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## News Literacy and Content Contribution: A Survey of University Students in Pakistan

Bashir Memon <sup>a</sup>, Muhammad Ibrahim Mirbahar <sup>a</sup>, Rashid Ali Khuhro <sup>a,\*</sup>

<sup>a</sup> University of Sindh, Pakistan

### Abstract

News is the foundation of the media. The main function of news is to update the people and based on that they make decisions. Thus, the public needs to know about what news is. What are its functions? What is the credibility of news sources and the medium it is circulated? The public can get an insight into the above questions through news literacy. News media literacy is a specific part of media literacy. In this way, the purpose of this is to assess the news media literacy level of the students and their knowledge about the production of news media content. The researchers used a cross-sectional survey to collect data from purposively selected students of three leading public sector universities of Sindh, province of Pakistan. The findings exhibited that students at the public sector universities in Sindh province of Pakistan are literate about news and they know about contribution. The contributed content for media organizations particularly for traditional media in the content genres like articles, features, and writing letters to the editors and contributed for social media in the form of texts, photos, audio, and video clips as well. The studies related to media literacy should be conducted in other universities of Pakistan.

**Keywords:** news, news literacy, media literacy, content, universities, students.

### 1. Introduction

News is a foundation of the media (Maksl et al., 2015). The main function of news is to update the people, and based on that they make decisions (Vraga et al., 2015). So, the masses take a keen interest to read news for getting updates themselves. The authentic information taken through news authentic sources by masses supports and strengthens democracy (Mason et al., 2018). Thus, the public should be informed about the news, its sources, and the agenda of the organization that disseminates the news. The process of getting the above information regarding news and media is called media literacy. Media literacy is defined as “News media literacy” which is concentrated on the individuals’ application of media literacy abilities to the understanding of news. Frequently, the news is measured as a depiction of the ‘truth’ or objective reality, but like all media, the news is created via the preferences of reporters, editors, and media companies (Gans, 1979; Kovach, Rosenstiel, 2014).”

Being a significant part of media literacy, the scholar emphasizes the importance of news media literacy (Tully, Vraga, 2017; Vraga et al., 2015). The practice of news media literacy connects the masses to practical realities. It develops analytical, communication, and critical thinking skills among the masses, specifically the school students too. Like other masses, news media literacy helps students too to become a news analyst. It can create its meaning while evaluating the

\* Corresponding author

E-mail addresses: [rashid.khuhro@usindh.edu.pk](mailto:rashid.khuhro@usindh.edu.pk) (R.A. Khuhro)

information. The capacity of students must be in the context of news media literacy to build their critical and analytical skills (Hobbs, 2010). It engages people especially students with news media.

Though, the literature review of this study that media literacy in Pakistan is an emerging discipline; hence the news media literacy is quite new over here. In Pakistan, there is not any research study on news media literacy yet. In this way, the purpose of this is to assess the news media literacy level of the students and their knowledge about the production of news media content. Hence, this study determines that do the students know about the creators of news stories, and as news media consumers do, they contribute any sort of content for media, and if yes then particularly what genre of media content do, they contribute? In this context, the specific research objectives are (i) To check the knowledge of university students about news story creators, (ii) To know whether university students contribute any media content, and (iii) To know what type of media content university students contribute. Following the above research objectives, the research questions of the study are (i) Do university students know who creates news stories? (ii) Do university students contribute any media content? And (iii) What genre of media content do university students contribute?

## 2. Materials and methods

In this quantitative study, the researchers conducted a cross-sectional survey to collect data. A survey is an approach that is perceived as very effective in describing the uniqueness of a massive population. According to R.D. Wimmer and J.R. Dominick (Wimmer, Dominick, 2014), cross-sectional surveys allow the researchers to find a relationship between various variables in research studies.

Further, the researchers chose students enrolled at public sector universities of Sindh, Pakistan as the population of this study. As reported by the website of the Higher Education Commission of Pakistan (HEC), in Sindh province the total number of public sector universities is 23. These universities offer degrees in various disciplines. The information given on the HEC website further shows that out of a total of 23 public sector universities, 10 universities have Faculty of Social Sciences.

Furthermore, in this study three leading public sector universities out of a total of ten (10), having Faculty of Social Sciences such as Karachi University, Sindh University, and Shah Abdul Latif University Khairpur, were sampled purposively. In the purposive sampling technique, the researchers sampled students of final years of the disciplines such as Political Sciences, International Relations, Sociology, and Media/Communication departments for data collection.

In the process of data collection, the researchers administered a pre-designed self-completion close-ended questionnaire as an instrument for data collection. The researchers designed this close end-ended questionnaire based on previous studies and following the objectives of this study. The researchers themselves administered this survey by physically visiting the departments of all three universities. The survey questionnaires were handed over to students in the classrooms. The faculty members of the concerned departments also helped researchers to collect data from the students. After completion of the survey, the data were entered into SPSS and analyzed. The findings below are presented by applying relevant statistical tests to the nature of the collected data.

## 3. Discussion

News is a foundation of the media (Maksl et al., 2015). According E.K. Vraga et al. (Vraga et al., 2015), the main function of news is to update the people, and based on that they make decisions. Therefore, it eventually supports and strengthens democracy (Mason et al., 2018). Therefore, the masses take a keen interest to read news for getting updates themselves.

Thus, the public needs to know about what news is. What are its functions? What is the credibility of news sources and the medium it is circulated? The public can get an insight into the above questions through news literacy. According to H.J. Gans (Gans, 1979) and B. Kovach, T. Rosenstiel (Kovach, Rosenstiel, 2014), “News media literacy” is concentrated on the individuals’ application of media literacy abilities to the understanding of news. Frequently, the news is measured as a depiction of the ‘truth’ or objective reality, but like all media, the news is created via the preferences of reporters, editors, and media companies.”

News media literacy is a specific part of media literacy. E.K. Vraga et al. (Vraga et al., 2015) emphasized the significance of news literacy. The scholars suggest that news has a very important role. Hence, news media literacy should be prioritized at a high level rather than measuring it simply. As mentioned by M. Tully, E.K. Vraga (Tully, Vraga, 2017) news media literacy endorses an

interpretation of news-making practices and promotes audiences to build the aptitudes needed to examine and assess news.

Although, it is argued that news media literacy connects the masses to practical realities. It develops analytical, communication, and critical thinking skills among the masses, specifically the school students too. News media literacy helps students to become a news analyst. It can create its meaning while evaluating the information. R. Hobbs (Hobbs, 2010) suggests that news media literacy initiatives should be taken to develop an enabling environment for students as they take interest in news composition and analyze it critically.

Moreover, news media literacy ultimately engages people especially students with news media. A study conducted by A. Maksl, S. Craft, S. Ashley, D. Miller, (Maksl et al., 2017) among college students, revealed that the students who were enrolled in news media literacy course were found higher news media literate, highly news consumer and knowledgeable as compared with the students who were not enrolled in the course. The researchers suggest that though the students are potential citizens, hence, they must be taught the news and its greater role regarding developing democracy.

It is also observed that news media literate youth are more active than non-news literates. S. Craft, A. M. Maksl, S.D. Ashley (Craft et al., 2013) in their study divided the young people into two groups. In this way, they found that the young men who were at high news media literacy level were more critical towards news media than the teens that were low news media literate.

In this way, news media literacy enables youth to consume news critically. According to A. Maksl et al. (Maksl et al., 2015) news, literate young people have in-depth knowledge of products of media, its functions, and impact. They consume news critically as compared to the other people and their understanding of media consumption is at a high level. The author further argues that news literacy equips young people to face the challenges of this ever-changing media environment.

In this age of news and information saturation, students are in control of media which has become unavoidable. The only solution is to understand, evaluate, and analyze it critically as well as skeptically. Media literacy helps students to understand the news phenomena and enhance their ability to face the challenges that media have created for them. The other way to respond to these questions is to connect the news media literacy as part of the curriculum (Moore, 2013).

J. Fleming (Fleming, 2014) states that news media literacy enables students to be skeptical like journalists as well as consider the events with the lenses of media practitioners. It teaches them to review the news and enhance their awareness level about the news phenomenon. Results of the study recommend that media literacy teachers should teach the students methods that how they analyze the news critically.

In another survey study of 379 adults, S. Craft, S. Ashley, A. Maksl (Craft et al., 2017) analyzed the prediction of news media literacy for the endorsement of conspiracy theories and the impact of literacy on narrow-mindedness. The analysis forecasted that higher information about the news media lesser probability of conspiracy theory endorsement, the inclination is similar for the political ideology too. Though, E.K. Vraga, M. Tully (Vraga, Tully, 2016b) suggested in a study that the competence of media literacy messages to impact students' administering of the following political program is prepared by their established media literacy education. S. Geers, M. Boukes, J. Moeller (Geers et al., 2020) examined a two-wave panel study of educational intervention media literacy competence of lower-income aged 16-26. The results revealed that the 'educational program has changed the level of political efficacy and news media literacy'.

Further, E.K. Vraga, M. Tully (Vraga, Tully, 2016a) suggested in an experimental study that various news media literacy messages were positive in communicating their message and encouraging political commitment, but these impacts also vary on media perspective and audience attributes. In another panel study, M. Tully, E.K. Vraga (Tully, Vraga, 2018) examined individual differences in media literacy growth. The findings exhibited that some individuals encounter more development in news media literacy and that growth promotes democratic opinions and actions. Although, some researchers measure news media literacy about social media (Guess et al., 2020; Vraga, Tully, 2019).

#### *News Media Literacy in Pakistan*

It is noted during the literature review of this study that media literacy in Pakistan is an emerging discipline; hence the news media literacy is quite new over here. In Pakistan, there is not any research study on news media literacy yet. As during this investigation, the author did not find any academic study even on media literacy. However, as the news is based on information, and in

this regard, K. Ameen, G. Gorman (Ameen, Gorman, 2009) conducted a study in Pakistan on information literacy to assess the level of the university students and faculty members. They found that in Pakistan, the state of information and digital literacy is deprived. They further revealed that the provision of quality information is a prerequisite for informed citizenship. Thus, the authors suggest that the critical consumption of information is significant for the holistic empowerment of society.

Media literacy empowers people to review the news critically that appears in media. And that was started in a workshop on media literacy conducted in 2009 in Pakistan, which is claimed the first-ever activity of its nature in the country. Further, the workshop participants concluded that media literacy should be integrated into the curriculum because it helps people to become critical citizens.

News media literacy is not recognized in Pakistan because there are not interventions on media education events in universities. In this connection, a study by A. Ashraf, N.I. Chaudhry (Ashraf, Chaudhry, 2013) illustrates that there seems no satisfactory contribution of public sector universities on media education in Pakistan. The authors of the investigation suggest that Higher Education Commission should create an enabling environment for media professionals as they may contribute regarding media education.

#### 4. Results

##### *Demographic Descriptions of the surveyed students*

**Table 1.** Composition of the students by demographic characteristics

Demographic variables	Number	Percent %
<i>Gender</i>		
Male	211	54.2
Female	178	45.2
<i>Marital status</i>		
Single	366	94.1
Married	23	5.9
<i>Age</i>		
21 years	66	20.3
22 years	111	34.2
More than 22 years	148	45.5
<i>Mother Tongue</i>		
Sindhi	172	45.0
Urdu	154	40.3
Other	56	14.7
<i>Class</i>		
M.A Final	209	53.0
B.S Part -IV	169	42.9
<i>Discipline/Department</i>		
Media and Communication	135	34.3
International Relations	78	19.9
Political Science	67	17.1
Sociology	111	28.4
<i>University</i>		
Sindh University, Jamshoro	168	42.6
Shah Abdul Latif University, Khairpur	43	10.9
Karachi University, Karachi	183	46.4

Table 1 presents data regarding the demographic characteristics of the students. In this context, findings exhibited first the frequency of gender that the proportion of male students is higher with 54.2 percent. However, the female proportion is higher than two-fifths with 45.2 percent. Hence, findings conclude that most of the students; 54.2 percent were male.

Second, results in the subject of marital status showed that nearly all the students; 94.1 percent were single/unmarried. Nevertheless, a meager percentage of 5.9 percent declared themselves as married.

Third, the frequency of age revealed that the biggest number of the students; 45.5 percent was above 22 years old; and the second biggest fraction of greater than one-third 34.2 percent declared that they were 22 years old. Although the remaining percentage of a little bit greater than one-fifth 20.3 percent mentioned that they were just 21 years of age. Hence, findings revealed that the maximum proportion of 45.5 percent of the students was older than 22 years.

Fourth, findings in the context of mother tongue revealed that the main highest quantity of more than two-fifths 45.0 percent mentioned their mother tongue is the Sindhi language. Likewise, another maximum amount of somewhat over than two-fifths; 40.3 percent mentioned their mother tongue is Urdu. Though, the remaining amount of higher than one-tenth 14.7 percent of the students told they speak 'other' languages such as Punjabi 4.3 percent, Balochi 2.5 percent, Pashto 1.0 percent, Hindko 1.3 percent, Kashmiri 1.3 percent, Gilgiti 1.0 percent, Shina 1.0 percent, Saraiki .5 percent, Dhatki .5 percent, Gujrati .3 percent, Burjshaski .3 percent, and Khowari .3 percent. Hence, findings revealed that the greatest amount of the students; 45.0 percent declared the Sindhi language as their mother tongue. However, the second-highest percentage 40.3 mentioned the Urdu language as their mother tongue.

Fifth, findings regarding education level showed that the amount of greater than fifty percent 55.3 of the students told they are enrolled in class M.A Final. Nevertheless, another higher number more than two-fifths 44.7 percent marked they are enrolled in class B.S. Part-IV year. Hence, results revealed that most of the students were students of class M.A Final. Beyond, the results about education also revealed that the earliest maximum percentage of more than one-third of the students; 34.3 percent told that they are students of the Media & Communication (M&C) department. Though another maximum proportion of higher than a quarter; 28.4 percent told that they are enrolled in the Department of Sociology, however, the third greatest quantity of about one-fifth 19.9 percent told they are enrolled in the International Relations (I.R.) department. Nevertheless, the final remaining amount of 17.1 percent revealed that they are enrolled in the Political Science (P.S.) department. Hence, it was determined that the greatest number of students is enrolled in the Department of Media and Communication.

Lastly, in the context of a university, it was observed that the greatest percentage more than two-fifth of 46.4 percent told that they are enrolled in the Karachi University (KU), and the second maximum number that also positions bigger than two-fifths 42.6 percent told that they are enrolled in the Sindh University (SU), Jamshoro; though the remaining percentage greater than one-tenth 10.9 percent told that they are enrolled in Shah Abdul Latif University (SALU), Khairpur.

Overall, it revealed that the participants of this study were male and unmarried. Although, in the perspective of age the participants were older than 22 years in age and Sindhi language studying M.A Final in the department of Media & Communication or Mass Communication University of Karachi (KU).

#### *News Media Content Production*

See [Table 2](#) that presents data about the production of news media content; in this way first, when it was asked from the students who create news stories, in response the proportion of nearly three-quarters 73.4 percent expressed that reporters. However, the second-highest proportion of a little higher than one-fifth 21.9 percent of the students answered that editors are the creators of news stories. Whereas the remaining little proportion of 4.7 percent of the students was of the view that neither reporters nor editors rather photographers create news stories. Thus, it was deduced that overall, the great majority of the students had the correct knowledge or perception that the main role in the creation of news stories is played by reporters.

**Table 2.** News media content production

News media content production variables	Number	Percent (%)
<i>Creator of news stories?</i>		
Reporters	278	73.4
Editors	83	21.9
Photographers	18	4.7
<i>Contributed media content?</i>		
Yes	209	56.5
No	161	43.5
<i>What have you contributed?</i>		

Article/feature/letter to editor	143	57.2
Texts/photo/video/audio clip on social media	100	40.0
Blog	5	2.0
Reporting	2	0.8

Secondly, when it was asked from the sampled students of this study that have, they ever contributed any content for media? Then in response, the proportion of higher than two quarters 56.5 percent was of the view that they had contributed media content. Whereas the remaining proportion that was higher than two fifths 43.5 percent mentioned that they had not ever contributed any media content. Hence, it was found that overall, most of the students was news media contributor.

Finally, about the type of content being contributed by the students, it was seen that the first highest proportion that was higher than fifty percent 57.2 percent mentioned that they contributed articles, features, and letters to editors. And the second-highest proportion was two fifths (40.0 %) of the students who contributed texts, photos, video clips, and audio clips on social media. Whereas the remaining little proportion of 2.8 % said that they contributed content for news media in the form of writing blogs, and reporting for media organizations. In this way, it was deduced that most of the students contributed to traditional media in the form of articles, features, and letters to the editor. Whereas the second-highest chunk of the students in this study contributed contents particularly for social media in the forms of texts as well as photo, and audio or video clippings.

**Table 3.** Distribution of the students by news media content production and gender

Gender			
News media content production variables	Male (%)	Female (%)	Total (%)
<i>Creator of news stories?</i>			
Reporters	152 (75.2)	124 (71.3)	276 (73.4)
Editors/photographers	50 (24.8)	50 (28.7)	100 (26.6)
Total	202 (100)	174 (100)	376 (100)
<i>Contributed media content?</i>			
Yes	121 (59.9)	88 (53.7)	209 (57.1)
No	81 (40.1)	76 (46.3)	157 (42.9)
Total	202 (100)	164 (100)	366 (100)
<i>What have you contributed?</i>			
Article/feature/letter to editor	86 (57.3)	57 (57.0)	143(57.2)
Text/photo/video/audio clip on social media	59 (39.3)	41 (41.0)	100 (40.0)
Blog/reporting	5 (3.3)	2 (2.0)	7 (2.8)
Total	150 (60.0)	100 (40.0)	250 (100)

Moreover, according to [Table 3](#) when news media content production was more put under analysis in perspective of gender, then it was observed first, about the creators of news stories that those students who said that reporters are the creators of news stories among them the percentage of the male students; 75.2 percent was greater than the number of female students; 71.3 percent. However, against it those who said that editors or photographers are the creators of news stories among them the ratio of the female 28.7 percent was higher than the fraction of the male 24.8 percent. Thus, it was observed that on average the correct perception about the creator of news stories was greater amongst the male students compared with the female students.

Second, regarding contributing the media content it was seen that those students who had ever contributed media content among them the fraction of the male 59.9 percent was bigger than the fraction of the female 53.7 percent. Whereas conversely those who had not ever contributed any media content among them the quantity of the female students; 46.3 percent was bigger than the proportion of the male students; 40.1 percent. In this way, it concluded that the trend of media content contribution was bigger among the male students compared with the female students.

Third, regarding content type to be contributed by the students, it was observed that those students who contributed articles, features, and letters to editors among them on average the proportion of the male 57.3 percent were slightly over than the fraction of the females; 57.0 percent. Similarly, those students who wrote blogs and reporting for media among them as well on average the percentage of the male students; 3.3 percent was greater than the proportion of the female 2.0 percent. However, in the contrast, for those who created texts, photos, video, or audio clips on social media among them the fraction of the female 41.0 percent was higher than the quantity of the male 39.3 percent. Thus, it was deduced that on average the contribution of articles, features, letters to the editor, blogs, and reporting were greater among the male students compared with the female students. Whereas the contribution of creating texts, photos, video, and audio clips on social media was higher among female students than male students.

**Table 4.** Distribution of the students by news media content production and age

Age categories			
Media content production variables	22 years or less (%)	Above 22 years (%)	Total (%)
<i>Creator of news stories?</i>			
Reporters	130 (76.9)	99 (67.8)	229 (72.7)
Editors/photographers	39 (23.1)	47 (32.2)	86 (27.3)
Total	169 (100)	146 (100)	315 (100)
<i>Contributed media content?</i>			
Yes	87 (53.7)	81 (56.6)	168 (55.1)
No	75 (46.3)	62 (43.4)	137 (44.9)
Total	162 (100)	143 (100)	305 (100)
<i>What have you contributed?</i>			
Article/feature/letter to editor	20 (51.3)	41 (60.3)	61 (57.0)
Text/photo/video/audio clip on social media	15 (38.5)	26 (38.2)	41 (38.3)
Blog/reporting	4 (10.3)	1 (1.5)	5 (4.7)
Total	39 (36.4)	68 (63.6)	107 (100)

Additionally, (see Table 4) when news media content production was analyzed in the perspective of age categories, then it was observed first about the creators of news stories that those students who said that reporters are the creators of news stories amongst them the number of those who were just 22 years old or less in age 76.9 percent was higher than the fraction of those who were higher than 22 years old 67.8 percent. However, on the contrary, those who said that editors or photographers are the creators of news stories among them the fraction of those who were above than 22 years old 32.2 percent was higher than the fraction of those who were just 22 years old or less 23.1 percent. Hence, it was determined that on the standard the correct perception about the creators of news stories was bigger among those students who were just 22 years old than those who were above 22 years old.

Second, about contributing media content it was seen that those students who said that they contributed media content among them the quantity of those who were above than 22 years old 56.6 percent was bigger than the fraction of those who were just 22 years old 53.7 percent. Whereas conversely those who had not ever contributed any media content among them the quantity of those who was just 22 years old 46.3 percent was bigger than the proportion of those who were above than 22 years old 43.4 percent. Thus, it was found that on average the news media content contribution was greater among those students who were above 22 years old than those who were just 22 years old or less of age.

Third, regarding the type of content to be contributed, it was seen that those students who wrote articles, features, and letters to editors among them on normal the percentage of those who were above than 22 years old 60.3 percent was bigger than the quantity of those who was just 22 years old or less. And those students who created texts, photos, video or audio clips on social media among them on average the proportions of both who were just 22 years old 38.5 percent, and above 22 years old 38.2 percent were almost equal. However, conversely, for those students

who wrote blogs and did reporting among them on average the proportion of those who were just 22 years old 10.3 percent was bigger than the fraction of those who were above 22 years old 1.5 percent. Thus, it was observed the trend of contributing the articles, features, and letters to editors was greater amongst those students who were above 22 years old than those who were just 22 years old. Whereas the trend to contribute the texts, photos, videos or audio clips on social media on average was equal among the students of both categories who were either above 22 years old or just 22 years old. Lastly, the trend to contribute the blogs and doing reporting on average was bigger among those students who were just 22 years old than those who were above 22 years old.

**Table 5.** Distribution by news media content production and department

Department					
Media content production variables	Media (%)	I.R (%)	Political Sc. (%)	Sociology (%)	Total (%)
<i>Creator of news stories?</i>					
Reporters	104 (78.8)	52 (72.2)	43 (64.2)	78 (73.6)	277 (73.5)
Editors/photographers	28 (21.2)	20 (27.8)	24 (35.8)	28 (26.4)	100 (26.5)
Total	132 (100)	72 (100)	67 (100)	106 (100)	377 (100)
<i>Contributed media content?</i>					
Yes	106 (81.5)	24 (32.9)	34 (54.0)	45 (44.1)	209 (56.8)
No	24 (18.5)	49(67.1)	29 (46.0)	57 (55.9)	159 (43.2)
Total	130 (100)	73 (100)	63 (100)	102 (100)	368 (100)
<i>What have you contributed?</i>					
Article/feature/letter to editor	80 (60.2)	11 (40.7)	19 (51.4)	33 (62.3)	143 (57.2)
Text/ photo/video/ audio clip on social media	47 (35.3)	16 (59.3)	18 (48.6)	19 (35.8)	100 (40.0)
Blog/reporting	6 (4.5)	0 (0.0)	0 (0.0)	1 (1.9)	7 (100)
Total	133 (53.2)	27 (10.8)	37 (14.8)	53 (21.2)	250 (100)

<sup>1</sup>X<sup>2</sup>= 56.34, p < .000, DF = 3.

Analyzed news media content production in the context of the department (see Table 5) it was observed first, about creators of news stories that those students who said that reporters are the creators of news stories among them on average the proportion of those who studied media 78.8 percent was greater than the proportion of those who studied international relations, 72.2 percent, political science 64.2 percent, and sociology 73.6 percent. However, in the contrast to those who mentioned that editors and photographers are the creators of news stories among them on average the proportion of those who studied political science 35.8 percent was greater than the proportion of those who studied media 21.2 percent, international relations 27.8 percent, and sociology 26.4 percent. Hence, it was concluded that on average the correct perception about the creators of news stories was higher among those students who studied media than those who studied international relations, political science, and sociology.

Second, about contributing media content it was seen that those students who said that they contributed media content among them the proportion of those who studied media 81.5 percent was greater than the proportion of those who studied international relations 32.9 percent political science 54.0 percent, and sociology 44.1 percent. However, on the contrary, those who said that they had not ever contributed any media content among them on average the proportion of those who studied international relations 67.1 percent, was bigger than the proportion of those who studied media 18.5 percent, political science 46.0 percent, and sociology 55.9 percent. In this way, it was found that on average the contribution of media content was greater amongst those students who studied media than those who studied international relations, political science, and sociology.

Third, about the type of content to be contributed, it was observed that those students who wrote articles, features, and letters to editors among them on average the proportion of those who studied sociology 62.3 percent was higher than the proportion of those who studied media 60.2 percent, international relations 40.7 percent, and political science 51.4 percent. And those students who created texts, photos, video or audio clips on social media among them on average



the proportion of those who studied international relations 59.3 percent was greater than the proportion of those who studied media 35.3 percent, political science 48.6 percent, and sociology 35.8 percent. Whereas, the students who wrote blogs, and did reporting for media among them on average the proportion of those who studied media 4.5 percent was bigger than the proportion of those who studied international relations 0.0 percent, political science 0.0 percent, and sociology 1.9 percent.

Thus, it was concluded that on average the contribution of articles, features, and letters to editors was higher among those students who studied sociology than those who studied media, international relations, and political science. And the contribution of texts, photos, video, or audio clips on social media on average was higher among those students who studied international relations than those who studied media, sociology, and political science. Whereas, the contribution of blogs, and doing reporting for media on average was higher among those students who studied media than those who were enrolled in sociology, international relations, and political science.

## 5. Conclusion

Overall, the great majority of the surveyed university students were found to have correct knowledge that the key role in the production of a news story is performed by a reporter. Moreover, the surveyed students revealed that they contributed content for media organizations particularly for traditional media in the content genres like articles, features, and writing letters to the editors. However, the second-highest chunk of the students mentioned that they contributed to social media in the form of texts, photos, audio, and video clips as well.

Moreover, in gender context, the knowledge about news story creator and the trend of content contribution was found higher among the male students compared with the female students. It was also observed that male students mostly contributed articles, features, letters to editors and blogs. However, on the contrary, the female university students on average contributed more on social media in the form of creating text, and uploading photos, video, and audio clips.

In the age context, the correct perception about news story creators was higher among those university students who were just 22 years old than those who were above 22 years old. Whereas media content was contributed more by those who were above than 22 years old; similarly, articles, features, and letters to editors were also contributed more by those who were above than 22 years old. As far as uploading texts, photos, videos, or audio clips on social media is concerned then it was found that such content was contributed equally by both categories of university students. However, blogging and reporting were practiced more by those students who were just 22 years old.

About the department, it surfaced that the accurate knowledge regarding news story creators on average was higher among those university students who studied in the department of media or mass communication. Similarly, on average, the media content was also contributed more by those who studied the discipline of media or mass communication. Media students particularly contributed more to the form of blogging and reporting. Whereas the students who studied sociology contributed more articles, features, and letters to editors. And lastly, the contribution in the form of uploading texts, photos, video, and audio clips on social media on average was made more by those who studied the discipline of international relations.

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