Media Literacy: A Survey among Headteachers of Community Schools in Kathmandu Valley

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This study has aimed to measure the level of media literacy among headteachers of community schools in Nepal and examine the relationship between their communication behavior and their awareness of media literacy. The study focuses on the level of media literacy among headteachers and the contribution of headteachers' media literacy to their communication behavior. The study considers demographic variables such as gender, ethnicity, age, marital status, academic qualification, teaching experience, and training to achieve the expected outcomes. The population of this study includes 295 secondary-level headteachers of community schools in Kathmandu Valley, and a sample of 170 headteachers were randomly selected from three districts. The collected data were analyzed using inferential statistics, and reliability, validity, and ethics were considered at each stage of the research. The findings indicate that headteachers are not sufficiently aware of the influence of media on their job in general, but there is a positive relationship between media literacy and communication behavior among them. Female headteachers felt recognized and had good relationships with colleagues, while older headteachers were less literate about media. Headteachers with higher qualifications and training were more literate with media and more communicative with subordinates and students. The study suggests that headteachers should constructively engage in building their schools, develop a social network, and maintain autonomy in their decision-making process to support the quality improvement of community schools. Therefore, the study

recommends that stakeholders of the school consider the knowledge development, autonomy, and media literacy of headteachers to improve communication, collaboration, and quality of education in community schools.

Keywords: Media literacy, communication behavior, leadership, school, head teacher

Introduction

The basic definition of media literacy (Aufderheide, 1993) is the ability of a citizen to access, analyze, and produce information for specific outcomes. Aufderheide further explains that a media literate person should have the opportunity to become one that can decode, evaluate, analyze and produce both print and electronic media. The fundamental objective of media literacy is critical autonomy in relationship to all media (Aufderheide, 1993).

Media literacy is the capacity of gathering, understanding, and evaluating resources disseminated by the media. The ability to critically access, analyze, evaluate, and create media messages is crucial in the process of becoming an informed and engaged citizen throughout life (Schilder & Redmond, 2019). The modality of media literacy has gained wide popularity with the transition from the 20th to the 21st century. The concept of media literacy emphasizes its critical nature, and puts forward the skills required to access messages, critically understand them, and to actively use a variety of instruments and formats for generating original messages (Botturi, 2019). Media literacy also depends on the academic qualifications, abilities, and understanding of the audience (readers, listeners, viewers). According to Schilder and Redmond (2019), media literacy is a field of study with over fifty years of history in the United States. Yet it has only recently become a focus of national attention. Similarly, Media literacy is gradually increasing in Nepal.

The media literacy movement seeks to create greater awareness and empowerment on the part of the human receiver, whether child or adult, in the school or outside of it (Aufderheide, 1993). Teachers have placed a premium on psychological considerations and human behavior such as appreciation, cooperation, consultation, respect, fairness, confidence, and motivation. Because the concepts and topics are often focused on human interactions, school leaders' behavior should be impacted by leadership and communication considerations. The communication behavior of an individual is dealing with practices of communication attributes within the institution.

The overall school system in Nepal is taken as the process of producing educated human resources that ultimately plays a major role in the progressive development of the nation. In this regard, appropriate and updated leadership is vital in the pedagogical process of academic institutions (Nikolopoulou, 2020). The pillars of the future are being instructed by the teachers who are assumed to know, and they are taken as role models. Hence, the knowledge and behavior they impart in and around the classrooms have been followed by their students.

The growing pattern of media in the world is influencing our lifestyle day by day. The school system is a place where the impact of media can be seen very prominently. The bureaucracy of a school system is another part that influences the whole teaching-learning process in Nepalese community schools (Danai, 2021). Even the learning process and teaching methodology are becoming a part of information technology in the school system. Students in this context are always aware of the information provided by different media. The teacher and the management of the school system are also aware of the power of the media. They construct the knowledge by utilizing the resources like audio-video, print, and online media (Kumi-Yeboah et al., 2020). Even social media like Face-book and others have ultimately influenced the teaching-learning process in both positive and negative ways.

The Coalition for Community Schools defines community schools as both a place and a set of partnerships between the school and other community resources, integrated focus on academics, health and social services, youth and community development, and community engagement (Maier et al. 2017). They further explain community schools which are grounded in the principle that all students, families, and communities' benefit from strong connections between educators and local resources, supports, and people.

According to (Maier, 2013), within the education system of Nepal, there are two types of systems imparting the formal type of education in the country. They are community (public or government) schools and private schools. Ministry of Education of Nepal further categorizes community schools into aided community schools which receive regular government grant for teacher's salary and for other administrative purposes; and, unaided community schools, which do not receive a regular government grant, but are financed with support from community, donations from other sources and school's own resources (Parajuli & Das, 2013).

According to policymakers and academics, media literacy is defined as "the ability to access, understand, and evaluate media-related dynamics and communicate adequately within these forms" (Bulger, 2012). As per Schmidt (2012), media literacy in education has evolved as a movement to assist individuals of all ages in acquiring the abilities required to communicate in the modern world. Media literacy is a concept and practice necessary to help citizens be informed and empowered in a world increasingly populated with diverse media and messages (Cho et al., 2022).

The head teachers of Nepalese community schools are not only the leaders of the particular school but also the change agent of the community by sharing the knowledge of education and every aspect of society. People are aware enough about the political situation and other social behavior but the teaching and learning process can

only be dependent on the schools' system as they believe that the knowledge is only constructed in the educational institution. So, the schools' leaders are under social pressure to always be ready to disseminate the information and knowledge to the people.

The media has played a vital role to enhance knowledge and update the situation which is happening in society (Basheti et al., 2021). The part of disseminating the knowledge and information through students and other stakeholders of the schools' system depends on the strength of head teachers and their level of understanding of media. But the school system has not accepted the power of the media in most of the schools. This is all because of the knowledge of a leader or manager and different perceptions toward the media. Most of the school leaders are using media without knowing their impact on the students and society (Beemt, Thurlings & Willems, 2020).

Method, Study Site, Population and Sample

Survey research is widely regarded as being inherently quantitative (deVaus, 2002). This method is suitable to collect a large amount of quantitative data from the field. Hence, I used this method to collect data for this study. The questionnaire was used as a key tool for collecting the primary data. The research, therefore, was dominant of quantitative nature.

Roopa and Rani (2012) define questionnaire as simply a list of mimeographed or printed questions that is completed by or for a respondent to give his/her opinion. The survey method is conducted in this research where the headteachers of secondary level public schools were selected as the respondents. The printed questionnaire was distributed to many of them. A few of the respondents received questionnaires via email. The similar type of research was conducted by Rady (2014), from where the questionnaire was developed for my research. The questionnaire was modified according to my

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research questions. The questionnaire comprised the respondents' general information, including gender, age, marital status, academic qualification, ethnicity, teaching experience, as well as other personal factors used in the conceptual framework. The set of questionnaires both in Nepali and English are kept at the end of this article in Annex-1.

The questionnaire also contained the aspects of the level of media literacy. It was measured by a 5 points Likert scale. Based on 5 points Likert scale, responses from the secondary level headteachers of community schools of Kathmandu Valley were ranked as:

Table 1

Measurement Scale of Media Literacy Level

Literacy Level	Score
Highly Literate	5
Literate	4
Neutral	3
Illiterate	2
Highly illiterate	1

The required data were collected from public schools of Kathmandu valley of Nepal. The quantitative data were collected by using questionnaire forms for different stakeholders of the school system. The systematic questionnaire form was developed and distributed during the field visit. Mostly the questionnaire forms were provided to the school's leader; the headteachers, principals, coordinators, and other teachers. During collecting the data, some of the headteachers were absent and the responsibilities were given to the coordinator or in some cases to senior teachers as well. So, the questionnaire form was also given to those who were taking the responsibility of headteachers. At the same time, some of the community schools are running as an English medium school, though most of them are not. Those English medium community

schools have a principal instead of a headteacher. So, headteachers and principals have the same role and responsibilities in community schools of Kathmandu Valley.

The access and impact of media are most prominent in urban areas but the rural areas of Nepal are still lacking access to media like television and the internet. Because of geological variation in Kathmandu valley, the access and uses of media in community schools are obviously varied. The appropriate use of Information and Communication Technology (ICTs) in the classroom fosters critical, integrative and contextual teaching and learning; develops information literacy viz. ability to locate, evaluate and use information (Kharel, 2018). According to Kharel, ICTs improve the overall efficiency of the delivery of education in schools and educational management institutions at the national, state/provincial and community level. Hence, the use of ICTs in education aims to improve the quality of teaching and learning as well as democratize the access to education. On the other hand Kharel (2018) stated the data of the Ministry of Finance of Nepal regarding the access of media and internet in Kathmandu Valley. The data shows that the access of media like Television, Radio and internet service, mobile and computer in the rural areas including the Kathmandu valley is still lacking. So, the access and impact of media are most prominent in urban areas but the rural areas of Nepal are still lacking access to media like television and the internet. Because of geological variation in Kathmandu valley, the access and uses of media in community schools are obviously varied.

The population of the study represented all secondary school head teachers working in community schools within Kathmandu Valley. According to the Flash I Report (Department of Education [DEO], 2015), approximately 295 head teachers are working at the secondary level in the Kathmandu Valley of Nepal. To make the study easier from the access point of view, the study population was

further limited to the headteachers working in the secondary level of community schools of the Kathmandu Valley (Kathmandu, Lalitpur, and Bhaktapur districts). The following table shows the population and sample by district.

Table 2 Sample Size of the Study

District	Number of public schools	Number of Head Teachers	Sample
Kathmandu	173	173	100
Lalitpur	78	78	46
Bhaktpur	44	44	24
Total	295	295	170

(Source: DEO, 15)

The purpose of selecting a sample representative of the population is to generalize the sample to the population. Schools were assumed as the sources of sample and all the secondary-level headteachers were the sample units. The sample size was determined using the formula for proportion.

Yamane (1967) discovered a formula for determining sample size. As shown below, the formula was used to calculate the sample sizes. And,95% confidence level and P =0.5 are assumed for equations.

Here, "n = N/ 1+N (e) 2where 'n' is the sample size, 'N' is the population size, and 'e' is the level of precision".

n = 295 / 1+ 295 (.05)2 = 295/1.737 = 169.83 = 170

This study implemented a survey strategy to collect data from the field. According to Walliman (2001), stratified random sampling techniques give the most reliable representation of the whole population (p. 239). Schools are divided into various sub-groups (strata: Kathmandu, Lalitpur and Bhaktapur) sharing common characteristics like age, sex, academic qualification, and ethnicity. A random sample is taken from each district (strata). According to Acharya, et al. 2013, the advantages of stratified random sampling

are it assures representation of all groups in the population needed and the characteristics of each stratum can be estimated and comparisons can be made. Hence I chose to adopt the technique of random sampling. To select 170 samples from the population, the respondents stratified randomly based on the districts. The samples were selected by lottery method from each district i.e. 100 from Kathmandu, 46 from Lalitpur and 24 from Bhaktapur.

Data Analysis Procedure

The way of analyzing the quantitative data was completely statistical. To analyze the data, systematic statistical procedures were adopted. For this, the SPSS software was used. After analyzing the data and testing the hypotheses, the result would or would not be substantiated by the population. If the null hypothesis was rejected then the researcher's hypothesis i.e., the alternative hypothesis would accept and we could say that the media literacy of headteachers in public schools makes the school system different and media literacy was the part of leader quality in the school system.

The three levels of media literacy were identified: low, medium, and high. I divided the mean score into three categories to represent the level of media literacy among faculty members: high, medium, and poor. The mean of media literacy was used to determine these levels, which were classified as Low (1.00-2.33), Moderate (2.34-3.66), and High (3.67-5.00) based on their mean scores. The following are the three levels of categorisation derived from Best's criteria:

$$\frac{Higher\ score - Lower\ score}{Number\ of\ Levels}$$

$$= \frac{7-1}{3} = \frac{6}{3} = 2$$

To present the level of the ML of HT of the community school in Nepal, the researcher utilized percentage, mean, and standard deviation.

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Correlation Analysis

Researchers in the social sciences endeavour to analyse and explain the nature of interactions between various dimensions, variables, and items while studying data. Correlation analysis demonstrates the relationships between two or more variables. According to Sekaran (2003), correlation analysis demonstrates three critical characteristics of data: significance, direction, and magnitude. The numbers of associated variables or dimensions were used to categorize basic forms of correlations or connections such as bivariate or multiple correlations between variables and dimensions. Bivariate correlations, also known as symmetric correlations, were non-directional in nature, whereas asymmetric correlations were multiple correlations. In order to understand the direction and relationship of the values in the current study, bivariate correlation analysis with a Pearson correlation matrix was utilized to examine how the dimensions of media literacy and communication practices were related to each other.

The CB is the collective form of leadership, communication style, feedback, task-oriented interaction, social interaction enthusiasm, and Technical task uncertainties. For this purpose, the correlation between the predictors of media literacy and communication behavior of HT in the community school was investigated using correlation analysis.

Table 3

Correlations between Media Literacy and Communication Behavior

Media Literacy	Communication Behavior						
	Leadership	CS	Feedback	TI	SI	Enthusiasm	TTU
Access	0.06	.29**	.27**	.27**	0.05	.16*	.18*
Retrieve	0.11	-0.01	0.04	.22**	-0.02	.17*	.16*
Understood	0.04	0.11	-0.12	-0.01	-0.02	.26**	.40**
Communication	0.10	.17*	.23**	.36**	0.11	0.11	-0.04
Analyze	0.08	.31**	.33**	.25**	0.06	.17*	.17*
Evaluate	.22**	0.01	0.03	.42**	0.12	.36**	.40**
Create	-0.01	-.16*	0.10	.23**	0.10	-0.05	-.24**

*: Significance at 0.005 Level, **: Significance at 0.001 Level

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CS: Communication Style, TI: Task-Oriented Interaction, SI: Social Interaction,
TTU: Technical Task Uncertainty

From the analysis of the correlation between media literacy and communication behavior as presented in table 10, Spearman's correlation coefficients between media literacy and communication behavior have a low degree of positive (ρ = .057). However, the result is significant, p = .024 < .05) at 5% level of significance. The correlation's findings show that there are correlations between all seven aspects of media literacy and seven dimensions of communication behavior at various levels, ranging from very low to moderate. (1) 0 to 0.2, extremely low correlation, (2) 0.2 to 0.4, low correlation, (3) 0.4 to 0.6, moderate correlation, (4) 0.6 to 0.8, strong correlation, and (5) 0.8 to 1 high correlation, according to Bartz (1999).

Bartz (1999), the relationship of leadership was low (.22) with evaluation. Likewise, the relationship of communication skill was low with access (.29) and analysis (.31); and very low with communication (.17) and creation (.16). In the same way, the relationship of feedback is low with access (.27), communication (.23), and analysis (.33). The relationship of the task of interaction is moderate with evaluate (.42); and low with access (.27), retrieve (.22), communication (.36), analyze (.25), and create (.23). There is no relationship between social interaction and dimensions of media literacy. The relationship between enthusiasms is low with understood (.26) and evaluate (.36); very low with access (.16), retrieve (.17), and analyze (.17). Likewise, the relationship of the technical task uncertainty is moderate with understood (.4), evaluate (.4); low with creating (.24); and very low with access (.18), retrieve (.16), and analyze (.17).

Regression Analysis

The correlations between the variables were explained using regression analysis. According to Chatterjee and Simonoff (2013),

regression analysis is the process of identifying the statistical relationship between two or more variables. Regression analysis is used to forecast the connections and interrelationships between dependent and independent variables. Regression analysis is classified into two types: basic and multiple regressions. The following formula represents the basic relationship in a simple regression analysis.

$Y = \alpha + \beta X$

Where Y = the dependent variable; α = constant;

β = the beta coefficient; and

X = the independent variable.

For the robustness of empirical findings, multiple regression analysis requires several assumptions to be met. Multiple regression analysis takes into account more than one independent variable, allowing the magnitude and direction of the association to be determined. The following formula represents the link between several regressions:

$Y = \alpha + \beta X1 + \beta X2 + \beta X3 + \beta X4 + \beta X5$

Where Y = the dependent variable; α = the constant;

β = the beta; and

$X1 - X5$ = the independent variables.

The current study used multiple regression analysis to determine the interrelationship between the dimensions of media literacy and communication behavior in headteachers.

The regression analysis was also used to look at the impact of the head teachers' media literacy on their communication behavior. To investigate the role of media literacy, a multiple regression analysis was used (access, retrieve, understood, communication, analyze, evaluate and create) to communicate behaviors (leadership, community-style, feedback, task oriented interaction, social interaction, enthusiasm, and technical task uncertainty). From the data presented in table 4.

Table 4

Regression Analysis of Media Literacy and Communication Behaviour

Media Literacy	Leadership	CS	Feedback	TI	SI	Enthusiasm	TTU
Access	-0.21	1.87	2.71*	2.05*	0.08	0.06	0.06
Retrieve	0.24	-1.78	-0.79	-0.30	-1.32	0.24	0.76
Understood	-1.21	-1.62	-4.75*	-4.59*	-0.96	0.92	2.76*
Communication	0.95	3.37*	2.99*	3.36*	1.18	0.49	-1.18
Analyze	1.17	3.69*	5.35*	4.29*	1.17	1.38	0.53
Evaluate	2.87*	1.56	0.65	6.08*	1.61	4.11*	5.16*
Create	-1.21	-3.33*	-0.14	0.37	0.52	-1.50	-3.50*

CS: Communication Style, TI: Task-Oriented Interaction, SI: Social Interaction,

TTU: Technical Task Uncertainty

Only one of the seven independent factors of media literacy, evaluate, was found to be relevant for leadership at a 5% level of significance, according to the findings in Table 11. In the same way, communication, analysis, and creation were found significant with communication skills at a 5% level of significance. For Feedback, it was found significant with access, understanding, communication, and analysis. Similarly, task-oriented interaction was found significant with access, understanding, communication, analysis, and evaluation at 5% of the significance level.

It was found that social interaction was found to have no significance with none of the dimensions of media literacy. The Enthusiasm was found significant with evaluation at a 5% level of significance. Similarly, technical task uncertainty was found significant with understanding, evaluating and creating.

Findings and Results

This study identified a moderate level of the overall level of media literacy. According to Zhang et al. (2020), media literacy education is subject to the highest developmental emphasis in individual European Union countries. For communication behavior,

the level of media literacy was high, and for access also it was high. Likewise, the level of retrieval understood, communication, analysis, and evaluation was moderate. In the case of creation skills, there was a low level of media literacy among the HTs. According to Levitskaya and Fedorov (2020), numerous studies prove that media education can give positive results in terms of knowledge, skills, and attitudes in terms of analysis and critical reflection of media and misinformation. So, the literature supported that with the lack of media literacy education in the Nepalese school system, the creative skills of headteachers became low.

This study also addressed the relation to the media literacy of HTs by their personal characteristics. This study found a significant relationship between age with media access and communication; access, understanding, analysis, and evaluation with gender; retrieval with qualification; and understanding with media training. Age is an important factor in school administration as it influences the authority and experiences of the headteacher (Mbunde, 2018).

Similarly, this research was related to the relationship between media literacy and the communication behavior of the headteachers. This study found that there is a correlation between media literacy and the communication behavior of the HTs of a community school. There was a statistically significant and positive strong correlation between head teachers' ICT literacy and ICT integration in human resource data management (Choge, 2019).The multiple regressions identified the linear relationship of communication style with communication, analysis, and creation; feedback with access, understood, communication, and analysis; task-oriented interaction with access, understood, communication, analysis, and evaluation; enthusiasm with evaluating; and technical task uncertainty with understand, evaluate and create.

Discussion

Communication behavior theory analyzes information in multiple fields of social sciences and human skills concerning interpersonal and intrapersonal communication. According to Mbunde (2018), higher levels of education correlate with levels of productivity; qualification and experience enhance the head teachers' expert power, credibility, confidence, and decisiveness in managerial practice. The study showed that the power of critical thinking after having a higher level of educational qualification became stronger than leaders having a lower level of educational qualification.

The findings of this study reveal that most of the secondary level school head teachers in community schools of Kathmandu Valley are moderate in media literacy, and only a very small number of head teachers areliterate with media. Cappello, Felini and Hobbs (2011) aligned with my findings. According to Cappello, Felini and Hobbs (2011), many developments in recent educational and media research may lead to this depoliticization/ under-theorization of media literacy education. Among them, two are particularly significant here: the discovery of the "active" audience and the rapid expansion of digital media in educational contexts. The head teachers are also the leaders of schools and they have a key role in leading the organization. This study shows that a high level of communication behavior helps them to solve work-related problems in school. According to Share, Mamikonyan, and Lopez (2019), schools or educational institutions are responsible for training. The new wave of teachers must be up to date, not just with the latest technology, but more importantly, with critical media literacy theory and pedagogy. Educational institutions like schools need to prepare teachers and students to think and act critically with and about media and technology.

Despite the numerous benefits of media & information literacy for students in today's digital society. Gretter and Yadav (2018) suggested that the lack of teacher preparation in teaching media

and information literacy skills creates a gap between the societal rationale for students becoming media literate and the sustainable preparation of teachers. According to Weninger (2017), media literacy in Singapore serves primarily as a policy tool aimed at optimizing the population's workforce value and regulating a rapidly developing communications landscape through various initiatives that emphasize skill and downplay creative expression. This study shows that trained headteachers are practicing media literacy very well compared to untrained headteachers in the community school of Nepal. Weninger's findings (2017) also align with this finding.

This study shows that the mature and experienced teachers were only in the leading position of a secondary-level community school in Kathmandu Valley. The study showed that very few young professionals were leading the community schools as headteacher. This figure portrayed that some headteachers were updating their educational qualifications to improve their leadership skills and enhance their knowledge.

This study also shows that media training was not compulsory for headteachers of community schools in Nepal. But they have attended the media-related training for their own interest. This is because of a lack of training curricula related to the media. But, on the other hand, most of the headteachers were trained by different trainings related to their professional and leadership development. According to Mbunde (2018), the problem-solving techniques of headteachers in schools, who were involved in training, make headteachers more effective and efficient in management.

This study showed that the level of communication behavior of headteachers of community schools in Kathmandu Valley is high. The high level of communication behavior reflects that they solve work-related problems in school. According to Tyler (2016), high-performing schools' leaders have good communication behaviour, which is aligned with my findings.

This study shows a significant relationship between the age of headteachers of community schools in Kathmandu Valley with media access and communication. The study also establishes the relationship among the parameters of media literacy like access, understanding, analysis, and evaluation with gender. Cappello, Felini, and Hobbs (2011), aligned with this study. They agreed that the school leaders and communities, when grown up in the media, shape the set of skills. Cappello et al. (2011) further explained the relationship of media society with the competencies of people. Similarly, the headteachers had a significant relationship in retrieving the media content with their qualifications. The headteachers of the community school of Kathmandu Valley also had a significant relationship of understanding with media training.

This study also explains the existence of a correlation between media literacy and the communication behavior of the headteachers of community schools. It identifies the linear relationship of communication style with communication, analysis, and creation. Jarvis (2012) explains media learning as a lifetime phenomenon through which people develop skills. He also highlights the power of media knowledge that builds certain qualities and becomes more competent than before.The headteachers are good enough in communication style and can communicate with different media and analyze the media contents. Jarvis (2012) also aligned with this research. Jarvis (2012) explains that a good communicator has the skill of analyzing media content as well. They also have a good communication style that creates the media content in different media. There is also a linear relation of feedback with access,understanding, communication, and analysis. The headteachers give good feedback when they have access to different media.

Task-oriented interaction has a linear relationship with access, understanding, communication, analysis, and evaluation to evaluate parameters that directly affect the task-oriented

interaction of headteachers in community schools of Nepal. They explain in terms of opportunities for studying interactions of technological developments and disruptions, (inter) disciplinarily, and sociopolitical transformations. It shows the strong relationship between enthusiasm with media evaluation, meaning that the headteachers who can evaluate the media are enthusiastic. The technical task uncertainty, one of the major parameters of communication behaviour, has a relationship with three parameters of media literacy i.e. understanding, evaluating, and creating skills of headteachers in Nepal. Rady (2014) in aligned with this finding. He explained that acquiring awareness comes from learning media literacy skills to deal with media messages.

Conclusion and Implication

Schools can identify their strengths and priorities to improve academic achievement, communication behavior, and the capacity to manage educational organizations. School leaders may provide media training to enhance the media literacy skills of headteachers, teachers, and students, and create media-friendly environments with well-equipped media labs, media libraries, and other necessary equipment.

Schools play a critical role in reforming the education system, and the effective use of media can facilitate academic innovation and development. Schools need policies that encourage headteachers and stakeholders to leverage various types of media, including digital media. The use of media can enhance communication performance, improve leadership style, and ultimately improve society's educational standing.

Media literacy directly impacts the personal and professional development of the headteachers of community schools, also developing their leadership capabilities. The level of media literacy of headteachers is influenced by their academic degree, age,

information retrieval capacity, and training. Policymakers, academic institutions, and school leaders should understand the complex interrelationship between media literacy skills and communication behavior to enhance academic achievement. Overall, media plays a crucial role in the creation of new information and schools need to invest in media infrastructure, training, and accessibility to improve communication among all stakeholders including the headteachers.

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