DIGITAL NATIVES: MEDIA LITERACY, NEWS CONSUMPTION AND HABITS

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ABSTRACT

People today are in a place where they can produce, consume, store and broadcast news from various sources, media organizations and platforms. There are more options for news consumption than ever before, hence comes the need to comprehend but also compare different news consumption patterns. Following Prensky's (2001) approach (Digital Natives, Digital Immigrants), this research examines the level of media literacy in the Digital Natives generations (young individuals who have grown up in the digital age) and how said generations consume news. The study focuses on the multiple factors which affect news consumption, distribution and comprehension of mis/disinformation issues, among Digital Natives. A primary quantitative research was conducted and it was based on a closed-ended questionnaire, which was distributed online and was answered by a specimen of 338 adults, born after 1980. Research findings indicate that Digital Natives consider news as strongly affected by political parties. There is a huge surge in the use of digital media, thus traditional means of information, such as newspapers, were found to have a minimum impact on Digital Natives. According to the study findings, they face significant issues regarding trust in news, continuous use of various devices and social media platforms. All these issues influence their information habits and underline the need for tailor-made media literacy approaches.

Keywords: Media Literacy, Digital Natives, Misinformation, News Consumption.

INTRODUCTION

Media development has decisively influenced the way of communication and information in modern societies (Panagiotou 2005). It has created new options, opportunities and prospects due to relevant technological changes. Subsequently, significant changes in access to information along with parallel technological developments have reshaped the basic idea of learning delivery, individual knowledge and information sharing (Kirk et al. 2015). These changes have reformed the communication field and transfer of information, thus resulted in different ways in which people use traditional and new media but also available news content. At present, it is necessary to redefine

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the notion of being trained in the media and the meaning of the term must be grasped. Larson (2009) redefines literacy as more than just a written word on a page and argues that it now includes forms of multimedia and mass communication. Readers must be able to read and write in the traditional sense of the text, but they should also navigate through digital technologies and texts effectively.

The fact is that the definition of education has not simply been extended to meet modern challenges and changes, but the new era is redefining today's young readers to such an extent that their entire generation is often referred to as "The Millennial Generation", "Web Generation" or "Digital Natives" (Thomas 2011). Digital Natives is a term coined by Prensky in 2001. It describes a young person who has grown up in the digital age, in close contact with computers, the Internet, video games, mobile phones, social media, tablets etc. The term is often used to refer to Millennials, Generation Z and Generation Alpha; the latter two are sometimes described as distinct "Neo-Digital Natives", "true Digital Natives" or "Digital Integrators" (Thomas 2011). In other words, Digital Natives are familiar with the use of every type of technology, and they have grown up being online any time (Thomas 2011).

This diffusion of new technologies of communication has "reduced the size of the world", something called "Downsizing", a fact that can be illustrated for example on sharing a common culture on digital media platforms (Takahashi 2011). In this modern era citizens should be able to gather information from visual, audio and physical sources, sometimes simultaneously and effectively. Therefore, just as in the past people met news content through television and newspapers, nowadays, they continue to receive news content, which they share, transmit and republish through online platforms. Yet, the "importance" of news content sources has changed with the introduction of new media and there are various factors that influence a person's decision on which content is going to be transmitted and shared (Correa 2016). Accordingly, the focus of Digital Natives is to depict the variances between the different media sources and content developers, when it comes to the creation and publishing of the content (Cozma & Hallaq 2019).

In the last two decades the adoption of web applications and mobile applications has drastically changed the use and the consumption of news content. News in the Western world is redefined by new technological applications, new forms of intellectual property, significant changes in control and filters that ensure that news is previously evaluated, validated and verified

before publication (Sorgo et al. 2017; Forsyth 2012; Berger 2011). Changes in traditional news reporting have altered how and where people receive news. This has led to a revolution in the industry, but also raised questions about the accuracy of news that spreads faster and is less verified than ever before (Schudson 2011). Professional journalists are more difficult to identify and many news consumers may no longer see them as the main sources of news (Neumann 2016). In the past reputable and professionally trained journalists served as gateways for news coverage. News consumers relied on them for information and information on issues that concerned them. Nevertheless, the level of trust in journalists has decreased in the last two decades (Hartley 2017).

Also, the sociological importance of media literacy should not be underestimated (Cappello 2017). In today's digital era, where media consumption is pervasive and influential, having the ability to critically analyze and interpret media messages, is essential for individuals and society. Media literacy empowers people to decipher the underlying messages, biases and agendas embedded in media content, enabling them to make informed decisions, challenge social norms and participate actively in democratic processes. Moreover, media literacy fosters a sense of agency among individuals equipping them with the tools to navigate the complex media landscape, resist manipulation and promote social justice. By cultivating media literacy skills, we can foster a more enlightened and resilient society that is better equipped to discern fact from fiction, engage in constructive dialogues and uphold democratic values (Cappello 2017).

This research aims to discuss and critically examine issues such as news selection/consumption, misinformation and media literacy in generations that are in close contact and use of all technological means. Therefore, it aims to contribute to the existing literature, providing empirical data regarding the literacy and dissemination of news content by Digital Natives. In particular, the level of media literacy will be examined whether this affects the use of news content.

Related Literature

It was found that the credibility of news organizations fell from 71% in 2005 to 56% in 2016. According to Patterson (2013), only 8% of respondents stated that they have great confidence in the ability of the media to report the news accurately and fairly, while 60% of respondents stated that they had little or no trust in the press. Doherty (2005) refers to this dramatic drop in trust in news organizations as a crisis of credibility. This lack of loyalty leads to audience loss and reduced

impact of news (Neumann 2016). The credibility of news organizations and the journalists working for them has traditionally remained stable. Despite major changes in news consumption and the increasing variety of options available on the Internet and through mobile devices, it is unclear what the long-term impact on the fidelity and trustworthiness of news content will be.

This crisis of credibility is further enhanced by the great availability of media and news coverage worldwide. The influence and the role of the media is "Protagonist" in those cases where there is an inability to handle the situation and a clear political direction, by the responsible political leadership (Panagiotou 2005). A 2015 survey by PEW found that 92% of respondents use multiple sources to receive their news rather than receiving news from a single source, such as previous generations (Flewitt et al. 2015). It is easier and less time-consuming for the user to receive fragmentary news, news from multiple sources on the Internet (especially using aggregators and search engines), instead of having different newspapers in their hands or watching multiple newscasts. It is noteworthy that when Nielsen (2011) ranked the most popular news sources on the Internet, six of the top 20 sites were news collectors from various sources, rather than news organizations or unique news sources.

Therefore, it is clear that there is a huge amount of available information, the person receives countless data, can take advantage of new technological applications and all these actions require a significant level of media information literacy. In addition, the benefits of multimedia, the Internet and various forms of communication have been explored by many researchers (e.g. Flewitt et al. 2015). In contrast to its benefits, the research literature has also begun to reveal some potential pitfalls that the use of technology can bring (Hartley 2017). Despite what has been said, many studies have shown that the level of learning of citizens and those born after 1980 and characterized as Digital Natives is relatively low the closer we are to 1980, with alarmingly high levels in recent decades (Hartley 2017).

Amidst the digitalized age media generally appears to be the most powerful factor as a tool for social changes, a way of communication and information as well as knowledge (Hobbs 2013). Furthermore, media literacy includes the practices which allow individuals to critically evaluate access and develop and/or manipulate the media (Lin et al. 2013). However, media literacy is not restricted to one medium. In addition, the tutoring with regards to media literacy generally utilizes an inquiry-based pedagogic framework which encourages students to ask questions about what

people hear, watch and read (Eristi & Erdem 2017). Some of the dimensions related to media literacy are about television, audio messages, pictures or photographs and many more. Media literacy education offers tools to assist people to create receptive media abilities to critically analyze messages (Hobbs 2013). Ashley et al. (2013) noted that many previous experts have proposed a theoretical framework in the context of media literacy. Specifically, according to Renee Hobbs the three frames of media literacy are i) messages and meaning ii) authors and audiences and iii) representation and reality (Hobbs 2013).

Media literacy has emerged with a vast range of challenges in this field with relation to individual's capability to critically evaluate the issues related to political, commercial, socio-cultural, moral and other milieus provided by media. Additionally, according to the study of Eristi & Erdem (2017), there have been embedded challenges (Figure 1) which are based upon old and new media challenges that are faced by media experts.

Figure 1: Challenges Related to Media Literacy

| Old media	New media
Multimediality of contents	Multimediality of contents and instruments
Linked to localisation	Portability
Low connectivity	High connectivity
Unimediality of consumption	Multimediality of consumption
Low interactivity	Interactitivity

Source: (Eristi & Erdem 2017)

The insights of the media information literacy, among worldwide context, have relied upon the presupposition that its major characteristic is the provision of access to knowledge and information (Kamerer 2013). In other words, media and information literacy recognizes a major part of information as well as media among the lives of people. Traditionally, media literacy and information literacy had been regarded as separate areas of research, however, in contemporary times these fields are inclined to be integrated (Ashley et al. 2013). The integration of these two fields was done because they have similar goals. However, media information literacy is not that much attainable for people of developing nations (Kamerer 2013).

Furthermore, the study of Lin et al. (2013) stated that in the context of media literacy it has to turn out to be a significant technique or skill for individuals to endure and live in a contemporary digital atmosphere. Similarly, it has become a key towards understanding modern information pertaining into communities globally. It is inevitable for people not to get engaged in media for obtaining information, as people are merely obliged with media content available to them (Kamerer 2013). Thus, media literacy is regarded as a protection method against any kind of risk of deploying wrong information associated with it, while it creates countless prospects for people to get familiar with media creation. In addition, it is inclined to complete a major development by maximizing social-cultural media opportunities for users but also by reducing the negative consequences of media for them (Ashley et al. 2013).

In the modern era of the 21st century the concept of digital media literacy has emerged. Digital media literacy is explained as the capability of people to understand access and develop content utilizing the aspect of digital media (Bulger & Davison 2018). Whist, traditional media literacy places focus upon insights related to media messages, the digital media adds on a new element of creating as well as developing communicating messages (Marta-Lazo & Grandío Pérez 2012). However, there are misleading assumptions related to it, in regard to providing digital media accessibility that will remedy the gap in between the information haves-on and have (Eristi & Erdem 2017).

As per the study of Guernsey & Levine (2015), it had stated that around 75% of searchers utilizing digital platforms for information do not pay attention to the quality of the information provided, while 25% become overwhelmed by the information provided. Furthermore, in the context of media literacy advertising plays a vital role in ways to communicate with the audience. Digital advertising is inclined to grow year by year as a part of the majority of the trend is placed on it. According to the study of Willer & Lernoud (2019) eMarketer's estimated a huge growth in digital marketing grew from 88 US dollars billion to 109 billion US dollars as shown below (Figure 2).

Figure 1: Advertising Revenue in USA

Annual advertising revenue to all recipients, not just news outlets (in U.S. dollars)
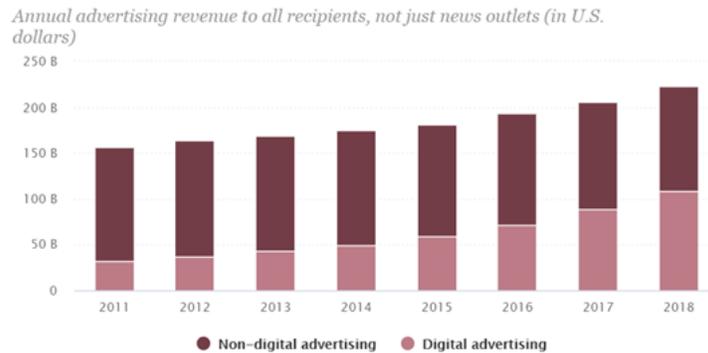
Source: (Willer & Lernoud 2019)

Methodology

The research method is the primary quantitative survey, based on an online distributed closed-ended questionnaire. The following research questions are examined:

- What are the critical factors that influence Digital Natives' news consumption?

- Is there a statistically significant correlation between Digital Natives' demographics and the consumption of news content?

- To what extent Digital Natives' prior media literacy skills and habits influence content consumption and media selection?

- What is the level of Digital Natives' media literacy?

The quantitative online survey was selected based on the literature review as well as to serve the objectives of the research. The questionnaire was based on previous research on literacy and news content such as Ng (2012), Allcott & Gentzkow (2017) and Kalsnes & Larsson (2018) with the necessary additions and improvements to satisfy all research objectives. The validity of the questionnaire was assessed through content evaluation and the conceptual construction based on previous studies.

In our study, the target population is Digital Natives with a general rule of birth after 1980 and age over 18 years. The convenience sample refers to the selection of respondents based on the ease of access of the researcher to them (Bell et al. 2018) and was selected for the fastest and most economical collection but also based on the ability to access as much as possible a larger number.

Therefore, the characteristics of our research effort were the ones that essentially determined the way of collecting the sample, with the choice of the respondents being made based on the ease of access and thus can be characterized as convenience sampling.

The method we used in order to reach our sample has advantages and disadvantages over other selection methods. In particular, it offers rapid data collection as the researcher essentially chooses who to ask, when and where to find them, but instead makes it difficult to securely generalize the results to the entire population (Bell et al. 2018). The final number of respondents and therefore the research sample was 338 people, a number that is considered acceptable according to research that has used the same method (Bell et al. 2018). The analysis of the data provided by the primary data survey was done using the statistical analysis program SPSS version 26.0. For the analysis of the data and the presentation of the results, frequency tables and bar graphs were used as well as comparative statistical analysis with the simultaneous use of the respective statistical controls. This survey was conducted from April to June 2023 in Greece.

Results and Discussion

Descriptive Statistics

Table 1 presents the demographic variables for the participants. The research sample consists of an equal number of male and female Greek respondents. The majority of the participants (27.4%) were from 41 to 50 years old following by those from 18 to 24 years (22.6%). Additionally, 42.1% were university students or graduates and 79.2% have a job.

Table 1. Participants' Demographics

		N	%
Gender	Boy	99	48.5
	Girl	104	51.5
	Total	204	100.0
Age	15	45	22.1
	16	57	27.9
	17	51	25.0
	18	51	25.0
	Total	204	100.0
Did your father attend a	No	97	47.5

University?	Yes	10 7	52.5
	Total	20 4	100.0
Did your mother attend a University?	No	90	44.1
	Yes	11 4	55.9
	Total	20 4	100.0
Do you consider yourself a good student?	No	11 2	54.9
	Yes	92	45.1
	Total	20 4	100.0

According to the findings, there is a significant correlation between Digital Natives demographics and the consumption of news content. The descriptive analysis clearly shows that girls (50.01%) use more time in digital activities as compared to the boys (Table 8). Similarly, Roberts et al. (2014) stated that the addiction to mobile phones was discovered to differ significantly between boys and girls cell phone users. Although both boys and girls were motivated by a strong social component, the precise activities related to CPA differed significantly. The analysis also shows that participants in the age group between 41-50 years use their time in digital activities. As indicate by Schwarzenegger (2020), all the people who belong to the age group between thirty and forty-nine are consuming news from social media websites. Similarly, the students/ university graduates also spend most of their time on digital activities. As indicated by Roberts et al. (2014), cell phones are frequently viewed by college students as an intrinsic part of whom they are and/or as a vital extension of themselves.

Table 2 presents the web-related characteristics of the participants. Specifically, almost all the respondents have a mobile phone (99.8%) following by a laptop (67.2%) and a tablet (42.7%), 99.1% have access to the Internet, 23% spend from 5 to 10 hours on the web per week, and 22.4% over 25 hours, while three out of four prefer general news (75.2%) rather than specific and targeted news (24.8%).
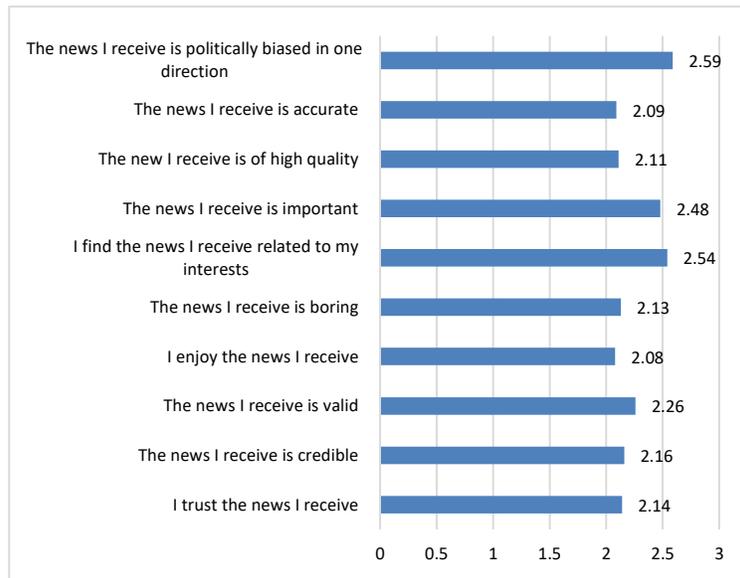
Table 2. Web-related characteristics

Variable		Percentage
Devices on possession	Mobile phone	99.8
	Personal computer	39.2
	Tablet	42.7
	Laptop	67.2
	Game console	29.2

	Digital Camera	22.7
Access on the web	Yes	99.1
	No	.9
	Less than an hour	.9
	1-5 hours	15.0
	5-10 hours	23.0
Time spent on the web per week	10-15 hours	15.9
	15-20 hours	12.4
	20-25 hours	10.3
	Over 25 hours	22.4
Type of news preferred	General news	75.2
	Specific news	24.8

Opinions On News Content Sources

Based on Figure 3, the respondents consider the news they receive is politically biased in one direction (M = 2.59), related to their interests (M = 2.54) and important (M = 2.48). On the contrary, they mention that they enjoy the news they receive (M = 2.08) and that the news is accurate (M = 2.09). As per the aforementioned results, previous studies have observed that individuals mostly prefer to acquire or watch information related to the general content (Fletcher & Nielsen 2018). Similarly, as per the study of Stefanone et al. (2010) the majority of young people are engaged with regards to watching media information via different channels such as social media, televisions, radio to name a few. In addition, the author of previous studies has stated that generally people are inclined to spend five to eight hours watching news placed over their devices such as mobile phones, television and handheld devices (Stroud 2011). As the consumption of news content is different in multiple demographic groups, different age groups have their preferences of watching either general or specific content, thus their opinion is also different regarding news which is based on their interests. Finally, according to Shu et al. (2018), there are indications that consumers are persuaded to accept incorrect or biased stories through fake news and some individuals or groups promote them.

Figure 3: Opinions On News Content Sources

Figure 3 bar chart data:
- The news I receive is politically biased in one direction: 2.59
- The news I receive is accurate: 2.09
- The new I receive is of high quality: 2.11
- The news I receive is important: 2.48
- I find the news I receive related to my interests: 2.54
- The news I receive is boring: 2.13
- I enjoy the news I receive: 2.08
- The news I receive is valid: 2.26
- The news I receive is credible: 2.16
- I trust the news I receive: 2.14

Use of New Technologies in Everyday Life

Table 3 shows that use at a greater extent and more frequently the social media sites (93.1%) following by music devices (66.7%) and discussion groups (59.4%). On the other hand, they use less the virtual worlds (7%) and Wikis (27.5%). According to Buckingham et al. (2005), media literacy skills and influences content consumption and media selection because media plays an essential role in the lives of people, especially in the younger generation. Music, television, video games, magazines and other forms of media all have a significant impact on how to perceive the world and this influence typically begins as early as childhood (Genner & Süss 2017; Valkenburg & Piotrowski 2017; Bowman et al. 2020). There is a need for skill development and habits of media literacy for the engagement and critical consumers of media (Ku et al. 2019). These talents include the ability to access media on a basic level, critically investigate it using essential concepts, evaluate it using that analysis and, eventually, produce media on one's own (Gleason & Von Gillern 2018). This is the reason that adolescents want to use new technologies as it comes from our findings that there are 93.1% who use social media sites. 66.7% uses music devices and 59.4% uses discussion groups. In regards to our results, it has been observed in previous studies that individuals amidst the current era are most likely to use new innovative technologies (Philip & Garcia 2013). Similarly, according to the study of Norris (2020) and Colbert et al. (2016) the use of digitalized devices has become much common among developed nations as people are much aware of

technology and much educated.

Table 3. Use of New Technologies in Everyday Life

		Use (%)		Frequency of use (5-point Likert Scale)
		Yes	No	Mean
1	Music devices	66.7	33.3	2.57
2	Photo upload and sharing	53.7	46.3	2.05
3	Blogs	37.7	62.3	1.80
4	Video upload and sharing	37.6	62.4	1.89
5	Social media	93.1	6.9	3.57
6	Discussion groups	59.4	40.6	2.53
7	Chat rooms	32.5	67.5	1.86
8	Wikis	27.5	72.5	1.55
9	Virtual worlds	7	93	1.17
10	Electronic games	38.1	61.9	1.78

Additionally, Figure 4 shows that 61.6% of the participants on the research use more and much more social media sites for their information than the traditional media. As per the results of the above-mentioned table, it has been observed in past studies that people, especially youths, are mostly propelled to use social applications such as Facebook, Instagram, YouTube, Twitter, etc. (Satheeshkumar & Kumar 2019).

Figure 4: Use of Social Media Platforms Concerning Traditional Media for Information
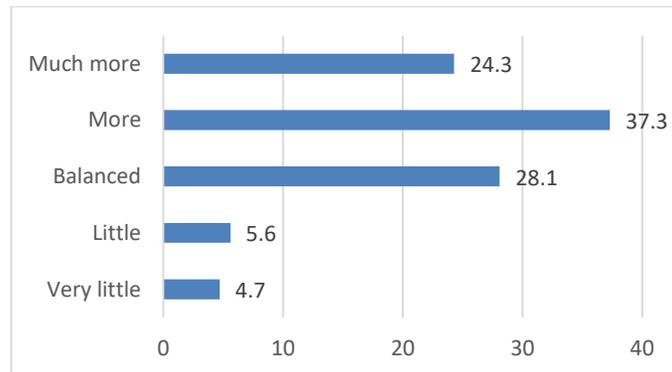
Frequency of Media Use

Table 4 shows the frequency of media use. Specifically, mobile phones are the main mean for getting information (M = 3.50) following by social media (M = 3.16) and search engines (M = 2.90). On the contrary, traditional media such as newspapers show a very low average of use to gather information. Since the last two decades, the usage of web applications and mobile applications has changed the dimension of consuming news content (Wolf & Schnauber 2015). In the western world, the delivery of news has transformed towards new technological applications, new types of intellectual property, as well as major changes in control and filters that ensure news is examined, authenticated and verified before it is published (World Intellectual Property Organization 2002). When Nielsen (2011) listed the most popular news sources on the Internet, six of the top 20 sites were news aggregators, rather than journalistic organizations or distinct news sources (Pewresearch.org 2021). Thus, it is important to take advantage of new technological applications by the different news sources on the Internet and it is also important to have media literacy. The information from Table 4 has been denoted in past studies in regard to the frequency of media usage. As per the research of Ruleman (2012), people tend to acquire information via hand-held devices is much common by individuals via utilizing cell phones and social media platforms.

Table 4. Frequency of media use expressed in a 5-point Likert scale

		Mean
1	Newspapers	1.25
2	Electronic newspapers	2.56
3	TV	2.31
4	TV web page	1.59
5	Radio	2.46
6	Mobile phone	3.50
7	Word of mouth	2.36
8	Social media	3.16
9	Search engines	2.90

Necessity of Media on Everyday Life

Moreover, Figure 5 shows that the more necessary media for the everyday life of the respondents is the web (M = 3.77) following by social media (M = 3.21) and radio (M = 2.89). On the contrary printed media are less important (M = 2.00). Media now becomes a necessity for everyday life but many common problems come forward (Gee 2019). The reason for low media literacy is that it becomes an obstacle in the path of the people to avail themselves of the facilities of media, such as lack of computer skills for searching/extracting information and lack of knowledge regarding privacy and security (Van Deursen et al. 2010). Moreover, internet literacy has been assessed in a variety of settings and among various age groups. It is inevitable for people not to get engaged in media for obtaining information as people are merely obliged with media content available to them (Kamerer 2013). In addition, past studies have mentioned that media has become of utmost necessity for inhabitants' daily lives as it is one of the most powerful communication channels (Vorderer & Kohring 2013).

Figure 5: Necessity of Media on Everyday Life Expressed in a 5-point Likert Scale
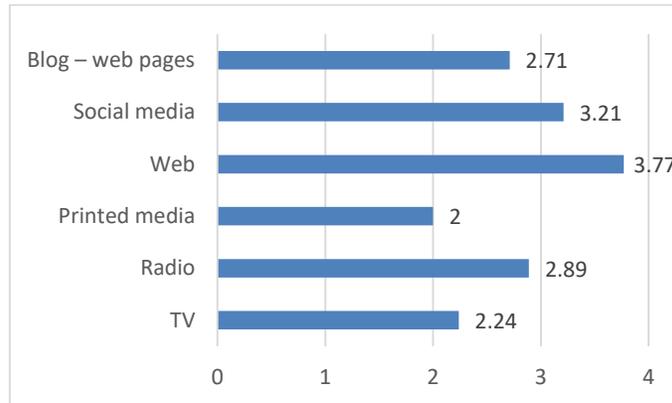
Social Media Use for Information

Based on Table 5, the respondents mostly use Facebook (M = 3.10), YouTube (M = 2.63) and Instagram (M = 2.61) for their information.

Table 5. Social Media Use for Information Expressed in a 5-point Likert Scale

		Mean
1	Facebook	3.10

		Mean
2	Instagram	2.61
3	Twitter	1.44
4	YouTube	2.63
5	LinkedIn	1.44

Benefits From the Use of Social Media

The main benefits from social media were entertainment (M = 3.43), interaction (M = 3.32) and freedom of speech (M = 3.09) (Table 6).

Table 6: Social Media Use for Information Expressed in a 5-point Likert Scale

		Mean
1	Information	2.74
2	Entertainment	3.43
3	Reliability	2.02
4	Freedom of speech	3.09
5	Interaction	3.32
6	Validity	2.14

Furthermore, Table 7 shows that the use of traditional media happens from up to two hours per day with smaller percentages on the other groups. On the contrary the use of social media receives very high percentages in all the other categories.

Table 7: Time Spent on Traditional and Social Media

Variable		Percentage
Use of traditional media per day	0-2	66.3
	2-4	25.1
	4-6	5.0
	Over 6 hours	3.6
Use of social media per day	0-2	34.5
	2-4	38.1
	4-6	17.9
	Over 6 hours	9.5

Addiction to Media

Based on Figure 6, the majority of participants state that they feel higher addiction to their mobile phone (M = 3.48) following by social media sites (M = 2.94) and radio (M = 2.23). On the contrary, less addiction found to newspapers (M = 1.21) and the websites of TV stations (M = 1.40). Facebook is a very addicting social networking site and its accessibility via several mobile apps and a mobile website contributes significantly to its success. In January 2021, over 98% of active user accounts around the world used any type of mobile phone to access the social network (Statista 2021). The outcome of the above study has been taken into consideration in previous literature. According to the study of Chen et al. (2013) and Nyamba & Mlozi (2012) it has been noted that the majority of people are most likely to acquire information by cell phones as it is mostly with them at all times. Amidst the digitalized age, media generally appears to be the most powerful factor in regard to as being a tool for social changes, a way of communication and information as well as knowledge (Hobbs 2013).

Figure 6: Addiction to Media Expressed in a 5-point Likert Scale
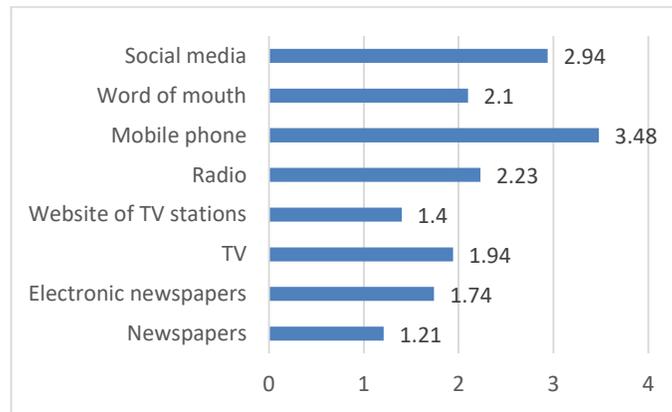
Inferential Statistics

Table 8 shows that the majority of male and female respondents follow Media for less than 2 hours per day, while 6.5% of male respondents do it for over 6 hours compare to 0.6% of female respondents. As per the below-mentioned outcome, it has been observed in past studies that men are much more committed to watching the news in contrast to women (Papper 2012).

Table 8: Hours Following Media Per Day / Gender

			Hours following Media per day				
			0-2	2-4	4-6	Over 6 hours	Total
Gen	Male	Count	104	42	11	11	168
		%	61.9 %	25.0 %	6.5%	6.5%	100.0%
	Female	Count	120	43	6	1	170
		%	70.6 %	25.3 %	3.5%	0.6%	100.0%
Total		Count	224	85	17	12	338
		%	66.3 %	25.1 %	5.0%	3.6%	100.0%

Finally, the chi-square test (Table 9) shows that the gender of the participants presents a statistically significant relationship with the number of hours that the participants follow media per day ($x^2 = 10.947$, $p < 0.05$).

Table 9. Chi-Square Test for The Hours Following Media Per Day/Gender

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	10.947	3	.012
Likelihood Ratio	12.388	3	.006
Linear-by-Linear Association	8.365	1	.004
N of Valid Cases	338		

CONCLUSION

People today are in a place where they can produce, consume, store and broadcast news from various sources, media organizations and platforms. There are more options for consuming news than ever before, but that means there are even more options for cheating, mis/disinformation, incomplete stories and poor quality news. Modern news consumers need to go through the plethora of online news to find the information they need, not only to live their daily lives but also to stay informed as citizens. However, there are few serious indications that they are ready or able to take on this role and there are few studies that examine how the modern news and communication environment affects the transmission of news content.

Our study's findings indicate that Digital Natives believe that political forces affect the news they receive, fact that can question their validity and accuracy. Additionally, we found that Digital Natives use many different devices to receive information on their everyday life as well as they use more social media platforms for their information than traditional media. Finally, greater addiction from media found to exist from mobile phones followed by social media platforms, a fact that shows the tendency during the last decade.

Mobile phone is the device at which people used to do more browsing and it is measured in 99.81%. 75.2% of people search for general news and 25.8% search for specific news. It comes forward that the majority of the participants (M = 2.59/3) consider news as strongly affected by political parties but at the same time they have the opinion they receive high-quality information (M = 2.11/3) and very important news (M = 2.48/3). It is also impressive that, some traditional media, such as newspapers, were found to have a minimum impact on them (M = 1.21/5). Therefore, it is proved that there is a relationship between Digital Natives' demographics and consumption of news content

Our findings are in line with those from previous researches. More specifically, the interest of Digital Natives in social media is confirmed by Jones' study who states that 20% of college students started using computers between the ages of 5 and 8 and before the age of 18 many had started using computers while the Internet was a daily source of information (Salmela-Aro et al. 2017). In addition, almost half of the students reported that they used the Internet mainly to communicate on social media and 72% said that most of their online communication was with friends (Salmela-Aro et al. 2017). Given that these statistics were reported in 2002 and that members of this group are now new teachers, it is clear that Digital Natives had great access to technology and used it as both a resource and a social framework. Today's student is well prepared to work in a wired world. Almost everyone has experience with email and the Internet, and most are familiar with a wide variety of software packages (Haluza et al. 2017). Finally, the fact that this study indicates a low level of media literacy is proof that despite the daily use of new communication technologies, a great percentage of Digital Natives still does not comprehend how to use them correctly and there is a great need for tailor-made media literacy policies and practices.

Research Limitations

Regarding the limitations of the present research effort, it should be noted that they consist of the research sample and the sampling method. In particular, a future survey should collect a larger sample in order to confirm the current findings and end up with more valid conclusions, as well as a more random sampling process that can ensure representativeness and facilitate the generalization of results.

Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this paper.

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