

Promoting Media Literacy in Bangladesh



JUNE 2018



A Baseline Survey on Media Literacy among Secondary Students in Dhaka City



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promoting information and media literacy in media in Bangladesh

Supported by

Sarkar Barbaq Quarmal, PhD
Syed Kamrul Hasan
Afia Sultana

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A Baseline Survey on Media Literacy among Secondary Students in Dhaka City

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Preface

Competencies Needed for Media and Digital Literacy

Social media services such as Facebook, Twitter, Instagram, YouTube, Snapchat, blogs and wikis are an essential part of life, most especially for the youth. Such media is part of the world they inhabit and to be able to successfully navigate this world, the youth need to be knowledgeable about these. This means that there is no other recourse but for media literacy should go mainstream in the education curriculum.

Unfortunately, this is not yet the case in Bangladesh. Media literacy is still at the pioneering stage. We see our children believing and sharing whatever news is there on Facebook. We witness cyber-bullying, invasion of privacy and other unethical acts almost on a daily basis. We hear friends telling us that their accounts have been stolen; not to listen to the messages being sent therein. We need to hold forums to warn our students about the blue whale challenge and other predatory practices in the Internet.

And so, the baseline survey on media literacy among secondary students in Dhaka City should be welcomed and supported. The study helps us understand the access of students to and the mindset of schools regarding social media. This is simply an initial step towards comprehending the issue. In a sense, the study informs us that we still have a long way to go towards achieving required competencies in media literacy.

Media literacy implies the competent handling of content published in social media platforms and the ability to properly interact with these. It comprises four parts: accessing media, analyzing content, critically evaluating media and creating media for self-expression and communication. The first refers not only to having access to the device and Internet, it also means knowing computer operations and the dominant languages on the Internet. The second delves into the ability of student

Preface

of make sense of what is seen/heard online - the messages given to the public. The third assumes that social media is not a neutral entity and therefore, the students should be able to think critically regarding these. Lastly, students should be able to use the Internet to make their voices heard.

Media literacy requires competencies such as information literacy, critical thinking, knowledge building, visual literacy, cultural competence, ethics, cyber securities, online relationship building, privacy management and online safety. With recent incidents in the country, it would also demand being aware of government rules and regulations regarding expressing and/or posting on one's social media account.

In light of this, the study aptly recommends the need to initiate long-term programs among the teachers, adolescents and students with appropriate media literacy content. To implement this recommendation would require the upgrading of the capacities and skills of the teachers, policy support, action research and funding resources. The efforts of SACMID, although very small and on a pilot basis, are therefore commendable. We should give them all the encouragement and support necessary for them to continue what they have started.



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Preface

Promoting media literacy in Bangladesh

Young people today are growing up in a digital world of social media. They experience it as a 'natural' extension of (off-line) society.¹ Social media networks are the primary channel through which youngsters source, produce and share news updates, with some studies finding that up to 88 percent of young people primarily receive news through social media.² This digital content both helps them form their opinions and influences their decisions. News reports circulated via social media platforms are not necessarily complete and reliable. It is therefore important that young social media users learn to judge the reliability of various sources of information. We know very little about how youth relate to the news they consume and how they differentiate between reliable and less reliable information. Furthermore the existing research is primarily or exclusively focused on youth living in Western countries.³ They do point to the fact that young people do not develop these skills automatically. Regarding fake news for instance, a study found that "[a]mong children who have shared a news story online in the last six months, 31 percent say they shared a story that they later found out was wrong or inaccurate". Furthermore, social media networks have become an important medium for radical views: studies have shown it to be the most important factor in both religious (Bouzan, Caupenne, Sulayman, 2014) and extreme right (Wojcieszak, 2010) radicalisation of young people. Youth often lack the tools to effectively assess the completeness and reliability of this news coverage: one study found that less than half (44 percent) of participating children agreed that they know how to differentiate between fake and real news stories.⁴ Several reasons have been identified for the susceptibility of young people to misinformation: confirmation bias, giving meaning to experiences, a lack of perspective and the inability to judge the reliability of information and their purpose.⁵ These studies illustrate why it is important that young social media users learn to judge the reliability of various sources of information. However, the problems facing these young people might be different in other parts of the world, depending on the cultural, economic or political context. For instance in Bangladesh. Also, it is very well possible that there are differences between groups and national contexts in how youth relate to digital media. These differences, if they are not properly understood, are an obstacle to the effectiveness of media and information literacy development.

Unverified and in many cases even outright false information provoked hundreds of cases of social unrest and even killings in Bangladesh in 2014, 2015 and 2016 in attacks at religious minorities, bloggers, free

1. UNESCO, 2017: 13, 2. Clark and Marchi, 2017: 3, 3. UNESCO, 2017: 36, 4. Robb, 2017: 15, 5. UNESCO, 2017: 45

Preface

thinkers, academics and even foreign citizens. Ever since it has become a serious concern both for media and educators, as well as for government and authorities, as it gets increasingly difficult and requires a lot of efforts on the part of the receiving audiences (especially for children and youth) to sort out the truth from misinformation. It is on this backdrop Free Press Unlimited has intervened and undertook a pioneering initiative – “Promoting Media Literacy in Bangladesh” through a joint collaboration with its strategic partner –South Asia Centre for Media in Development (SACMID).

SACMID has successfully accomplished a baseline study on 483 students at 16 secondary schools in Dhaka and Tongi between February and May 2018. The survey has explored interesting findings with regard to media access, frequency and use by the secondary level teenagers. Most secondary school students use mobile phones and have access to social media, and about 55 percent of them use Facebook as their medium for getting news, according to the survey. Also the survey shows that at least 65 percent of the respondents use social media. About 75 percent of them have a Facebook account, nearly half use YouTube and Instagram and one-third of the students use WhatsApp and Twitter. Of the social media users, 74 percent have been using it for more than a year and about 32 percent students spend one to two hours a day on social media. Thirty-eight percent of them spend Tk 50 or less every week on their phones. Social media is therefore a major part of their normal life.

The survey found a “serious lack” of media literacy- the ability to access, analyze and evaluate media- among the students. One of the recommendation of the survey is to integrate media literacy in the school curriculum. But it’s also necessary to have more comprehensive research on other sections of the society including the parents and elderly people covering the rural areas of the country as social media grasped the whole society.

In Bangladesh, media literacy is a relatively new and still largely unknown concept. Therefore, I believe a huge task lies ahead of SACMID. This is just the beginning, say tip of the iceberg. It will need a long-term systematic intervention through multi-partnership approach.

For FPU, this (media literacy) is one of the focus area to work on. Lack of media literacy is a growing concern in other parts of the world too and FPU addresses it as a global agenda. Our youth is our future and making them resilient for misinformation as well as making them aware of the risks will provide a well informed and responsible citizenship able to make a great contribution to both their own world as well as the world around them. We wish SACMID all the best in their efforts to promoting media literacy in Bangladesh.

Ruth Kronenburg

Director of Operations

Free Press Unlimited, The Netherlands
16.10.2018 Dhaka



Making independent information available. To everyone.

Dhaka City

Name of School and Area of Baseline Survey on Media Literacy Shown in City Map



Table of Contents

Abstract.....	9
1. Bangladeshi Media Landscape and the Emergence of New Media ..	10
1.i Youth and New Media.....	12
1.ii Need for Media Literacy in Bangladesh.....	13
2 Objectives of the Study.....	19
3 Research Questions.....	19
4. Study Framework.....	20
5. Research Design and Methods.....	21
6. Findings and Discussion.....	24
6.1. Access to Media and Technology.....	24
6.1(a) Access to Media and Technology at Home.....	24
6.1(b) Access to Media and Technology at School.....	25
6.2. Consumption of Media and Technology.....	26
6.2(a) Types of Media Consumed.....	26
6.2(b) Most Frequently Consumed Media.....	27
6.2(c) Purposes of Using Different Media.....	28
6.3. Possession of Mobile Phone and its use.....	29
6.4. News Gathering Behavior.....	31
6.5. Use of Social Media.....	35
6.6. Perception of Social Media.....	39
6.7. Negative Experience/problems Faced in Social Media and through mobile phone.....	40
6.8. Awareness of Cyber Security and Laws Regarding ICT and Defamation.....	42
7. Conclusion.....	45
8. Recommendations.....	47
9. References.....	48
Annexure-Questionnaire.....	52

Abstract

Media literacy has become a global issue in recent years for it doesn't just affect individuals but family, society, country, even the whole world; few recent incidents in Bangladesh have proven how severe this can be! Hence, the present study focused on assessing media access, usage and purposes of such usages among secondary level students in and around Dhaka City, determines the factors that might influence media access and usage among the said group and to assess the awareness regarding cyber security, cyber bullying and ICT related laws/regulations among the said group. The study adopted a quantitative design wherein a survey was conducted among 483 students from 16 secondary schools in and around Dhaka city using a quota sampling technique; 30 students were selected from class 9 and 10 in each school. A structured questionnaire containing mostly close-ended questions was used for data gathering. The study revealed that the respondents had easy access and consumed a lot of television (with cable), newspapers, books and mobile phones at home. However, their access to media at school is very limited. It was also found that majority of the respondents use social media and thinks it is important in daily life. Also, they are aware of some of the positive and negative aspects like its usefulness in getting information at ease and communicating with friends etc. and in addiction to it, distraction from study and losing sleep due to excessive use of social media. However, it was seen that there is a serious lack of media literacy given they easily trust and share without verification news/information gathered from different sources like online news portals, Facebook, YouTube etc. which are accused to be the medium to spread most of the rumors and fake news in recent times. Also, they share sensitive personal information like email address, phone number, name of school etc. in public profile; many of them do even share the password(s) of their social media account(s) which make them vulnerable in cyber world and often lead to be the victims of different kinds of cybercrime. As such, the researchers strongly recommend the Government of Bangladesh to develop and implement, with the highest priority basis, curriculum

on media literacy. Also, they recommend to conduct more researches regarding the issue in focus which would include respondents from both urban and rural areas across the country and from different age group with different educational attainment to have a clearer picture of the situation regarding the issue in focus.

Keywords: Bangladesh, media access, media consumption, secondary students, media literacy, social media literacy

1. Bangladeshi Media Landscape and the Emergence of New Media

Media in Bangladesh is exceptionally dynamic and lively. Particularly, during the last three decades, Bangladeshi media landscape has risen as livelier and extended in size and decent variety. Rapidly increasing numbers of newspapers, TV channels, FM Radio, community Radio, online news portals are producing news and views continuously to a huge number of audience. Technological advancement has brought the receiving device out of four walls. Cell phones are currently being used to sit in front of the TV, tuning in to Radio, perusing on the web daily papers and furthermore online adaptation of print daily papers. Online networking and advanced applications have wide opened the skyline of a virtual world, unimaginable three decades ago. As of May 2016, there were 528 dailies in Bangladesh among which 245 dailies are being published from Dhaka; Bangladesh Protidin had the highest circulation with a figure of 5,85,400 while Prothom Alo (5,01,800), Kaler Kontho (2,50,830) secured their places in top three among the national dailies (The Daily Sun, 2016). According to the Ministry of Information, in 2016, alongside the state-controlled television channel BTV, BTV World, BTV Chattogram and Samsad TV, and state-controlled radio network Bangladesh Betar, there were 41 private television channels, 22 private radio stations and 32 community radio (on-air plus to be aired) in Bangladesh; Channel I was the top ranked TV channel followed by Rtv, Btv, Dipto and Boishaki in the top

5 (banglanewslive.com, 2016) while Radio Foorti was the most popular among radio stations followed by ABC Radio, Radio Today, Radio Amar and Shadhin FM (businesshabit.com, nd). As of the last national media survey, access to television among urban and rural population were 91% and 67% respectively. The same study also revealed that 40% Bangladeshi read newspaper at least once a week (50% urban, 36% rural) and 15% regularly listen to radio while 20% of the population does not have access to any media (AC Nielsen, 2011).

Rise of new media in the media landscape of Bangladesh is now a reality. The country is connected with Information Super highway by SEA-ME-WE 4 submarine cable. Only a decade ago few students had laptop computers. But now it has become a common device used by the students and young people.

There are PC and web offices in Government and private workplaces, on college grounds and in all vital urban areas, towns and even in rural offices. Virtually, all people in Bangladesh have web access through PCs or smart phones. Individuals can access to electronic and print media both in physical space or through online since all major electronic media and daily newspapers have their online forms (IBRAF, 2017). According to Bangladesh Telecommunication Regulatory Commission (BTRC, 2018a), the number of mobile phone users in the country in February 2018 was 148.769 million. At the same time the number of Internet users was 83.141 (BTRC, 2018b) million of whom 77.495 million uses mobile Internet. The number of Internet users increased rapidly in last couple of years; according to “Internet Live Stats (2016)” cited by World Wide Web Consortium (W3C) and World Wide Web Foundation, the number was only 21.439 million in July, 2016.

Just like in the case of Internet users, the growth rate of Social Media users has been very high in recent years. Citing the State Minister for Information and Communications Technology Zunaid Ahmed Palak, The Asian Age (2017, February 02) editorial mentioned that in every 12 seconds a new user is added

to Facebook from Bangladesh which is more than the birth rate of the country. Citing the “Global Digital Statshot Q2 2017,” bdnews24.com (2017, April 15) reported that the number of active social media accounts in Bangladesh was 26.0 million at the that time. The report also mentioned that Dhaka was the “second largest Facebook City” with 22 million active users. Another recent report by The Financial Express (2018, March 23) reveals that the number of active social media has crossed 30 million in early 2018 among which 94% access the social media platforms through mobile phones. The report also said that the number of monthly Facebook users was 30 million among which 24% is female; 93% of the Facebook users access the site through mobile phones. Social media, specially Facebook has become a very popular media among the young people of Bangladesh irrespective of their location or education level.

The Government is facilitating the convergence of various digital technologies with a view to bringing the overall media system under a well management structure. To ensure better communication services, Bangladesh has launched its own satellite named ‘Bangabandhu Satellite’ in the orbit this year (SpaceX, 2018) which will widen the broadcast spectrum even more.

1.i. Youth and New Media

Young people, more specifically the teenagers, are growing up in an ever increasingly media rich environment globally; no wonder that they are often identified as “digital natives” (Prensky, 2001) as well as a significant part of a ‘Net Generation’ (Leung, 2004). The scenario is not different in Bangladesh. As a matter of fact, it would not be exaggeration to state that use of mobile phone and social media among teenager children (teens, hereafter) and young adults have been skyrocketed which may have negative implications. In a study Khan and Quarmal (2015) found that 96% parents in Dhaka City thinks mobile phones should be provided to the teens for they think it will enable them to keep an “eye” on their teens through it. However, most of them are unaware of what their teens are doing

with mobile phones which could be dangerous for them at times. In another study, Quarmal and Osmani (2015) revealed that social media has become such an integral part in the lives of Bangladeshi young people aged between 13 to 25 that they cannot even think of a day without social media access and many of them feel “lost” and “crazy” in the absence of social media. Conducted in three cities in Bangladesh, namely Dhaka, Rajshahi and Barishal, the study also revealed that the abovementioned group of people spend an average of 3.91 hours per day in social media; the amount is 4.85 hours per day among the Dhaka-dwellers. Furthermore, the study found that the young people spend less time interacting with family and friends in physical space than spending time online which is similar to what Bovill and Livingstone (2001) found in Europe in their study “Children and their changing media environment: a European comparative study”.

1.ii. Need for Media Literacy in Bangladesh

Recent innovation has started progressive changes in the realm of correspondence from one viewpoint and on alternate, its abuse is causing some unfavorable impacts as well. Due to some technological inventions we have access to unlimited sources of information, as if, we are submerged in the world of information. Super abundance of information also creates confusion among its receivers. In the media reporting, ethical aspects are sometimes ignored which causes damage to individuals and institutions. There is a lack of quality and in-depth analysis of reports as desired by the reader/audience.

To prevent its misuse the Government of Bangladesh is taking some steps to formulate some laws and rules in this area, but those are yet to be introduced/implemented. Media agencies do not seem to care much about needs and expectations of the audience. On the other hand, the audience is unaware of the difficulties and constraints which media faces in making media products and distribution. The gap between the producer and the consumer is high. So, media literacy is fundamental for both the audience and the media work

force. The readers/audience should learn what information or to what extent of a piece of information can be accepted or rejected. Nobody can deny that Mass media has a great influence in our everyday life. It contributes to shape our current culture. Taking the advantages of the new media Bangladesh is interfacing itself with the worldwide media scene. If we (readers/ audience) do not learn to control the mass communication that dominates our world it will continue to control us. Therefore, analyzing mass communication, or media literacy at large, is an essential skill for survival today. Media literacy is not a concept, however, due to the emergence of information society powered by the advancements in ICT recent year, the literacy debate has evolved and received new attention among not only academics and scholars but also among policy-makers (Paulussen et al, 2010). Nevertheless, the concept doesn't yet have any universally accepted definition as Paulussen et al (2010) have rightly noted "struggles with definitional ambivalence". That is probably because literacy is multifaced. UNESCO (2013) in its "Global Media and Information Literacy Assessment Framework: Country Readiness and Competencies" described "there is no single notion of literacy which people possess or not, but multiple literacies. Thus, literacy becomes situational, pluralistic and dynamic." However, a general consensus has been growing around the definition of media literacy as "the ability to understand and make meanings of the universe of symbolic resources to which we have access, including access to the technical means to do this" (Livingstone, 2009 cited in Paulussen et al, 2010). UNESCO (2013) has defined the concept as:

a set of competencies that empowers citizens to access, retrieve, understand, evaluate and use, to create as well as share information and media content in all formats, using various tools, in a critical, ethical and effective way, in order to participate and engage in personal, professional and societal activities.

Livingstone (2004, 2009 cited in Paulussen et al, 2010) provides a conceptualization of media literacy by means of four dimensions:

- (1) access (refers to people’s technical and instrumental skills);
- (2) analysis (refers to people’s capabilities to understand and analyze media and media content);
- (3) evaluation (refers to people’s critical capacity to search content, navigate, judge reliability and identify bias) and
- (4) creation (refers to people’s skills and capabilities to contribute to the (re)production of media content).

Media education, from one perspective, can make us educated and dependable residents and on the other, make the media responsible to the audience and consumers. Media literate youth and adults are better able to decipher the complex messages we receive from television, radio, newspapers, magazines, books, billboards, signs, packaging, marketing materials, video games, recorded music, the Internet and other forms of media. They can understand how these media messages are constructed and discover how they create *meaning* – usually in ways hidden beneath the surface. People who are media literate can also create their own media, becoming active participants in our media culture (Imon, 2017). In this regard, Mihailidis, and Thevenin (2013) noted, “scholars and educators have begun to discuss media literacy as the ability not just to read texts but also to situate them in relation to broader social, cultural, and political contexts.” Hobbs’s (1998) in her “Seven Great Debates in the Media Literacy Movement,” stated, “media literacy, for it emphasizes a critique of textual authority, invites students to identify the cultural codes that structure an author’s work, understand how these codes function as part of a social system, and disrupt the text through alternative interpretations” which clearly presents the importance of media literacy. Another

note from Hobbs (2010) helps to understand the implication of media literacy at ease. She noted,

When people have digital and media literacy competencies, they recognize personal, corporate and political agendas and are empowered to speak out on behalf of the missing voices and omitted perspectives in our communities. By identifying and attempting to solve problems, people use their powerful voices and their rights under law to improve the world around them (Hobbs, 2010).

Unlike the developed world, media literacy is a relatively new term in Bangladesh in the discourse of almost all areas in academic and development sector. However, the importance of the issue has become so high as in recent years number of cases of harassment in online platforms and through mobile are increasing; many such incidents have been reported in media, Sushmita S. Preetha's (2015, May 16) article "Digital Sexual Harassment in Digital Bangladesh" published in The Daily Star provides a glimpse of those. Moreover, spread of unverified and even outright false information provoked in many cases social unrest and killings in Bangladesh that include attacks on religious minorities, bloggers, free thinkers, academics and even foreign citizens which is alarming. In an interview with The Straits Times (2017, June 4), the editor and publisher of The Daily Star, the largest-circulation English language newspaper in Bangladesh, said that the spread of fake news poses real dangers and could incite even more violence in a country that is already experiencing a spike in bloodshed. He has elaborated by saying that fake news had been used by religious extremists to go after bloggers, writers and other liberal voices who were "falsely accused of being anti-religious, by misinterpreting their writings" Naturally, in such circumstances, it has become a serious concern both for media and educators, as well as for government and authorities, as it gets increasingly difficult and requires a lot of efforts on the part of the receiving audiences (especially for children and youth) to sort out the truth from falsehood.

Although, our audience have some sort of awareness on an understanding of news and media, this needs to be assessed and a long-term systematic program should be developed for improving the information literacy skill of media consumers and producers. As children and youth constitute the most vital segment of the population as change makers of future Bangladesh also numbering the highest as media users, special attention must be given on this group during designing the program.

As an overpopulated developing country, Bangladesh has a considerable number of youth who are going to schools now. Before going to intervene through a systematic project it has been planned to conduct a baseline survey among Secondary students to get an initial overview of the media literacy status of the young students as users and consumers of media products.

As the study is mostly related to the media use and habits of the secondary school level students, we need to give more focus on ICT integration in secondary education of the country. However, there were no studies found in Bangladesh's perspective regarding ICT integration in secondary education. Even there was no study on teachers' readiness for integrating ICT in the secondary school of Bangladesh.

After announcing Vision 2021, the development aspirations of the government of Bangladesh (GOB) has come up with the National ICT Policy-2009, National Education Policy-2010 and the Master plan for Information and communication technology in Education- 2013 to act as a catalyst in the country moves to become Digital Bangladesh by 2021 and thereby upgrade its position from developing to a middle-income country. Immediately, Bangladesh invests in Information Communication Technology (ICT) to ensure that a trained and skilled and well-educated human resources are created as human capital. National Curriculum and Textbook Board (NCTB) have produced electronic version of textbooks (e-books). Government has started establishing digital classroom and ICT laboratories in schools. The government has initiated Access to Information (a2i) project with an ambition of making teaching-learning more effective and enjoyable to the

learners and the teachers using ICT. Education wing has been established under the a2i project to support the digitalization of the schools and to organize more training and providing instant facilities. This project followed a three-dimensional approach in its effort to enhance pedagogic improvement process: establishing Multimedia Classrooms (MMCs) at secondary schools, training of teachers on making ICT aided educational contents on hard-to-grasp topics and making electronic versions of the textbooks. MOE formed “ICT in Education Task Force” chaired by the Honorable Minister for Education and a2i became the primary formulator of the “ICT Education Master Plan” facilitated by UNESCO (a2i, 2014).

Beside this, private schools are also increasing their ICT facilities in the classroom and trying to ensure better teaching-learning environment. Different NGOs (like BRAC, Dhaka Ahsania Mission) are working with some private schools to enhance these services.

Till the last update of MOE, 84.94 percent of secondary schools have at least a computer in their schools and 76.01 percent have the multimedia facilities (BANBEIS, 2016). Which means among 19,847 secondary schools of Bangladesh, 16,859 schools have the computer now in their schools, and 15,085 have multimedia to use ICT in their classroom practices (BANBEIS, 2016). The government of Bangladesh has trained almost 15,000 secondary school teachers through different projects to teach the efficient use of ICT in teaching-learning (a2i, 2012). Ministry of education is taking steps to train all the teachers (approximately 243553) from all over the country to use ICT in their lessons through different projects. However, it is comparatively a new medium of instruction to teachers who are still discovering how it is better than their previous practiced ideas of teachings. Imon (2017) in his MPhil thesis entitled “ICT integration in Secondary Education in Bangladesh: A study of Policy and Practice” reported, “as young teachers have a long career ahead in the teaching profession and they are quite familiar with technological uses they seemed more enthusiastic to implement ICT in classroom practices.” On

the other hand, a research of BRAC revealed that prime task of the learners in the multimedia classrooms was only watching and listening but not actively participating in asking questions or contributing in collaborative learning tasks like group and pair work. It seemed that teachers still struggled in using these materials properly.

2. Objectives of the Study

Considering the circumstantial demands, the objectives of the study have been set as follows:

1. To assess media access, usage and purposes of such usages among secondary level students in and around Dhaka City that include their media access at home and school, usage frequency, satisfaction with, and acceptance of both internal or external services, print/electronic media, social media, information and communication technology, e-learning services, and IT hardware.
2. To determine the factors that might influence media access and usage among the said group.
3. To assess the awareness regarding cyber security, cyber bullying and ICT related laws/regulations among the said group.
4. To assess prospective media trends and scopes to integrate media literacy program in school course curriculum with user satisfaction and applied learning needs.

3. Research Questions

The research questions of the study may be phrased as below:

1. What is the overall access to media devices and outlets of the secondary school students at their home and school?
2. What is the status of media usage among the said group –their media habits including frequency, purposes, level of

acceptance/satisfaction, catering learning needs etc.?

3. What is the level of awareness regarding cyber security, cyber bullying and ICT related laws/regulations among the said group?
4. How far media influences, specifically in the learning area, and how far the trends are prospective at school level and identifying the existing gaps to make media play a positive role for building a fruitful young generation?

4. Study Framework

The study focuses on assessing the media access, usages, purposes of usage and satisfaction among the secondary school students in and around Dhaka City; hence, the study adopted the Uses and Gratification Theory introduced by Jay Blumler and Denis McQuail (Katz, Blumler & Gurevitch, 1973; Blumler & Katz, 1974) to build-up the study framework. According to the theory, people (audience) are active users of media and select how they will use it. Lattimore et al. (2007) explained this more specifically that people use media as entertainment; scan the environment; a diversion; a substitute for personal relationships; and a check on personal identity and values. The theory considers the audience

The study framework may be visualized as below:

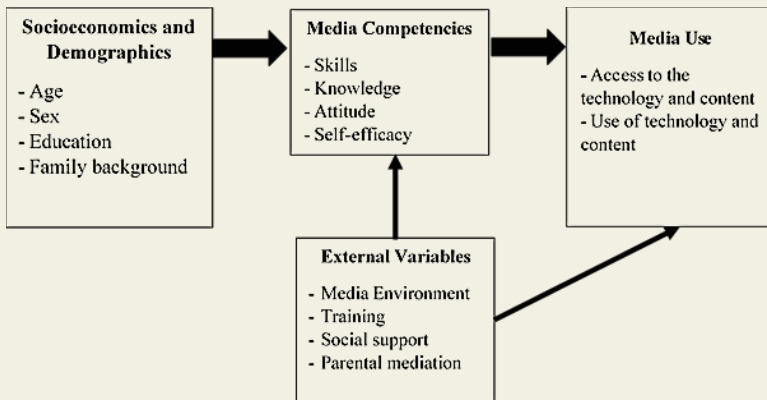


Figure 1: Study Framework

as active or as suggested by Windahl (1981)- “super-rational”. Evans’ (1990) take on Uses and Gratification presents a clearer idea of the theory in a nutshell as the author notes this as “a framework in which “audience...gratification [is] primary,” and “media consumers [are] seen as rational agents whose various uses of media offerings depend upon how these offerings serve various social-psychological functions.”

5. Research Design and Methods

A quantitative design was adopted for the study wherein a questionnaire survey was conducted among 483 students from 16 secondary (from a total of initially selected 500 students from 16 schools, 17 students were excluded from the study since they were below secondary level) schools in and around Dhaka city using a quota sampling technique; around 30 students were selected from class 9 and 10 in each school. The schools were selected by considering the geographical locations and the variation in types of the schools.

The survey was conducted from April 10 to May 31, 2018 with the help of six data enumerators (external) under the close supervision of SACMID Media Literacy Team.

For data gathering, a structured questionnaire was used that contained mostly close-ended questions. The questionnaire has been divided into a few clusters on access, usage pattern, purposes of use etc. Once drafted, the questionnaire has been pre-tested at school level. The feedbacks have been used in finalization of the draft. Also, two senior level school teachers and two teachers of Media Studies department at University level have been consulted. The questionnaire was basically self-administered; however, the data enumerators were instructed to provide clarifications of questions if asked by the respondents. Also, as the respondents were minor, consent from the headmasters and class teachers of the respective schools and the parents (only in few cases where they were available) were collected before conducting the survey by briefing them about the study.

The list of the schools are as follows:

Table 1: Schools included in Baseline Survey

School Name	Type of School	Geographical locations (in Dhaka & neighborhood)
1. Civil Aviation School Tejgaon	Govt Aided	North City Corporation
2. Wills Little Flower	Private	South City Corporation
3. Rajuk Uttara Model College	Private	North City Corporation
4. YWCA	Private	South City Corporation
5. Abdur Razzak School and College	Private	North City Corporation
6. Motijheel Govt. Girls	Full Govt school	South City Corporation
7. Shohid Smirity High School	Govt Aided	Tongi
8. Siraj Uddin Sarkar School	Govt Aided	Tongi
9. Rajarbag Police line High School	Full Govt	South City Corporation
10. Dhaka Cant. Adarsho Bidda niketon	Govt Aided	North City Corporation
11. Snt Francis Jevians girls high school	Govt Aided	South City Corporation
12. Udayon High School	Govt aided	South City Corporation
13. Northern Int school	Private	North City Corporation
14. Kollyanpur Girls School	Govt Aided	North City Corporation
15. Misbaul Ulum Madrasa	Govt Aided	South City Corporation
16. Banani Biddaniketon	Private	North City Corporation

The data were gathered using printed questionnaire. Afterwards, they were encoded and statistically analyzed using SPSS. Figures 2 to 5 below present the demographic characteristics of the respondents:

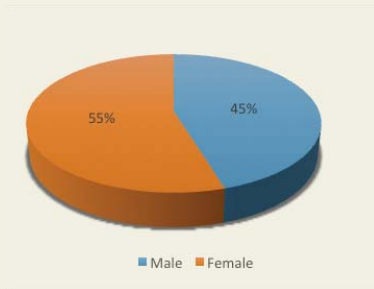


Figure 2. Gender distribution of the respondents



Figure 3. Religion of the respondents

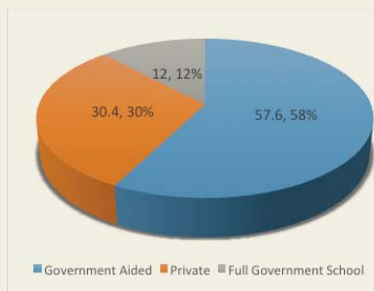


Figure 4. Types of schools included in the survey

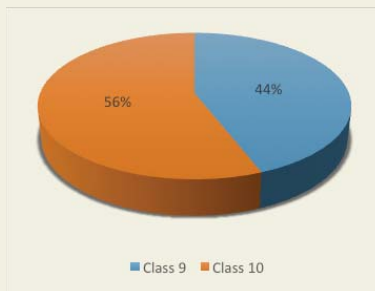


Figure 5. Respondents' level of study

It can be gleaned from the Figure 2 that female respondents were higher (55%) than that of male (45%); Figure 3 shows that the respondents were overwhelmingly Muslims (88%) which is the reflection of national demographic characteristics; Figure 4 depicts that more than half (58%) of the respondents were from government aided schools; The number of respondents from class 10 was higher (56%) than that of class 9.

6. Findings and Discussion

The following subsections present the major findings of the study:

6.1. Access to Media and Technology

6.1 (a) Access to Media and Technology at Home

Table 2 below presents the data regarding the presence of various types of media at the residences of the respondents (n = 483).

Table 2: Presence of various types of media at the residences of the respondents (n = 483)

Type of media	Frequency	Percent
Newspaper (daily)	290	60
Newspaper (weekly)	83	17.2
Magazine	154	31.9
Books	424	87.8
Radio	161	33.3
Television (with dish cable)	413	85.5
Television (without dish cable)	49	10.1
DVD player (Analogue)	24	5
DVD player (Digital)	117	24.2
Personal computer (with internet)	183	37.9
Personal computer (without internet)	53	11
Laptop (with internet)	160	33.1
Laptop (without internet)	35	7.2
Tablet (with internet)	106	21.9
Tablet (without internet)	22	4.6
Mobile phone (with internet)	388	80.3
Mobile phone (without internet)	141	29.2

It can be extracted from the table that two-third of the respondents had access to daily newspaper at home and nearly all of them (86%) said they have access to TV with dish cable at home. It is significant that

about 80% of the respondents had access to mobile phone with Internet at home which is much higher than access to Personal Computer with Internet (37.9%) and without Internet (11%) and Laptop with Internet (33.1%) and without Internet (7.2%).

The test of association (Chi- square test) between gender and different categorical variables showed that males had better access to laptop with internet than females. It also came out in the analysis that the children of fathers with higher educational attainments are likely to have better access to daily newspapers and personal computer with Internet.

6.1(b) Access to Media and Technology at School

Table 3 below presents the findings regarding presence of various types of media at the schools of the respondents (n = 483).

Table 3: Presence of various types of media at the schools of the respondents (n = 483, multiple responses)

Type of media	Frequency	Per- cent
Newspaper (Daily)	109	22.6
Newspaper (weekly)	39	8.1
Magazine	193	40
Books	430	89
Radio	10	2.1
Television (with dish cable)	56	11.6
Television (without dish cable)	7	1.4
DVD Player (Analogue)	10	2.1
DVD Player (Digital)	25	5.2
Personal Computer (with internet)	136	28.2
Personal Computer (without internet)	22	4.6
Laptop (with internet)	95	19.7
Laptop (without internet)	12	2.5
Tablet (with internet)	8	1.7
Tablet (without internet)	5	1
Mobile phone (with internet)	29	6

It can be seen from Table 3 that media access at schools is quite limited; about one-fourth (23%) of the respondents had access to daily newspaper at school and about 40% of them said that they had access to magazine. Only about 2% of the total respondents had access to radio and 28% of them had access to personal computer without Internet. Access to tablet and mobile phone was very negligible at school. This might be because of rules and regulations to follow at school.

6.2. Consumption of Media and Technology

6.2(a) Types of Media Consumed

The table 4 below shows the distribution of usage of various medium by the respondents.

Table 4: Consumption of different types of medium by the respondents (n=483)

Type of medium	Frequency	Percent
Newspaper (daily)	252	52.2
Newspaper (weekly)	88	18.2
Magazine	185	38.3
Books	423	87.6
Radio	146	30.2
Television (with dish cable)	381	78.9
Television (without dish cable)	37	7.7
DVD Player (Analogue)	15	3.1
DVD Player (Digital)	79	16.4
Personal Computer (with internet)	158	32.7
Personal Computer (without internet)	42	8.7
Laptop (with internet)	146	30.2
Laptop (without internet)	30	6.2
Tablet (with internet)	85	17.6
Tablet (without internet)	18	3.7
Mobile phone (with internet)	349	72.3
Mobile phone (without internet)	97	20.1

It can be gleaned from Table 4 that Books are the most consumed media by the respondents (87%) while TV is the second highest. As almost 79% of the respondents said that they watch TV with dish cable while only 8% of them watch TV without dish cable. The immediate next consumed media was mobile phone with internet (73%) followed by daily newspaper (52%). It is also significant that more than 82% (397 out of 483) of the respondents is Internet user be it through personal computer, laptop, tablet or mobile phone. The Chi- square test had shown that males consume mobile (both with and without internet) more than the females.

6.2(b) Most Frequently Consumed Media

Table 5 below illustrates the frequency of media consumption among the respondents.

Type of media	Never	1-2 Days	3-4 Days	5-6 Days	7 Days
Newspaper (daily)	34.2	21.1	10.8	3.3	30.6
Newspaper (weekly)	75.8	17.0	2.9	1.2	3.1
Magazine	57.3	25.1	7.7	3.1	6.8
Books	11.0	12.0	9.3	10.8	56.9
Radio	65.0	16.0	6.4	2.9	9.3
Television (with dish cable)	20.5	5.0	9.5	6.4	58.6
Television (without dish cable)	92.1	1.2	1.0	0.2	5.4
DVD Player (Analogue)	96.9	1.7	0.8	0.2	0.4
DVD Player (Digital)	82.0	8.3	3.5	1.9	4.3
Personal Computer (with internet)	62.9	10.4	8.7	4.1	13.9
Personal Computer (without internet)	87.4	6.0	2.9	1.2	2.5
Laptop (with internet)	69.2	11.8	7.5	3.5	8.1
Laptop (without internet)	93.8	3.5	0.6	1.0	1.0
Tablet (with internet)	82.2	2.9	3.1	3.7	8.1
Tablet (without internet)	94.8	1.0	1.2	1.0	1.9
Mobile phone (with internet)	23.4	12.0	11.0	7.0	46.6
Mobile phone (without internet)	69.8	5.8	5.4	3.3	15.7

Table 5: Frequency of media consumption in a week

It can be extracted from Table 5 above that Mobile phone with internet and without internet, television with cable and books are among the most frequently consumed within the respondents while consumption of radio and newspaper are less frequent. Among the respondents 64% watches TV (58.6% with cable, 5.4% without cable), 62.3% uses mobile phone (46.6% with Internet, 15.7% without Internet) and 56.9% reads book every day. On the other hand, 65% said they never listen to radio and 34.2% never reads daily newspaper in a week.

6.2(c) Purposes of Using Different Media

Table 6 below shows the purpose of using different types of media among the respondents.

Table 6: Purpose of using various types of media (n=483)

Types of media used	Purpose of using the media (%)				
	Seeking Information	Education	Entertainment	Communication	Others
Newspaper (daily)	62.9	39.8	35.8	9.7	1.4
Newspaper (weekly)	17	11.4	12.4	2.3	0.4
Magazine	16.8	14.1	33.3	1.7	0.2
Books	40.8	77.6	36	5.4	0.2
Radio	15.9	6.4	29	3.9	0.2
Television (with dish cable)	40.2	28.6	72.9	11.4	0.4
Television (without dish cable)	5.4	3.7	10.4	1.0	0.0
DVD player (Analogue)	1.9	1.4	8.3	0.4	0.0
DVD player (Digital)	2.7	3.5	18.2	1.0	0.0
Personal computer (with internet)	5	6.6	10.4	1.9	0.0
Personal computer (without internet)	17.2	18.6	22.6	13	0.2
Laptop (with internet)	3.1	2.9	7.2	0.6	0.0
Laptop (without internet)	10.1	9.7	16.6	12.2	0.2
Tablet (with internet)	2.5	2.1	7.2	42.9	0.0
Tablet (without internet)	0.2	39.5	54	58.8	0.6
Mobile phone (with internet)	7	5	14.7	24.8	0.4

According to the survey, the major purposes of using media by the respondents are information seeking, education, communication and entertainment. However, different media serve different purposes for them. Daily newspaper (62.9%), books (40.8%) and television with cable (40.2%) play major role in information seeking. Daily newspaper (39.8%) and books (28.6%) are used by good number of respondents for education while naturally more than three fourth (77.6%) of the respondents use books for education. Television with cable is used for entertainment by 72.9% respondents followed by tablet without Internet (54%), books (36%), daily newspapers (35.8%), and magazines (33.3%). For communication, tablet with Internet (42.9%) and without Internet (58.8%) play the major role; surprisingly, only 24.8% (n=120) respondents said that they use mobile phone with Internet for communication.

6.3. Possession of Mobile Phone and its use

Even though a significant number of the respondents use mobile phones with Internet (72.3%) or without Internet (20.1%), nearly half (44.3%) of them doesn't have their own mobile phone. Those who don't have their own mobile phone usually use phones owned by their parents and siblings. Also, more than two-third of those who have own mobile doesn't have a sim card. Figures below graphically present the scenario.

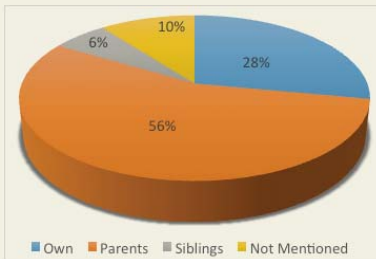


Figure 6. Ownership of the mobile phones used by Respondents

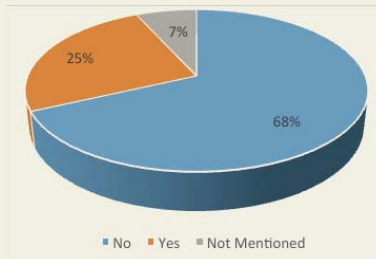


Figure 7. Sim card owned by Respondents

It was also revealed in the survey that most of the respondents learned the use of mobile phone by their own. The others learned it mostly from parents and siblings. Figure 8 below presents the data graphically:

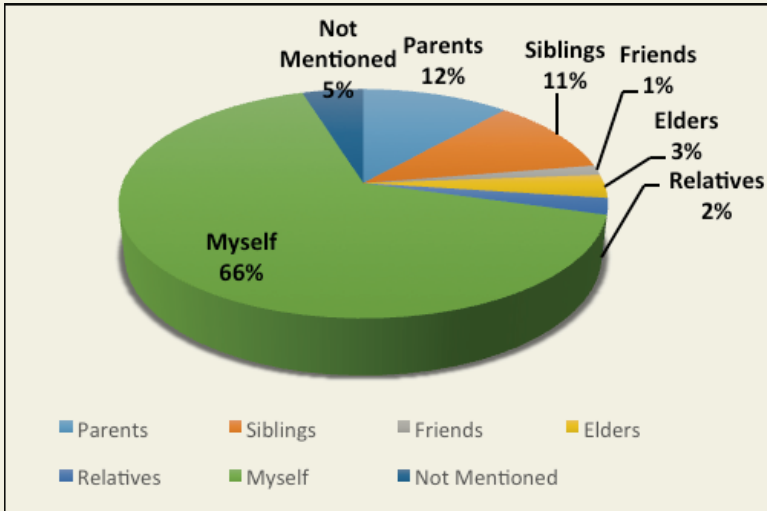


Figure 8. Source of learning the use of mobile phone

Being students, most of the respondents spend significant amount of money for mobile phone given only 37.7% of them spend 50 Taka or less per week.

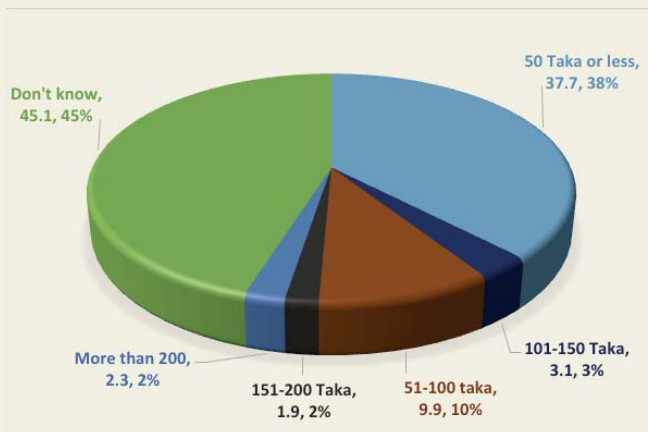


Figure 9. Money spent by the respondents for mobile (per week)

Though the respondents extensively use mobile phones, most of them (82.2%) never bring it to the school; in most cases (69.8%), the reason behind this is restrictions imposed by the school authority. Figures 10 and 11 presents the data graphically.

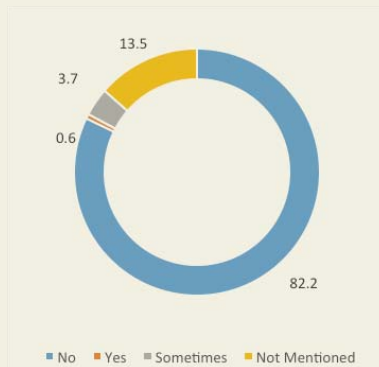


Figure 10. Respondents on bringing the mobile phone at school

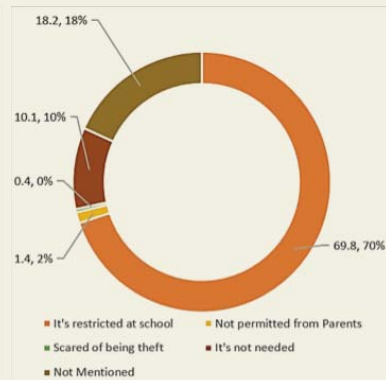


Figure 11. Reasons behind not bringing phone at school

6.4. News Gathering Behavior

The table 7 below shows the usage of different types of media to get news.

Table 7: Usage of different types of media to get news among the respondents (n= 483)

Type of media	Never		Irregular		Regular	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Television	77	15.9	167	34.6	239	49.5
Newspaper	149	30.8	163	33.7	171	35.4
Radio	358	74.1	94	19.5	31	6.4
Online portal	262	54.2	129	26.7	92	19
Follow Facebook	216	44.7	111	23	156	32.3
Follow YouTube	223	46.2	151	31.3	109	22.6
Other people	153	31.7	143	29.6	187	38.7

It can be gleaned that a major fraction of the respondents gathers news from non-conventional sources, namely Facebook (32.3%), YouTube (22.6%) and other people (38.7%) on a regular basis. They use mainstream news media (TV, newspaper, radio) for this purpose as well; almost half (49.5%) of the respondents regularly consume news from TV and 35% from newspaper; however, use of radio for gathering news is very low (6%).

Most of the respondents are interested about news related to entertainment (71.2%), technology (67.5%) and sports (67.1%). On the other hand, 70% of the respondents do not have interest about news on politics and economics. Table 8 below presents the data.

Table 8: Different types of news respondents are interested in (n=483)

Area of interest	No		Yes	
	Frequency	Percent	Frequency	Percent
Politics and economics	338	70	145	30
Education and health	211	43.7	272	56.3
Technology	157	32.5	326	67.5
Youth news	265	54.9	218	45.1
Sports	159	32.9	324	67.1
Entertainment	139	28.8	344	71.2
Video games	342	70.8	141	29.2
International News	251	52	232	48
Other Issues	474	98.1	9	1.9

It was also revealed in the survey that most of the respondents does not read the full story. More than half of them read either headline only (24.2%) or headline and intro (32.7%) which can be seen in figure 12 below

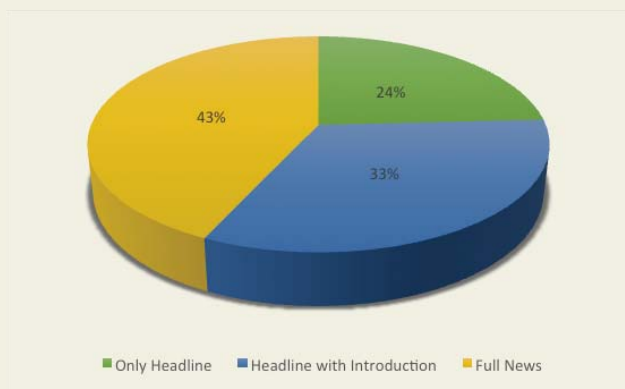


Figure 12. News reading behavior of the respondents

In television, respondents consume sports (67.7%) and reality show (61.1%) the most. They also consume extensively cartoon (59.2%), cinema (57.1%), news (52.2%) and drama (50.1%). It was also found in the survey that the respondents are not much interested in watching advertisements (17.2%), documentary (15.5%) and talk shows (14.9%). The data set regarding consumption of television are presented in table 9 below:

Table 9: Consumption of different types TV contents by the respondents

Program name	No		Yes	
	Frequency	Percent	Frequency	Percent
Drama	241	49.9	242	50.1
Cinema	207	42.9	276	57.1
Talk Show	411	85.1	72	14.9
Documentary	408	84.5	75	15.5
News	231	47.8	252	52.2
Advertisement	400	82.8	83	17.2
Cartoon	197	40.8	286	59.2
Others	472	97.7	11	2.3
Reality show	188	38.9	295	61.1
Magazine Program	381	78.9	102	21.1
Sports	156	32.3	327	67.7

The respondents are not that much of “brand loyal” in case of consuming media. They were asked to mention names of three newspapers, three TV channels and three online news portals. Although 55% of respondents use Facebook as a news medium and about 46% of total respondents use online news portals to collect news but only 6% (29) of the total respondents could write 3 names of online news portals. About 55% could mention three names of newspapers and about 62% could mention three names of TV channels. Figure below graphically presents the data set:

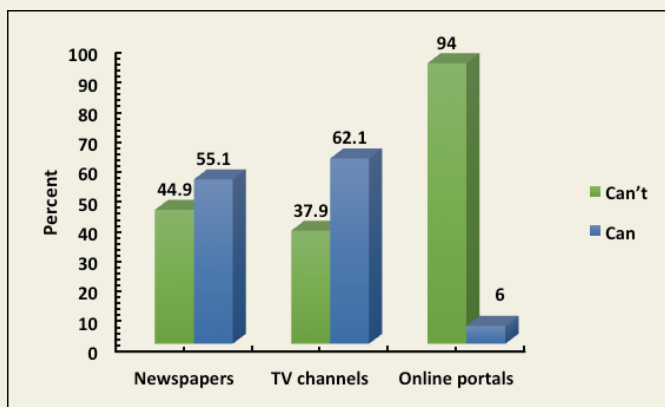


Figure 13. Respondents' capacity to mention names of different media outlets they use

According to the survey results presented below in Table 10, majority of the respondents perceives Television (47.6%) and newspaper (38.5%) as the most trustworthy news medium.

Table 10: Trustworthiness of different news medium

Medium	No Comment (%)	Very Little Trustworthy (%)	Little Trustworthy (%)	Moderately Trustworthy (%)	Bit More Trustworthy (%)	Very Trustworthy (%)
Television	5.8	5.6	3.7	16.4	20.9	47.6
Newspaper	9.5	4.1	6.8	18.4	22.6	38.5
Radio	24.4	11.6	14.3	19.5	15.9	14.3
Online Portal	18.4	21.3	18.6	23.4	13.7	4.6
Social Media	13.5	28.8	25.5	19.3	7	6

6.5. Use of Social Media

It was found in the survey that about two-third of the respondents are associated with social media; almost three-fourth (72%) of them has at least a Facebook account. YouTube (47.5) was found to be the second most popular social media platform followed by Instagram (41.1%) and WhatsApp (28.3). Even though majority of the respondents use social media, more than half of them are not capable of opening a social media account on their own. They get help from parents, siblings, friends, close relatives and elder cousins in this regard. More than half of the respondents (55.4%) use social media for less than two years. Most of the respondents are not extensive user of social media for 54% of them use social media less than one hour a day and another 32% use it for one to two hours a day. It was also revealed from the survey that a significant number of respondents (35.4%) use social media only during the weekends. Figures 14 to 19 graphically present the scenario:

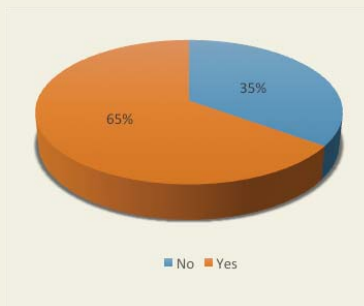


Figure 14. Social media association of the respondents

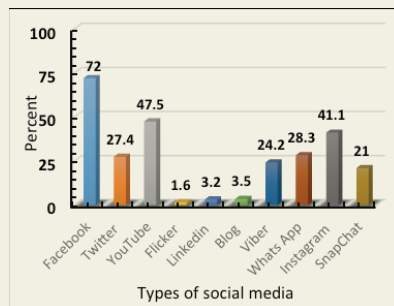


Figure 15. Different social media used by the respondents

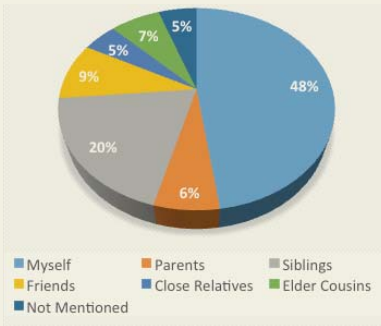


Figure 16. Help taken in opening social media account

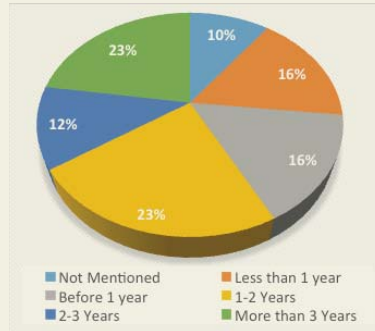


Figure 17. Number of years in social media

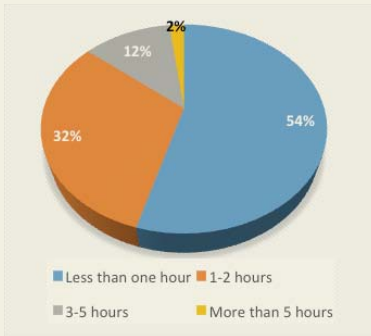


Figure 18. Duration of using social media (per day)

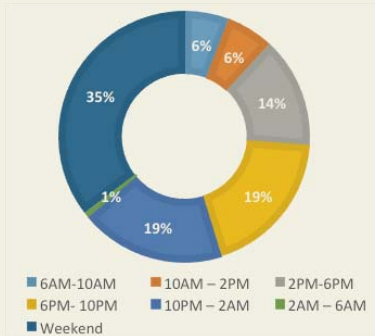


Figure 19. Time of accessing social media

The respondents use various types of personal information in social media. Table 11 below presents the data set regarding these.

Table 11: Information shared by the respondents in social media account
 (*13 samples were excluded during this analysis;
 35 samples were excluded during this analysis; *1 missing value)

Type of Information	Frequency	Percent
Name		
Real Name	273	90.7
Fake Name	28	9.3
Total*	301	100
Picture		
Real Picture	230	82.4
Fake Picture	18	6.5
Cartoon Character	31	11.1
Total**	279	100
School Name		
No	108	34.4
Yes	206	65.6
Total	314	100
Mobile phone number		
No Cellphone Number	159	50.6
Own Cellphone Number	155	49.4
Total	314	100
E-mail address		
No Email Address	156	49.7
Own Email Address	157	50
Total***	313	99.7
Address		
No Address	191	60.8
Real Address	112	35.7
Fake Address	11	3.5
Total	314	100
Audio and Video file of them		
No	282	89.8
Yes	32	10.2
Total	314	100

It can be gleaned from the table above that most of the respondents who use social media have used their real name and picture though some of them (17.6%) used fake pictures or cartoon characters as their profile picture. However, a significant number of the respondents does not seem to be careful (or aware) regarding the gravity of sharing sensitive personal information like name of their school, email address and most importantly- phone number in public profile as it can be seen from the table that 65.6% shared their school name, 49.4% shared phone number and 50% shared email address.

Sharing “status” and commenting on others’ (79%), following celebrities (75%) and uploading photos (77%) are among the most frequent activities by the respondents. A significant number among them (58%) shares news on social media. Table 12 below presents the scenario:

Table 12: Activities of the respondents in the social media (percent)

Activity	Never	1-2 days in a week	2-4 days in a week	4-6 days in a week	Everyday	Couple of times a day	No Answer
Uploads self and friend’s photo	23.2	54.5	8.6	2.9	1.3	1.6	8
Give Status or Comment	20.7	42	13.1	4.1	4.8	2.5	12.7
Share photo/ status shared by others	33.1	31.2	11.5	3.2	2.5	2.5	15.9
Share News	28.3	30.3	11.1	5.1	7.6	3.8	13.7
Connect with friends	2.9	13.7	10.5	9.9	39.2	14.3	9.6
Just likes and comments, no sharing	26.4	24.2	9.2	7	13.4	7.3	12.4
Follow celebrities	24.5	22.3	8	5.7	22.6	5.7	11.1

6.6. Perception of Social Media

Respondents were asked about their perception of importance of social media in daily life, and advantages and disadvantages of social media. Most of them (61%) said that social media is important in daily life. According to them, the most important advantages of social media are getting information at ease (73.3%) and communicating with friends are most important advantages of social media. On the other hand, they perceived getting addicted (71.6), getting distracted from study (56.5) and losing sleep (staying awake at night- 42.4%) as the worst disadvantages. Figures below 20, 21 and 22 graphically present the responses:

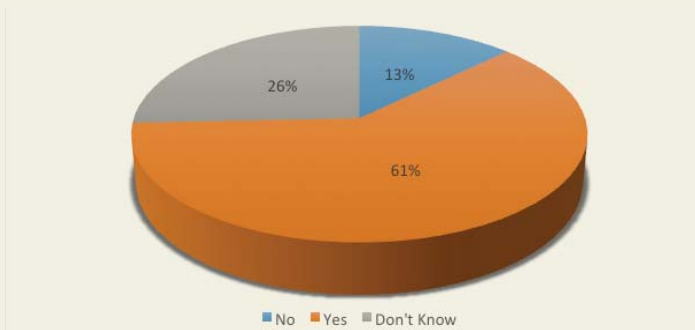


Figure 20. Respondents' perception regarding importance of social media in daily life

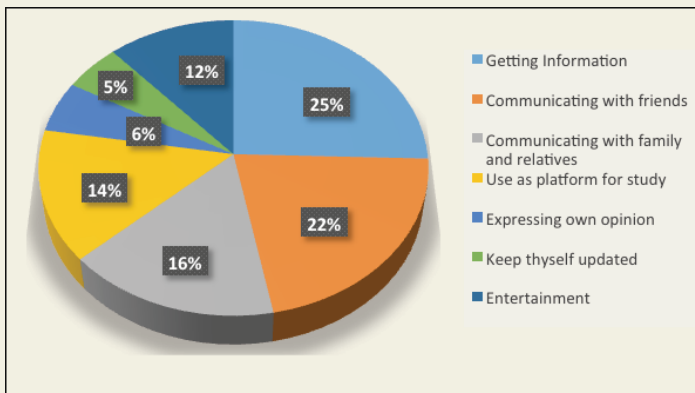


Figure 21. Perceived advantages of social media

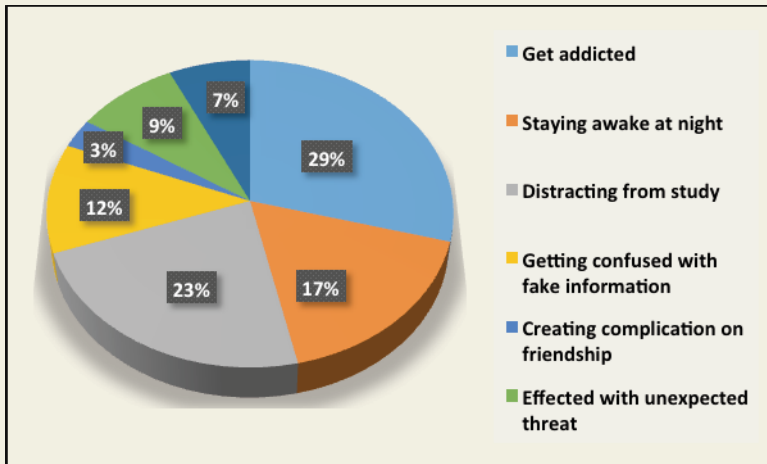


Figure 22. Perceived disadvantages of social media

6.7. Negative Experience/problems Faced in Social Media and through mobile phone

Tables 13 and 14 below present different types of negative experience/problems faced in social media and through mobile phone:

Table 13: Negative experience/problems Faced in Social Media

Type of problem/ threat	No (%)	Yes (%)
Account Hack	91.9	8.1
Offensive Comments	94.2	5.8
Shared my Pictures without my permissions	96.1	3.9
Blackmail	97.5	2.5
Got offensive pictures/videos through inbox	97.7	2.3
Others	98.3	1.7

Table 14: Negative Experience/problems Faced through mobile phone

Type of problem/ threat	No (%)	Yes (%)
Account Hack	96.1	3.9
Offensive Comments	97.5	2.5
Shared one's pictures without any permissions	98.8	1.2
Blackmail	98.6	1.4
Got offensive pictures/videos through inbox	98.1	1.7
Others	99	1

It can be deduced from Table 13 and 14 above that only a few among the respondents has ever had negative experience/problems faced in social media and through mobile phone. However, the numbers seen in the tables are quite surprising as the average number of teenager who face such negative experience/problems faced in social media and through mobile phone is much higher in Bangladesh. According to a region-wide survey conducted by a global mobile phone giant, 49 percent of school students in Bangladesh have been victims of cyber bullying in a way or the other.

However, as shown in Figures 23 and 24, about half the respondents said that such things happened to their friends or someone of their age in social media or through mobile phones.

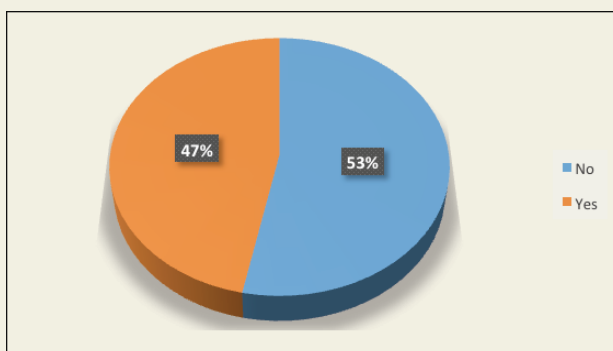


Figure 23. Respondents whose friends or someone of their age faced problem through social networking sites

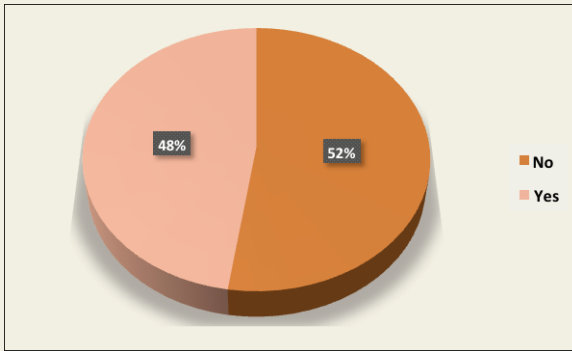


Figure 24. Respondents whose friends or someone of their age faced problem through mobile phone

6.8. Awareness of Cyber Security and Laws Regarding ICT and Defamation

The respondents were asked few questions to know their trusted information sources and to assess their awareness regarding cyber security, different laws and regulations related to ICT etc. It can be deducted from the responses that a major fraction among them are not aware of the risk of sharing passwords of their mobile, email and social media accounts as it can be seen from the table 25 below that they share it with others.

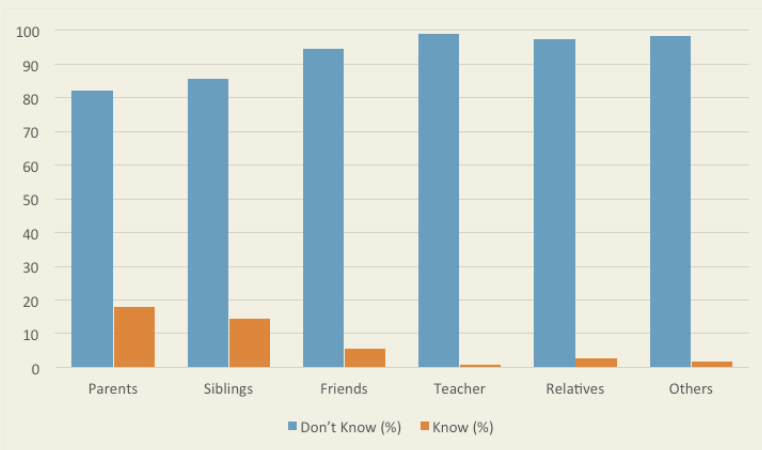


Figure 25. Personnel who know the password of the social media account/ mobile screen/ e-mail of the respondents.

It can also be seen from the chart below that the respondents have lack of knowledge regarding different laws and regulations related to ICT; though half of them know about ICT Act, only have knowledge of Defamation Act which may put them in trouble.



Figure 26. Familiarity of respondents regarding the law of information and ICT.

From the survey, the respondents' ability to recall names of news-based tv channels and newspapers those have both print and online versions seem to be weak which can be seen in table 15 below:

Table 15: Respondents' ability to recall name of media outlets

Question	Frequency	Percent
Name 5 news-based television channel		
Can't	326	67.5
Can	157	32.5
Total	483	100
Name 3 newspapers those have both online and print version		
Can't	386	79.9
Can	97	20.1
Total	483	100

The above table 15 illustrates about 33% of the respondents could mention such TV channels and about 20% of the respondents could mention such news medium which have both online and print version. It depicts the awareness level of media literacy among the respondents.

Another significant outcome of the survey is that significant number (39.5%) of respondents does not verify news/content in social media. Also, three fourth of the respondents doesn't share their negative experience in social media with their parents, similar number of respondents said that they don't share it with friends while 83.6% of the respondents doesn't share it with elder siblings. These two outcomes depict more clearly the serious lack of media literacy among the respondents which should be taken very seriously. Figure 27 and 28 present the data set graphically:

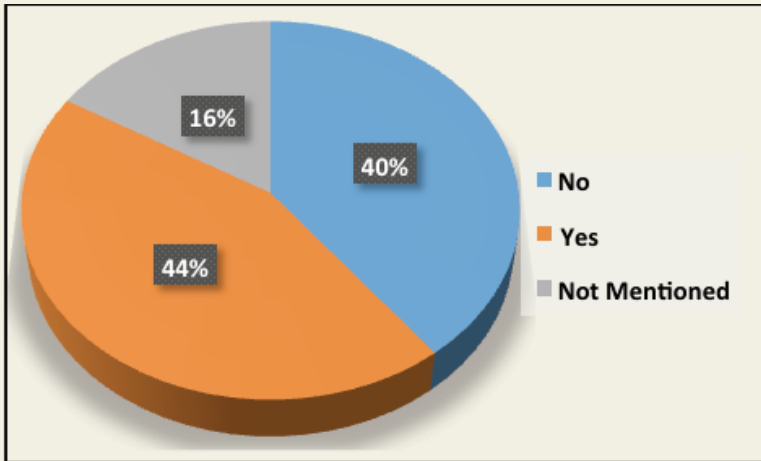


Figure 27. Respondents behavior regarding verify news/ content before sharing

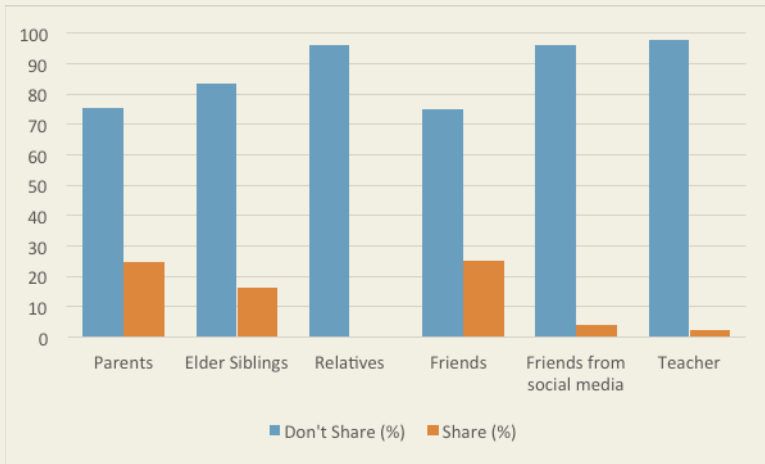


Figure 28. Personnel with whom the respondents share their incident of harassment through social media

7. Conclusion

The study sought to assess media access, usage and purposes of such usages among secondary level students in and around Dhaka City, determine the factors that might influence media access and usage among the said group and to assess the awareness regarding cyber security, cyber bullying and ICT related laws/regulations among the said group. Based on the findings, the following major conclusive remarks can be made:

- a. The secondary level students have easy access and consumed a lot of television (with cable), newspapers, books and mobile phones at home. Habit of consuming radio has been found to be almost a rare habit among them. However, their access to media at school is very limited. Furthermore, the males have better access to media, specially ICT, at home. Also, children of parents with higher educational attainment are likely to have better media access than the other.
- b. Though some received help from their parents and siblings, majority of the said group learned to use media mostly by themselves be it

- using a mobile phone, opening a social media account or gathering news online.
- c. Majority of the respondents use social media and about two third of them thinks it is important in daily life. They perceive it to be very useful for getting information at ease and communicating with friends etc. Also, a significant number among them are aware of some negative aspects of social media like addiction to it, distraction from study and losing sleep due to excessive use of social media.
 - d. Majority of the students who participated in the survey has serious lack of media literacy, because
 - i. Though nearly half of the respondents identified TV and more than one-third identified newspaper as “very trustworthy,” it was significant to discover that more about 42% of them identified online news portals and 32% sees Facebook as moderate to very trustworthy. This is quite significant for the online sources are accused to be the main medium of spreading rumors and fake news.
 - ii. Even though majority of the respondents (two-third) use social media, more than half of them are not capable of opening a social media account on their own.
 - iii. A significant number of the respondents does not seem to be careful (or aware) regarding the gravity of sharing sensitive personal information like names of their schools, email addresses and most importantly- phone numbers in public profile as majority of them do these. They even share the password(s) of their social media accounts(s)
 - iv. Majority of the respondents does not verify news/content(s) before sharing it in social media.
 - v. Most of the respondents doesn't have proper knowledge of laws/ regulations related to ICT and defamation.
 - e. Due to the lack of awareness and knowledge regarding cyber security and cyber bullying half the school students in Bangladesh faces negative experience in social media or through mobile phone, however, they almost don't share such experience(s) with their parents or siblings which makes them more vulnerable to such incidents. And, this is undoubtedly an alarming issue.

8. Recommendations

Based on the finding of the study the researchers would like to make the following recommendations:

1. Access to media and ICT should be enhanced at schools. Also, the students should be taught more intensively and appropriately, different ICT skills because these have become integral part of daily life.
2. Media literacy (specially, social media literacy) has become a vital issue in the contemporary world as it doesn't only affect individuals but family, society, country, even the whole world at the same time; few recent incidents in Bangladesh have proven the gravity of the issue already. Hence, media literacy should be an integral part of formal education.
3. The researchers strongly recommend the Government of Bangladesh to develop and implement with the highest priority basis curriculum on media literacy. This may be done in both short-term basis (incorporation of media literacy in existing courses) and long-term basis (development and implementation of complete course curriculum on media literacy) to address the issue immediately and more effectively.
4. The present study has covered only a particular group, namely, secondary school students in urban area. More researches should be done which would include respondents from both urban and rural areas and from different age group with different educational attainment to have cleared idea of the situation regarding the issue in focus.
5. Since media literacy intervention is a new and still on a pilot phase, the development partners should come up with more resources and knowledge for building a stronger and wider partnership in this sector in near future, which will ultimately contribute to fulfill the vision of Digital Bangladesh (vision 2021) and achieving the SDGs.

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Media

Literacy Survey

on Secondary

Level Students

ANNEXURE / QUESTIONNAIRE



Code:

Dear Respondent,

Greetings!

Thank you for participating in 'Media Literacy Survey on Secondary level Students'. Please fill up the following questionnaire, and we assure you that we will keep confidential all of your responses.

- Are you informed about the objective of this survey? Yes/ No / Don't know/ Not Applicable
- Are you informed about the Organization which is conducting the survey? Yes/ No/ Don't know/ Not Applicable
- Do you agree to be the respondent in this survey? Yes/ No/ Don't know /Not Applicable
- Are your parents informed about the survey? Yes/ No/ Don't know / Not Applicable
- Are your Teachers informed about the survey? Yes/ No/ Don't know/ Not Applicable

Brief Profile of a Respondent:

Name (Optional).

Age:.....Gender: Male/ Female/Others

Religion:.....Name of School:.....

Class:.....Place of Living: Urban Rural

Presence and Accessibility of Technology (device) and media outlets

1. Please select which medium you have at your resident?

- Newspaper (Daily)
- Newspaper (weekly)
- Magazine
- Books
- Radio
- Television (with dish cable)
- Television (without Dish cable)
- DVD Player (Analogue)
- DVD Player (Digital)
- Personal Computer (With Internet)
- Personal Computer (Without Internet)
- Laptop (With Internet)
- Laptop (Without Internet)
- Tablet (With Internet)
- Tablet (Without Internet)
- Mobile Phone (With Internet)
- Mobile Phone (Without Internet)
- Others (Please Specify).....

2. Please select which mediums you have at your school?

- Newspaper (Daily)
- Newspaper (weekly)
- Magazine
- Books
- Radio
- Television (with dish cable)
- Television (without Dish cable)
- DVD Player (Analogue)
- DVD Player (Digital)

- Laptop (Without Internet)
- Tablet (With Internet)
- Tablet (Without Internet)
- Mobile Phone (With Internet)
- Mobile Phone (Without Internet)
- Personal Computer (With Internet)
- Personal Computer (Without Internet)
- Others (Please Specify).....

3. Please select the mediums you use -

- Newspaper (Daily)
- Newspaper (weekly)
- Magazine
- Books
- Radio
- Television (with dish cable)
- Television (without Dish cable)
- DVD Player (Analogue)
- DVD Player (Digital)
- Personal Computer (With Internet)
- Personal Computer (Without Internet)
- Laptop (With Internet)
- Laptop (Without Internet)
- Tablet (With Internet)
- Tablet (Without Internet)
- Mobile Phone (With Internet)
- Mobile Phone (Without Internet)
- Others (Please Specify).....

4. Time spent for media consumption in a week

Mass Media	0 day	1 - 2 days	3 - 4 Days	5 - 6 Days	7 Days
<input type="checkbox"/> Newspaper (Daily)					
<input type="checkbox"/> Newspaper (weekly)					
<input type="checkbox"/> Magazine					
<input type="checkbox"/> Books					
<input type="checkbox"/> Radio					
<input type="checkbox"/> Television (with dish cable)					
<input type="checkbox"/> Television (without Dish cable)					
<input type="checkbox"/> DVD Player (Analogue)					
<input type="checkbox"/> DVD Player (Digital)					
<input type="checkbox"/> Personal Computer (With Internet)					
<input type="checkbox"/> Personal Computer (Without Internet)					
<input type="checkbox"/> Laptop (With Internet)					
<input type="checkbox"/> Laptop (Without Internet)					
<input type="checkbox"/> Tablet (With Internet)					
<input type="checkbox"/> Tablet (Without Internet)					
<input type="checkbox"/> Mobile Phone (With Internet)					
<input type="checkbox"/> Mobile Phone (Without Internet)					

5. For which purpose do you use this medium? (You can answer multiple)

	Information	Education	Entertainment	Communication	Others
<input type="checkbox"/> Newspaper (Daily)					
<input type="checkbox"/> Newspaper (weekly)					
<input type="checkbox"/> Magazine					
<input type="checkbox"/> Books					
<input type="checkbox"/> Radio					
<input type="checkbox"/> Television (with dish cable)					
<input type="checkbox"/> Television (without Dish cable)					
<input type="checkbox"/> DVD Player (Analogue)					
<input type="checkbox"/> DVD Player (Digital)					
<input type="checkbox"/> Personal Computer (With Internet)					
<input type="checkbox"/> Personal Computer (Without Internet)					
<input type="checkbox"/> Laptop (With Internet)					
<input type="checkbox"/> Laptop (Without Internet)					
<input type="checkbox"/> Tablet (With Internet)					
<input type="checkbox"/> Tablet (Without Internet)					
<input type="checkbox"/> Mobile Phone (With Internet)					
<input type="checkbox"/> Mobile Phone (Without Internet)					
<input type="checkbox"/> Others (Please Specify).					
<input type="checkbox"/> Newspaper (Daily)					

6. If you are a mobile phone User...

6. A – Who has taught you how to use mobile phone?

1. Parents
2. Siblings
3. Friends
4. Elders
5. Relative
6. Myself

6. B Do you have your own mobile phone?

1. Yes
2. No

If your Answer is 'NO',

C-1 whose mobile phone do you use?

1. Parents
2. Siblings
3. friends
4. Others (Please Specify).....

C-2 Do You have phone number (Simcard) of your own?

1. Yes
- 2.No

6B. If You use Mobile phone,

D1. What kind of phone it is?

1. Basic Phone
2. Multimedia Phone
3. Smart phone

D2.how much money do you spend weekly?

D3. Do you bring mobile phone at school?

1. Yes
2. No
3. Sometimes

D4. If you don't bring mobile phone at school, why don't you bring?

1. It's restricted at school
2. Not permitted from Parents
3. Scared of theft
4. It's not needed
5. Others.....

Accessibility and Availability of Information and News

7. Which medium do you follow the most to get daily news?

Medium	Never	1-2 Days in a week	2-4 Days in a week	4-6 days in a week	Everyday	Couple of time in a week
Television						
Newspaper						
Radio						
Online Portal						
Follow face book						
Follow You tube						
Follow others						

8. Your area of interest to getting news?

- Politics and economics
- Education and health
- Technology
- Youth news
- Sports
- Entertainment
- Video Games
- International News
- Others (Please Specify).....

9. Which part of News do you prefer while you read newspaper or online newspaper?

- Only Headline
- Headline with Introduction
- Full News

10. Which type of Program do you like most in Television?

- Drama
- Cinema
- Talk Show
- Documentary
- News
- Advertisement
- Cartoon
- Reality show
- Magazine Program
- Sports
- Others

11. Write names of three Newspapers, Television and online portals-

Newspaper	Television	Online
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Use of Social Media

12. Do you have any account (ID) in any social Media?

- Yes - No

If Yes, in which Social Media?

- Facebook
- Twitter
- YouTube
- Flickr
- LinkedIn
- Blog
- Viber
- Whats Up
- Instagram
- SnapShot
- Others

13. Who has helped you to open your new account in Social Media?

- Parents/Siblings/Friends/Close Relatives/ Elder Cousins/ By Myself

14. When did you open your first Social media account?

- Less than 1 Year/ Before 1 Year/ 1-2 Years/ 2- 3 Years/ More than 3 years.

15. How long do you spend in social media every day?

- Less than one hour/ 1-2 Hours/ 3-5 Hours/ more than 5 hours

16. Which time do you prefer most while using social media?

- 6AM-10AM/ 10AM – 2PM/ 2PM-6PM/6PM- 10PM/ 10PM – 2AM/ 2AM – 6AM/ Weekend

17. Which information have you shared/disclosed in your social media account?

	Information Shared
1.	Your Name
2	Fake Name
3	Your Picture
4	Fake Picture
5	Cartoon Character
6	Name of School
7	Mobile Number
8	E-mail address
9	Address of Residence
10	Fake address of Residence
11	Audio and Video file of yourself

18. What do you do in Social Media? [with frequency in a week]

Doings/ Activities	Never	1-2 Days in a week	2-4 Days in a week	4-6 Days in a week	Everyday	Several times in a week
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19. Please select three best advantage of social media as your experience.

1. Getting Information 2. Communicating with friends 3. Communicating with family and relatives 4. Use as platform for study 5. Expressing own opinion 6. Keep thyself updated 7. Entertainment.

20. Please select three disadvantages of social media as your experience.

1. Get addicted 2. Wake up in the night 3. Distracting to study 4. Getting confused with fake information 5. Creating complication on friendship 6. Effected with unexpected threat 7. Account Hack

21. Have you ever faced any problem/ threat from social networking site or Mobile phone?

-Yes/No

If yes- What types of problem it was?

Social media ----

- Account Hack
- Offensive comments
- Shared your picture without your Permission
- Blackmail
- Sharing offensive picture/video/link through inbox

22. Have any of your friends or someone of your age faced any problem/threat from social networking site?

- Yes/ No

Ability of Using Mass Media

23. Who else know the password of any of your social media account, mobile screen password or email password without you?

- Parents
- Siblings
- Friends
- Teacher
- Relative
- Others

24. Which 5 television Channels are only news based?

BTV/ATN Bangla/Channel I/ Ekushey TV/ Ekattor TV/Somoy TV/ NTV/RTV/Jamuna TV/Bangla Vision/ Duronta TV/Channel 24

25. Which three news medium have both online and print version?

- BDNNews24/ Bangla Tribune/ Ittefaq/Jugantor/Jagoo News/ Amar Desh

26. Please select the laws you are familiar with?

- Right to Information Act/ Deformation Act/ Information and ICT Act/ None of them

28. Please indicate the trustworthiness of different news medium – (1 is least Trustworthy 5 is most trustworthy)

Medium	1	2	3	4	5
Television					
Newspaper					
Radio					
Online Portal					
Social Media					

29. Do you verify any news/content before sharing in Social Media?

- Yes /No

If “YES” please mention how

30. If you face any harassment in social media, with whom do you share?

- Parents/ Friends/ Elder siblings/ Relative/ Friends from social media/ Teacher/ Nobody

31. Do you think social media can play an important role in your daily life?

- Yes/No /Don't know

32. Father's Educational Qualification –

33. Mother's Educational Qualification---

34. Father's Occupation---

35. Mother's Occupation ---

Thank you for giving us your valuable time .

Signature

Date and Time



SOUTH
ASIA
CENTER
FOR

**media in
development**

promoting information and media literacy in media in Bangladesh

**FREE
PRESS
UNLIMITED**