Volume 20 Issue 43
Originally issued as A10



Global Journal of human-social science: a
Arts & Humanities - Psychology
Volume 20 Issue10 Version 1.0 Year 2020
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460x & Print ISSN: 0975-587X

Students' Satisfaction in Journalism Education in Bangladesh

By Monira Begum & Mahmudul Hasan

University of Barishal

Abstract- Despite availing with some dissatisfaction and fewer opportunities among the public and private university students, as a whole most of the students are satisfied and showing hopes in journalism education. This study discusses the comparative results of students' satisfaction level in both public and private university students and student's perception and expectations from journalism education are focused and explained simultaneously. Overall results show that some newly established and periphery universities are lagging behind comparatively from the old and centered universities. But along with all disadvantages and fewer opportunities, close-ratio differences in satisfaction level are seen among those universities, especially among public and private universities, respectively. Most of the students of 76.67% have changed their negative perception after schooling in departments. Though the majority of the students of 90.67% are enjoying journalism study now, the reverse things are found in liking teaching methods. 51% of private university students dislike teaching methods, which depict less satisfaction level. On the other hand, 61% students of public universities like teaching methods, which shows a high satisfaction level.

Keywords: *journalism, journalism education, expectation, satisfaction.*

GJHSS-A Classification: *FOR Code: 190399*



Strictly as per the compliance and regulations of:



© 2020. Monira Begum & Mahmudul Hasan. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http://creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Students' Satisfaction in Journalism Education in Bangladesh

Monira Begum [α] & Mahmudul Hasan [σ]

Abstract- Despite availing with some dissatisfaction and fewer opportunities among the public and private university students, as a whole most of the students are satisfied and showing hopes in journalism education. This study discusses the comparative results of students' satisfaction level in both public and private university students and student's perception and expectations from journalism education are focused and explained simultaneously. Overall results show that some newly established and periphery universities are lagging behind comparatively from the old and centered universities. But along with all disadvantages and fewer opportunities, close-ratio differences in satisfaction level are seen among those universities, especially among public and private universities, respectively. Most of the students of 76.67% have changed their negative perception after schooling in departments. Though the majority of the students of 90.67% are enjoying journalism study now, the reverse things are found in liking teaching methods. 51% of private university students dislike teaching methods, which depict less satisfaction level. On the other hand, 61% students of public universities like teaching methods, which shows a high satisfaction level. And lastly, despite having less satisfaction level among 65% of students who has a negative answer about the effectiveness of journalism education for further in journalism job fields, 71% of students show eagerness to take journalism as a future profession or career among all students of public and private universities. This eagerness shows high hope satisfaction among students about Journalism education in Bangladesh.

Keywords: journalism, journalism education, expectation, satisfaction.

I. Introduction

Journalism is a very natural occupation (Brikše, 2009). But the wave of this natural occupation is distracted when some unpleasant correlation among perception, expectation, and satisfaction is seen among students in academic study. Since the beginning of journalism education formally in Bangladesh, it is observed that every department of journalism and communication follows almost the same curricula with some addition. But the problem is raised when newly established journalism departments lacking of facilities and infrastructure have to compete with centered and old universities loading with lots of facilities. This picture is shocking in terms of quality assurance of students, which tends students to choose another job sometimes for their future profession. Despite having lots of problems and fewer opportunities, the study finds that most of the students seem to very hopeful in journalism education.

Author α: Lecturer, Department of Mass Communication & Journalism, University of Barishal, Bangladesh. e-mail: moni27mcjdu@gmail.com
Author σ: Lecturer, Department of Mass Communication & Journalism, Comilla University, Bangladesh. e-mail: rahat.du58@gmail.com

a) Journalism education in Bangladesh

'Journalism is not an occupation with a straightforward career (or income) structure.' Frith & Meech, 2007, p. 144). This statement shows the contagious path of the journalism field for every journalist. Today, the new technologies are opening a new era of journalism. As the new technologies bring the world too close to people, so far, Journalism is facing a very challenging time with changing technological advancement. There is always competition in news and information distribution in the online and offline world. In the early stage, the University of Dhaka started the department of journalism was established in 1962, offering one-year diploma as an evening course for working journalists. After that, in 1977, this department declined the diploma course and started a three-year Honors course and a one-year Masters course and took the new name as 'Department of Mass Communication and Journalism.' Furthermore since 1997-98 sessions, the department also introduced integrated four-year Honors and a one-year Master's degree course that continues until now. Following Dhaka University, other universities started the journalism department with a new name gradually. Rajshahi University initiated the Mass Communication Department under Social Sciences faculty since 1992, offering BSS and MSS degrees. In 1994, Chattogram University offered BA and MA degrees in Journalism. But the department changed the name as the 'Department of Communication and Journalism' in 2003. After 2005, Jagannath University started Mass communication and Journalism Department in 2009, Jahangirnagar university started Department of journalism and media studies in 2011, Comilla university started the department of Mass Communication and Journalism in 2016, Khulna university started Mass Communication and Journalism in 2015, Bangladesh university of professionals started Mass Communication and Journalism in 2017, and lastly, as a public university, Barishal University started Journalism department in 2018 as the department of Mass Communication and Journalism in the name.

Private universities took an attempt to open the journalism department following DU, RU, and CU.

© 2020 Global Journals

Independent University Bangladesh started the department of Media and Communication in 1993, University of Liberal Arts Bangladesh instituted the department of Media Studies and Journalism in 2004, University of Development Alternative started the department of Communication and Media Studies in 2002, Daffodil International University set up the department of Journalism and Mass Communication in 2007, Stamford University commenced their journey of Journalism and Media Studies department academically in 2005, Metropolitan University established the department of Journalism and Media Studies in 2019, State University of Bangladesh founded the department of Journalism and Media studies in 2013, Manarat International University sow the seeds of the department of Journalism and Media Studies in 2013, Green university created the department of Film, television and digital media in 2003 later renamed the Department of Journalism & Media Communication in 2019, Port City International University began the department of Journalism and Media Studies in 2013, Varendra University established the department of Journalism in 2015, Central Women's University bring into being the department of Journalism and Media Studies in 2016 and Northern University of business & technology Khulna founded the department of Journalism and Mass communication in 2019. The resources and capabilities of journalism departments are somewhat questionable for both a public universities and private universities. Ullah (2016) conducted research on resources and capacities, including infrastructure and logistics in 14 university-level Bangladeshi journalism institutions and finding the obstacles and opportunities to the way of becoming a competent journalist at Universities. In that research, following the interview of media practitioners and academics, department heads, Ullah (2016) also observed some graduates through a survey from the different respective departments of Journalism. In response, some respondents mention some lacking when they enter any prominent news agency as a reporters/sub-editors. Respondents also cite problems that their academic journalism education is not enough and can't fulfill the demand of profession because of lacking of the practical lab and focusing more on communication then journalism. And finally, they show the dissatisfaction with curriculum that department provides the students (Ullah, 2016, p. 78). The researcher also pointed out the limited resources to teach in a new media environment, the inadequacy of faculty members in new technology, absence of journals (newspapers, magazines, online), radio and TV programs produced by students; lack of opportunity of internships in media houses; poor relations with professionals and international networking; no availability of an alumni database; poor or no faculty assessment mechanism and absence of faculty refreshment training opportunities (UNESCO Bangladesh, 2009, pp. 30–32, cited in Ullah, 2016, p. 70).

II. Research Objectives

The research follows some objectives. These are;

a) To know what extent students perceive journalism education.
b) To know what are the expectations of the students from their respective department.
c) And to know the student's satisfaction level in journalism education.

III. Literature Review

There are small numbers of researches on journalism education in Bangladesh. That's why it is needed to discuss other countries research and articles to get a clear picture of understanding and satisfactory level of students in journalism education. The level of satisfaction varies in ages.

Genilo et al. (2019) discuss journalism education and professionals in Bangladesh, while obstacles on the way to be a journalist are studied carefully. Researchers find that most of the survey respondents (students) decided to enter journalism school based on their judgment and self-motivation and motivated to make an impact on society, to travel, wanting a job with freedom, creativity, and contributing to society. They also find some factors that affect new and aspiring journalists as they enter the job market, lack of personal connections, lack of skill set, and change of career track. After entering the media house, they have to face; low salary/incentives; job insecurity, and family pressure make them choose another profession sometimes (Genilo et al., 2019, p. 27-45). Vilović et al. (2018) surveyed on the first and third-year students of the journalism department. They find that third year students show more dissatisfaction with the journalism program offering from the department. Though some students took the subject thinking as an engrossing and dynamic profession after two years, they became more pessimistic in assessing their job prospects and were more likely to choose public relations over a career in journalism as their future profession. The study also shows the correlation between students' satisfaction and journalism program, which is related to the fulfillment of their expectations regarding their schooling and their desire to work in the media in the future (Vilović et al., 2018, p. 41-42). The salient thing that journalism education can't be fulfilled with the academic efforts only; there must be a bridge that will connect the media industry effectively.

Journalism as a profession is marked with lots of unpleasant words by people who affect the student's perception of journalism as a study area sometimes. So far, this kind of perception causes students reluctance to take journalism as a subject area or make journalism

© 2020 Global Journals

students frustrated more or less. Milojević et al. (2016) observe some aspects of journalistic culture as a sick, tabloid state of affairs, idiotic sensations, spectacles and fabrications, yellow journalism, less quality, false kitsch, and scandalous in the study. Along with these aspects, the public image of journalists is framed as influences, biased reporting, and spreading false information, which tend to weak solidarity between colleagues. Researchers also apprehend the low economic and social status of journalists as an immediate threat to professional practice. Besides, the fear of losing jobs, stressful working environment, and miserable salaries are also identified as the principle cause of the 'disturbed foundations' of journalism' by researchers in writing (Milojević et al., 2016, p. 96). In another study, Picard (2015) finds that most of the journalism programs make students work for established news organizations without giving adequate training. He claims that these types of journalism programs are not enough to teach students working as individual journalists or more self-sufficient journalists. He also specifies the need to provide more training in specialized forms of journalism and giving more focus on covering local communities, topics such as climate, energy, defense, and social policy (Picard, 2015, p. 8).

Humanes and Roses (2014) conducted a survey on 1,552 journalism students from five public universities in Spain during 2011-12 academic years. In this study, he wanted to know how students evaluate journalism as a degree subject and why they need this qualification to be a journalist. Results show the students believe that the journalism courses are adequate, but almost 25% consider them unnecessary. Results also observe that the quality of the training in percentage in Spain is lower in other countries in the study (Humanes and Roses, 2014, p. 187). Similarly, Aripin et al. (2014) conducted a study to develop an instrument on perception and expectation of journalism students in Malaysia. In the study, researcher shows that the perception of the majority respondents about journalism knowledge and their expectations of journalism education is pertinent in developing knowledge and skills which also enhance journalism students as well as enhancing their professional development and the curriculum stature of the respective universities (Little, 2006; Mensing 2010; Broaddus, 2012, cited Aripin et al. 2014, p. 163).

The demand for changing curriculum is becoming so essential for every journalism department because of adapting the advanced and informational world. Ullah (2010) discussed some scholars' opinion from different aspects of national and worldwide and then finally proposed redesigning of curricula at the university level in Bangladesh in his another study as well (Ullah, 2010). Brikše (2009) also advocates on changing the form of journalism courses at Latvia's universities in her study. Between the time of 2006 and 2010, 84 statements made by students are analyzed to know how much Latvia ensures a balanced learning of theory and practice adapting with media. Results show that students want more practical work in their academic career, making sure that journalism has co-orientation with Internet and mobile communications technologies, more training in terms of personal communications skills, which help to increase the ability to communicate the known people or any stranger for interview easily (Brikše, 2009, p. 117-119). Despite lots of problems and risks, questions arise why students choose journalism as their career or why students choose another profession being journalism students. Fischman et al. (2004) interviewed 32 students who were journalists from high school and graduate school to know what things attracted them to choose journalism as their career. Most of them replied that they had an early interest in journalism as they were fond of writing, and they also had the ability to write well. The results of the interview also show that parents, teachers, and mentors of students influence their writing competence (Fischman et al., 2004). Comparing this with the study of Splichal & Sparks (1994) whereas the two researchers observe there more than the half participants about (54.8%) had no previous experience while selecting journalism as their major and less than half (40.5%) had only high school journalism experience (Splichal & Sparks, 1994). In another research related to choosing the journalism field as a career. Becker & Park (1993) find high school students are willing to work for newspapers in their college with their high school level journalism knowledge (Becker & Park, 1993). And also, there is a specific study on graduate students how they perceive and what their perception of journalism as a career. Adams et al. (2008) discuss the print journalism majors' perceptions of their journalism education and career preparation in the article. This study also investigates why the undergraduates select print journalism as their college major and what career they want to pursue after graduation. Almost more than half of the students indicate that they have a previous major before selecting print journalism. Students are asked to know their reasons for selecting journalism as their major. Result shows that students select their major for civic-minded reasons, contrary to the fears of many industry professionals. (Adams et al., 2008, p.5)

IV. Theoretical Framework

The student is the one who transports the picture of the university worldwide. The student's satisfaction rate in any university is always varying over the student time. Hanssen & Solvoll developed the satisfaction Framework, a conceptual model combining the satisfaction model and facility model. Weerasinghe et al. (2017) discuss about the satisfaction model in study. They remark that the satisfaction model develops

© 2020 Global Journals

to explain how different factors influence students' overall satisfaction, and facility model blooms to explain impact of university facilities on student satisfaction. According to the model, student satisfaction work as a dependent variable of the overall model and host city, job prospects, costs of studying, reputation, physical facility are working as independent variables of the satisfaction model (Weerasinghe et al., 2017). The facility model of the framework is used to identify the facilities an institute that are most influential in the formation of overall student satisfaction. Therefore dependent variable (university facility) of facility model is used as one of the explanatory variables in the satisfaction model. The model has more focus on university facilities, and little attention was paid into teaching, learning, and administrative process of institutes. Still it revealed a new path for scholars precisely combing two separate models for satisfaction literature. In the light of this conceptual model, the factors and the realities behind the students' dissatisfaction are being searched carefully.

V. Methodology

The study has conducted a survey which follows the comparative analysis of students' earlier expectation from the journalism department and the barriers they have to face in reality and lastly students' satisfactions from the respective departments. The survey adds 150 Journalism students as participants where 75 students from three public universities (the University of Dhaka, University of Barishal, and Comilla University) and another 75 students from three private universities (Daffodil International University, State University of Bangladesh and Stamford University of Bangladesh). All participants in the survey are the third year, final year, and master's level students from respective universities. Among them, male is 75 (50%) and female covers the rest 75 (50%). All are 22 to 25 years in ages. Also, this study follows in-depth interviews where interviewees are two renowned former professors who bought journalism to the peak in the academic sphere, are Prof. Dr. Sakhawat Ali khan and Prof. Dr. Golam Rahman. All the questions of the survey and in-depth interviews are conducted to meet the objectives of this study.

VI. Research Findings and Results

a) Admission in Journalism department

Among all the participants, 77% of students got admitted in the respective department by their choice, and 23% students preferred the department by chance. The study also shows a comparative result that among public university students, 40% of the students chose Journalism subjects while 60% got their department by chance. On the other hand, among private university students, 93% of students willingly chose, but only 7% got a chance to decide the respective department. Most of the students of Barishal University, Daffodil International University, Stamford University Bangladesh, State University of Bangladesh show their choice in taking Journalism as studies willingly but in contrary students of the rest two Universities (University of Dhaka, Comilla University) says that they had their different choice. Still, but having no other options, they got chance to chose this department.

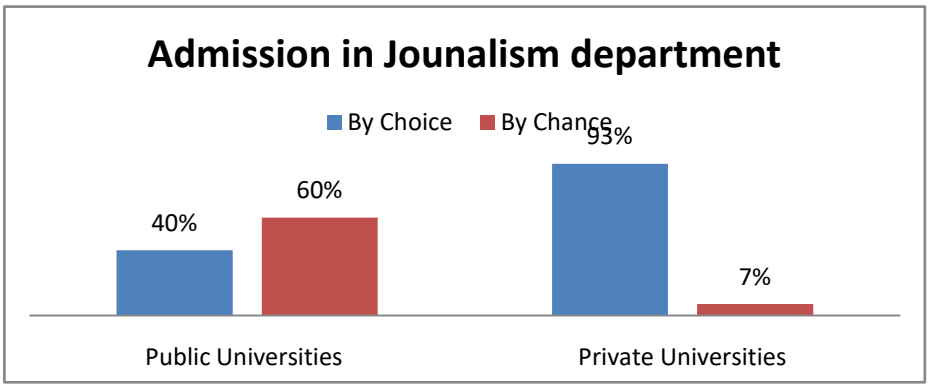

Figure 1

b) Students' earlier Perception about Journalism education and profession before admission

Students were asked about what were their perceptions about journalism study as a career or a profession before admission. The study found some significant points of student's perception after analyzing the answers.

© 2020 Global Journals

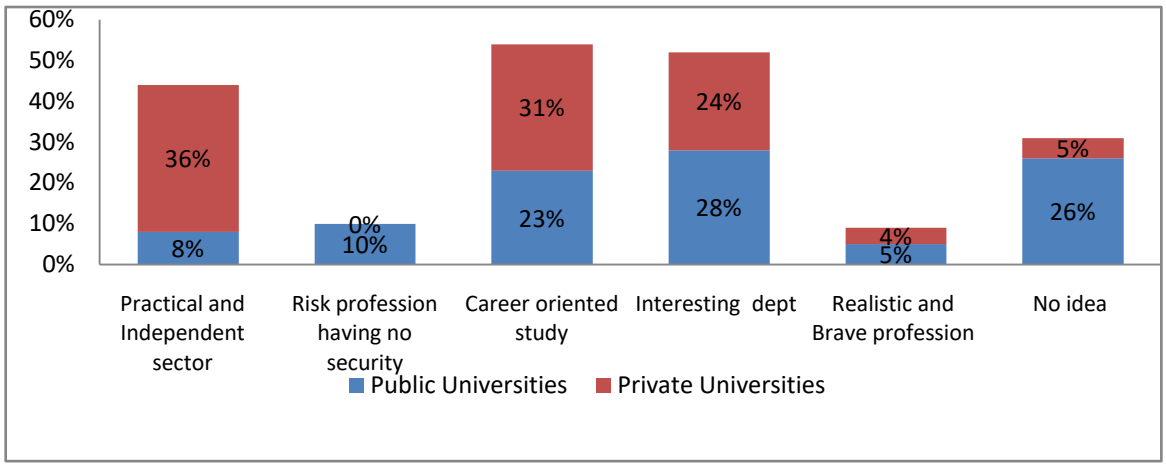

Figure 2

The study observes that among 150 students, 23% and 31% of the students of public and private universities think journalism education and profession seem to be as career-oriented study and 28% and 24% think as a more interesting study. Besides, some students of 8% and 36% of public and private universities also pointed out journalism as a practical and independent sector, while fewer percentages of students of 5% and 4% of public and private universities view are marked for realistic and brave professions. And risk professions having no security belong the answer of 10% and 0% of public and private universities. Along with those perceptions, 26% of students of public universities say that they had no idea (Most students were of Barishal University), and only 5% of students of private universities had no idea about journalism education and profession before admission in this respective department.

c) *Changing perceptions after taking schooling in Journalism*

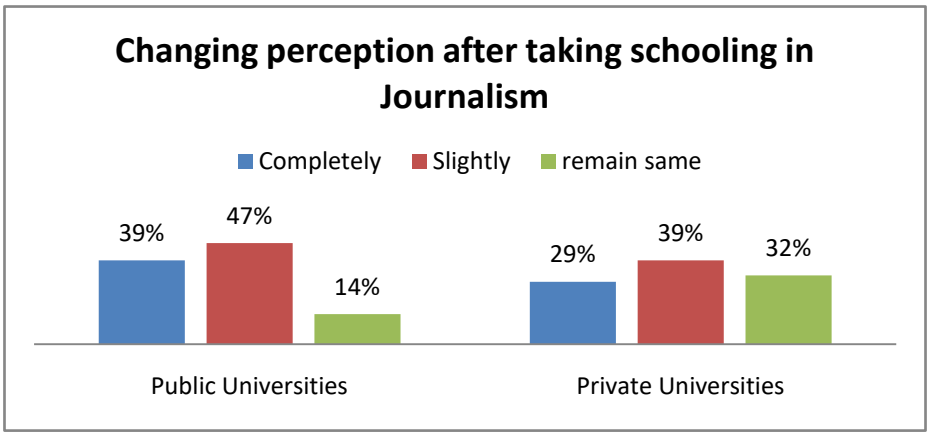

Figure 3

According to the answers of the following question, the study discusses about if students' perception has been changed or not after taking schooling in the journalism department. Among all participants, 34% of students gave their view that their perception had been changed 'completely' with positive and negative aspects while 43% of students answered 'slightly' and 23% of students' perception got 'no change'. The study also shows the comparative result among universities where 47% opined that their perception was slightly changed, 39 % replied that their perception got completely changed and, 14% responded not yet among public university students. The reverse result is found in private university student's opinion, while 39% students thought that their perception had become slightly changed, completely changed for 29%, and 32% responded not yet.

d) *Satisfaction with the teaching methods of respective courses*

Most of the students, both public and private universities, are not satisfied with the teaching methods. Among all students, 44% of students responded negatively while 27% of students are fully satisfied with the teaching method and, 29% of students are satisfied partially. Data of the survey also shows a comparative analysis where public universities 24% students are satisfied with the teaching method, 39% responded negatively and, 37% shows their partial satisfaction. Similar results are found in private universities that 49%

© 2020 Global Journals

of students are not satisfied with the teaching method, while 33% of students responded positively, and partial satisfaction level was 18%.

e) Overall satisfaction about the department

Total 43% of students in public and private universities show their positive satisfaction with studying in respective departments. 33% of the students show unchanged feelings about the department's satisfaction, while 24% of students show their partial satisfaction. In public universities, 39% of students are satisfied with their respective departments where the same percentage shows student's dissatisfaction, while 22% of students show their partial satisfaction as well. In Dhaka University, 52% of students are not yet satisfied with their department, and at Comilla University, the percentage is 44%. In Barishal University, 40% of students are satisfied with their department. According to the data, the students of private universities are more satisfied than public universities. In private universities, 47% of students are satisfied with their respective departments; while 21% show a negative attitude and 25% show partial satisfaction in responses.

f) Types of changes students want in departmental syllabus and curriculum

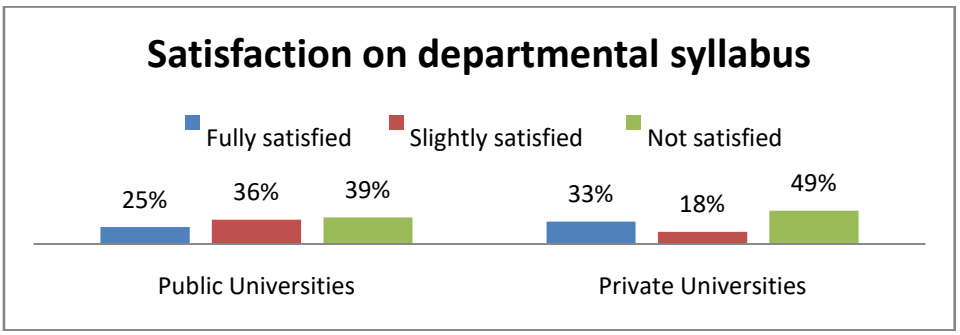

Figure 4

Overall, 44% of students of public and private universities think that their syllabus cannot meet their expectations while 29% of students are satisfied with their syllabus, and 27% of students show their slight satisfaction. Students want more practical oriented courses in Journalism. According to the data of the survey, the result shows only 25% students of public universities are fully satisfied with their syllabus. 39% of student show a reverse view towards the departmental syllabus, while 36% of students show partial positive satisfaction about syllabus. On the contrary in private universities, 49% of students are not satisfied with their syllabus while 33% of students are fully satisfied, but the rest 18% students' shows partial answer about the syllabus.

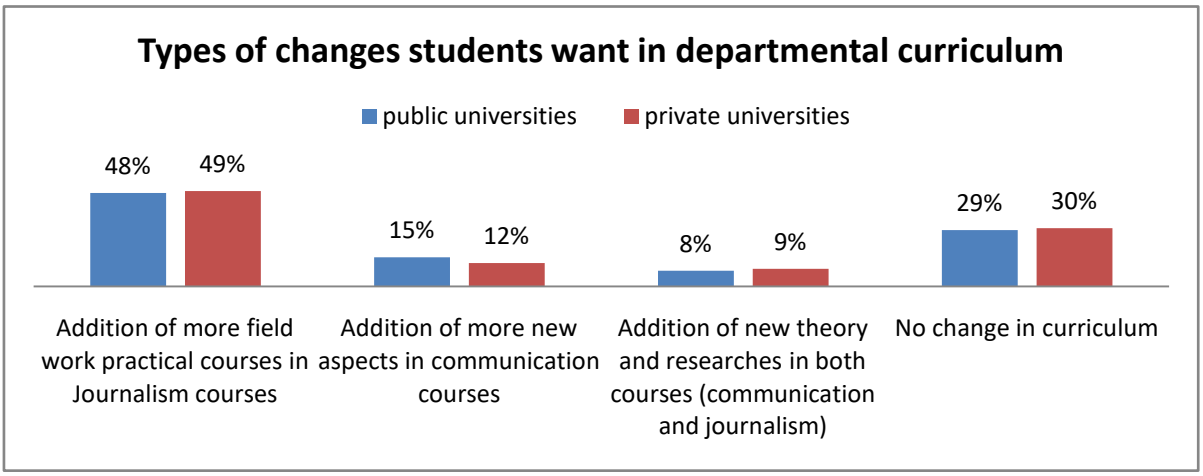

Figure 5

Also, the study asks the students to know their expectations about the overall curriculum of the department. Among all, 31% of students say that the overall curriculum is good enough to meet their expectations while the majority of students 44% show their frustration about the curriculum. And also, 25% of students say that curricula can meet their expectations in slightly. Students also state that some of the reformation should be done on curricula to make it more effective for study. Here, some 'needy changes' are shown following chart from the data. 48% of public universities and 49% students of private universities

© 2020 Global Journals

want the addition of more field work-based practical courses, 15% and 12% students of public and private universities want the addition of more aspects in communication fields, 8% and 9% of students wants the addition of new theories and researches in both fields, and surprisingly 29% and 30% students don't want any change in curriculum.

g) Effectiveness of journalism education further in journalism job field

More than half of all students, about 65% think that academic journalism education is not effective for further in journalism job field for poor facilities and teaching methods while 35% of students opine positively. Data shows that 54% of students of public universities think that their academic knowledge will not help the students in job field while 46% are positive. But in private universities, 55% of students think their academic knowledge help then in the job field where 45% are negative. The reasons behind these students of public universities prefer government and other jobs than journalism.

h) Journalism as a career in future

The result of the last question of this study has been analyzed if the students want to take Journalism as a future career or not. Apart from the less (29%) percentage of negative answers, the most answers are positive (71%) who want to take Journalism as a future profession. Overall, 63% of students in public universities want to take journalism as profession, while 37% don't want it. In private universities, 76% of students want journalism as a career, but 24% don't want it. According to the students' opinion in the survey, there are also some important factors why most of the students want to take this profession as a career.

Factors behind choosing Journalism as future career	Factors behind for not choosing Journalism as future career
'great profession', 'like to communicate', 'like to take challenge', 'as a dream', 'love travelling', 'job facility', 'more practical', 'secured job', 'good salary', 'easy popularity'	'no job security', 'risky', 'family's reluctance', 'like another job'

i) In-depth interview analysis

The study conducted an in-depth interview on two renowned former professors of Mass Communication and Journalism department at Dhaka University. All questions were asked in the interview to get the comparative picture of students' satisfaction level and what the faculties think about the reasons behind students' satisfaction or dissatisfaction simultaneously. From the observation of in-depth interview, there was a question of knowing the perception of faculties about the students' mentality before choosing the journalism department or the aftermath of getting admission in the respective department. Prof. Khan points out, "From the beginning, there was an ambiguity about journalism. Almost the parents of 80% of students did not want to get their children admitted to this subject. But why they did not want that they cannot explain it clearly. Most of the parents have a notion that if their child comes to journalism, he would be beaten by police. So he can't be here" He also explained the recent conditions of girls in journalism who are being deprived and sexually abused not only in this profession but also deprived overall.

Concurring with Prof. Khan's statement, Prof. Rahman opines that there have some limitations at the guardian level. They cannot perceive what can be done studying in communication and journalism. They do not have any basic idea about it. That's why students continue to improve from their ideas and concepts. He also mentioned Friends as another influencing factor. In the initial level, classmates and department seniors contribute to change the perception of the students. But changes are not the same for all students. Those who are serious changed very well and those who are less serious changed differently. The perception may not be the same as it was in the beginning. Prof. Rahman also shows his first impression about student's mentality after their admission in the department. He claims that every student doesn't get admission into the journalism department by choice. Some are admitted by choice and some by chance. The majority of the students are admitted to this department by chance (especially in public universities). He says, "From the very beginning, dissatisfaction works in many students after getting admitted by chance. Students have a limitation of perception from where they need to start studying in a holistic sense. Many students do not have any expectations at first about this subject. So far they only have an understanding that they will be reporters on television or the newspapers. In the beginning, they dreamt that they would get a job immediately after getting a degree. Then after days have gone by, they can realize the reality".

The same opinion is found from both respective professors as the following question was about the conditions of facilities and opportunities are in public and private universities. Prof. Khan and Prof. Rahman remark some lack of opportunities that are becoming the barriers for every journalism department in the country. They gave their focus on some common disparity from different aspects. Prof. Rahman remarked place as a major thing which distinguishes the difference of opportunities among journalism departments. He says, "There are new universities

© 2020 Global Journals

outside Dhaka, new courses have been introduced. There are some mass media out there. There is no huge opportunity. The students there can't learn much, even if the teachers want to teach them. The problem is a place". More importantly, He states two aspects, which he means as barriers come from students usually. He reveals, "University education and training are different things that should be understood by students precisely. Our students do not understand this difference. After learning, apply knowledge instantly can be done with training. But the university is very vast and wide. They should understand it is a university. They have to apply the knowledge of the university. They should not think ordinary. University education is holistic. They do not understand it. This is a limitation from their side."

Prof. Khan visualizes the opportunities of journalism departments saying that in all the universities he visited abroad, the students publish daily newspapers of their own. These opportunities must be in Bangladesh. Until now, the journalism departments need to have their radio and TV channel. He also gives importance to have govt. eye on this sector saying, "The demand for journalism discipline is no less than that of other sectors. But we do not have the sanction according to the amount of demand' He discussed with anxiety that some universities seem to have a competition of opening new departments without ensuring enough place and opportunities for new departments. He thinks the idea of opening new departments in university does not go with job security."

The next question was about the curriculum, teaching method, and student's overall satisfaction about journalism education. Prof. Khan insists on the importance of giving lectures by faculties to the students. He says, "The courses that need to be applied should teach first. Lectures should also be given properly. Wilbur Schramm and McLuhan have to be known by the students. All the politicians of the world talk about Global Village. But their concept of Global Village is not clear. It has now reached the stage of general knowledge. These have to be taught with lectures. I have also found students who have not even heard their names after finishing their studies" He also mentions some tips for teachers to follow to improve their teaching method, which helps students to learn precisely. He states, "Teachers need to have an organization. Discussions between teachers need to increase. You can set up the Journalism Teachers Association. Sit and increase the discussion. Lack of money is not the issue. There is also a lack of goodwill. The government must come forward with the goodwill of the teachers. It takes two initiatives. The government must understand that journalism is a different subject. The government spends a lot in various places. The government has to allocate some money for journalism education. Secondly, teachers need to train. We have to take the initiative to train teachers. Teachers themselves are not trained. Journalism must be taught using everything modern."

On the other hand, Prof. Rahman thinks that the teaching-learning process is not just about lectures. There has to be a participatory process. He says, "Our habit is to give one-way lectures that are not effective. What to do then? There are many approaches to student participation. A class of one hour and a half has to be divided. If you want to do participatory teaching, a teacher will talk for a while, and then you will have to give the opportunity to questions and answers. Another method may be to divide a student's group into multiple groups. Dividing into multiple groups is called a bus group. Here the teacher will talk for 15-20 minutes, and then the students will talk about it among themselves. Then they will ask and answer questions. There are a lot of things going on. But the problem is that not everything is running in a public university. Many courses should be applied in communication and journalism. But in that sense, the courses are not taken that way. There is no practical orientation."

Lastly, Prof. Khan gives an overview of student satisfaction, which means time and opportunities change the educational wave. If someone fails to keep the balance, contentment will not come as he gets before. He also says, "Now the satisfaction of the students can be seen in two ways. What the students think is okay. Now you can ask those who have already passed that education you have taken the effect of that is what? Full education will not be possible. Many changes have seen, but sometimes even doctors don't know the name of the new medicines, they learn by asking their juniors what new medicine has come in the market. It's a good thing. Teachers should also learn these things keeping pace with time. If teachers don't know these things, they may become a fool."

VII. Discussion and Conclusion

Results from the survey and in-depth interviews show the comparative scenario of student's satisfaction both from students and faculties' opinions. Every student has a variety of perceptions on journalism department before admission based on their reality. Some words from students have found in survey results. These are 'challenging career', 'interesting subject', 'creative subject', 'mysterious subject', 'hard subject', 'challenging profession', 'exceptional profession', 'not only theoretical but also practical' etc. Survey data shows that almost 76.67% of students have changed all negative perceptions about the journalism after schooling in the respective department, which shows a satisfactory result as a whole. It is obvious in the study that most of the students (90.67%) of both public and private universities are enjoying journalism studies. Comparative analysis of data finds that almost 99% of students of private universities are enjoying journalism than public university students (Except Barishal

© 2020 Global Journals

University). On the other hand, about 83% of public university students are enjoying journalism. Results show this enjoying level in this way in both public and private university students are very satisfactory. But when it comes to the matter of tuition fees, and having or buying other equipments of own or family support, in private universities students are seen to choose their subject as they can pay a large amount of tuition fees and others support as well. That's why the choice rate for journalism education is high and getting popularity in private universities. Most of the students do not like only lectures but want a more interactive and participatory methods in teaching. They also want more practical oriented courses to learn in the applied method. But data shows that 56% of students are satisfied with the teaching method among all students in public and private universities. While 61% of public university students are satisfied with the teaching method but 44% are not satisfied. 51% of private university students show their dissatisfaction in the teaching method. They enjoy their study depending on their method while 49% show their satisfaction. Though results show the majority of student's satisfaction in public university, private universities are lagging behind from public universities in the satisfaction level. The reverse scenario is found in survey questions of the effectiveness of journalism education for further in journalism jobs. More than half of all students, 65% thought that academic journalism education is not effective for further in the journalism job field because of poor facilities and teaching methods. Though this response depicts that journalism education may help them to understand the practical nature of the journalism job field, but without arrangements of all practical facilities, journalism education will not be able to develop skills fruitfully. Despite all problems, only less of the percentage (29%) of students doesn't want journalism as a career, but most of the students (71%) show eagerness to take Journalism as a future profession. This result shows the hope for journalism education. Finally, The result of In-depth interviews of two respectable Professor clarify one thing that the practice of journalism education in departments is not up to the mark, surrounded with lots of lack of opportunities, supports, and good curriculum, which makes students sometimes dissatisfied more. But at the end of the interviews, they give some hope. Prof. Rahman gives some suggestions, 'Syllabus should be contextual of all universities; Courses should be localized, more practical orientations with limited resources. Lab work facility needs to be developed, ensuring lab work experience of Teacher in-charge and maintaining an academic relationship with the industry.'

References Références Referencias

1. Adams, J. W., Brunner, B. R., Fitch-Hauser, M. (2008). A Major Decision: Students' Perceptions of Their Print Journalism Education and Career Preparation, University of Toronto Press, Simile, 14966603, Feb2008, Vol. 8, Issue 1.
2. Aripin, N., Ismail, A., Yusof, N., Ismail, R., Mohamadm. (2014). Journalism Education Curriculum in Malaysia: A Preliminary Study in a Malaysian Public University. The International Conference on Communication and Media 2014 (i-COME'14), 18-20 October 2014, Langkawi, MALAYSIA, ELSEVIER, Procedia - Social and Behavioral Sciences 155 (2014) 159 – 164.
3. Brikše, I. (2009). Changes in journalism versus changes in journalism education, JOURNALISM RESEARCH, Science journal (Communication and information), No. 2.
4. Becker, L.B. & Park, E. (1993). The lasting effects of the high school, journalism experience. Retrieved December 21,007, from the World Wide Web: http://www.grady.uga.edu:16080/ANNUALSURVEYS/HSJournalis.htm.
5. Frith, S., Meech, P. (2007). Becoming a journalist: journalism education and journalism culture. Journalism, Vol. 8, pp. 137–164.
6. Fischman, W., Solomon, B., Greenspan, D. & Gardner, H. (2004). Making good: How young people cope with moral dilemmas at work. Cambridge, MA: Harvard University Press.
7. Genilo, J. W., Haq, F., Mahmud, S. (2019). Journalism education in Bangladesh From aspiring journalists to career professionals, DW AKADEMIE, Deutsche Welle 53110 Bonn Germany.
8. Humanes, M. L., Roses, S. (2014). College Students' Views about Journalism Education in Spain, Media education research journal, ISSN: 181-188
9. Ullah, M. S. (2016). Obstacles and Opportunities for Preparing Competent Journalists at Universities in Bangladesh. Asia Pacific Media Educator 26(1) 65–82
10. Milojević, A., Krstić, A., Ugrinić, A. (2016). The Future of Journalism as a System, Profession and Culture: The Perception of Journalism Students Medij. istraž. (god. 22, br. 2), 83-105.
11. Picard, R. G. (2015). Deficient Tutelage: Challenges of Contemporary Journalism Education, Edited by Allen et al. (Toward 2020: New Directions in Journalism Education) Ryerson Journalism Research Centre, Toronto.
12. Splichal, S. & Sparks, C. (1994). Journalists for the 21st century: Tendencies of professionalism among first-year journalism students in 22 countries. Norwood, N J: Ablex Publishing Corporation.
13. UNESCO-Bangladesh. (2009). A study on the capacity of journalism schools in Bangladesh, Unpublished research report, BCDJC, Dhaka.

© 2020 Global Journals

14. Ullah, M. S. (2010). Scholarly Turn of Journalism Education: redesigning curricula at university level in Bangladesh, Research Gate, https://www.researchgate.net/publication/267808776.
15. Vilović, G., Majstorović, D., Erceg, I. (2018). Journalism Students in Croatia: their Motivation, Expectations, Satisfaction and Aspirations. (god. 24, br. 2), 31-47.
16. Weerasinghe, IM S., Lalitha, R., Fernando, S. (2017). Students' Satisfaction in Higher Education Literature Review, American Journal of Educational Research, Vol. 5, No. 5, 533-539.

© 2020 Global Journals