted population.

Sampling Population

For this study, the researcher has selected the students of the University of Swat for sample collection. The questionnaires were distributed among the students for data collection.

Sampling Techniques

Stratified random sampling method has been selected for the study to be applied to the targeted population. A stratified sample is a method used to get the appropriate demonstration of sub-sample adequate representation of a sub-sample and ensures that the samples have been taken from the population having similar characteristics.

Data Analysis

For data analysis, Chi-square method has been selected. The Chi-Square goodness-of-fit test can be used in various ways to measure the changes like studying audience perceptions of advertising messages overtime, in planning changes in television programming and in analyzing the results of public relations campaigns (Wimmer & Dominick 2013).

Theoretical Framework

The Knowledge Gap Theory

A theory of society was established by a group of researchers at the University of Minnesota in which the mass media and media messages play the main role. The focus of their research was basically on the role of news media in big cities and towns of different sizes. These areas were observed as sub-systems and within larger state and regional social systems. The research group

started by empirically creating that news media systematically inform some sections of the population, especially people in higher socioeconomic groups, superior to other people, producing a knowledge gap. With the increase in ifusion of mass media information into a social system, people of the population with a higher socioeconomic status incline to obtain the information faster as compared to the people of the population with low socioeconomic status, so the gap of knowledge decrease rather than increasing (Tichenor, Donohue & Olien 1970).

Result and Discussion

Data analysis

Data analysis from the 198 questionnaires, the total distributed questionnaire was 210, where 117 respondents were male, and 89 respondents were female, and the response rate remained 94 percent. All data collected were entered for quantitative research in the SPSS software. Various statistical techniques, like frequency divisions and descriptive statistics, have been used to analyze the data.

Research Findings

Use of media: the use of media refers to the ability to use media. Table 1 results show that students have moderate skills in media use. "I use media for my information;" " Use of Media for entertainment," and "I have chosen the media of my own choice." The least two skills were: "If I'm curious, I will consult the media to know about it," and "I use media for entertainment alone."

Table 1. Use of Media N=198

	Gender	N	Mean	Std Dev
Use Media for personal information	Male	117	4.26	0.88
	Female	81	3.99	1.005
Use of Media for entertainment	Male	117	2.59	1.8
	Female	81	3.78	1.7
Own choice of Media	Male	117	4.15	0.857
	Female	81	4.09	0.877
If I'm curious about an issue, I will consult the media to know about it	Male	117	3.78	1.21
	Female	81	3.69	1.25
I use media for entertainment alone	Male	117	4.16	0.913
	Female	81	4.20	0.856

The researcher also examined students ' knowledge and research on media skills. The results shown in Table 2 show that they have a moderate level of media comprehension and analysis. "I know that media is cultivating our minds" (M= 4.06); "I feel that when I see it visually, I can better comprehend things" (M=3.81), and "I understand that the media is playing a watchdog role in

society"(M=3.80). On the other hand, the lowest response items were "I'm less able to select and analyze the media exactly" (M=3.79). "I understand the media's popular culture is presented and supported" (M=3,68).

Table 2. Media Analysis and Understanding

S. No	Statement	Mean	SD
1	I know that media is cultivating our minds.	4.06	3.6
2	I feel that when I see it visually, I can better comprehend things.	3.81	1.15
3	I understand that the media is playing a watchdog role in society	3.80	2.34
4	I'm less able to select and analyze the media exactly.	3.79	3.72
5	I understand the media's popular culture is presented and supported	3.76	1.12

Discussion

Although the measurement of media literacy is an elusive task, scientists in this study have taken all possible measures to have an idea of the task mentioned above. Researchers intended to know the existing phenomenon of university students' media literacy skills. The sample populations collected the answers to the factual data on their media skills. The Media prevails and spreads their information around the world like a fire in the woods. It captured our daily lives. Everyone is exposed to the media directly or indirectly. After this research was completed, researchers learned what level of skills and abilities the student's reserve concerning each research issue.

The results showed that students have strong media skills. More than that, they use the media very often. So we can say that university young people are heavy media consumers. We found that students have moderate co's ability to analyze media messages and don't understand how they perform their roles and portray messages, Images, and advertising. Students proved less able to understand backdoor agendas and media monopolies.

Results show that students are not very competent in evaluating and evaluating the media accurately. They have a moderate ability to do so. Ats .eis that how the information is filtered in media and when the planted story is manipulated. Students are the least able to evaluate where and how the Media supports and endorses any issues. They can't know the media's contextual framework and area and how things are cultivated in a very subtle manner. In line with the Schrnidt9 study, a researcher found in his research on the media literacy skills that students are frequently less able to access the media. However, they have limited skills in media analysis and evaluation.

Data showed that students' hyper-textuality and interactivity were limited; students had limited skills related to Web mediation. Students reported that the production of media messages is much less proficient. They are almost at a moderate level for the given dimension. Students cannot create media content. Even if blogs are made, they are least concerned and competent to produce media content. They possess a limited nature of their skills in media creation. No difference in the use, understanding, evaluation, and design of Media was found. By examining

various literature, researchers of this study are aware of media literacy's know-how. Young people and children, in general, use different mediums very frequently. Access to Media is no matter for them. But even this is the fact that users do not have the superior competence and ability to analyze, and evaluate media monopolies and their tricks.

Conclusion

In conclusion, researchers have not found more studies than they have done. There is a knowledge gap when all dimensions of literacy are measured. Furthermore, it is a severe need to train the young or smart generation to critically evaluate the media to know how the media works, how back door agendas and the monopolies function. The message is decoded, how the media are fatally engaged with cultivating and instilling all kinds of stuff in their consumers ' minds. Together with media educators, we need to consider promoting media literacy skills on top preferences to meet all current global trends in media industries.

Limitations

In this study, research around scarcity in the search for appropriate reviews of the same issue concerning media literacy. All the relevant research studies examined by the researcher were in foreign scenarios and phenomena.

The study was confined to one university only because data were collected from the University of Swat. Because of the small sample, the results can be limited. A large-scale national study should be conducted to determine the media literacy skills of students in other universities. A comparative study will also be worthwhile for students from public and private sector universities across the country.

Qualitative research should also be conducted to determine students' media literacy skills. Researchers are inviting the next researcher to examine university teachers' media literacy level and know if they can cope with modern times.

More research should be done to compare the digital and traditional media skills of university and university students. A comparative study of marginalized and urban youngsters can also be carried out to investigate and find the difference in their skills in media literacy

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