

A Field Study:

The Reality of Media and Information Literacy in Public Secondary Schools in Yemen



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Study Abstract

This study aims to explore the reality of media and information literacy in Yemeni secondary schools through a field study conducted in the governorates of Taiz and Hadhramaut. The study covered four public schools (two boys' schools and two girls' schools). It adopted a mixed-methods research approach that included surveys administered to teachers and students, along with data analysis using statistical tools to determine the extent of participants' awareness of media and information literacy concepts, and the influence of different media platforms on them.

The findings revealed a general weakness in teachers' and students' awareness of media and information literacy concepts. The data showed that most teachers are unable to distinguish between educational media and media literacy, which affects their ability to guide students in dealing with media content. The results also indicated that social media platforms are the primary source of information for students, making them more vulnerable to disinformation and hate speech.

The study further found that school curricula do not sufficiently incorporate media literacy skills, highlighting the need for stronger integration within the educational process. It also showed a pressing need to provide specialized training courses for teachers to support them in teaching fact-checking and critical-thinking skills.

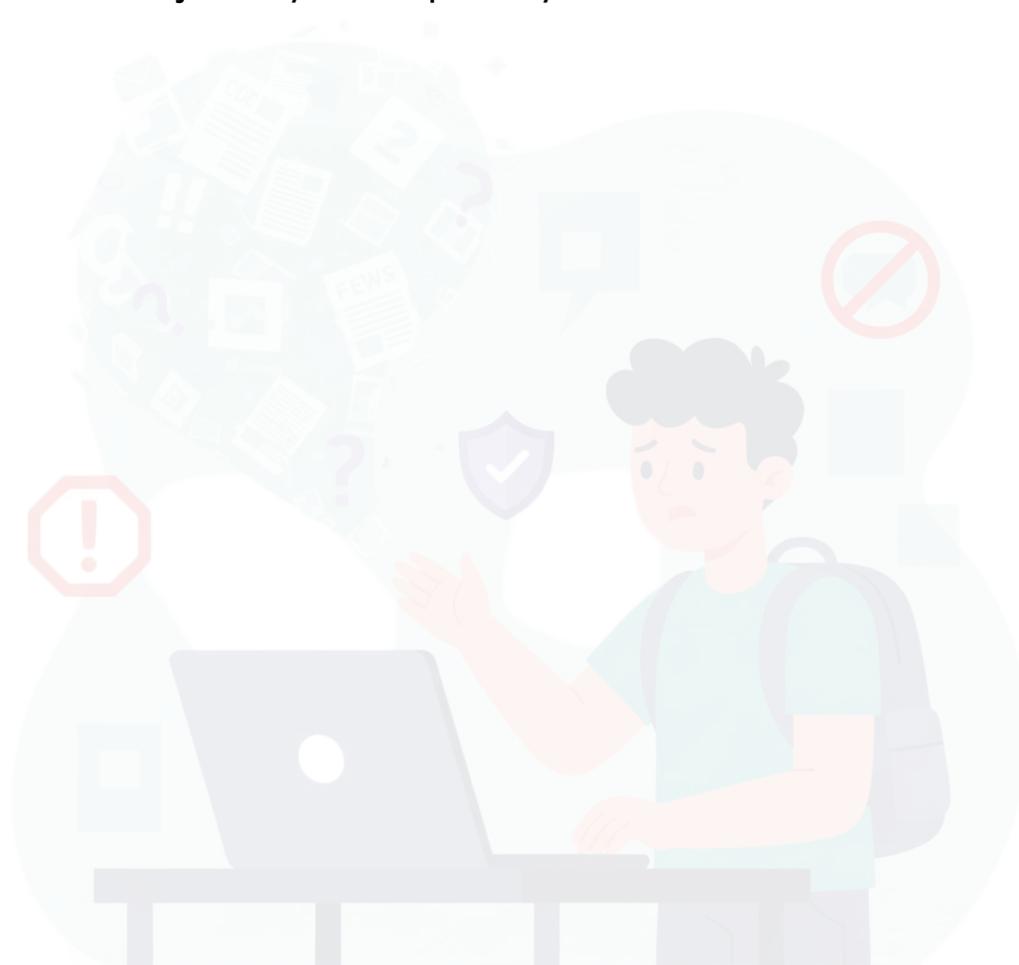
Based on these findings, the study recommends several interventions, including integrating media literacy into school curricula, organizing training workshops for teachers, raising awareness about the dangers of disinformation, and incorporating interactive activities into the learning process. It also calls for cooperation with local media outlets to produce educational content that helps students develop these skills.

The study concludes that strengthening media and information literacy in Yemen is an essential step toward addressing the challenges of digital media, enhancing critical thinking, and contributing to the development of a more informed society capable of dealing with information intelligently and responsibly.

Introduction

Yemen is witnessing major transformations in the media and information landscape as a result of rapid technological developments. These changes have created new opportunities to access and share information, while at the same time generating serious challenges related to media and information literacy, particularly in light of the political and social conflicts facing the country. The spread of fake news, hate speech, and disinformation makes it necessary to strengthen critical-thinking and fact-checking skills among both students and teachers.

In this context, the study seeks to assess the current reality of media and information literacy in Yemeni secondary schools, identify the gaps and challenges teachers and students face, and propose solutions and recommendations that enhance these skills and contribute to creating a more aware educational environment capable of engaging with modern media objectively and responsibly.



Study Objectives

- To determine the level of awareness among teachers and students regarding media and information literacy concepts and their importance.
- To diagnose the current state of media and information literacy in public secondary schools.
- To analyze the impact of teachers' and students' exposure to media outlets and social networks.
- To identify gaps in media and information knowledge and skills among teachers and students.
- To analyze the internal and external educational environment in order to identify opportunities and challenges.
- To propose academic and training interventions to strengthen media literacy skills in the targeted schools.

Scientific and Practical Significance

of the Study

This study is of great importance both scientifically and practically. On the scientific level, it contributes to filling the research gap regarding media and information literacy in Yemen's educational environment by providing an in-depth analysis of teachers' and students' awareness of media education concepts and the influence of media on the educational process. It also offers researchers and decision-makers access to reliable field data that can support the development of modern curricula responsive to community needs.

On the practical level, the study presents applicable solutions and recommendations aimed at improving media education skills among both teachers and students. With the growing spread of social media and digital platforms, there is an urgent need to equip upcoming generations with critical-thinking and verification skills, limiting the spread of disinformation and promoting responsible and informed media use. The study can also help educational institutions and local and international organizations develop policies and training programs that strengthen media and information culture and contribute to building a more aware and stable society.

Methodology

The study used a mixed-methods approach combining descriptive and analytical tools to achieve its objectives. The methodology included the following steps:

Field visits:

Field visits were conducted to selected schools in Taiz and Hadramout to explore the reality of media and information literacy, collect primary data, and design appropriate research instruments.

Questionnaires:

Two questionnaires were developed: one for teachers of humanities subjects and supervisors of cultural activities, and another for students. The aim was to measure awareness of media education

concepts, the influence of media in the school environment, and the extent of exposure to disinformation and hate speech.

Data Analysis:

Collected data were processed using statistical programs (SPSS and Excel) to analyze central tendencies and dispersion, providing deeper insight into knowledge and skill gaps.

Analysis of Findings and Recommendations:

Findings were analyzed descriptively and inferentially to identify gaps and training needs, followed by practical recommendations to address them.

Study Population

The study population consists of secondary-school teachers and students in the governorates of Taiz and Hadramout.

Study Sample

The study targeted secondary-school teachers and students in Taiz and Hadramout. Four model schools were selected to participate:

- **Taiz:**
 - Al-Hakimi School (Girls)
 - 26 September School (Boys)

■ **Hadramout - Seiyun:**

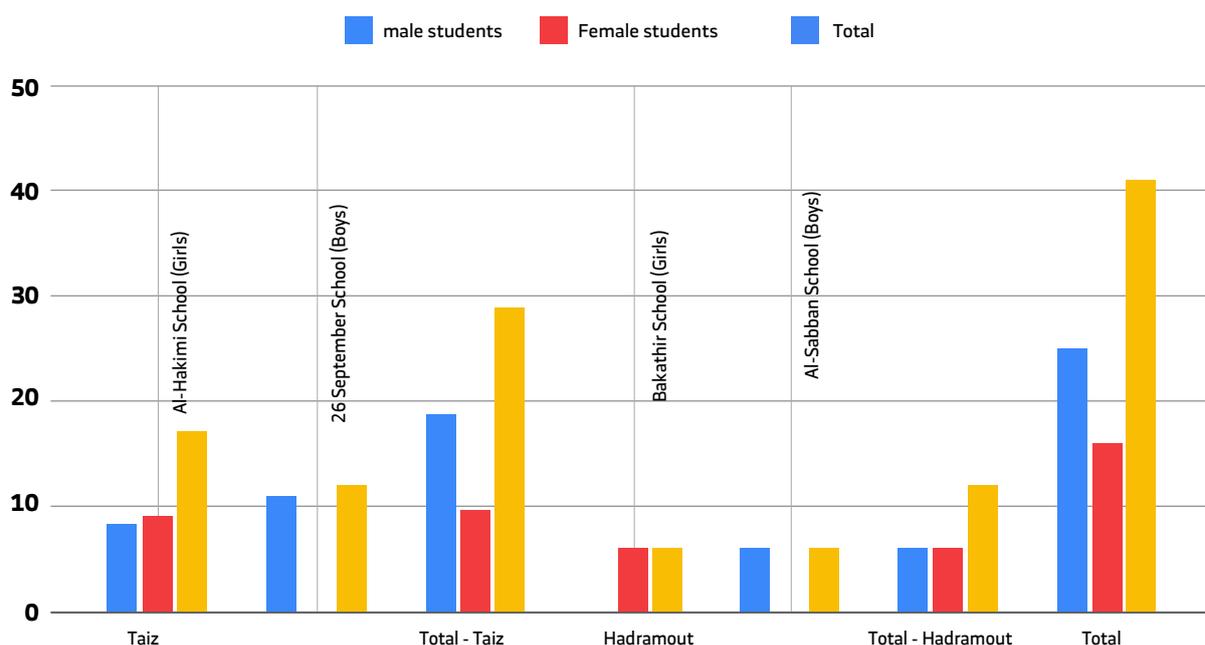
- o Bakathir School (Girls)
- o Al-Saban School (Boys)

All teachers of humanities subjects (social studies, Arabic, English, and Islamic education), as well as supervisors of related cultural activities, were included. The sample also included male and female students from the selected schools. The following tables and charts illustrate the numerical distribution of the sample.

Number of Male and Female Teachers in the Study Sample				
Governorate	School	Male Teachers	Female Teachers	Total
Taiz	Al-Hakimi School (Girls)	8	9	17
	26 September School (Boys)	11	1	12
Total – Taiz		19	10	29
Hadramout	Bakathir School (Girls)	0	6	6
	Al-Sabban School (Boys)	6	0	6
Total – Hadramout		6	6	12
Total		25	16	41

Table (1): Number of Male and Female Teachers in the Study Sample

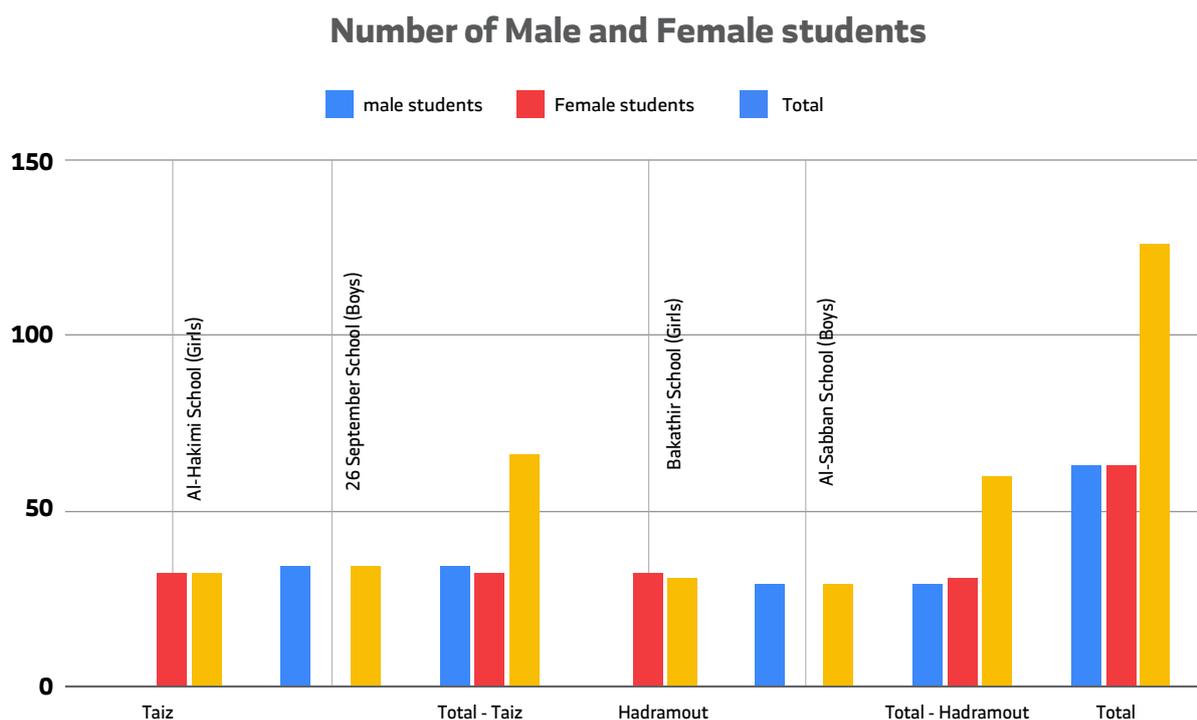
Number of Male and Female students



(1): Number of Male and Female Teachers in the Study Sample

Number of Male and Female Students in the Study Sample				
Governorate	School	Male Students	Female Students	Total
Taiz	Al-Hakimi School (Girls)	0	32	32
	26 September School (Boys)	34	0	34
Total - Taiz		34	32	66
Hadramout	Bakathir School (Girls)	0	31	31
	Al-Sabban School (Boys)	29	0	29
Total - Hadramout		29	31	60
Total		63	63	126

Table (2): Number of Male and Female Students in the Study Sample



(2): Number of Male and Female Teachers in the Study Sample

Section One:

Findings of the Field Study on the Reality of Media and Information Education in Taiz and Hadramout Governorates from the Perspective of Teachers and Educational Supervisors



Introduction

In this section, the study examines the reality of media and information education among teachers and educational supervisors in the governorates of Taiz and Hadramout. It aims to measure their level of awareness and knowledge of media and information education and to identify the main challenges facing its integration into the educational process. The section also highlights teachers' patterns of media use and modern technologies, their impact on professional performance, and proposes ways to develop curricula and training in this vital field.

Axis 1:

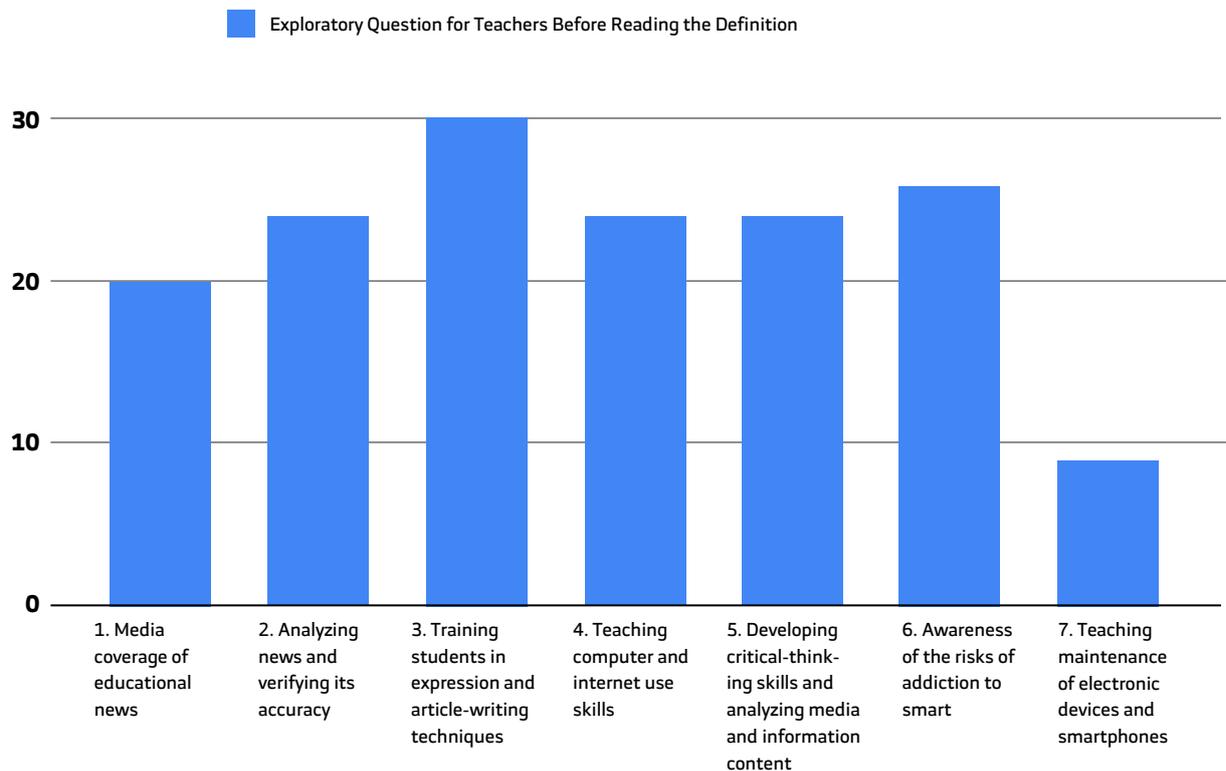
Awareness of the Concept and Skills of Media and Information Literacy

This axis aims to analyze teachers' knowledge of the concept of media and information literacy and the extent to which they recognize its related skills before and after being provided with a clear definition. This analysis helps identify knowledge gaps and underscores the need to enhance teachers' awareness of the importance of media and information literacy.



Before reading the definition: Which of the following skills are related to media and information literacy?						
Item	Total Sample	Frequency	Visual Representation	Percentage	Mean	Standard Deviation
1. Media coverage of educational news	41	20		48.8%	0.488	0.490
2. Analyzing news and verifying its accuracy	41	24		58.5%	0.585	0.493
3. Training students in expression and article-writing techniques	41	30		73.2%	0.732	0.443
4. Teaching computer and internet use skills	41	24		58.5%	0.585	0.493
5. Developing critical-thinking skills and analyzing media and information content	41	24		58.5%	0.585	0.493
6. Awareness of the risks of addiction to smart screens and their impact on daily life	41	26		63.4%	0.634	0.482
7. Teaching maintenance of electronic devices and smartphones	41	9		22.0%	0.220	0.415

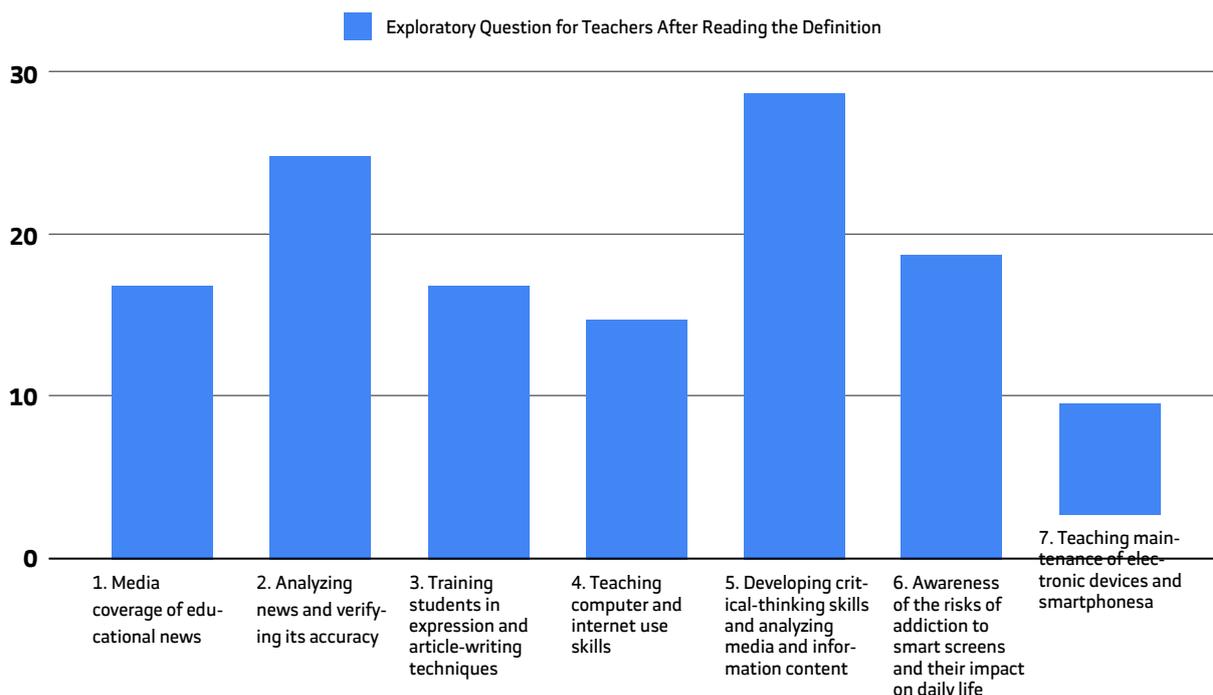
Table (3): Exploratory Question for Teachers Before Reading the Definition



(3): Exploratory Question for Teachers Before Reading the Definition

After reading the definition: Which of the following skills are related to media and information literacy?						
Item	Total Sample	Positive Responses	Visual Representation	Percentage	Mean	Standard Deviation
1. Media coverage of educational news	41	17	IIIIIIII	41.5%	0.415	0.078
2. Analyzing news and verifying its accuracy	41	25	IIIIIIIIII	61.0%	0.659	0.083
3. Training students in expression and article-writing techniques	41	17	IIIIIIII	41.5%	0.415	0.078
4. Teaching computer and internet use skills	41	15	IIIIIII	36.6%	0.366	0.076
5. Developing critical-thinking skills and analyzing media and information content	41	29	IIIIIIIIIIII	70.7%	0.707	0.072
6. Awareness of the risks of addiction to smart screens and their impact on daily life	41	19	IIIIIIII	46.3%	0.463	0.079
7. Teaching maintenance of electronic devices and smartphones	41	7	III	17.1%	0.171	0.059

Table (4): Exploratory Question for Teachers After Reading the Definition



(4): Exploratory Question for Teachers After Reading the Definition

Analysis and Identified Gaps

Based on the two tables and accompanying charts, the data can be analyzed as follows:

Descriptive Analysis

The results indicate that teachers' awareness of the concept of media and information literacy was limited prior to being introduced to its definition, as the percentages varied considerably in identifying the skills associated with it. After reading the definition, teachers' perceptions

changed, with increased awareness of the role of critical thinking and news verification.

Inferential Analysis

This shift suggests that the lack of knowledge is not necessarily due to a lack of interest, but rather to insufficient awareness and training. Therefore, providing educational and capacity-building programs could bridge the gap between initial understanding and more specialized comprehension.

Gaps and Remedial Needs

- A.** Limited understanding of the difference between educational media and media and information literacy:

In the item "media coverage of educational news," the results reveal significant confusion between educational media and media and information literacy. Although teachers' understanding of this distinction improved after presenting the definition and repeating the exploratory question, the improvement remained very limited. The mean score declined slightly from 0.488 before reading the definition to 0.415 after reading it.

These findings indicate a low level of awareness regarding the distinction between media education and educational media, which negatively affects teachers' understanding of their role in preparing students to engage with the modern digital media environment.

- B.** Weak recognition of the relationship between media and information literacy and news analysis and verification:
- Mean before definition: 0.585
 - Mean after definition: 0.659

- C. Limited recognition of the link between critical thinking and media and information literacy, despite noticeable improvement after reading the definition (from 0.585 to 0.707).
- D. D. Low awareness of the risks of addiction to smart screens (46.3% after reading the definition).

Overall, the results point to conceptual confusion surrounding media and information literacy, as well as variation in teachers' understanding of its concepts and skills before and after reading the definition. There is also

a weak association between certain core skills and the concept of media and information literacy, indicating a lack of conceptual clarity.

Proposed Remedial Measures

- Integrating a clear and comprehensive definition of media and information literacy into teacher training programs.
- Clarifying the relationship between various skills and media and information literacy concepts.

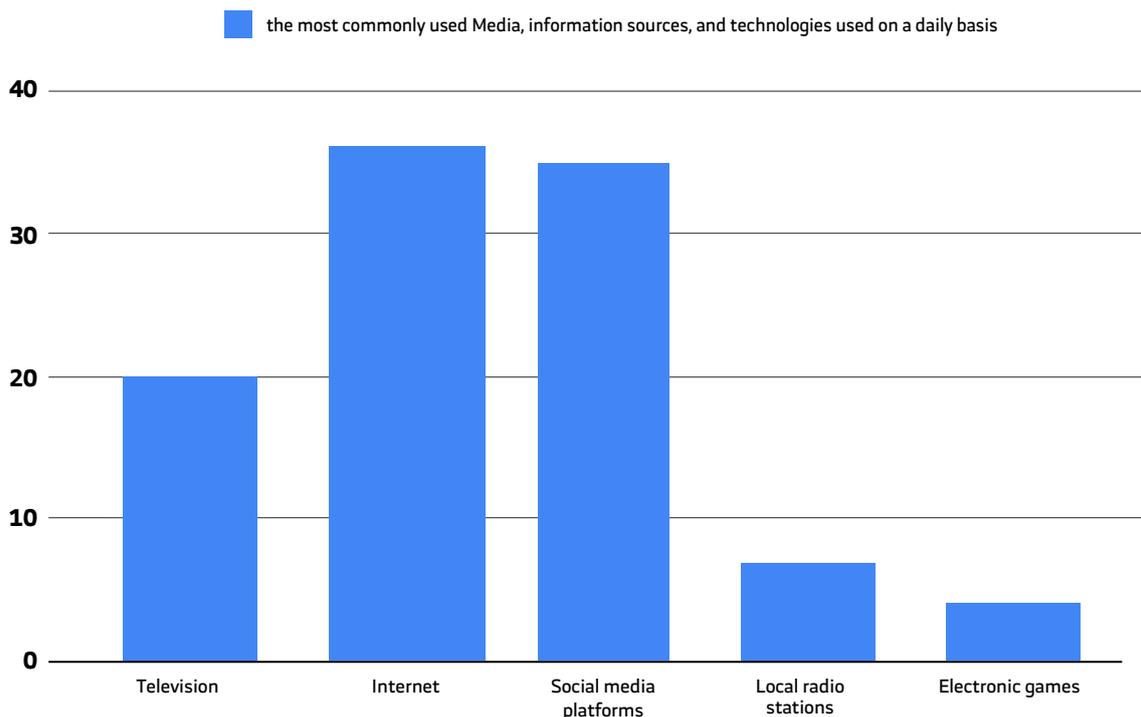
Axis 2:

Media, Information, and Technology Used on a Daily Basis

This axis focuses on examining the most frequently used media outlets and digital technologies by teachers, highlighting the primary sources they rely on to obtain information and the technological tools that influence their professional and educational environment.

Media, information sources, and technologies used on a daily basis							
No	Item	Total Sample	Positive Responses	Visual Representation	Percentage	Mean	Standard Deviation
1	Television	41	20		48.8%	0.488	0.499
2	Internet	41	34		82.9%	0.829	0.059
3	Social media platforms	41	35		85.4%	0.854	0.056
4	Local radio stations	41	7		17.1%	0.171	0.059
5	Electronic games	41	4		9.8%	0.098	0.047

Table (5): the most commonly used Media, information sources, and technologies used on a daily basis



(5) the most commonly used Media, information sources

Analysis and Identified Gaps

Based on the table and accompanying chart, the data can be analyzed as follows:

Descriptive Analysis

Social media platforms and the internet were the most frequently used sources among teachers, while local radio stations and electronic games were the least used.

Inferential Analysis

This heavy reliance on digital media indicates that teachers are more engaged with interactive media. Consequently, media and information literacy education should focus on developing skills related to engaging with digital platforms, rather than concentrating on traditional media.

Identified Gaps

The findings show high usage of the internet (82.9%) and social media (85.4%), compared to low usage of radio (17.1%) and television (48.8%).

Proposed Remedial Measures

Training programs should focus on the positive and negative impacts of using social media and the internet, promote smart and responsible usage techniques, and integrate these skills into school curricula.

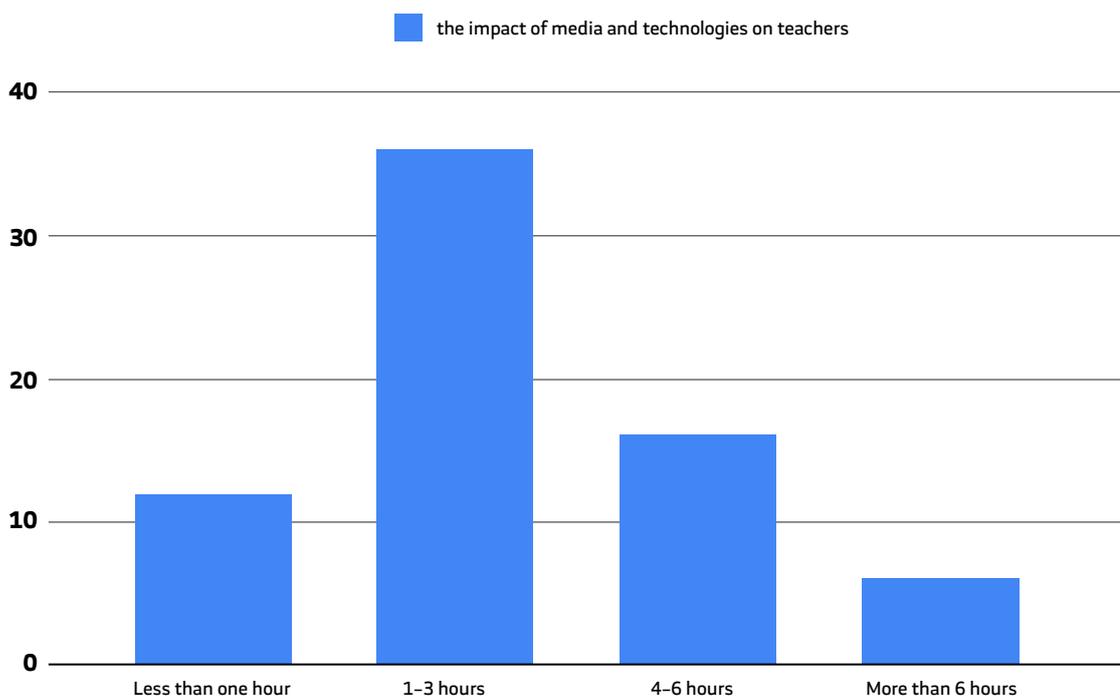
Axis 3:

Daily Time Spent Using Media and Technology

This axis examines the amount of time teachers spend daily using various media and information technologies, helping to assess the extent of their reliance on these tools and their impact on both professional and personal lives.

Daily time spent using media and information sources							
No	Item	Total Sample	Positive Responses	Visual Representation	Percentage	Mean	Standard Deviation
1	Less than one hour	41	6	II	14.6%	0.146	0.056
2	1-3 hours	41	18	IIIIIIII	43.9%	0.439	0.078
3	4-6 hours	41	8	III	19.5%	0.195	0.063
4	More than 6 hours	41	3	I	7.3%	0.073	0.041

Table (6): Daily time spent of use



(6): Daily time spent of use

Analysis and Identified Gaps

Based on the table and accompanying chart, the data can be analyzed as follows:

Descriptive Analysis

Most teachers spend between 1 and 3 hours per day using media, while usage exceeding 6 hours per day is very limited.

Inferential Analysis

This pattern can be interpreted as an indicator of moderate use, suggesting that teachers do not excessively rely on media and technology. However, greater emphasis should be placed on the quality of consumed content rather than solely on the duration of use.

Gaps and Remedial Measures

The results show that 43.9% of teachers use media for 1–3 hours daily, while only 14.6% use it for less than one hour.

Identified Gap:

Teachers lack clear strategies for managing the time allocated to media and technology use in education, which may affect both their personal and professional productivity.

Proposed Remedial Measure:

Training programs should include modules that introduce and promote balanced and effective media use.

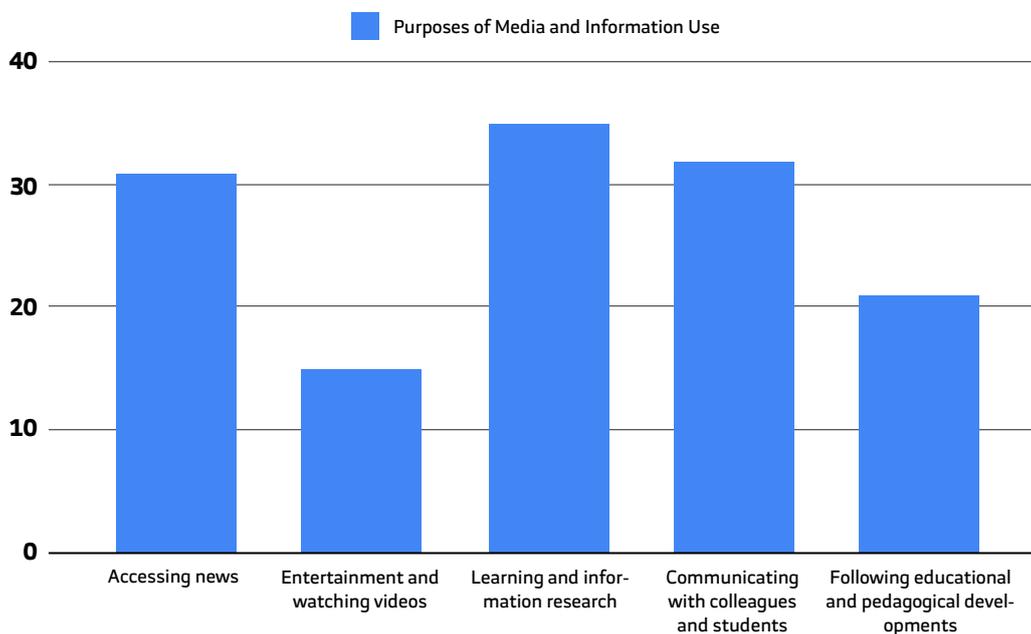
Axis 4:

Purposes of Using Media and Information

This axis examines the purposes for which teachers use media and information, whether for learning, research, entertainment, or communication, providing a clear understanding of the role these media play in their daily lives.

Purposes for which teachers use media and information							
No	Item	Total Sample	Positive Responses	Visual Representation	Percentage	Mean	Standard Deviation
1	Accessing news	41	31	 	75.6%	0.756	0.429
2	Entertainment and watching videos	41	15		36.6%	0.366	0.482
3	Learning and information research	41	35	 	85.4%	0.854	0.353
4	Communicating with colleagues and students	41	32	 	78.0%	0.780	0.414
5	Following educational and pedagogical developments	41	21		51.2%	0.512	0.500

Table (7): Purposes of Media and Information Use



(7): Objective of Use

Analysis and Identified Gaps:

Based on the table and accompanying chart, the data can be analyzed as follows:

Descriptive Analysis:

The main purposes of media and information use were information research and learning, followed by communication with colleagues and students, while entertainment

ranked lowest.

Inferential Analysis:

This indicates that teachers primarily utilize media to enhance their professional and educational skills. Therefore, strengthening media and information literacy in education should focus on research skills and critical evaluation.

Identified Gaps and Remedial Measures:

The results show that 85.4% of teachers use the internet for information research, while only 36.6% use it for entertainment. Additionally, only 51.2% follow educational and pedagogical developments online.

These findings point to the need to enhance teachers' use of digital media for tracking educational updates and integrating them into teaching practice.

Proposed Remedial Measures:

- Include training modules on information exploration skills.
- Provide guidance on educational uses of social media and smart use of digital applications to support teaching and learning.

Analysis and Identified Gaps:

Based on the table and accompanying chart, the data can be analyzed as follows:

Descriptive Analysis:

The main benefit of media and technology was enhancing professional knowledge and culture, while their negative effects on focus and dis-

traction were limited.

Inferential Analysis:

This indicates that conscious and responsible use of media can be beneficial for teachers. However, caution is needed regarding misleading information that may negatively affect the educational process.

Gaps and Remedial Measures:

The results show that 78.0% of teachers report that media increases their professional knowledge and culture, while only 12.2% feel that it reduces their focus at work. These findings suggest high awareness of the importance of media in developing professional knowledge and culture, with a relatively minor concern regarding distraction and its impact on concentration.

Proposed Remedial Measures:

Given the high awareness observed in this axis, training and educational programs should focus on optimal utilization of media to enhance knowledge and professional culture. This includes emphasizing information search skills, integrating exploration and access competencies within media and information literacy education.

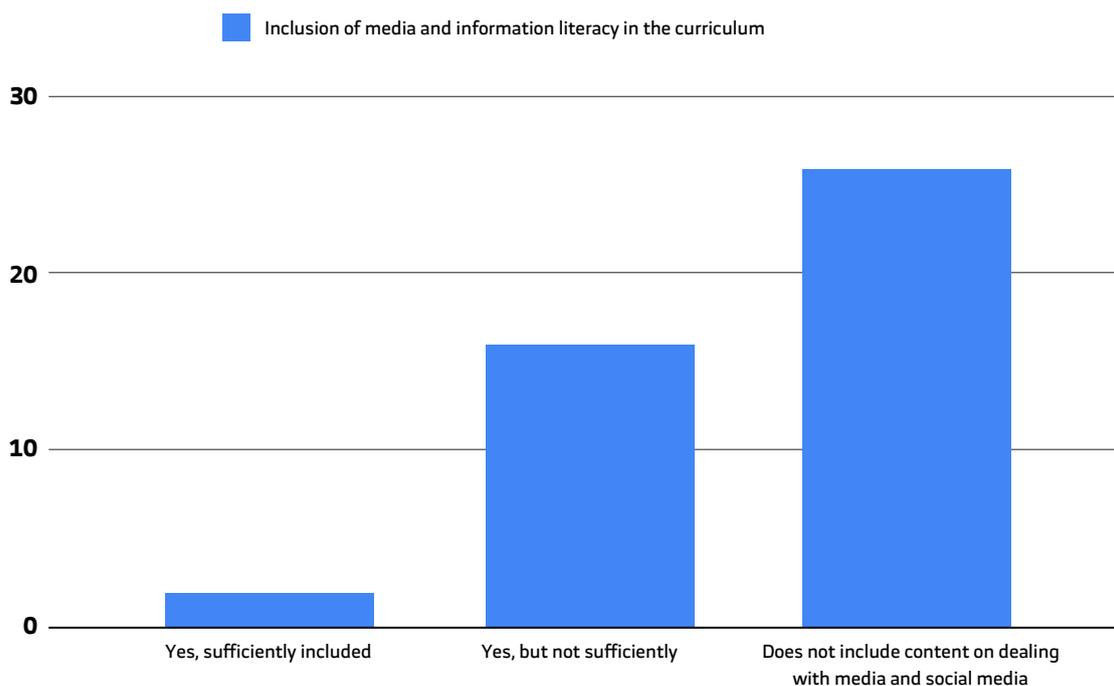
Axis 6:

The Status of Media and Information Literacy in School Curricula

This axis focuses on the extent to which media and information literacy concepts are included in school curricula and whether the current curricula meet the needs of students and teachers in this area.

Inclusion of media and information literacy in the curriculum						
No	Item	Positive Responses	Visual Representation	Percentage	Mean	Standard Deviation
1	Yes, sufficiently included	2		4.9 %	0.049	0.216
2	Yes, but not sufficiently	16		39.0 %	0.390	0.488
3	Does not include content on dealing with media and social media	26		63.4%	0.634	0.482

Table (9): Status of Media and Information Literacy in the Curriculum



(9):Inclusion of media and information literacy

Analysis and Identified Gaps:

Based on the table and accompanying chart, the data can be analyzed as follows:

Descriptive Analysis:

63.4% of teachers reported that the curricula do not include sufficient content on media and information literacy.

Inferential Analysis:

This indicates a clear gap in the school curricula, highlighting the need to systematically integrate media and information literacy to strengthen students' critical thinking and analytical skills.

Gaps and Remedial Measures:

The results show that 63.4% of teachers confirm the absence of media and information literacy content in the curricula, while 39% believe that such content exists but is insufficient. This also points to conceptual ambiguity regarding media and information literacy, which was addressed in the first axis to obtain more accurate estimates for the remaining questions.

These findings reveal a lack of structured media and information literacy in school curricula, placing additional responsibility on teachers to compensate for this deficiency themselves.

Proposed Remedial Measures:

- Train teachers on how to incorporate media and information literacy skills into lessons that allow flexibility, such as Arabic language expression classes and activity periods.
- Train teachers to expand and leverage existing curricular content that indirectly relates to media and information literacy, such as computer lessons (if available), and certain lessons in Islamic and national education.

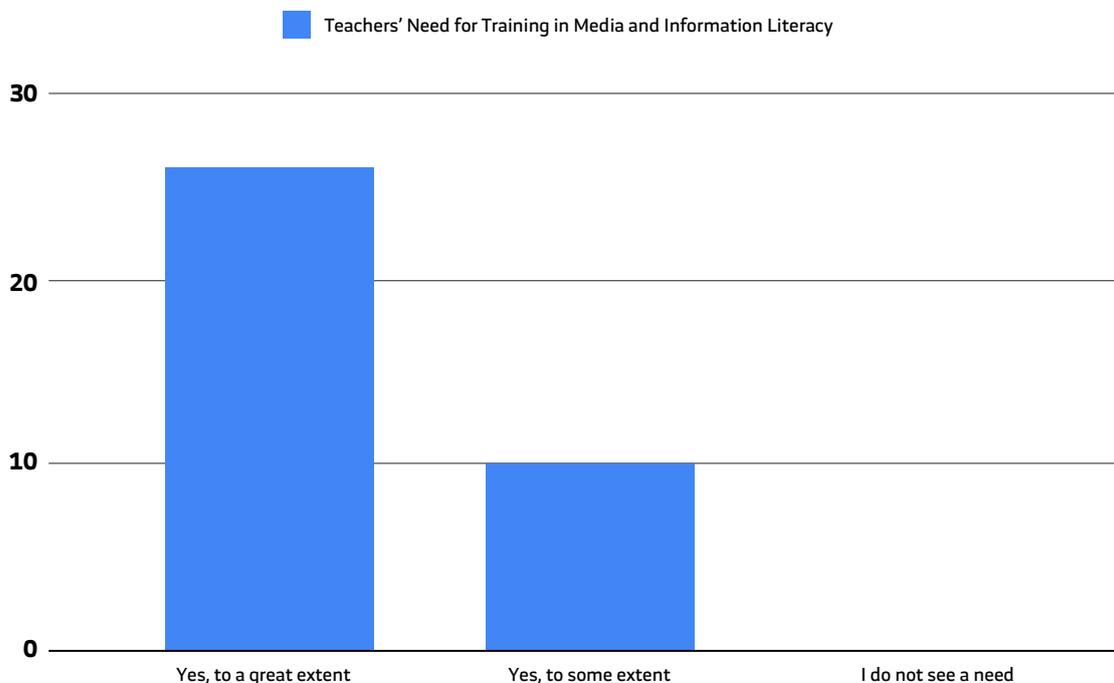
Axis 7:

Teachers' Need for Training in Media and Information Literacy

This axis explores the extent to which teachers require training in media and information literacy and their willingness to participate in specialized programs to develop their skills in this field.

Teachers' Need for Training in Media and Information Literacy						
No	Item	Positive Responses	Visual Representation	Percentage	Mean	Standard Deviation
1	Yes, to a great extent	26		63.4 %	0.634	0.482
2	Yes, to some extent	10		24.4 %	0.244	0.429
3	I do not see a need	0		0.0%	0.000	0.000

Table (10): Teachers' Need for Training in Media and Information Literacy



(10): Teachers' Need for Training

Analysis and Identified Gaps:

Based on the table and accompanying chart, the data can be analyzed as follows:

Descriptive Analysis:

63.4% of teachers confirmed their need for intensive training in media and information literacy.

Inferential Analysis:

This indicates a real demand for developing teachers' skills, highlighting the necessity of establishing professional training programs to enhance their ability to work effectively with media content.

Gaps and Remedial Measures:

- 63.4% of teachers reported a strong need for training, while 24.4% indicated a moderate need. Combined, this means that 87.8% of respondents affirm the necessity for training.
- The remaining portion of the sample did not clearly indicate their position, suggesting conceptual ambiguity among some teachers regarding media and information literacy.
- These results reveal a significant need for training, reflecting weaknesses in practical skills for applying media and information literacy in the classroom.

Proposed Remedial Measures:

- Organize training courses and awareness-raising activities focused on media and information literacy skills.

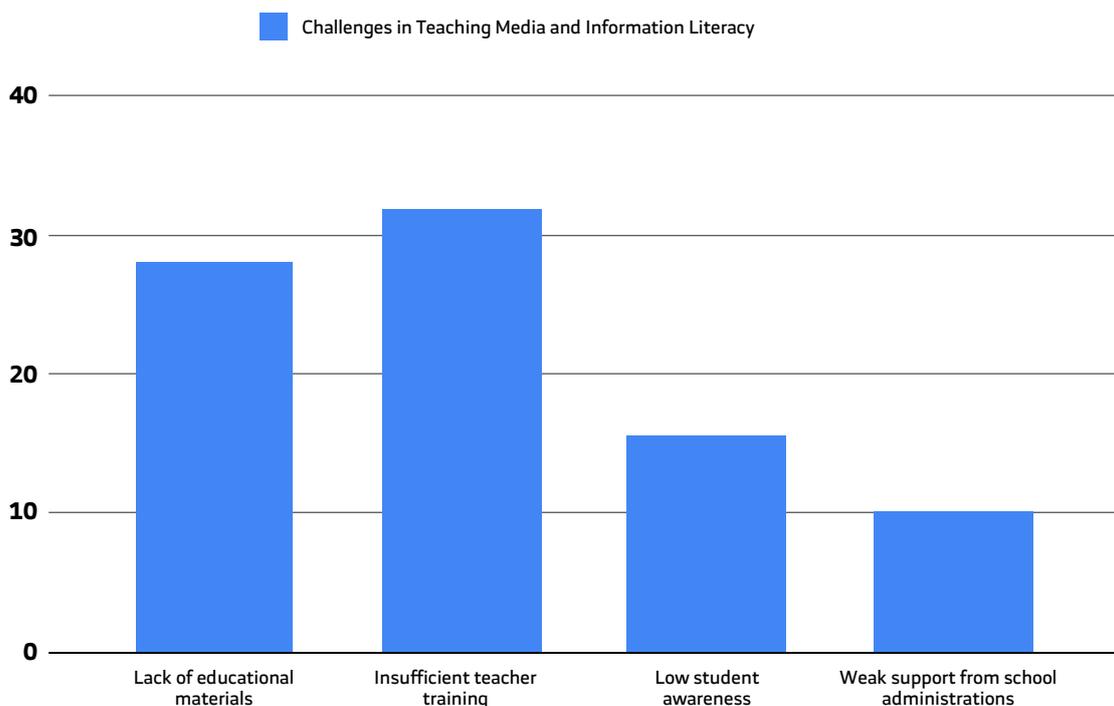
Axis 8:

Challenges Facing the Teaching of Media and Information Literacy

This axis reviews the main obstacles hindering the teaching of media and information literacy in schools, such as lack of resources, insufficient teacher training, and low student awareness.

Challenges in Teaching Media and Information Literacy						
No.	Item	Positive Responses	Visual Representation	Percentage	Mean	Standard Deviation
1	Lack of educational materials	28		68.3%	0.683	0.465
2	Insufficient teacher training	33		80.5%	0.805	0.396
3	Low student awareness	16		39.0%	0.390	0.488
4	Weak support from school administrations	10		24.4%	0.244	0.429

Table (11): Challenges in Teaching Media and Information Literacy



(11): Challenges in Teaching Media and Information Literacy

Analysis and Identified Gaps:

Based on the table and accompanying chart, the data can be analyzed as follows:

Descriptive Analysis:

The main challenges identified were insufficient teacher training and lack of educational materials, while low student awareness was

a comparatively lesser challenge.

Inferential Analysis:

The results indicate that enhancing professional training and providing appropriate resources will be key to overcoming these obstacles and strengthening media and information literacy in schools.

Gaps and Remedial Measures:

- 80.5% of respondents identified insufficient teacher training as the most significant challenge to teaching media and information literacy.
- 68.3% pointed to weak infrastructure and a lack of educational materials.

Identified Gap:

Insufficient teacher training and limited educational resources are the primary barriers hindering the effective teaching of media and information literacy.

Proposed Remedial Measures:

- Develop targeted training programs to address this challenge.
- Train teachers on how to create and adapt specialized educational materials for media and information literacy.

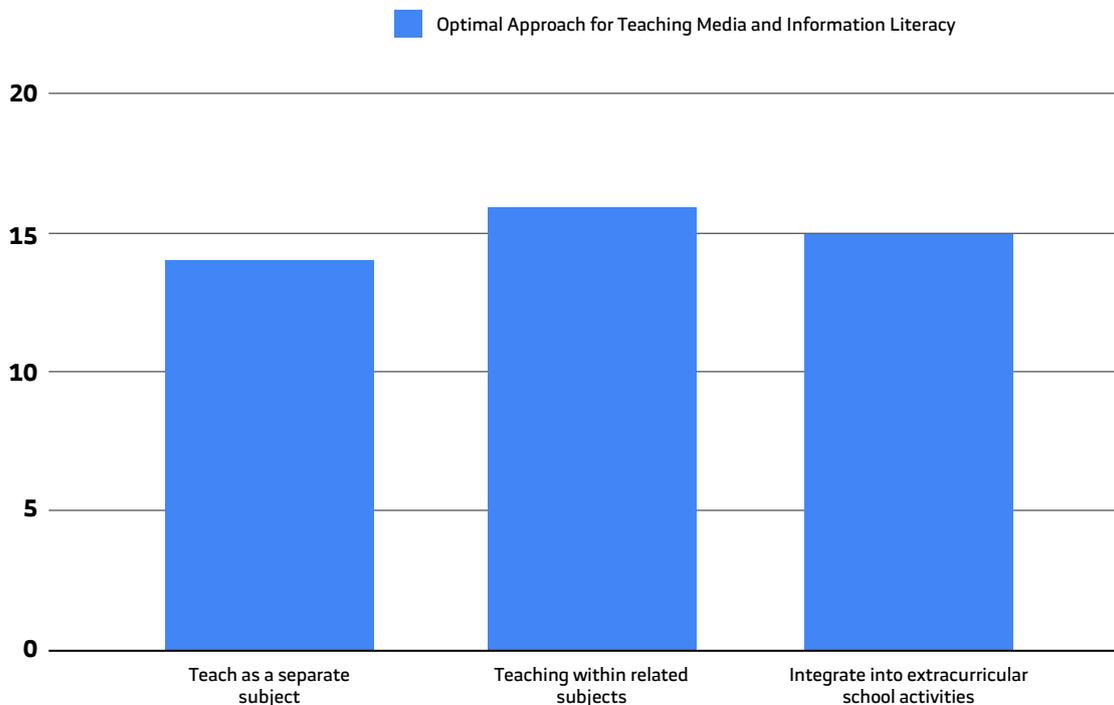
Axis 9:

Optimal Approach for Teaching Media and Information Literacy

This axis discusses the most effective way to integrate media and information literacy into the educational process, whether by teaching it as a separate subject, embedding it within related subjects, or including it in extracurricular activities.

Optimal Approach for Teaching Media and Information Literacy						
No.	Item	Positive Responses	Visual Representation	Percentage	Mean	Standard Deviation
1	Teach as a separate subject	14		34.1%	0.341	0.474
2	Teaching within related subjects	16		39.0%	0.390	0.488
3	Integrate into extracurricular school activities	15		36.6%	0.366	0.482

Table (12): Optimal Approach for Teaching Media and Information Literacy



(12): Optimal Approach for Teaching Media and Information Literacy

Analysis and Identified Gaps:

Based on the table and accompanying chart, the data can be analyzed as follows:

Descriptive Analysis:

A significant proportion of teachers preferred integrating media and information literacy into related subjects or extracurricular activities, rather than teaching it as a

separate subject.

Inferential Analysis:

This suggests that the most effective way to teach media and information literacy is to embed it within existing curricula, allowing students to learn it naturally without adding extra academic burden.

Gaps and Remedial Measures:

- 39.0% of teachers preferred teaching media and information literacy within related subjects, while 36.6% favored integration into school activities.
- A smaller proportion preferred teaching it as a standalone subject.

Identified Gap:

There is no clear consensus on the optimal approach for integrating media and information literacy into the curriculum. However, the majority favor integration within related subjects and extracurricular activities.

Proposed Remedial Measures:

Given the preference for integration, efforts should focus on embedding media and information literacy concepts and skills within related subjects and various school activities, ensuring a cohesive and practical approach to learning these competencies.

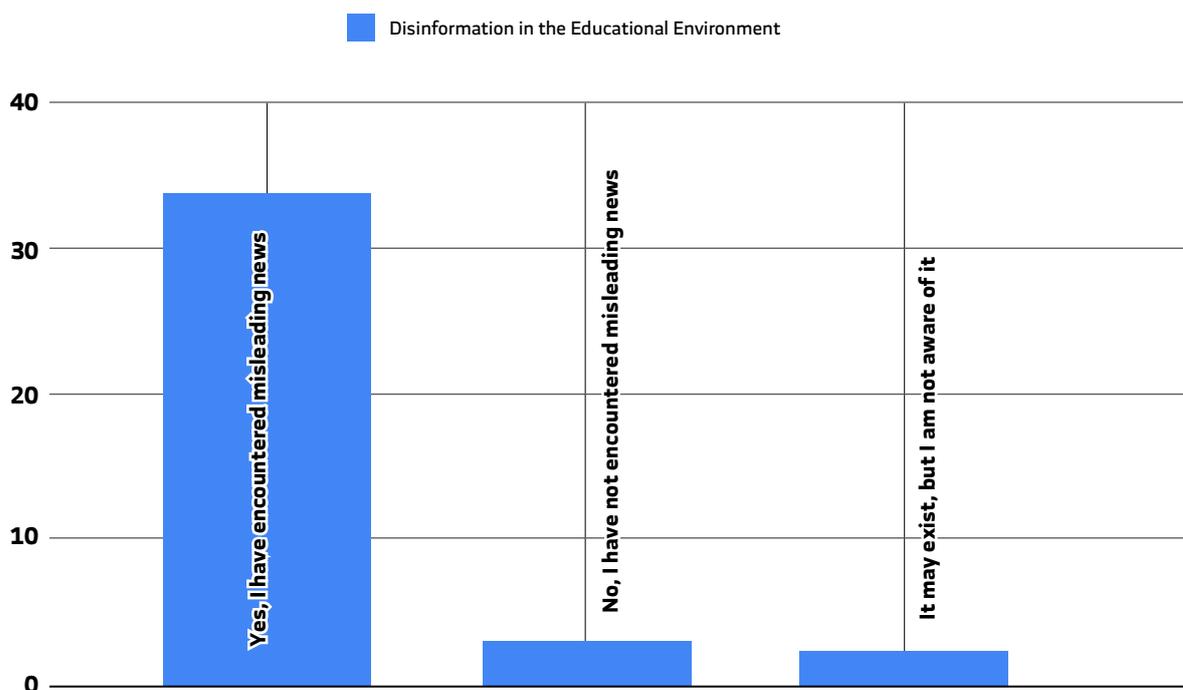
Axis 10:

Disinformation in the Work Environment

This axis highlights the extent to which disinformation is prevalent within the educational environment, its impact on the educational process, and how teachers and students deal with this phenomenon through media literacy.

Disinformation in the Work Environment						
No.	Item	Number of Positive Responses	Visual Representation	Percentage	Mean	Standard Deviation
1	Yes, I have encountered misleading news	34	 	82.9%	0.829	0.377
2	No, I have not encountered misleading news	3		7.3%	0.073	0.260
3	It may exist, but I am not aware of it	2		4.9%	0.049	0.216

Table 13: Disinformation in the Educational Environment



13: Disinformation in the Work Environment

Analysis and Identified Gaps:

Based on the attached table and chart, the data can be analyzed as follows:

Descriptive Analysis:

82.9% of teachers reported that they have encountered disinformation in the work environment.

Inferential Analysis:

This indicates that media literacy education should focus on developing information verification skills in order to confront the widespread dissemination of fake news within the educational environment.

Gaps and Interventions:

The high level of exposure to disinformation highlights the urgent need to incorporate digital information verification mechanisms into training programs designed for teachers.

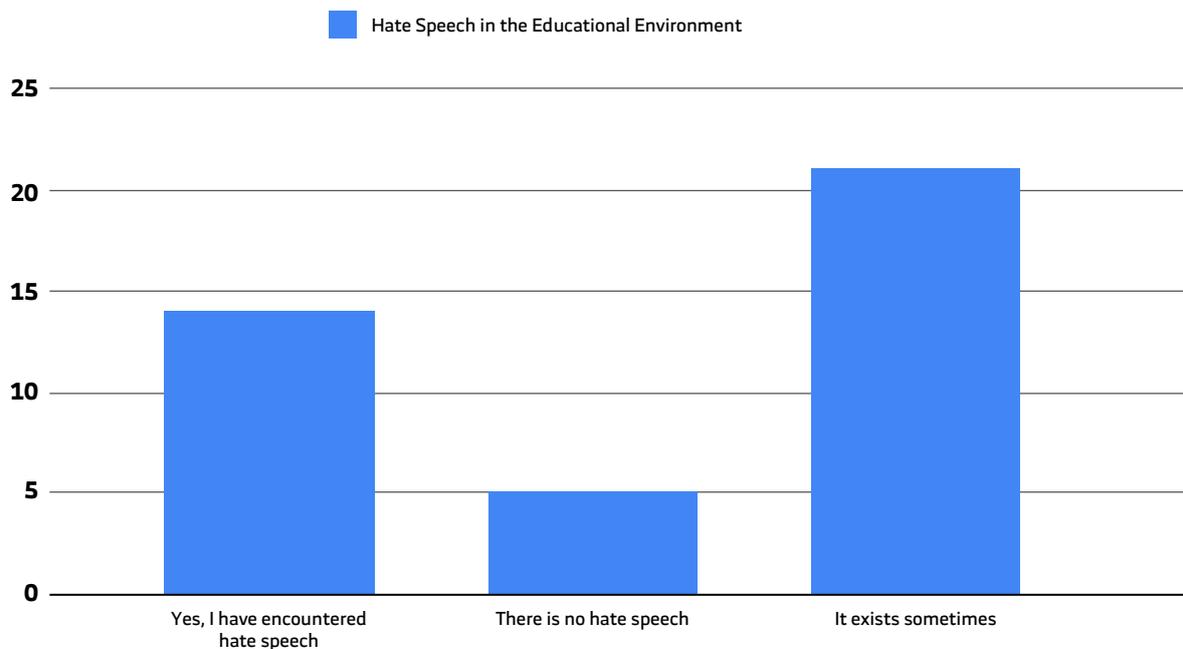
Axis 11:

Hate Speech and Bullying Among Students

This axis examines the prevalence of hate speech and bullying among students within educational institutions from the teachers' perspective and explores how media literacy education can contribute to reducing these phenomena and promoting a safe learning environment.

Hate Speech and Bullying Among Students from Teachers' Perspectives					
Item	Number of Positive Responses	Visual Representation	Percentage	Mean	Standard Deviation
Yes, I have encountered hate speech	14		34.1%	0.341	0.474
There is no hate speech	5		12.2%	0.122	0.327
It exists sometimes	21		51.2%	0.512	0.500

Table 14: Hate Speech in the Educational Environment



14: Hate Speech from Teachers' Perspectives

Analysis and Identified Gaps:

Based on the table and the accompanying chart, the data can be analyzed as follows:

Descriptive Analysis:

51.2% of teachers reported that hate speech and bullying occur occasionally within the educational environment.

Inferential Analysis:

These findings reflect the need to strengthen media literacy education as a means of promoting a culture of respect and reducing negative behaviors within the school community.

Gaps and Remedial Measures:

51.2% of respondents indicated the presence of hate speech, while 34.1% stated that they have directly encountered such discourse. These results reveal the absence of clear strategies among teachers for addressing hate speech and bullying in classrooms, particularly those related to social media use.

Proposed Intervention:

Integrate mechanisms for addressing hate speech and digital bullying into awareness-raising and teacher training programs.

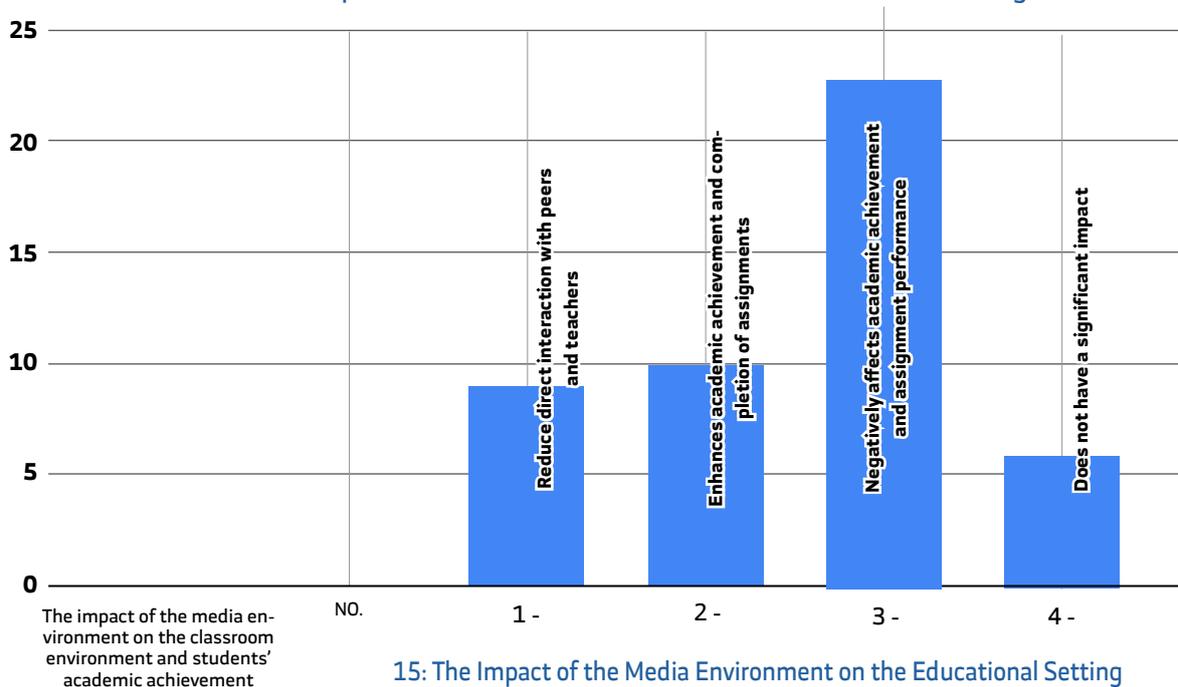
Axis 12:

The Impact of the Media Environment on Academic Achievement

This axis examines the effect of different media on students' academic achievement and their behavior inside classrooms, helping to understand the relationship between media content consumption and academic performance.

The impact of the media environment on the classroom environment and students' academic achievement							
No.	Item	Total Sample	Number of Positive Responses	Visual Representation	Percentage	Mean	Std. Deviation
1	Reduce direct interaction with peers and teachers	6	II	14.6%	0.146	0.056	0.056
2	Enhances academic achievement and completion of assignments	18	IIIIIIII	43.9%	0.439	0.078	0.078
3	Negatively affects academic achievement and assignment performance	8	III	19.5%	0.195	0.063	0.063
4	Does not have a significant impact	3	I	7.3%	0.073	0.041	0.041

Table 15: The Impact of the Media Environment on the Educational Setting



15: The Impact of the Media Environment on the Educational Setting

Analysis and Gaps

Based on the attached table and chart, the data can be analyzed as follows:

Descriptive Analysis:

The results indicate that 56.1% of teachers believe that media use has a negative impact on students' academic achievement.

Inferential Analysis:

This finding suggests that excessive consumption of media content may act as a source of distraction for students, highlighting the need to raise awareness about maintaining a balance between learning activities and the use of digital media.

Gaps and Interventions:

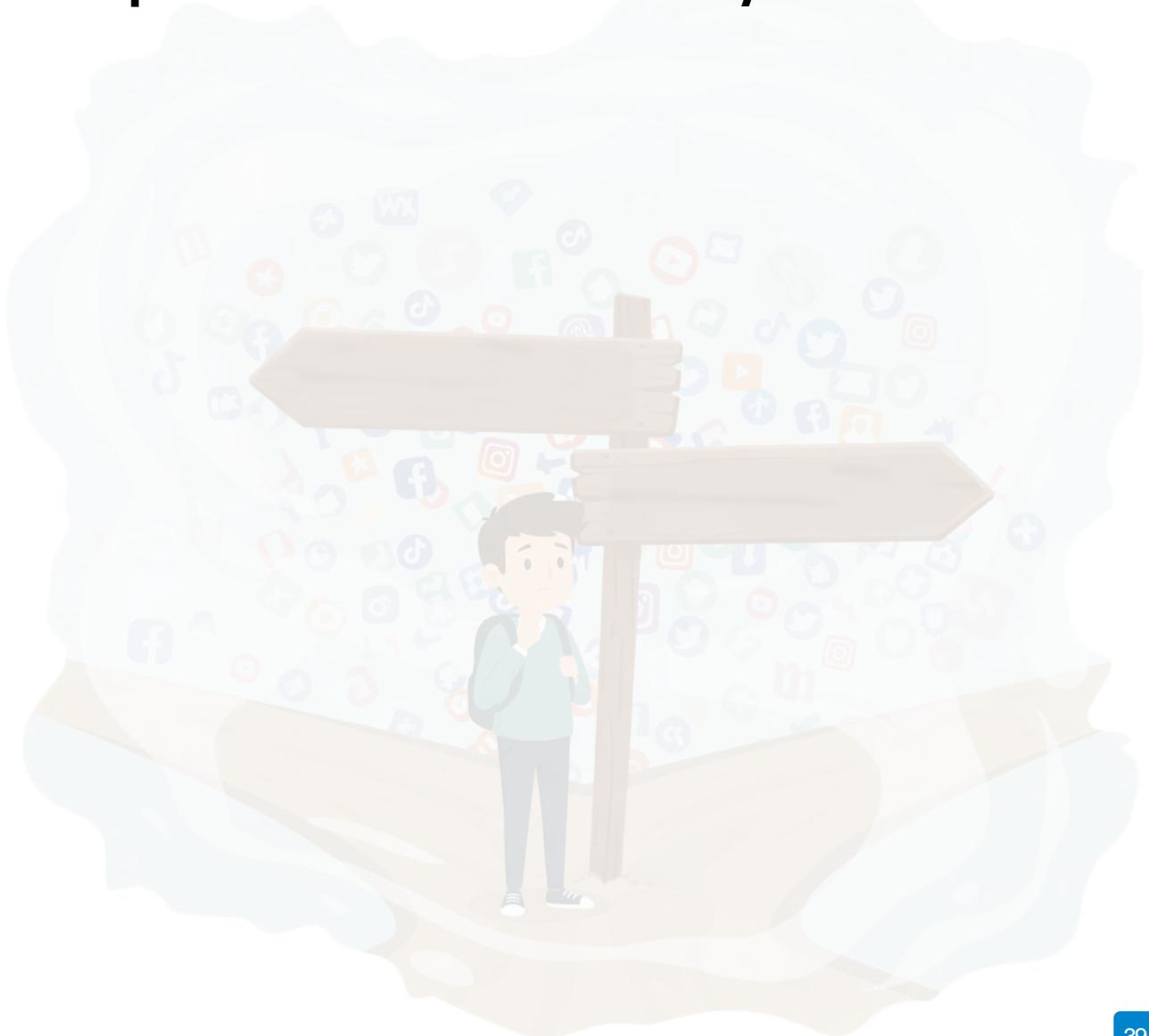
The majority of teachers perceive the media environment as having a negative effect on students' academic performance. This outcome reveals a clear need for teachers to acquire classroom technology management skills to mitigate the adverse effects of media use on students' learning and performance.

Proposed Intervention:

Integrating strategies that promote the positive and purposeful use of the media environment in support of students' academic achievement, ensuring that media and digital tools are aligned with educational objectives.

Section Two (2):

Analysis of the Results of the Field Study on the Status of Media and Information Literacy in Taiz and Hadhramaut Governorates from the Perspective of General Secondary School Students



Introduction

Media and Information Literacy (MIL) has become an urgent issue in light of the digital revolution and the growing influence of media on daily life, particularly among youth and school students. This study aims to explore the level of awareness among general secondary school students in the governorates of Taiz and Hadhramaut regarding the concept of media and information literacy, to identify their patterns of media and information use, and to examine the effects of these patterns on their educational and personal lives. The study also highlights students' habits related to news verification and their exposure to disinformation, in addition to exploring their views on the role of media in spreading hate speech and in-

fluencing social relationships.

The findings revealed an initial confusion between media and information literacy and technical skills, along with a limited awareness of the importance of critical thinking and information verification. The results also showed that social media platforms are the most frequently used sources of information, while practices related to verifying news remain in need of further reinforcement. These findings reflect an urgent need to integrate media and information literacy into school curricula and to intensify media awareness efforts in order to empower students to engage consciously and responsibly with media and information content.

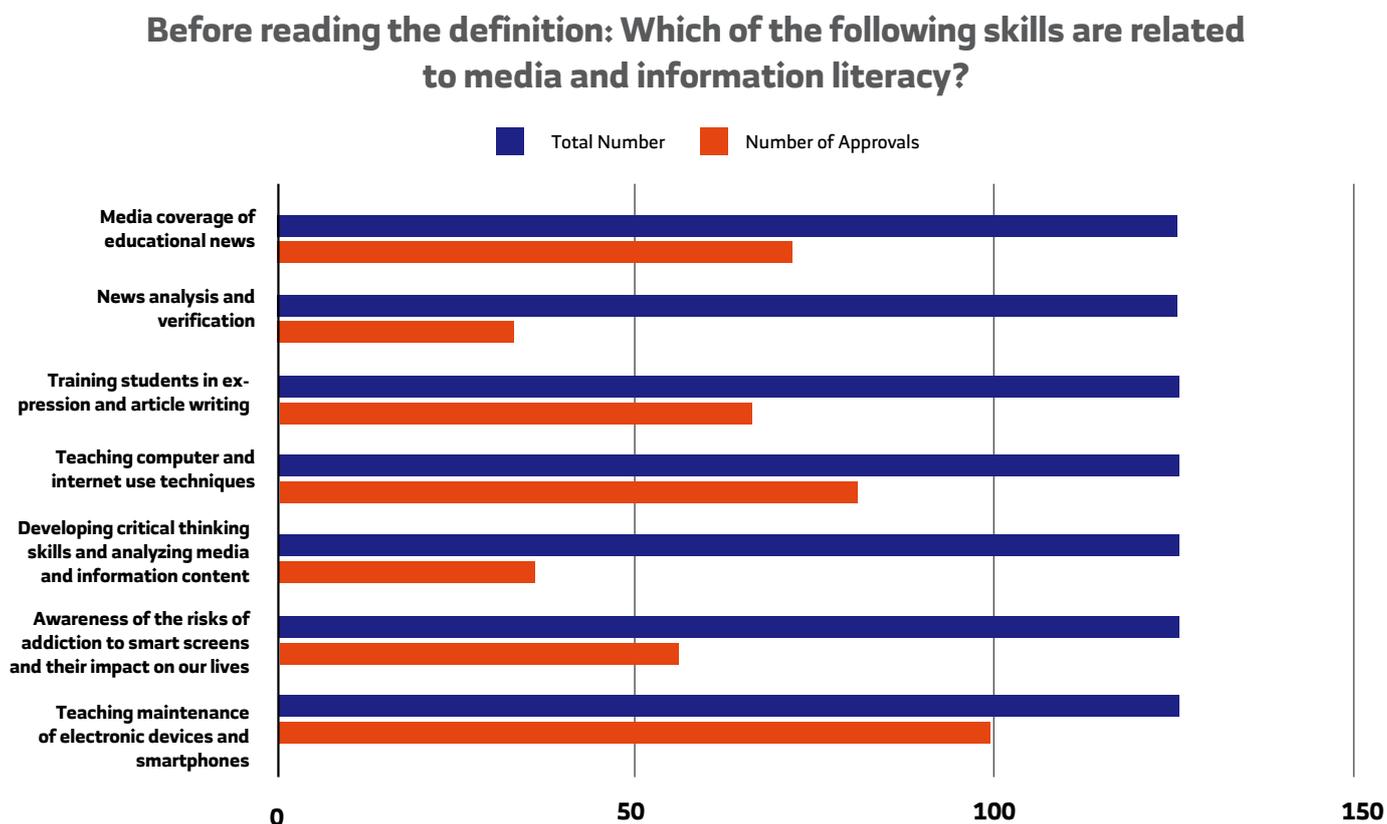
Axis 1:

Exploring Students' Understanding of the Concept and Skills of Media and Information Literacy

In light of the widespread proliferation of media and information sources, it has become essential to understand students' perceptions of the concept of media and information literacy. This axis aims to measure students' perceptions of the skills associated with this field before and after providing them with a clear definition, in order to identify knowledge gaps and potential opportunities to enhance their understanding.

Before reading the definition: Which of the following skills are related to media and information literacy?							
No.	Item	Total Number	Number Agreeing	Mean	Percentage	Standard Deviation	Visual Representation
1	Media coverage of educational news	126	72	1 0.57	57.14%	0.495	
2	News analysis and verification	126	33	0.262	26.19%	0.440	
3	Training students in expression and article writing	126	66	0.524	52.38%	0.499	
4	Teaching computer and internet use techniques	126	81	0.643	64.30%	0.479	
5	Developing critical thinking skills and analyzing media and information content	126	36	0.286	28.57%	0.452	
6	Awareness of the risks of addiction to smart screens and their impact on our lives	126	56	0.444	44.44%	0.497	
7	Teaching maintenance of electronic devices and smartphones	126	100	0.794	% 79.37	0.404	

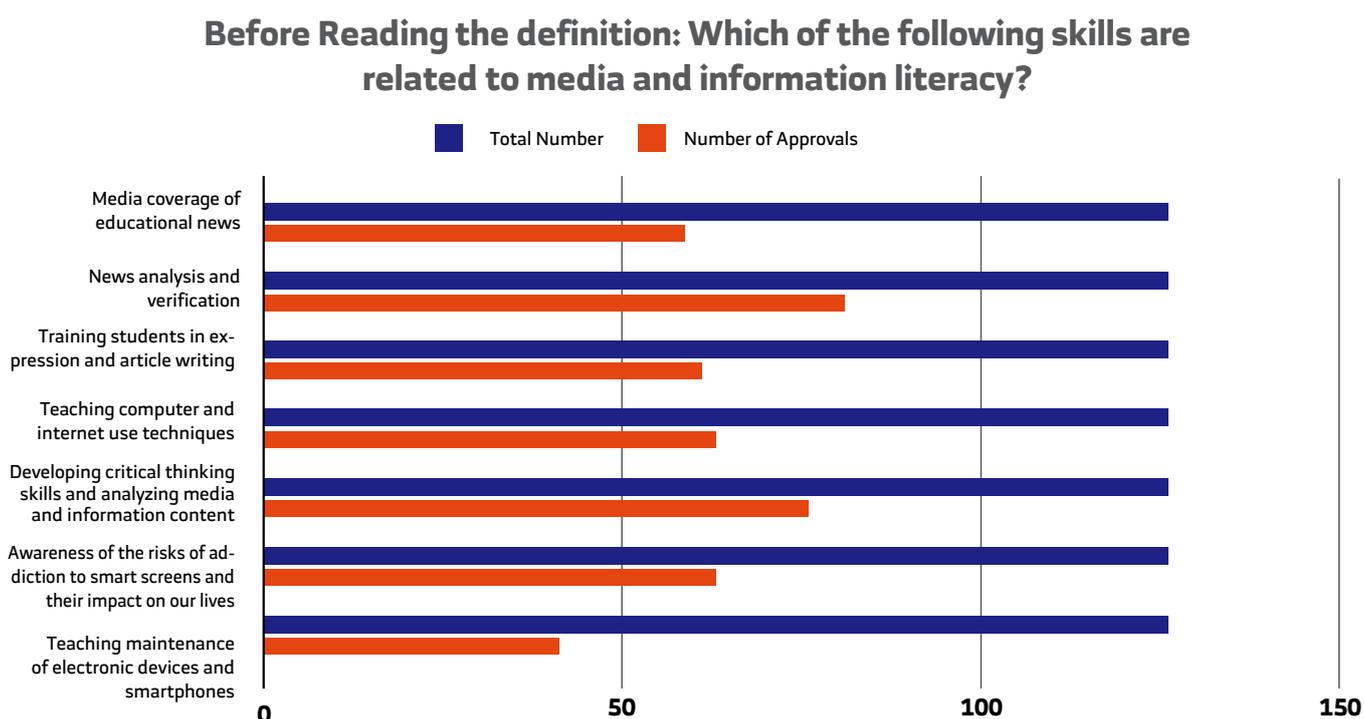
Table 16. Sample Responses to the Exploratory Question Before Reading the Definition



16. Responses to the Exploratory Question Before Reading the Definition

After reading the definition: Which of the following skills are related to media and information literacy?								
No	Item	Total Number	Number of Selections	Mean	Percentage	Standard Deviation	Visual Representation	Effect Difference
1	Media coverage of educational news	126	59	0.468	46.80 %	0.499		10.31 %
2	News analysis and verification	126	81	0.643	64.30 %	0.479		38.10 %
3	Training students in expression and article writing	126	61	0.484	48.40 %	0.499		3.97 %
4	Teaching computer and internet use techniques	126	63	0.500	50.00 %	0.500		14.29 %
5	Developing critical thinking skills and analyzing media and information content	126	76	0.603	60.30 %	0.489		31.75
6	Awareness of the risks of addiction to smart screens and their impact on our lives	126	63	0.500	50.00 %	0.500		5.56 %
7	Teaching maintenance of electronic devices and smartphones	126	41	0.325	32.50 %	0.468		46.83 %

Table 17. Responses to the Exploratory Question After Reading the Definition



17. Responses to the Exploratory Question After Reading the Definition

Interpretation of Results

1. Before Introducing the Definition of Media and Information Literacy

Before participants were introduced to the formal definition of media and information literacy, their responses were heterogeneous, indicating varied perceptions of the skills included in this domain. Key observations include:

Highest perceived relevance:

- Teaching maintenance of electronic devices and smartphones (79.37%) – reflects a common belief that media literacy is primarily technical, focused on device handling and maintenance.
- Teaching computer and internet use techniques (64.30%) – demonstrates a widespread perception that technical skills are essential to media and information literacy.

Moderate perceived relevance:

- Media coverage of educational news (57.14%) and training students in expression and article writing (52.38%) – some participants linked media literacy to communication and content production skills.
- Awareness of the risks of addiction to smart screens (44.44%) – indicates partial awareness of the negative impact of overexposure to digital media.

Lowest perceived relevance:

- News analysis and verification (26.19%) and developing critical thinking and analyzing media content (28.57%) – among the lowest-rated items, reflecting a lack of prior understanding of the centrality of analytical and critical skills in media literacy.

Key Observation:

Participants tended to associate media literacy more with technical skills (device maintenance and usage) than with analytical and critical skills, which should be the core of this field.

2. After Introducing the Definition

After participants were introduced to the formal definition, results changed significantly, indicating that the definition helped correct misconceptions.

Positive shifts toward analytical and critical skills:

- News analysis and verification increased from 26.19% to 64.30%, showing increased awareness of the importance of critical thinking in consuming news.
- Developing critical thinking and analyzing media content rose from 28.57% to 60.30%, indicating recognition that these skills are fundamental in media literacy.

Decrease in perceived relevance of technical skills:

- Teaching maintenance of electronic devices and smartphones decreased sharply from 79.37% to 32.50%, showing that participants understood media literacy is not about device maintenance but about analyzing and understanding content.
- Teaching computer and internet use techniques declined from 64.30% to 50.00%, reflecting the perception that technical knowledge is less central than analytical skills.

Minor shifts in other skills:

- Media coverage of educational news and training students in expression

and article writing experienced slight decreases, suggesting participants became more selective in linking these skills to media literacy.

- Awareness of the risks of addiction to smart screens remained relatively stable, indicating prior awareness of its relevance.

Key Observation:

After presenting the definition, participants' responses clearly shifted toward critical and analytical skills, while the misconception that media literacy focuses on device maintenance and technical skills diminished.

Conclusion

- Before presenting the definition: There was confusion between media literacy and technical skills, with an evident neglect of critical thinking and verification.
- After presenting the definition: Participants' awareness of the importance of analytical, verification, and critical thinking skills increased, reflecting the definition's effectiveness in correcting misunderstandings.

This shift underscores the importance of raising awareness about media and information literacy to enhance individuals' capacity to engage critically and responsibly with information and media.

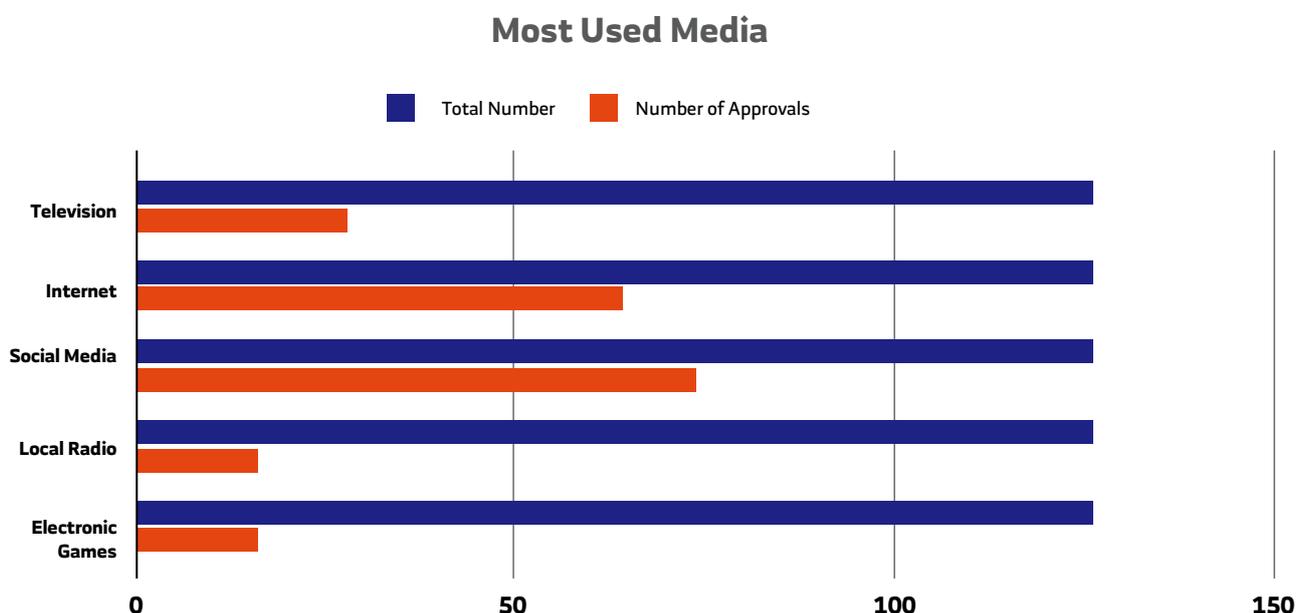
Axis 2:

Most Used Media Among High School Students

Media and information play a central role in students’ daily lives, shaping their knowledge and attitudes. This axis aims to identify the most frequently used media among high school students, helping to understand the type of content they are exposed to and its potential impact on their behavior and decisions.

Most Used Media					
Media/Information Platforms	Total Respondents	Number of Approvals	Mean	Percentage (%)	Standard Deviation
Television	126	28	0.222	22.2%	0.417
Internet	126	64	0.508	50.8%	0.501
Social Media	126	74	0.587	58.7%	0.494
Local Radio	126	16	0.127	12.7%	0.334
Electronic Games	126	16	0.127	12.7%	0.334

Table 18: Most Used Media



18: Most Used Media

Analysis of Results: Most Used Media Among High School Students

The analysis of the data on media and information use highlights clear patterns in students' reliance on different media channels. Key observations include:

1. Social Media (58.7%) – Most Used

- Social media platforms occupy the top rank, reflecting a clear shift toward interactive digital platforms such as Facebook, Twitter, Instagram, TikTok, and others.
- This indicates the significant role of social media in accessing information, interacting with content, and shaping public opinion.
- The standard deviation (0.494) shows slight variation in use among students, but overall usage is consistent.

2. Internet (50.8%) – Second Most Used

- The Internet is a primary source for direct research, browsing news sites, and using various digital services.
- This high usage highlights the digital transition, with the Internet serving as an essential tool for education, entertainment, and work.
- Standard deviation (0.501) indicates

minor individual differences in usage patterns.

3. Traditional Media – Television (22.2%)

- Television remains in use but is no longer the main information source compared to social media and the Internet.
- This decline reflects a shift toward on-demand content (e.g., YouTube, Netflix) rather than traditional broadcast channels.
- Standard deviation (0.417) points to moderate variation in dependence on television among students.

4. Local Radio (12.7%)

- Radio ranks low, showing a decrease in its role as a primary information source for high school students.
- The decline may be linked to changing consumption patterns, with audio content increasingly delivered through podcasts and digital platforms.
- Standard deviation (0.334) reflects slight variation in student usage.

5. Electronic Games (12.7%)

- While electronic games are a major

form of entertainment, they are not a significant source of information for students.

- Some educational or awareness-oriented games exist, but low usage indicates this is not a primary function.
- Standard deviation (0.334) shows minor variation among individuals. Social perceptions about gaming may also influence responses.

General Trends

- **Digital Shift:** Students increasingly rely on digital media (social media and Internet) as primary information sources, while traditional media (TV and radio) show noticeable decline.
- **Television and Radio's Reduced Role:** TV is no longer the leading medium as in previous decades; interactive platforms are preferred for ease of access and engagement.

- **Social media:** Social media's prevalence highlights its influence on public awareness, discourse, and rapid information dissemination.
- **Limited Use of Electronic Games:** Although popular for entertainment, games remain a minor source of information.

Conclusion

- Social media and the Internet are the main sources of information for students.
- Traditional media (television and radio) are declining in importance.
- Electronic games are rarely used as an information source.
- The digital transition is a reality, requiring a rethinking of information delivery and engagement strategies for modern audiences.

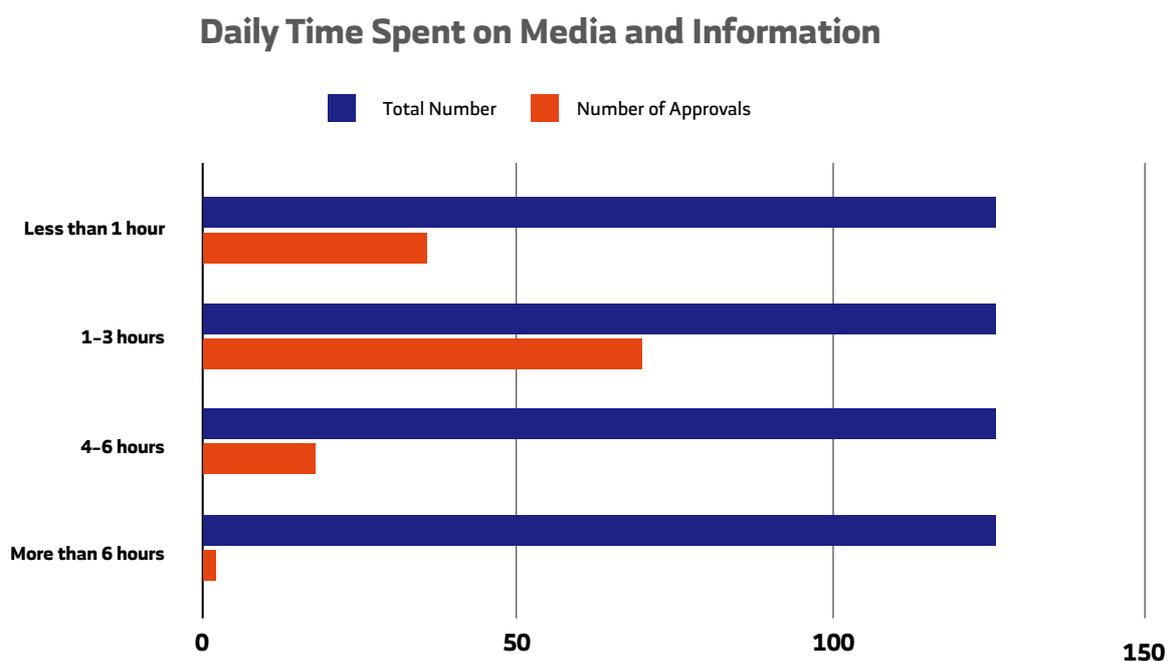
Axis 3:

Daily Time Spent Using Media and Information by High School Students

This axis examines how much time students spend using media and information sources daily, helping them to understand the balance between learning, entertainment, and healthy time management.

Daily Time Spent on Media and Information					
Option	Total Responses	Positive Responses	Mean	Percentage (%)	Standard Deviation
Less than 1 hour	126	36	0.286	28.6%	0.453
1-3 hours	126	70	0.556	55.6%	0.498
4-6 hours	126	18	0.143	14.3%	0.351
More than 6 hours	126	2	0.016	1.6%	0.125

Table 19: Daily Time Spent on Media and Information



19: Daily Time Of use

Analysis of Daily Time Spent on Media and Information by High School Students

The data provides a clear picture of students' daily media consumption patterns. Key observations and analysis are as follows:

1. Most Common Category: Moderate Use (1–3 hours daily)

- Percentage: 55.6%
- Interpretation: The majority of students spend a moderate amount of time-consuming media and information daily. This aligns with their daily activities for study, entertainment, or general online interaction.
- Standard Deviation: 0.498, indicating a slight variation among individuals in this category.

2. Second Category: Light Use (Less than 1 hour daily)

- Percentage: 28.6%
- Interpretation: A notable portion of students use media minimally, reflecting either a preference for traditional information sources, busyness with other tasks, or lifestyle choices.
- Standard Deviation: 0.453, showing

modest variation among students in this group.

3. Third Category: Intensive Use (4–6 hours daily)

- Percentage: 14.3%
- Interpretation: A smaller group spend extended periods consuming media. Long usage is uncommon, possibly due to awareness of health risks or a desire to balance digital media with other daily activities.
- Standard Deviation: 0.351, indicating more homogeneity in this group compared to lighter-use categories.

4. Least Common Category: Excessive Use (More than 6 hours daily)

- Percentage: 1.6%
- Interpretation: Very few students fall into excessive use category, suggesting that overconsumption of media is rare among the participants.
- Standard Deviation: 0.125, reflecting high uniformity within this small group.

5. General Trends

- Moderate use dominates: Most students (55.6%) use media for 1–3 hours daily, balancing learning, information consumption, and entertainment.
- Excessive use is minimal: Less than 2% exceed 6 hours per day, indicating either good time management or limited need for heavy media use.
- Extreme categories are rare: Very light (<1 hour) or very heavy (>6 hours) users represent a minority, with medium-use categories prevailing.

6. Notes on Data Accuracy and Interpretation

■ Social desirability bias:

- Participants may have underreported their actual usage to avoid being perceived as “digital addicts,” especially in cultural contexts where excessive technology use is stigmatized.
- The extremely low percentage in the “more than 6 hours” category (1.6%) might not reflect reality; some students may actually spend 4–6 hours or more but reported lower figures.

Recommendations for future research:

- Use indirect measures such as device tracking or detailed activity logs to capture actual media usage more accurately.
- Involve parents or teachers as supplementary sources of information.
- Clarify to participants that the goal is understanding usage patterns rather than judging behavior, which may improve accuracy.

Conclusion

- Reported data may underestimate actual usage due to social desirability bias.
- The number of students using media more than 6 hours daily may be higher than recorded.
- Future studies should use more precise measurement tools to reduce bias and capture true patterns of media and information consumption.

Axis 4:

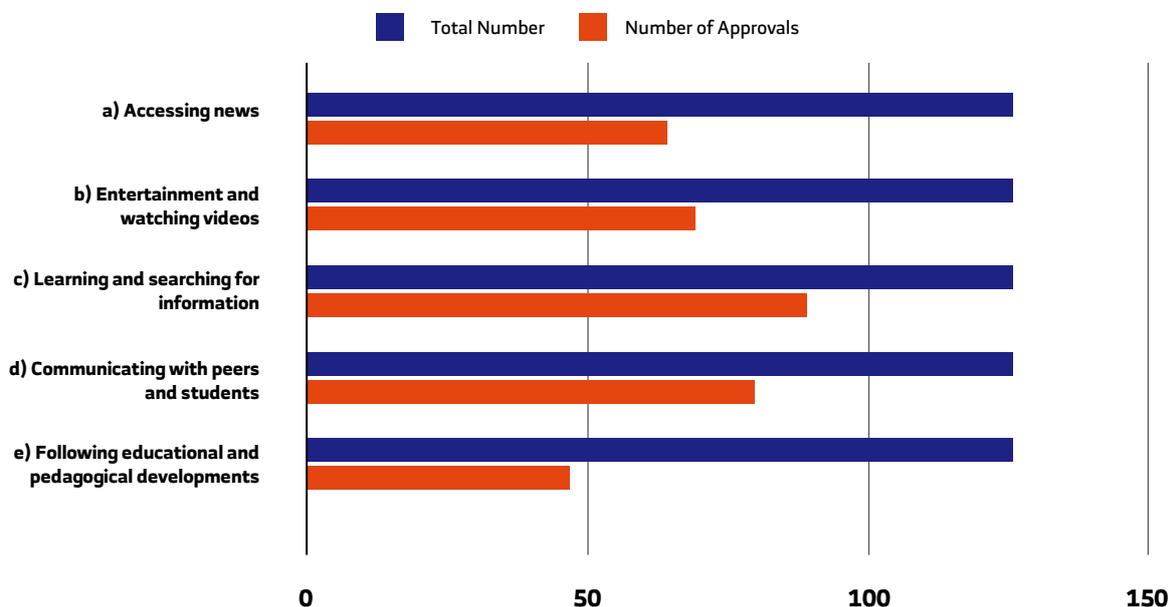
Objectives for Exposure to Media and Information

This axis examines why high school students consume media and information, highlighting their main motivations—whether for knowledge, entertainment, social interaction, or educational updates. Understanding these objectives helps guide students toward more conscious and purposeful media use.

Objectives of Exposure to Media and Information					
Objective	Total Re-sponses	Number of Agree-ments	Mean	Percent-age (%)	Standard Deviation
a) Accessing news	126	64	0.508	50.8 %	0.501
b) Entertainment and watching videos	126	69	0.548	54.8 %	0.499
c) Learning and searching for information	126	89	0.706	70.6%	0.457
d) Communicating with peers and students	126	80	0.635	63.5%	0.483
e) Following educational and pedagogical developments	126	47	0.373	37.3%	0.485

Table 20: Objectives of Exposure to Media and Information

Objectives of Exposure to Media and Information



20: Objectives of Exposure to Media and Information

Analysis of Objectives for Exposure to Media and Information

The data reflects the main reasons students use media and information and highlights their priorities when consuming content. Key observations and interpretations are as follows:

1. Most prevalent objective: Learning and information-seeking (70.6%)

- Learning and searching for information is the primary motivation:

70.6% of participants use media and information for learning and research purposes, indicating that these tools are an integral part of the educational process.

- o This high percentage shows increasing reliance on the Internet and digital resources to access information and develop skills.
- o Standard deviation (0.457) suggests a relatively consistent pattern among participants in this behavior.

2. Second objective: Communication with peers (63.5%)

- Media as a social and educational communication tool:

63.5% of students use media to interact with peers, reflecting the importance of these tools in building social links and sharing knowledge.

- o This aligns with increased use of educational apps and digital correspondence in academic environments.
- o Standard deviation (0.483) indicates slight variability among participants.

3. Third objective: Entertainment and watching videos (54.8%)

- Entertainment remains a common motive:

More than half of participants use media for leisure, such as watching videos, movies, games, or other entertainment content.

- o This highlights that the Internet and social media are not only sources of information but also key entertainment platforms.
- o Standard deviation (0.499) indicates moderate variation in participants' interest in entertainment.

4. Fourth objective: Accessing news (50.8%)

- Using media as a news source:

About half of participants rely on media to get news, showing that media continues to play a role in delivering local and global updates.

- o However, the percentage is lower than for learning or entertainment, possi-

bly reflecting concerns about news credibility or changing consumption habits.

- o Standard deviation (0.501) indicates notable variation among participants.

5. Least common objective: Following educational and pedagogical developments (37.3%)

- Lowest interest in educational updates:

Only 37.3% follow educational developments, suggesting limited engagement with the latest educational trends via media.

- o This may be due to a lack of attractive platforms for educational content or a preference for other sources outside traditional media.
- o Standard deviation (0.485) shows noticeable variation in this category.

General Trend Analysis

- Learning is the primary driver: Students use media mainly for learning and research, reflecting a growing dependence on digital sources in education.
- Media has a significant social role: High usage for peer communication underscores the importance of digital applications in academic and social interaction.
- Balance between learning and entertainment: While education is the

main purpose, entertainment still occupies a substantial portion of daily media use, showing the blending of learning and leisure in the digital age.

- Moderate news consumption and low attention to educational updates: Despite half the participants using media for news, engagement with educational content is relatively low, highlighting an opportunity to make such content more attractive and accessible.

Conclusion

- Learning and research is the top goal for using media, followed by social communication and entertainment.
- News consumption ranks lower than expected, possibly reflecting changes in habits or low trust in media sources.
- Following educational developments is the least common, pointing to the need for more effective strategies to disseminate educational updates.

Note on Data Accuracy

- Social desirability bias may affect responses: some students may have over-reported learning-related use and under-reported entertainment or news use to appear more academically engaged.
- Consequently, actual use for entertainment or news may be higher than indicated in the reported data.

Axis 5:

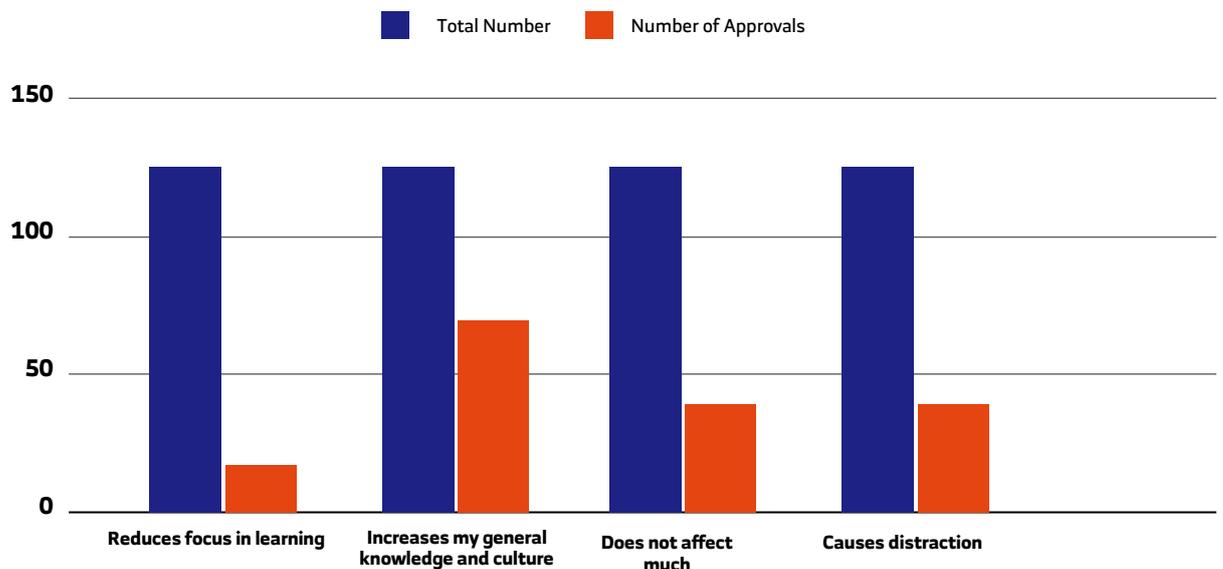
Effects of Exposure to Media and Information on the Educational Environment

This axis examines how media consumption impacts students' learning performance, highlighting both positive and negative effects.

Effects of Media and Information Exposure on the Educational Environment					
Effect	Total Responses	Number of Agreements	Mean	Percentage (%)	Standard Deviation
Reduces focus in learning	126	46	0.365	36.5%	0.483
Increases my general knowledge and culture	126	70	0.556	55.6%	0.498
Does not affect much	126	39	0.310	31.0%	0.464
Causes distraction	126	38	0.302	30.2%	0.460

Table 21: Effects of Media and Information Exposure on the Educational Environment

Effects of Media and Information Exposure Table



21: Effects of Media and Information Exposure on the Educational Environment

Analysis of the Effects of Exposure to Media and Information

These data reflect participants' perspectives on how media and information influence their lives, whether positively or negatively. The following is a detailed analysis of the main trends:

1. Most Common Positive Effect: Increased Knowledge and General Culture (55.6%)

- Media enhances knowledge: More than half of the participants (55.6%) reported that exposure to media and information helps them expand their knowledge and general culture.
- Implication: This indicates that many students benefit from the Internet and media as tools for learning and developing cognitive skills.
- Standard deviation: (0.498) reflects a slight variation among participants in the perceived impact.
- Consistency with previous findings: This result aligns with earlier data showing that learning and information-seeking is the primary goal of media use.

2. Most Significant Negative Effect: Reduced Concentration in Education (36.5%)

- Reduced focus: 36.5% of participants believe that media reduces their concentration during study.

- Implication: Unregulated media use may negatively affect academic performance for some students.
- Standard deviation: (0.483) indicates variability among participants, suggesting that this effect is not universal but fairly common.
- Possible causes: This effect may result from multiple distractions, such as notifications and switching between different apps while studying.

3. Less Common Effect: Minimal Impact (31.0%)

- No clear effect: 31.0% of participants reported that media does not significantly affect their lives, either positively or negatively.
- Standard deviation: (0.464) indicates individual differences in perception.
- Implication: These students may manage their time effectively, reducing media's influence on their academic and personal life.

4. Effect on Attention and Distraction (30.2%)

- Distraction: 30.2% of participants believe that media leads to attention dispersion, another negative effect that can impact focus and productivity.

- Standard deviation: (0.460) reflects variation in perception among participants.
- Possible cause: Frequent switching between applications and different content may make sustained focus difficult.

5. General Trends and Observations

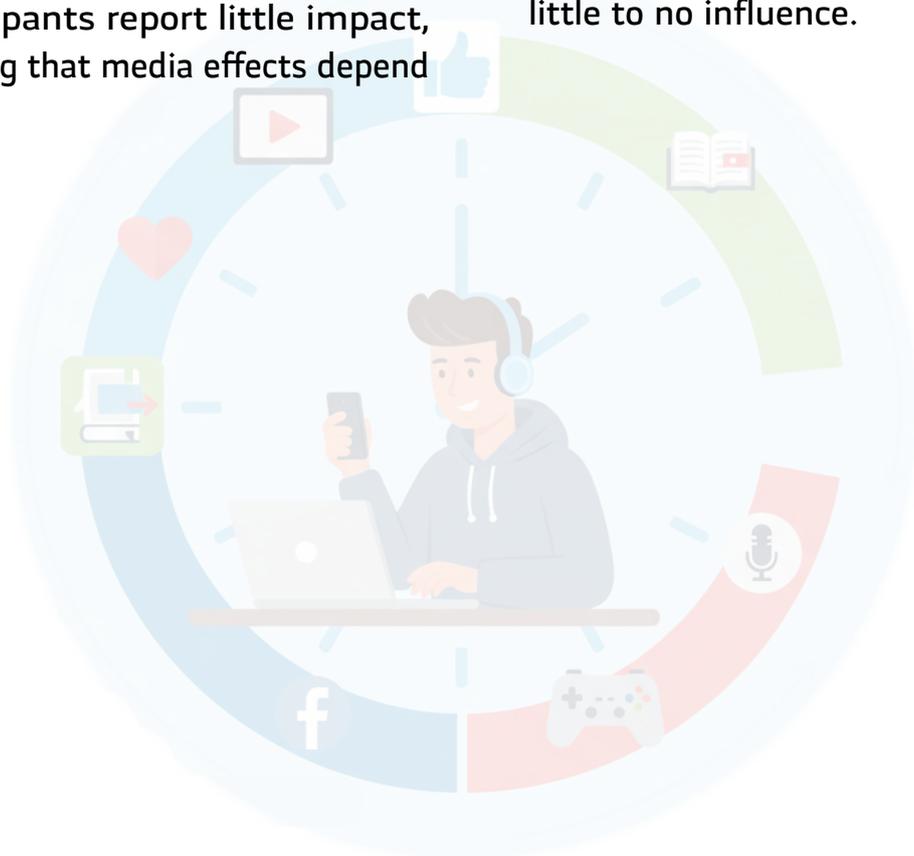
- Positive impact dominates: Despite the negative effects, most participants view media as enhancing their knowledge and culture, highlighting its educational role.
- Negative effects are notable but less prevalent: Over one-third feel that media reduces focus or causes distraction, potentially affecting academic performance.
- Variability in responses: Around 31% of participants report little impact, suggesting that media effects depend

on self-regulation and personal time management.

- Potential response bias: As with previous sections, some participants may have understated negative effects or exaggerated positive effects to present a socially favorable image of their media use.

Conclusion

- More than half of participants benefit from media by increasing knowledge and general culture, reflecting its positive role in learning.
- Negative effects, such as reduced concentration and distraction, exist but are less widespread than the positive impact.
- There is variation in how participants are affected by media; some perceive little to no influence.



Axis 6:

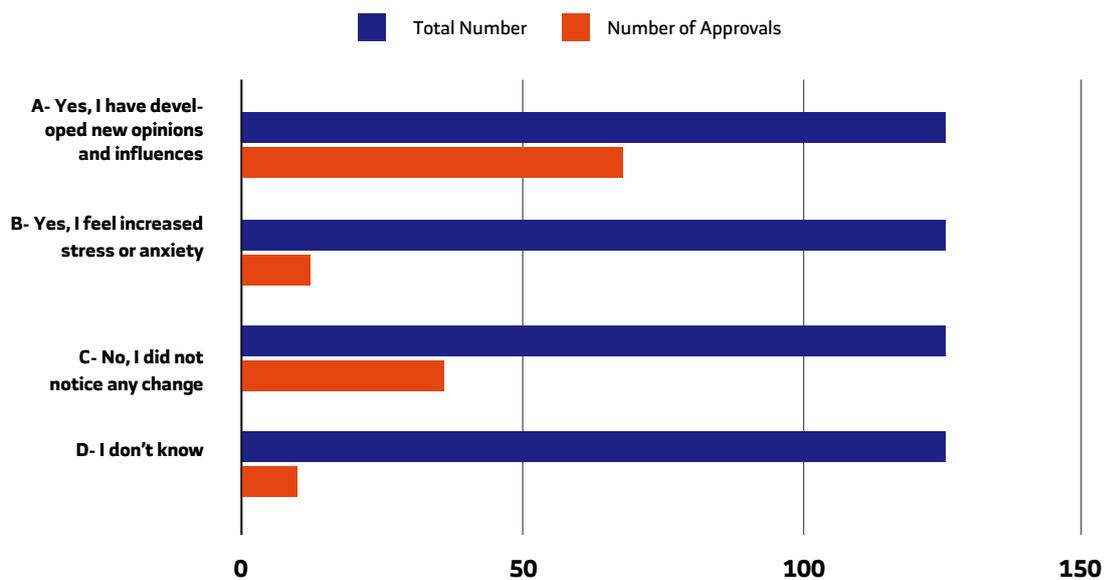
Personal Effects of Exposure to Social Media

Social media has become an integral part of students’ daily lives, influencing their opinions, attitudes, and even their mental health. This axis aims to examine the impact these platforms have on students’ personalities, whether in terms of developing new ideas or causing feelings of anxiety and stress.

Personal Effects of Exposure					
Option	Total	Number of Agreements	Mean	Percentage (%)	Standard Deviation
A- Yes, I have developed new opinions and influences	126	68	0.540	54.0 %	0.500
B- Yes, I feel increased stress or anxiety	126	12	0.095	9.5 %	0.294
C- No, I did not notice any change	126	36	0.286	28.6 %	0.453
D- I don’t know	126	10	0.079	7.9 %	0.271

Table 22: Personal Effects of Exposure

Effects of Exposure to Social Media Table



22: Personal Effects of Exposure

Analysis of the Personal Effects of Exposure to Social Media

These data reflect the extent to which social media impacts participants in terms of shaping opinions, causing anxiety, or having no noticeable effect. Below is a detailed analysis of the main trends:

1. Most prominent effect: acquiring new opinions and influences (54.0%)

- More than half of the participants (54%) feel that social media has influenced their opinions and beliefs. This high percentage indicates that social media plays a significant role in shaping public opinion and introducing new ideas and perspectives. The standard deviation (0.500) reflects variation among participants in perceiving this effect, meaning it is not universal but widely common.
- This effect can be positive, such as exposing users to new issues, fostering critical thinking, or exploring diverse viewpoints. However, it could also be negative if linked to disinformation, manipulation, or exposure to misleading content.

2. Least common effect: increased stress or anxiety (9.5%)

- Less than 10% of participants reported that social media causes them stress or

anxiety. Despite widespread concerns about social media's impact on mental health, only 9.5% reported feeling increased tension or worry. The standard deviation (0.294) reflects relative agreement among those affected.

- The actual figure might be higher, but some participants may have been reluctant to acknowledge negative psychological effects. Anxiety and stress could relate to social pressures, cyberbullying, or social comparison.

3. No noticeable effect for some participants (28.6%)

- Over a quarter of participants (28.6%) did not notice any change due to social media.
- This group perceives their engagement with social media as having no clear positive or negative impact. The standard deviation (0.453) shows variation among participants in this category.
- These participants may be more conscious of their social media use or less engaged with influential content. The effect of social media often depends on the type of content consumed, how it is consumed, and the level of engagement in discussions.

4. Uncertainty about the effect (7.9%)

- About 7.9% of participants were unable to determine the impact of social media on them.
- This group is unsure whether social media use affects their lives. The standard deviation (0.271) indicates that this is a small but present group.
- They may require more time or self-awareness to assess the true influence of social media on their thoughts and behaviors. This could also indicate superficial engagement with content without noticeable personal impact.

5. General trends and observations

- Social media has a significant influence on opinion formation: More than half of the participants were affected by new ideas and perspectives through social media, highlighting its role in shaping societal awareness.
- Negative effects such as stress and anxiety are less common in this sample: Only 9.5% reported increased worry, which may reflect healthy usage

patterns or reluctance to admit negative emotions.

- A large number of users do not perceive a noticeable effect: Around 28.6% did not report any change, suggesting balanced use or resilience to digital content.
- Potential response bias: Some participants may have underreported negative effects to avoid admitting psychological impact from social media.

Conclusion

- Social media plays an important role in shaping opinions, with 54% of participants reporting that they gained new ideas and influences.
- Negative effects, such as stress and anxiety, exist but are less widespread than expected, indicating variation in user experiences.
- 28.6% did not notice any clear impact, while a small portion (7.9%) were unsure of the effects, suggesting a need for further research on indirect or subtle impacts of social media exposure.

Axis 7:

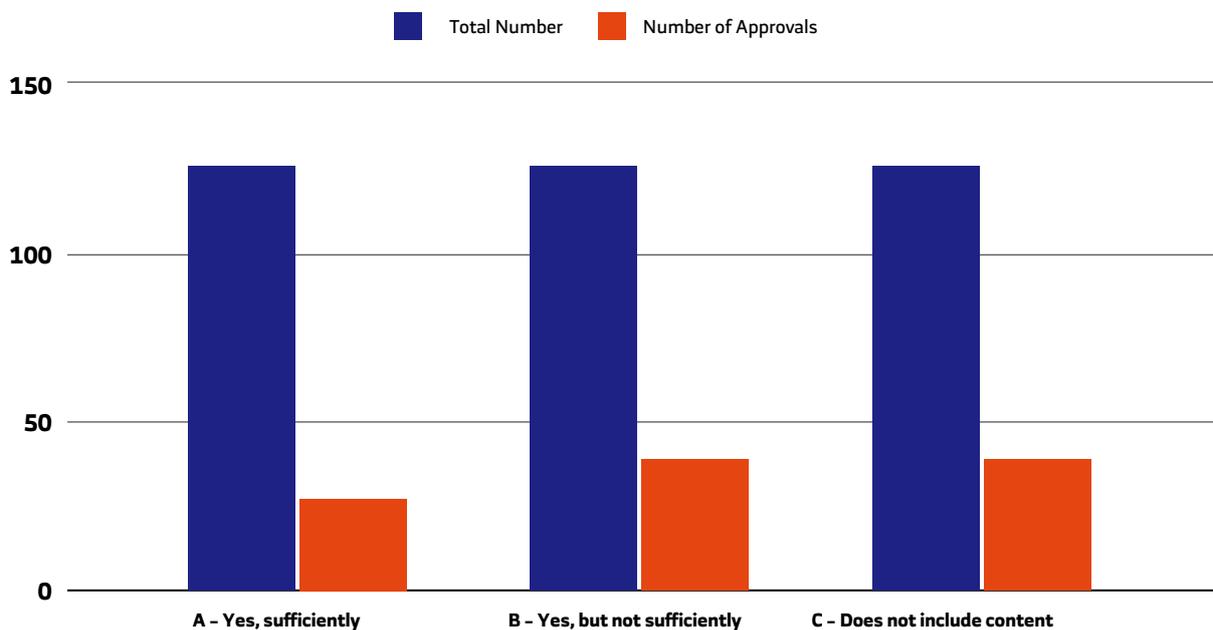
Availability of Educational Content on Media and Information

Educational curricula are one of the fundamental factors in shaping students’ awareness of media and information literacy. This axis examines the extent to which educational content dedicated to this subject is available in current curricula and whether it is sufficient to meet students’ needs in understanding media and critically and consciously handling information.

Availability of Educational Content on Media and Information					
Option	Total	Number of Approvals	Mean	Percentage (%)	Standard Deviation
A – Yes, sufficiently	126	28	0.222	22.2 %	0.417
B – Yes, but not sufficiently	126	40	0.317	31.7 %	0.466
C – Does not include content	126	58	0.460	46.0 %	0.500

Table 23: Availability of Educational Content on Media and Information

Availability of Educational Content on Media and Information



23: Availability of Educational Content on Media and Information

Analysis of the Results for the Axis on the Availability of Educational Content on Media and Information:

1. Insufficiency of educational content:

The majority of participants (46%) indicated that educational content on media and information is completely absent.

- A significant portion (31.7%) acknowledged that such content exists, but not sufficiently. This points to a clear gap in providing adequate educational materials on this topic.

2. Need for content development:

The results highlight an urgent need to develop comprehensive and effective educational content on media and information. Such content should cover various aspects, including how to handle news and information, evaluate sources, and apply critical thinking skills.

3. Variation in opinions:

The standard deviation for each option indicates some variation in participants' views, reflecting differing perceptions

of the availability and adequacy of the content.

Conclusion:

The findings indicate a lack of dedicated educational content on dealing with media and information. This aligns with the researcher's previous study analyzing media and information literacy in school curricula. The results underscore the importance of conducting a comprehensive curriculum evaluation to assess coverage of media and information topics.

Recommendations include:

- Developing teacher training programs to enable effective instruction on this subject.
- Creating diverse educational resources, such as visual and audio materials, to meet different student needs.
- Encouraging classroom discussions and dialogues on media and information to foster critical engagement and awareness.

Axis 8:

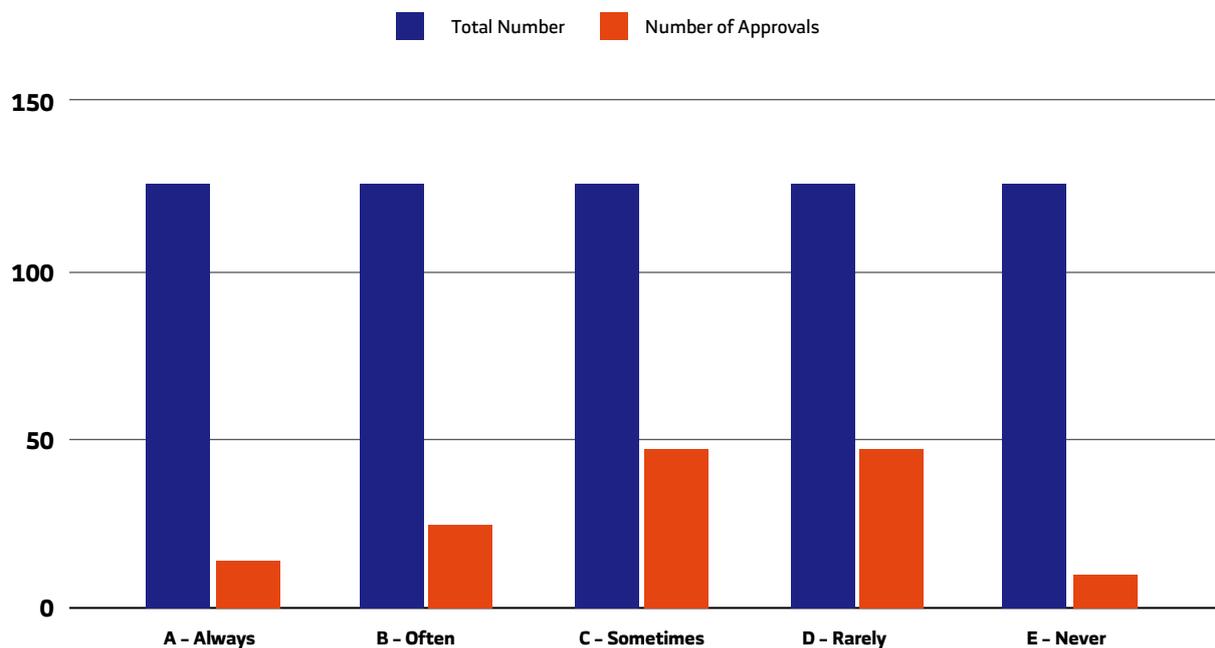
Verifying News and Information

In the era of fast-paced news and information overflow, the need to verify news before believing or sharing it is increasingly critical. This axis focuses on the extent to which students adhere to the habit of verifying news, aiming to understand their awareness of the importance of checking information before dissemination.

Frequency of Information Verification Habits					
Option	Total	Approvals	Mean	Percentage (%)	Standard Deviation
A - Always	126	14	0.111	11.1 %	0.315
B - Often	126	25	0.198	19.8 %	0.400
C - Sometimes	126	48	0.381	38.1 %	0.487
D - Rarely	126	29	0.230	23.0 %	0.422
E - Never	126	10	0.079	7.9 %	0.271

Table 24: Frequency of Information Verification Habits

Frequency of Information Verification Habits



24: Verification Habits

Analysis of Results: Extent of Practicing the Habit of Verifying News and Information

1. Significant Variation:

The results reveal a notable variation in students' habits of verifying news and information. The majority of participants (38.1%) report that they verify news and information "sometimes." A substantial portion (23%) does so "rarely," and 19.8% verify "often." Very few participants (11.1%) verify news "always," while 7.9% never engage in verification.

2. Need to Promote Verification Habits:

These findings highlight an urgent need to strengthen the habit of verifying news and information among students. Participants should be encouraged to verify content more consistently, ideally "always" or "often," to enhance media literacy and critical thinking.

3. Variation in Opinions:

The standard deviation for each option

indicates variability in participants' responses, suggesting underlying differences in attitudes, awareness, or skills related to verification. This underscores the need for further research to identify the reasons behind these differences.

Conclusion:

Although a notable percentage of students (38.1%) verify news and information occasionally, a considerable number (23%) do so rarely, and only a small fraction (11.1%) verify consistently. These results emphasize the importance of awareness campaigns to promote verification habits, providing reliable tools and resources for checking information, integrating verification skills into school curricula, and encouraging classroom discussions on the significance of verifying news and information.

Axis 9:

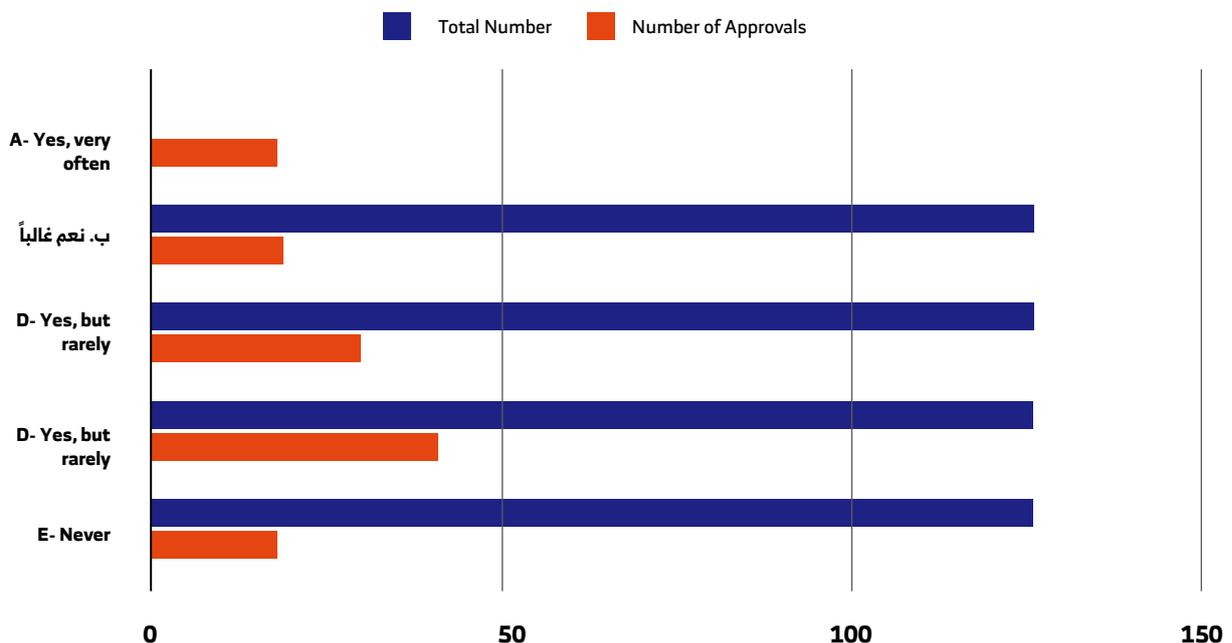
Verifying News and Information

Disinformation has become one of the major challenges facing societies today, especially with the widespread circulation of false news online. This axis examines the extent to which students are exposed to such information, helping to identify the need to enhance awareness of verification methods and combat media disinformation.

Exposure to Disinformation					
Exposure Level	Total Participants	Number of Affirmatives	Mean	Percentage (%)	Standard Deviation
A- Yes, very often	126	18	0.143	14.3 %	0.351
B- Yes, often	126	19	0.151	15.1 %	0.359
D- Yes, but rarely	126	30	0.238	23.8 %	0.427
D- Yes, but rarely	126	41	0.325	32.5 %	0.470
E- Never	126	18	0.143	14.3 %	0.351

Table 25: Exposure to Disinformation

Exposure to Disinformation Table



25: Exposure to Disinformation

Analysis of Results for Exposure to

Disinformation

1. Prevalence of Disinformation:

The results indicate that a significant portion of participants are exposed to disinformation at varying degrees. The highest percentage (32.5%) reports being exposed to disinformation “rarely,” followed by 23.8% who experience it “sometimes.” The percentages for “very often” and “often” exposures are relatively close (14.3% and 15.1%, respectively). Interestingly, the percentage of participants who reported “never” being exposed is equal to those exposed “very often,” suggesting that while some participants rarely encounter misinformation, a similar proportion is largely unaffected.

2. Variation in Exposure Levels:

There is considerable variation in the level of exposure to disinformation among participants, as responses are distributed across all categories. This variation highlights the need for increased awareness across all segments of society to understand, recognize, and respond to misinformation effectively.

3. Need for Awareness and Education:

The findings emphasize the urgent need to raise awareness about the dangers of disinformation and ways to deal with it. Efforts should include:

- o Conducting workshops and awareness sessions.
- o Integrating media literacy and critical thinking content into school curricula.
- o Launching intensive public campaigns to educate about recognizing and addressing misinformation.
- o Developing training programs to enhance critical thinking skills.
- o Encouraging the use of reliable information sources and verifying news and information before sharing.
- o Supporting initiatives aimed at combating disinformation on the internet and social media platforms.

These measures are crucial to empower individuals to navigate the digital information environment responsibly and reduce the impact of disinformation on society.

Axis 10:

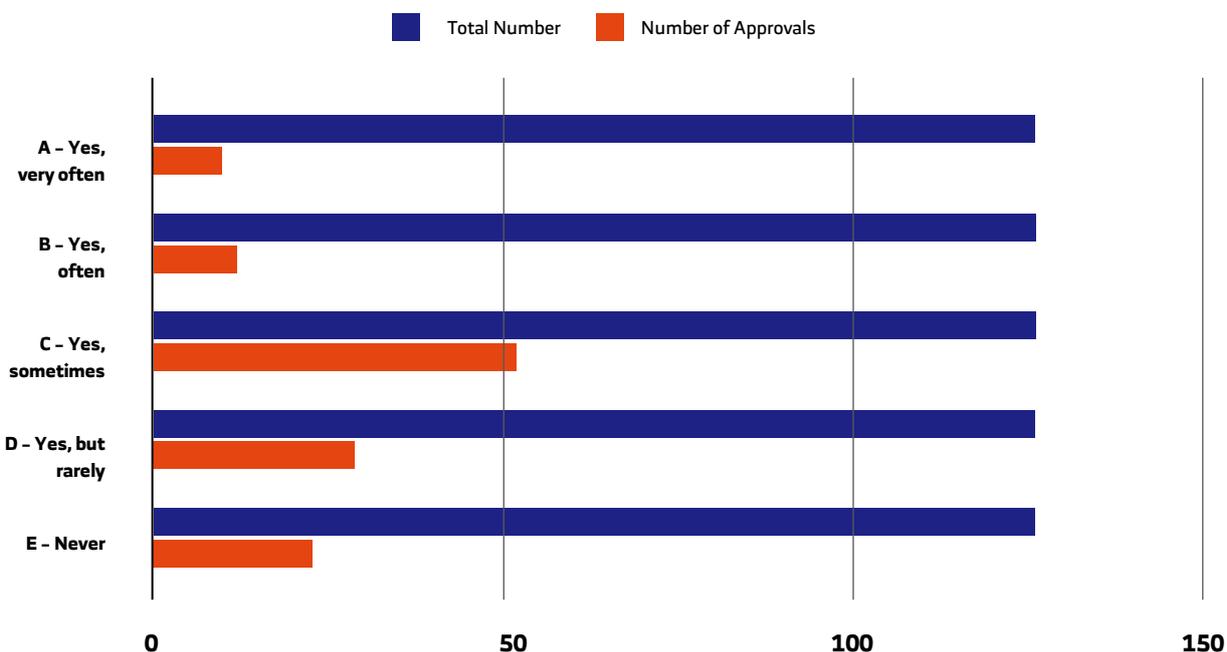
Students' Perception of Media's Contribution to Hate Speech

Media plays a pivotal role in shaping public opinion, but it can sometimes contribute to spreading hate speech and societal division. This axis aims to assess students' perceptions of the extent to which media influences the dissemination of such discourse, helping to understand the role of media in either promoting or limiting this phenomenon.

Students' perception of media's contribution to hate speech					
Option	Total	Agree	Mean	%	Std. Dev.
A – Yes, very often	126	10	0.079	7.9 %	0.271
B – Yes, often	126	12	0.095	9.5 %	0.294
C – Yes, sometimes	126	52	0.413	41.3 %	0.494
D – Yes, but rarely	126	29	0.230	23.0 %	0.422
E – Never	126	23	0.183	18.3 %	0.387

Table 26: Media and Hate Speech

Students' perception of media's contribution to hate speech



26: Media and Hate Speech

Analysis of the Results for Students' Perception of Media's Role in Spreading Hate Speech:

The results indicate that a significant proportion of students believe that media contributes to hate speech to varying degrees.

- The highest percentage (41.3%) indicates that students think media contributes to hate speech “sometimes.”
- The percentages for contribution “rarely” and “never” are relatively close (23.0% and 18.3%, respectively).
- The percentages for contribution “very often” and “often” are low (7.9% and 9.5%, respectively).

Variation in perceived impact:

There is a variation in how students perceive the media's contribution to hate speech, as responses are distributed across all options. This variation highlights the need for comprehensive awareness campaigns for all groups regarding the risks of hate speech and the role of media in spreading it, as well as educating students on how to deal with media content that promotes hatred.

Axis 11:

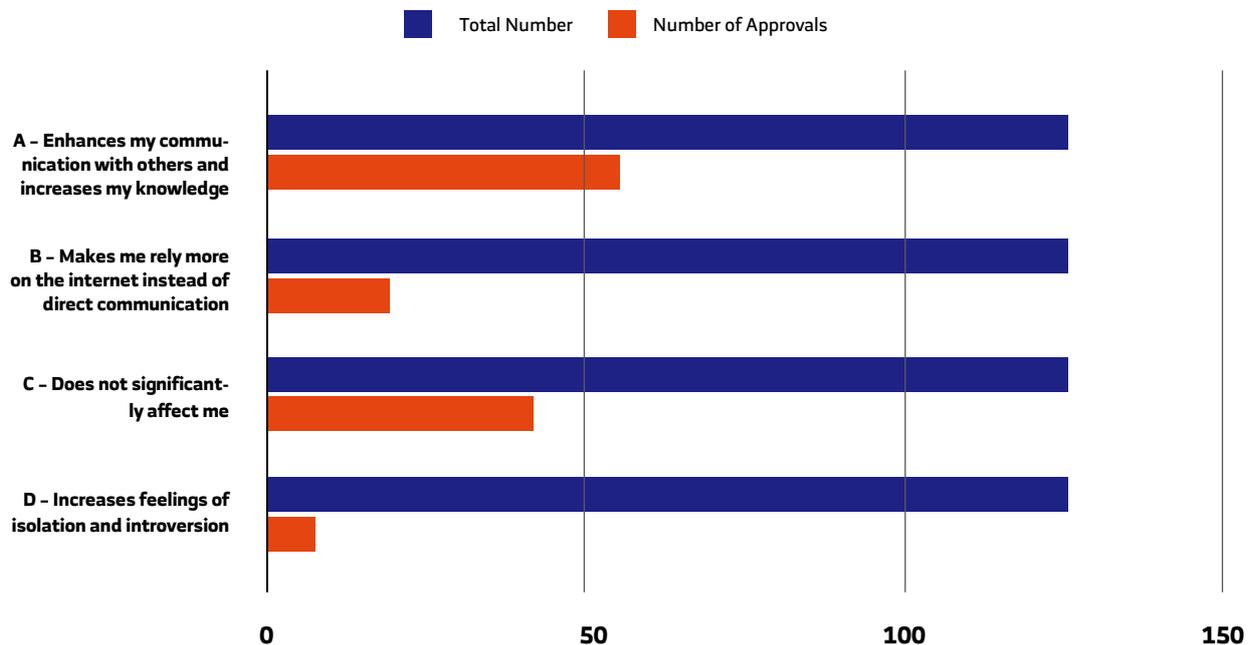
The Impact of Social Media on Social Relationships

Although social media facilitates communication between individuals, it may also lead to isolation and excessive reliance on virtual interaction. This axis examines the effect of these platforms on students' social relationships, assessing whether they strengthen social bonds or reduce direct communication.

Effect of Social Media on Social Relationships					
Option	Total	Number of Approvals	Mean	Percentage (%)	Standard Deviation
A – Enhances my communication with others and increases my knowledge	126	56	0.444	44.4 %	0.498
B – Makes me rely more on the internet instead of direct communication	126	20	0.159	15.9 %	0.367
C – Does not significantly affect me	126	42	0.333	33.3 %	0.473
D – Increases feelings of isolation and introversion	126	8	0.063	6.3 %	0.244

Table 27: Impact of Social Media on Social Relationships

Impact of Social Media on Social Relationships



27: Impact on Social Relationships

Analysis of the Results for the Axis on the Impact of Social Media on Students' Social Relationships

Diverse effects of social media:

The results indicate that social media has varied effects on social relationships, as responses are distributed across all options.

- The highest percentage (44.4%) shows that participants believe social media “enhances their communication with others and increases their knowledge.”
- A significant proportion (33.3%) feel that social media “does not significantly affect them.”
- About 15.9% believe social media “makes them more reliant on the internet instead of direct communication.”
- The lowest percentage (6.3%) report that social media “increases feelings of isolation and introversion.”

Variability in opinions:

There is notable variability in participants' views on the impact of social media on social relationships, reflecting a need for increased awareness among all community groups regarding responsible use of social media.

Predominantly positive effect:

The largest proportion of participants perceive social media as having a positive effect on their social relationships. However, attention should also be given to potential negative effects, such as excessive reliance on the internet and feelings of isolation.

Axis 12:

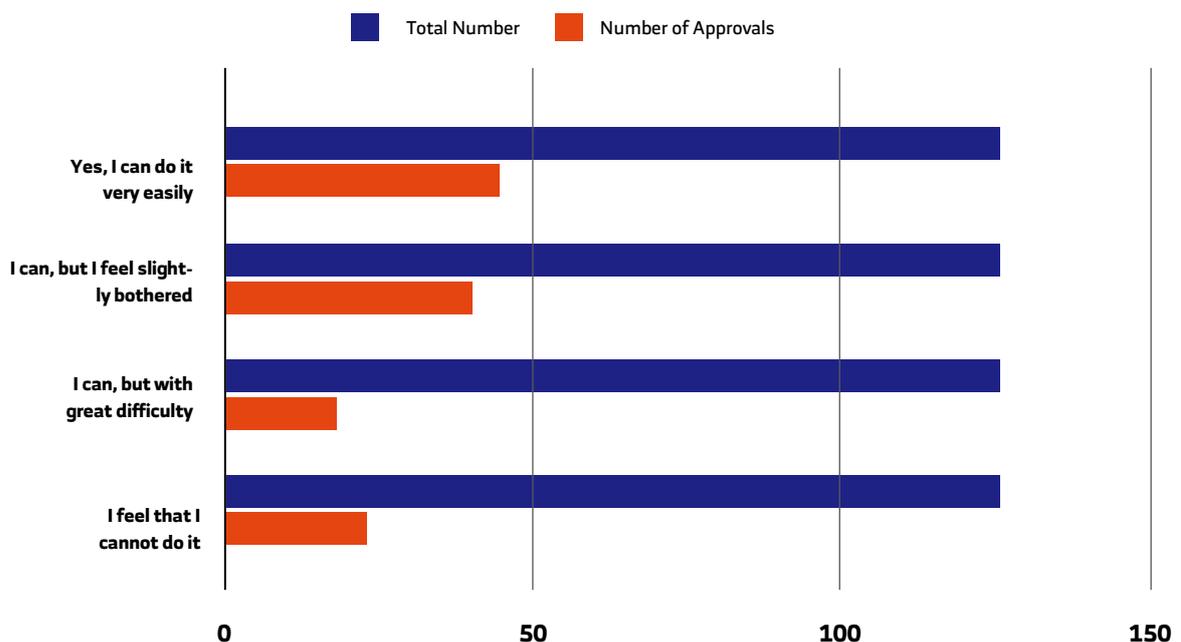
Students' Ability to Control Their Time Spent on Media and Information

With the increasing use of media, the ability to organize and manage time has become an essential skill. This axis examines students' ability to control the time they spend on media, whether they find it easy or difficult, and highlights the need for effective time management strategies.

Students' Ability to Control Media and Information Exposure					
Option	Total	Number of Agreements	Mean	Percentage (%)	Standard Deviation
Yes, I can do it very easily	126	45	0.357	35.7 %	0.481
I can, but I feel slightly bothered	126	40	0.317	31.7 %	0.467
I can, but with great difficulty	126	18	0.143	14.3 %	0.351
I feel that I cannot do it	126	23	0.183	18.3 %	0.387

Table 28: Ability to Control Time

Students' Ability to Control Their Time Spent on Media and Information



28: Ability to Control Time

Analysis of Results for Students' Ability to Control

Time Spent on Media and Information

1. Variation in the Ability to Control:

The results indicate a variation in students' ability to control their time spent on media and information.

- The highest percentage (35.7%) shows that students feel they can easily control their exposure time to media.
- A significant percentage (31.7%) reported that they "can but feel slightly bothered."
- 18.3% of students feel that they "cannot control it at all."
- The lowest percentage (14.3%) indicated that they "can, but with great difficulty."

2. Difficulties in Control:

- A large portion of students (50%) experience difficulties in managing their time with media and information. This highlights the challenges students face in organizing their time in front of media and information sources.

3. Need for Awareness and Guidance:

- The results emphasize the need to raise awareness about the importance of managing time spent on media and information. Students should be educated on how to organize their time and set priorities.
- It is recommended to organize workshops and seminars to teach students time management and planning skills.
- Provide tools and resources that help students manage their time effectively when using media and information.
- Encourage students to set clear goals for their media exposure and to maintain adequate rest and sleep.
- Promote dialogue and discussion about time management in classrooms.
- Guide parents on the importance of monitoring and directing their children in managing media time.

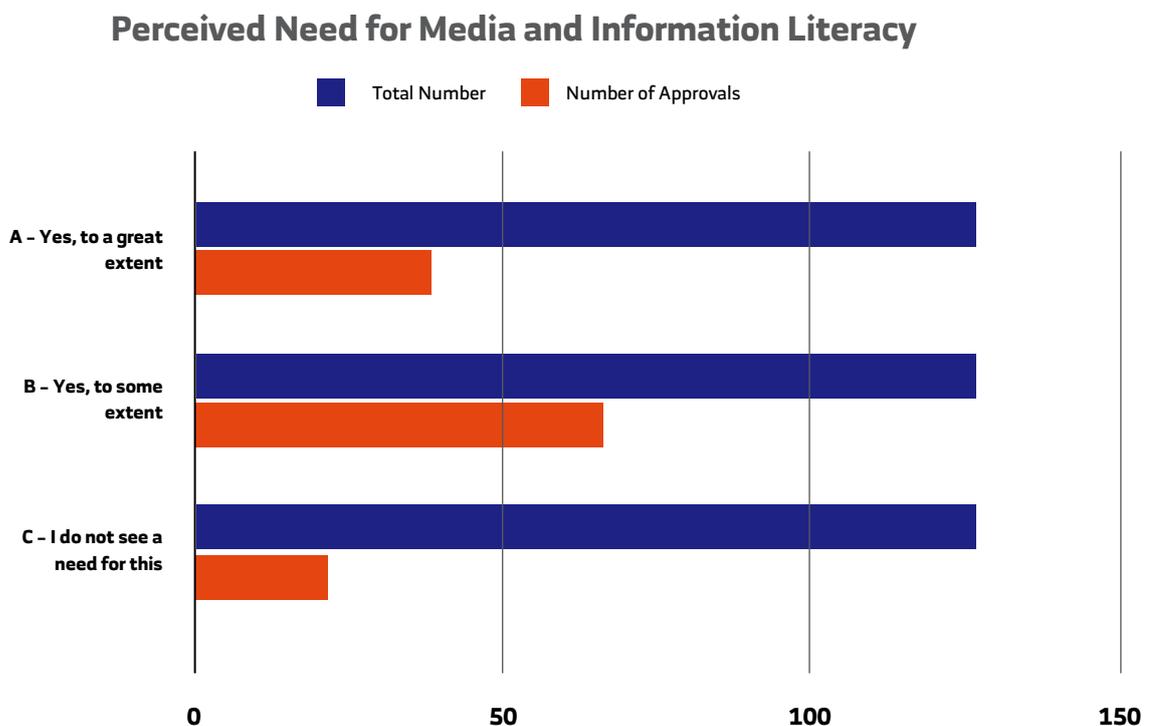
Axis 13:

Perceived Need for Media and Information Literacy

With the increasing spread of media content and the diversity of information sources, the need to develop media and information literacy skills among students becomes more evident. This axis aims to explore the extent to which students recognize the importance of this type of literacy and whether they feel a genuine need to learn skills for interacting with media and information in a critically aware manner.

Perceived Need for Media and Information Literacy					
Option	Total	Number of Agreements	Mean	Percentage (%)	Standard Deviation
A – Yes, to a great extent	126	38	0.302	30.2 %	0.460
B – Yes, to some extent	126	66	0.524	52.4 %	0.501
C – I do not see a need for this	126	22	0.175	17.5 %	0.381

Table 29: Perceived Need for Media and Information Literacy



29: Perceived Need for Media and Information Literacy

Analysis of the Results for the Axis on the Need for Media and Information Literacy:

1. Urgent need for media and information literacy:

The results indicate that a significant proportion of students feel the need for media and information literacy.

- The highest proportion (52.4%) indicates that students feel they need media and information literacy “to some extent.”
- A proportion of 30.2% feel they need it “to a great extent.”
- A smaller proportion (17.5%) feel they do not need media literacy.

Conclusion:

- Increasing awareness of the importance of media and information literacy:
- The results reflect a growing awareness among students of the importance of media and information literacy in their lives.
- This awareness highlights the need to equip students with the necessary skills to interact effectively with media and information.

The results emphasize the importance of meeting this need through educational and training programs in the field of media and information literacy. This includes integrating media and information literacy into curricula at various educational stages, organizing workshops and training courses for students on media and information literacy skills, providing diverse and accessible learning resources on media and information literacy, and encouraging dialogue and discussion on these issues in classrooms.

Additionally, raising awareness among parents about the importance of media and information literacy and their role in supporting their children is essential.

Knowledge and Skills Gaps Revealed by the Study Results

Based on the analysis of the study's results, a set of knowledge and skills gaps were identified among high school students regarding media and information literacy. Addressing these gaps forms the foundation of any training project aimed at enhancing their ability to interact with media and information in a critical and conscious manner. Based on the findings, these gaps can be categorized into cognitive gaps (related to awareness and theoretical understanding) and skills gaps (related to practical application and skill acquisition).

First: Cognitive Gaps

1. Limited understanding of media and information literacy as a comprehensive concept:

Results indicate that students tend to associate media literacy primarily with technical aspects (e.g., device maintenance and Internet use) rather than analytical and critical aspects. This highlights a lack of comprehensive understanding of media literacy as a process aimed at developing critical thinking and verifying information.

2. Lack of awareness of the risks of disinformation:

A large proportion of students are exposed to disinformation, yet they do not have sufficient awareness of its dangers or knowledge of how to detect it.

3. Limited perception of media's role in shaping public opinion and hate speech:

Although some students recognize media's role in spreading hate speech, many lack adequate knowledge of how media can influence social and political discussions.

4. Insufficient educational content on media literacy in school curricula:

The results show that most students perceive media literacy content in curricula as either absent or insufficient, reflecting an urgent need for specialized educational programs.

Second: Skills Gaps

1. Weak skills in verifying news and information:

The results show that only a small portion of students consistently practice verifying news, indicating the need for intensive training on verification tools and methods.

2. Lack of critical thinking skills in handling media content:

Despite high media usage, the study shows that developing critical thinking and analytical skills regarding media and informational content is among the least addressed areas.

3. Insufficient skills in media content production (digital expression):

The study reveals weak training in media expression and content creation, such as writing articles or producing digital media content.

4. Weak time management and regulation of media exposure:

A large portion of students struggle to control the time spent consuming media and information, highlighting the need to train them in digital time management strategies.

5. Limited digital safety skills:

Although the study did not directly address this, high usage of social media and the Internet without adequate awareness of digital addiction risks suggests the need to strengthen digital safety and privacy skills.

6. Distinguishing between entertainment and informational content:

Results indicate that students primarily use media for entertainment, while consumption for news or educational purposes is lower. Awareness should be raised about differentiating between entertainment and informational content and the importance of following news and educational updates.

7. Responsible use of social media:

The study shows social media's impact on social relationships and increased isolation among some students, highlighting the importance of promoting responsible technology use and fostering healthy, balanced social connections.

Recommendations Based on Identified Gaps

The study recommends designing a train-

ing project that focuses on:

- Training modules on critical thinking and information analysis.
- Workshops on methods for verifying news and information.
- Use of electronic verification tools such as Google Fact Check and Snopes.
- Awareness sessions on the dangers of misinformation and hate speech.
- Developing time management skills and safe, responsible digital media use.
- Practical training in producing critical media content (writing articles, designing infographics, creating awareness videos).
- Involving parents and teachers in training programs to ensure a supportive environment.

These gaps reflect an urgent need for a comprehensive training program that enhances students' awareness of media and information literacy concepts and equips them with the skills to engage critically and consciously with media and information. Such a project would empower youth to act as responsible digital citizens in the information age. Addressing these knowledge and skills gaps will directly contribute to preparing a generation capable of navigating the modern media environment with awareness and critical thinking. The proposed training project should adopt a participatory methodology integrating theory and practice to ensure effective educational outcomes.

Conclusion

Based on the study's analysis of the state of media and information literacy in Yemeni high schools, it is clear that significant gaps exist in the awareness of both teachers and students regarding media literacy concepts and their effective use. This issue is pressing due to the increasing influence of media in shaping ideas and attitudes, highlighting the importance of enhancing critical thinking and verification skills among both students and teachers.

Key Findings:

- 1.** Weak awareness of media and information literacy concepts among teachers and students, with many confusing educational media with media literacy.
- 2.** Social media is the primary source of information, exposing students to inaccurate or misleading content.
- 3.** Current curricula lack sufficient content to develop media literacy skills, necessitating integration into the educational process.
- 4.** Teachers reported an urgent need for training in media and information literacy, reflecting the lack of dedicated qualification programs.
- 5.** Negative effects of media use in educational environments were noted, such as decreased concentration, increased exposure to hate speech, and cyberbullying.
- 6.** Weak training and inadequate school infrastructure are major obstacles to practically implementing media literacy concepts.
- 7.** There is a clear need to develop interactive strategies that raise students' awareness of responsible media consumption and critical thinking.

Recommendations:

In light of the study's results, the following actions are essential:

- 1. Integrate media literacy into school curricula:** Develop educational content focused on news verification skills, critical thinking, and conscious engagement with digital media.
- 2. Organize intensive teacher training programs:** Conduct regular training sessions to prepare teachers to teach media literacy in interactive and practical ways.
- 3. Promote media awareness among students:** Achieve this through classroom activities, interactive competitions, and initiatives that encourage critical thinking when consuming information.
- 4. Collaborate with local media:** Work with media institutions to produce educational content that fosters a culture of responsible media use among students and teachers.
- 5. Develop targeted educational materials:** Create teaching guides that include practical strategies for teaching media and information literacy in classrooms.
- 6. Activate school activities:** Include media literacy in school activities such as student journalism, school radio, and interactive workshops.
- 7. Create online educational platforms:** Provide specialized content to help students and teachers strengthen media literacy skills in modern, interactive ways.
- 8. Launch community awareness campaigns:** Target students and parents to raise awareness about the risks of misinformation and hate speech and teach how to respond responsibly.
- 9. Improve digital infrastructure in schools:** Provide devices and Internet connectivity to enable access to reliable information sources.
- 10. Conduct further field studies:** Monitor the development of media literacy in schools and assess the effectiveness of proposed interventions.

Final Note:

This study confirms that enhancing media and information literacy is an educational and societal necessity to meet the challenges posed by digital media. Implementing these recommendations will contribute to creating a more aware educational environment and help future generations engage with media responsibly and effectively.



The Studies and Economic Media Center (SEMOC) is a leading Yemeni civil society organization dedicated to promoting economic awareness, transparency, and good governance. It actively encourages citizen participation in decision-making processes and advocates for the development of a professional and responsible media landscape in Yemen.

<https://economicmedia.net/>

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