

# The Effect of Critical Thinking Dispositions on Online Media Literacy of University Students

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## ABSTRACT

*This study aimed to investigate the interplay between critical thinking dispositions and online media literacy among university students. Its primary objective was to discern the influence of critical thinking dispositions on the online media literacy of these students. Additionally, it sought to explore how gender moderates this intricate relationship, shedding light on nuanced dynamics. The study encompassed final-year students enrolled in Bachelor of Science programs within the faculties of physical and social sciences at the University of Sargodha's Main Campus. A proportionate sampling technique meticulously selected a sample of 300 students from 15 distinct academic departments. The research design employed was quantitative and descriptive, employing an adapted questionnaire for data collection. The findings painted a compelling picture. They unveiled a significant and positive correlation between critical thinking dispositions and the online media literacy of university students. Further exploration through linear regression analysis revealed a noteworthy and affirmative impact of critical thinking dispositions on the online media literacy of these students. Notably, the research also highlighted significant moderating effects of gender within the intricate relationship between critical thinking dispositions and online media literacy among university students. In light of these profound findings, this study offers valuable recommendations for educational institutions and policymakers. It underscores the importance of nurturing critical thinking dispositions, particularly among students harnessing the transformative power of online media literacy. This recommendation holds particular significance for students pursuing Bachelor of Science or master's degrees in colleges affiliated with the University of Sargodha. Furthermore, the study advocates for the universal applicability of online media literacy, media creation projects, and critical thinking dispositions across diverse academic domains, emphasizing how these skills empower students to navigate the intricate landscape of digital media with discernment and proficiency.*

## KEYWORDS

Critical Thinking Dispositions, Online Media Literacy, University Students, Gender Moderation, Quantitative Descriptive Design

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## INTRODUCTION

Several years past once universities initiated began lacking students to pack a computer, laptop computer together with their laundry bag calculator's et al schools essential. (Collins, 2018). Whereas new technology ruins to become progressively cheap and students have exaggerated access to electronic media through this technology, distinctive influence surprise if rigorous such technology within the schoolroom was almost like agitated the automobile keys to a teen (Aufderheide, 2018).

That has not nonetheless completed a driver's education course. Media attainment skills "help... folks to use media intelligently, to tell apart and assess media content, to critically divide media forms, to research media effects and uses, and to construct another media and include the power to "access, analyse, valuate, and manufacture communication during a form of media forms (Weninger, 2017).

Media attainment has been a region of education for over forty years in most developed countries; it took till the year 2002 for every public to incorporate media literacy initiatives into their academic (Hobbs, 2010). Media literacy also promotes among all the people who enable them to make independent choices on them with affection to media programming they were going to select in their work; and how can they understand the correct information that they receive through the channels of mass communication. Media literacy is the first and foremost, we receive from media and the channels of mass communication (Tully, 2017). We often blindly accept the information that we receive through the media and channels and strong with disastrous results. We develop brand devotions that have little to do with the quality of the product on media also. We take the word (or pictures) of journalists to provide us with a clear understanding of our world from pictures (Van de Vord, 2010). And we vote for the ones applicants on the idea of "gut reactions" to political spots devised with the aid of using smart political media specialists university college can also additionally without a doubt think that their college students have already found out ideal talents in the use of computers, the Internet and social media (Jenkins, 2009).

The loss of media literacy schooling in better schooling can be due in element to the conversation hole among what refers to as virtual groups and virtual settlers. Nearly all educators, particularly the ones in better schooling, fall into the class of virtual immigrants and "speak" with an "inflection" in terms of virtual generation, while maximum college students became



diagnosed as virtual natives, coming to better schooling already “speaking” the language of virtual generation fluently (Jenkins, 2006).

Prensky has later predictable the virtual generation as “the proper stuff” to be coaching our children nowadays to organize them for the future. These obtrusive conflicts provide an explanation for the want for college kids to discover ways to positioned to apply their self-assurance in generation navigation (Reilly, 2012).

Media literacy: (a) formal application, (b) communication. (Additionally, unique media literacy capabilities diagnosed via way of means of the ability participants interviewed consist of manufacturing of diverse media products (i.e. videos, blogs, websites, etc.), evaluation of different media products, and the potential to hold on knowledgeable discourse approximately those products, further to in reality writing capabilities (Koc, 2016).

Using qualitative studies methods, Bordac advocated that the information amassed thru her studies indicates the truth of a standard core of media literacy capabilities overlaying diverse gaining knowledge of disciplines. These final results become indicated via way of means of the moving identity from each humanity and Social Sciences school who diagnosed capabilities classified as applied, theoretical, and communiqué capabilities. Scholars in journalism, mass media, and communiqué had diagnosed valued effects for media literacy schooling in better schooling.

A correct image of media literacy gaining knowledge of effects in better schooling calls for each specific definition of media literacy and well-set-up requirements and abilities are done via way of means of the student. It is vital that scholars recognize how the media paintings and have an impact on their audiences (Castilla, 2018). One region suggesting robust media literacy coaching become inside the journalism and mass communicate software in which college students have been professional to end up vast creators of media content.

Critical questioning inclinations, therefore, constitute article effective size of questioning and form one's habitual approaches of questioning in reaction to existing events, contexts, and conditions (Smith, 2011). Definition of human inclinations additionally shows that they become steady however can alternate over the years given the proper conditions. Metaphorically related vital questioning inclinations to a chemical that lies inactive till acted upon with the aid of using a few different chemicals or an alternate in environmental conditions. Only while acted upon does the chemical tackle a brand new form and composition?

Critical questioning inclinations as a recurring characteristic of the instructional features that may be modified thru focussed motion. Higher training gives a great surrounding in which this useful motion can take place. Critical questioning inclinations can grow at some point of matriculation in college. But for this to appear in a greater prompted and decided way, the know-how of students' vital questioning inclinations becomes needed. The focus of this education was to compete the possible of media literacy education delivered online with a conventional classroom spot (Potter, 2013).

This research offers the potential for positive social change in the development of media literacy education. This quantitative study was an attempt to regulate whether media literacy education programs delivered online would have the same possible as media literacy education programs delivered in a conventional, face-to-face format ( Scull, 2018). Exposure toady erotising's barrage of unachievable physical perfection influences attitude development and can result in body frustration (Bergsma, 2008).

### 1.1 Statement of the Problem

Among the foremost common outcomes are listed by on-line Media skill supporters was a nation that students can become a lot of critical or analytical after they consume mass media. Whereas many media literacy approaches had been manufacturing and enforce. This study will confine if there's a very important relationship between on-line Media iteracyandmportant thinking inclinations skills within the expectations of creating reason between online Media literacy education and critical thinking abilities.

### 1.2 Objective of the Study

1. The main objectivise of the study will be followed as:
2. To find out the level of online media literacy of university students.
3. To find out the level of critical thinking disposition of university students.
4. To find out the effect of critical thinking disposition on online media literacy of university students.
5. To find out the moderating effect of gender on relationship between critical thinking dispositions on online media literacy of university students.

### 1.3: Research Hypothesis

**Ho1:** There was significant relationship between online media literacy levels and critical Thinking Dispositions.

**Ho2:** There was significance relationship between the male/female students with respect to moderating effect of their gender critical thinking dispositions on online media literacy of University Students.

**RESEARCH METHODOLOGY**

The study was correlational in nature and descriptive design was used to obtain data from the respondents and examines the effects of critical thinking dispositions on online media literacy of University Students. The study employed a quantitative research design and content analysis, descriptive design was used for data collection the effects of critical thinking dispositions on online media literacy of university students. After imitating the data of literature review two types of questionnaire were develop. One type of questionnaire was related to the online media literacy and other type was related to the critical thinking dispositions. Both type of questionnaire were develop in the form of five Likert scales. 1.Strongly disagree, 2.Disagree, 3.Undecided, 4.Agree, 5.Strongly Agree to use for better facilitates of online media literacy and critical thinking dispositions. Expert opinions were used to validate the research tool. The questionnaire that Tom Hallaq (2016) used for his study in the Journal of Media Literacy Education served as the basis for the research tools used in this study. The second instrument used for the study was adapted from the questionnaire used by Jittinun Boonsathirakul (2021) at the Canadian Centre of Science and Education.

**RESULTS**

**Table 1: Correlations between Online Media literacy and University Students**

	Variables	Pearson correlation	Sig. p-value
Valid	OML	.784	0.01
	US		

Correlation is significant at the 0.01 level

This table 1 depicts relationship between online media literacy and University Students. Pearson correlation coefficient shows a moderate significant relationship among online media literacy and university students; which is statistically significant ( $r=.784, P= 0.01$ ). It means moderate relationship exists among online media literacy and university students.

**Table 2: Correlations between the Critical Thinking Dispositions and University Students.**

	Variables	Pearson Correlations	Sig. p-value
Valid	CTD	.822	0.01
	US		

Correlation is significant at the 0.01 level

This table 2 depicts between the Critical Thinking Dispositions and University Students. Pearson correlation coefficient shows a moderate significant relationship among critical thinking disposition and university students; which is statistically significant ( $r=.822, P= 0.01$ ). It means moderate relationship exists among critical thinking disposition and university students.

**Table 3: Correlations between the Online Media Literacy and Critical Thinking Dispositions.**

	Variables	Pearson Correlations	Sig. p-value
Valid	OML	.295	0.01
	CTD		

Correlation is significant at the 0.01 level This table 3 depicts relationship between online media literacy and critical thinking disposition. Pearson correlation coefficient shows a moderate significant relationship among online media literacy and critical

thinking disposition; which is statistically significant ( $r=.295$ ,  $P= 0.01$ ). It means moderate relationship exists among online media literacy and critical thinking disposition.

**Table 4: Linear Regression Analysis between Online Media Literacy and Critical Thinking Dispositions of University Students.**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.295 <sup>a</sup>	.087	.084	7.33

Model summary reflected in table 4 value of (R square= .087) R2 is .087 means 8.7% of variation from depended variable (critical thinking disposition) can be explained by variation in the dependent variable (online media literacy). With these results it can be concluded that online media literacy have predictive powers, as this variable count 8.7% of variation in critical thinking disposition of university students.

#### MODERATION ANALYSIS

Below tables shows that the results of moderation analysis using regression analysis through process v4.0 (Andrew A,F Hyes) which has been developed by (A,F Hyes 2017-19).

**Table 5: Moderating effect of of gender in the relationship between Critical Thinking Dispositions and Online Media literacy of University Students**

R	R-sq.	MSE	F	Df1	Df2	P
.3047	.0928	53.8729	10.0967	3.0000	296.0000	.0000

  

	B	P	LLCI	ILCI	R2	R2 Change
<b>Constant</b>	85.6919	.0006	37.0928	134.2910		
<b>CTD</b>	.2145	.3863	-.2721	.7011		
<b>Gender</b>	-3.8051	.7709	-29.8614	22.1573	.0928	.0001
<b>CTDxG1</b>	.0257	.8466	-.2352	.2865		

Results of the table 5 represent that critical thinking disposition was significantly related to their online media literacy; and gender significantly moderated the relationship between gender and online media literacy as the interaction effect i.e. that critical thinking disposition x gender and online media literacy ( $B = .0257$ ,  $P = .846$ ) was significant.

#### DISCUSSION:

The purpose of this research was to investigate at "the effect of critical thinking dispositions on university students' online media literacy." The current study highlights the university students' characteristics, critical thinking dispositions, and online media literacy. The findings revealed that students usually performed well on the scale measuring their critical thinking disposition, demonstrating that they had a high level of this disposition. Similar findings were found in the average student score for online media literacy, confirming the idea that students have a high level of online media literacy. The correlation between students' levels of media literacy and critical thinking dispositions was found to be favourable and significant. The study's conclusions are consistent with the relevant studies. In a related study, Arke (2005) discovered a significant positive relationship between media literacy scores and critical thinking disposition scores. In a more recent study, Aybek (2016), prospective English teachers' general critical thinking disposition scores and the media and television literacy scale literacy sub-dimensions were also found to have a moderately positive relationship. Also, the same study conducted by Erişti and Erdem (2018) discovered a modestly favourable correlation between media literacy levels and prospective English teachers' critical thinking disposition. Also, it was found that aspiring English language instructors in the survey showed high levels of critical thinking disposition and new media literacy, which is consistent with Yavuz's findings (2018). A study conducted by Kormaz

& Yesil (2009) determined that primary, secondary and university students have critical thinking dispositions that are mainly at a medium level.

### CONCLUSION:

The findings indicated that the average of the critical thinking disposition scores of students are high which means which means that have a high level of Critical thinking disposition. A similar finding was also found in the average of the online media literacy scores of students which, again, indicates that students have a high level of online media literacy. The examination of the relation between critical thinking dispositions and levels of media literacy of students yielded a positive and significant difference. However, majority of students demonstrated higher level of critical thinking dispositions and also high in online media literacy. Most university students agreed with the online media literacy of university students' ethical awareness, media access, media awareness, media assessment, and about media creation. Many university students agreed in the factor wise analysis of critical thinking dispositions of university students' cognitive maturity, engagement, and about innovation. The impact of critical thinking dispositions on online media education for college students is seen in UOS, where it is found that more female college students have higher natures than male students. It was found that there was a significant relationship between online media literacy and critical thinking dispositions. Regression moderation analysis reveals that the association between critical thinking dispositions and online media literacy was significant. University students' online media literacy was significantly influenced by their critical thinking dispositions as the interaction effect between critical thinking dispositions and gender was significant. Significant moderating effects of gender on university students' critical thinking disposition and online media literacy were also found.

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