

MINISTRY OF EDUCATION HO CHI MINH NATIONAL
AND TRAINING ACADEMY OF POLITICS
ACADEMY OF JOURNALISM AND COMMUNICATION

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**NEEDS AND CONDITIONS FOR NEWS
RECEPTION AMONG VIETNAMESE
UNIVERSITY STUDENTS TODAY**

Major: Journalism

Code: 9320101

**SUMMARY OF DOCTORAL DISSERTATION IN
JOURNALISM**

HANOI - 2026

The dissertation was completed at
Academy of Journalism and Communication

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The dissertation will be defended before the Academy-level
Doctoral Dissertation Examination Council at the Academy of
Journalism and Communication.

At hours on the day of 2026.

The dissertation is available at:

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INTRODUCTION

1. Rationale for the study

During 2024-2026, the news ecosystem has undergone rapid transformation under the influence of digital platforms, personalized algorithms, and generative artificial intelligence. For university students, news reception no longer takes place primarily through a linear relationship between news organizations and audiences. It increasingly occurs through multiple layers of mediation, including social media, influencers, peer groups, lecturers, experts, and artificial-intelligence-based conversational tools. This shift requires research not only into whether students read, listen to, or watch news, but also into how they encounter, recognize, select, verify, and use information originating from professional journalism.

First, shifts in the power to distribute information are changing the relationship between journalism and young audiences. Students may not visit a news website directly, yet they still encounter content produced by news organizations through social media feeds, short videos, chat groups, or sharing by intermediary actors. Under Prokhorov's concept of the indirect audience, they may still constitute part of the news audience when the content they receive originates in professional journalism. It is therefore necessary to distinguish the journalistic origin of information from the intermediary channel through which students encounter it.

Second, crises of trust, misinformation, information overload, and news avoidance have made the quality of reception a central concern. Students benefit from widespread device ownership and connectivity, but they also face pressures from speed, sensational

content, fragmented attention, and algorithmic recommendation. Broad exposure does not necessarily mean deep reception, just as the ability to reach a source does not necessarily imply the capacity to recognize, verify, interpret, and use information responsibly.

Third, existing studies often describe media-use behavior or examine needs and conditions separately. Yet strong needs do not necessarily become regular, selective, and in-depth reception when conditions are unfavorable. Conversely, widespread devices and connectivity do not by themselves ensure high-quality reception when verification capacity, time, affordability, and supportive environments remain limited. This gap calls for an analytical framework that places needs and conditions within the same process of news reception among Vietnamese university students.

The dissertation, "Needs and Conditions for News Reception among Vietnamese University Students Today", accordingly examines students' needs, conditions, modes of reception, and self-assessed reception quality in a digital media environment, providing evidence for journalism, higher education institutions, and students.

2. Research aim and tasks

2.1. Research aim

The dissertation develops and applies a framework for the needs and conditions of news reception among Vietnamese university students; analyzes the current situation and associations among needs, conditions, and behavior in the sample; and proposes solutions to meet needs, improve conditions, and enhance reception quality.

2.2. Research tasks

The study reviews Vietnamese and international scholarship; systematizes theoretical foundations and establishes operational concepts, a theoretical framework, model, and indicators; examines students' current reception, needs, and conditions; analyzes observed associations; and proposes solutions for relevant stakeholder groups.

3. Research object and scope

The research object is the needs and conditions for news reception among Vietnamese university students today. Current reception practices provide the empirical basis for identifying these dimensions and their relationships.

The dissertation covers direct and indirect reception; needs concerning content, formats, and platforms; conditions involving devices, connectivity, time, affordability, education, media literacy, and information processing; and associations with reception behavior. It interprets associations, correlations, and group differences within the sample, without inferring causality from the cross-sectional design.

The survey covered 10 universities: four in Northern, two in Central, and four in Southern Vietnam; fields ranging from journalism and social sciences to health, business, engineering, tourism, and multidisciplinary education; and seven public and three private institutions. The dissertation was conducted during 2023-2025, with the official survey from 26 March to 11 June 2025.

4. Theoretical foundations and research methods

4.1. Theoretical foundations

The dissertation is grounded in Marxism-Leninism, Ho Chi Minh Thought on revolutionary journalism, and the viewpoints of the Communist Party of Vietnam on ideological work, journalism, and communication. Its legal foundations include the 2013 Constitution, the 2016 Press Law, the 2016 Law on Access to Information, the Law on Higher Education, and national digital transformation orientations. Accordingly, students' news reception is understood both as an individual communication practice and as an activity related to the right of access to information, civic education, and human development.

From the perspective of journalism studies, the dissertation applies three principal theories and one supporting concept. Stuart Hall's Reception Theory explains students' agency in selecting, decoding, and making meaning. Uses and Gratifications Theory, associated with Katz, Blumler, and Gurevitch, explains motives, purposes, and the structure of needs. Potter's Media Literacy Theory clarifies subjective conditions, especially the capacity to search for, evaluate, verify, and interpret information. Prokhorov's concept of the indirect audience is used to identify students' reception of journalistic content through social intermediaries. The concepts of filter bubbles, echo chambers, incidental news exposure, and news avoidance support the description of the platform and algorithmic context.

4.2. Research methods

The dissertation adopts a mixed-methods approach combining document analysis, a questionnaire survey, in-depth interviews, and

quantitative and qualitative data analysis. The quantitative survey used non-probability sampling, combining purposive selection with quota allocation to diversify regional contexts, fields of study, and institutional types. Its findings are not treated as probability-based estimates representative of all Vietnamese university students.

A pilot survey with 55 students on 25 March 2025 refined the instrument and was excluded from analysis. The official online Google Forms survey produced N = 2,053: Hong Bang International University, 216; The University of Danang - University of Science and Technology, 210; Van Lang University, 208; Van Hien University, 207; Academy of Journalism and Communication, 205; Hanoi Medical University, 205; Foreign Trade University, 204; Thu Dau Mot University, 200; Vietnam Maritime University, 199; and School of Hospitality and Tourism - Hue University, 199. The questionnaire covered demographics, reception practices, needs, and conditions.

The qualitative component comprised 35 semi-structured interviews with 22 students, 10 news-organization staff, and three university administrators or lecturers. Purposively selected participants were transcribed, thematically coded, and anonymized. Interview data explained and compared quantitative findings but were not used to estimate prevalence.

Quantitative data were processed in SPSS version 26.0 through data cleaning and coding, reliability testing with Cronbach's alpha, exploratory factor analysis, descriptive statistics, chi-square tests, one-way analysis of variance, and supplementary analyses including Welch ANOVA, Holm correction, Pearson and Spearman correlations, and bootstrap confidence intervals. Statistically

significant results were interpreted together with effect sizes. Because observations were nested within 10 institutions but within-institution dependence was not adjusted for, the data were primarily self-reported, and the study was cross-sectional, all conclusions are limited to the survey sample.

5. Research questions and hypotheses

The four research questions concern reception channels, direct and indirect modes, frequency, and proactivity; needs for content, formats, and platforms; infrastructure, media literacy, and environment; and associations among needs, conditions, and behavior.

Five corresponding hypotheses were formulated. H1 anticipates a shift toward digital environments and the growing role of indirect reception. H2a anticipates differences between selecting one type of news as the most interesting and self-assessed levels of need, while H2b anticipates a preference for concise, visual, multimedia formats. H3 proposes that reception conditions vary not only in devices and connectivity but also in evaluative capacity and the social environment. H4 proposes positive associations among needs, self-assessed media literacy, supportive environments, proactivity, and the self-assessed quality of reception behavior. The hypotheses are examined through a descriptive-comparative approach rather than a linear causal model.

6. Original contributions of the dissertation

First, the dissertation integrates needs and conditions within one framework, linking information motives with material, social, educational, and capacity-related prerequisites. Its contribution is to

reorganize existing dimensions for Vietnamese university students, not to propose a causal theory.

Second, it operationalizes the indirect audience in a digital context, showing how students encounter journalism through social media, friends, lecturers, experts, chat groups, and platform intermediaries.

Third, it distinguishes access to sources from conditions for high-quality reception. Devices, Internet access, and social media are insufficient without verification, analysis, interpretation, and support, shifting attention from information reach to reception quality.

Fourth, it provides evidence from 2,053 survey respondents and 35 interviews on students' needs, conditions, and reception modes, supporting solutions for news organizations, higher education institutions, and students.

7. Theoretical and practical significance

Theoretically, the dissertation updates approaches to young news audiences and to needs and conditions for reception in digital environments, while clarifying the organic relationships among motives, conditions, and the capacities of receivers. Practically, the findings provide a basis for news organizations to design and distribute content more appropriately; for universities to develop learning resources and media literacy education; for students to establish selective, verified, and responsible reception habits; and for regulatory authorities to consider the right of access to information, digital citizenship education, and information literacy development for the young workforce.

8. Structure of the dissertation

Besides the Introduction, Conclusion, References, and Appendices, the dissertation has four chapters: literature review; theoretical foundations; current situation; and issues and solutions.

Chapter 1 LITERATURE REVIEW

1.1. Research on news reception behavior

Studies in this direction show that reception is a complex process involving exposure, attention, selection, decoding, evaluation, response, and use of information under specific social, cultural, and technological conditions. Stuart Hall's Reception Theory establishes the active position of audiences, while the two-step flow model and the concept of the indirect audience explain the role of intermediaries. Recent research on incidental news exposure and news avoidance shows that young audiences are moving from direct access toward fragmented, mobile, and multi-platform reception.

1.2. Research on needs for news reception

Uses and Gratifications Theory provides an important foundation for studying needs by asking which purposes audiences seek to satisfy through media use. Students' needs are identified across three dimensions: content, formats, and reception platforms, and are associated with study, careers, personal development, current affairs, communication, and entertainment. Recent studies emphasize the coexistence of a need for rapid exposure and a need for in-depth

information, showing that the entire structure of needs cannot be inferred from the single news category selected most often.

1.3. Research on conditions for news reception

Research on reception conditions has expanded from a focus on devices and connectivity to a multidimensional approach encompassing time, affordability, the educational environment, media literacy, and source-evaluation capacity. Potter's Media Literacy Theory and studies of the digital divide show that device ownership does not necessarily mean the capacity for high-quality reception. Personalized algorithms, filter bubbles, echo chambers, and generative artificial intelligence introduce new conditions related to source recognition, information diversity, and verification capacity.

1.4. Overall assessment and research gap

The literature review identifies three principal limitations. First, many studies in Vietnam continue to focus on channels, frequency, and devices, while indirect reception, algorithms, and the quality of information processing remain insufficiently examined. Second, needs and conditions are often studied separately rather than within a common framework explaining why similar levels of need may accompany different behaviors. Third, large-scale empirical evidence on students across regions, fields of study, and institutional types remains limited. The dissertation therefore identifies gaps concerning an integrated needs-conditions framework, the distinction between access and reception, and the role of indirect audiences in digital environments.

Chapter 2

THEORETICAL FOUNDATIONS OF THE NEEDS AND CONDITIONS FOR NEWS RECEPTION AMONG VIETNAMESE UNIVERSITY STUDENTS TODAY

2.1. System of operational concepts

Journalistic information is defined by its origin and the logic of journalistic production: content collected, verified, edited, and published by news organizations. The dissertation does not equate all content on social media with journalistic information. A journalistic product remains within the research scope when students encounter it through Facebook, TikTok, YouTube, chat groups, or another person's sharing. Conversely, rumors, personal comments, and spontaneous content that have not undergone a journalistic process are not treated as journalistic information.

Access refers to the ability to reach an information source, device, connection, platform, or channel. Reception is a deeper process comprising exposure, selection, comprehension, decoding, evaluation, response, and use. Reception needs are the system of students' wants, purposes, and expectations concerning content, formats, and platforms. Reception conditions are the combination of material, technological, economic, temporal, social, educational, and capacity-related prerequisites that may support or constrain the realization of needs in behavior.

2.2. Political and legal foundations

Political, ideological, and legal foundations link news reception to journalism's social role, information rights, youth development, higher education, and digital transformation. Improving reception

quality therefore involves students, news organizations, educational institutions, and regulators.

2.3. Theoretical framework, research model, and scales

The theoretical framework integrates three explanatory approaches: Hall clarifies audience decoding; Katz, Blumler, and Gurevitch clarify motives and needs; and Potter clarifies capacity-related conditions. Prokhorov adds the concept of the indirect audience to explain layers of social mediation. The research model places the digital media context, journalistic information and reception channels, students, needs, conditions, and behavior or self-assessed quality within one structure. The connecting arrows organize the analysis and hypothesis tests; they do not represent causal relationships.

The scales cover information handling and verification; reception habits and proactivity; content needs; support; search, processing, and evaluation capacity; barriers; and desired improvements. Scale B6 measures reception habits and level of proactivity. Cronbach's alpha and exploratory factor analysis preceded composite scoring.

2.4. Factors associated with needs and conditions for news reception

Subjective factors include gender, year and field of study, media experience, habits, and evaluative capacity. Objective factors include technology, algorithms, generative AI, education, source guidance, culture, and the news ecosystem. They support grouping and interpretation of observed patterns, not proven causal claims.

Chapter 3

THE CURRENT STATE OF NEEDS AND CONDITIONS FOR NEWS RECEPTION AMONG VIETNAMESE UNIVERSITY STUDENTS TODAY

3.1. Survey context and basis for data interpretation

The sample comprised 2,053 students at 10 institutions. Northern Vietnam accounted for 39.60%, Central Vietnam for 19.92%, and Southern Vietnam for 40.48%; women accounted for 63.22% and men for 36.78%. The sample structure reflects a strategy of contextual diversification rather than a nationally representative probability sample. Findings are therefore interpreted within the surveyed institutions, with attention to gender imbalance, differences in field-group sizes, and the absence of adjustment for within-institution dependence in individual-level tests.

Chapter 3 scales were reliable and had appropriate exploratory factor structures. Interviews explained patterns and apparent contradictions but neither replaced quantitative evidence nor established prevalence.

3.2. Current patterns of news reception among university students

Social media was the point of contact with the highest daily frequency, at 49.39%; when use three to five times per week was combined with daily use, the regular-use rate reached 78.03%. Online news sites were accessed daily by 26.79%, and 55.92% used them at least three to five times per week. Daily rates were 15.54% for television, 7.70% for radio, and 3.56% for print newspapers. These findings confirm a shift toward digital environments but do

not permit social media to be equated with news organizations; social media primarily functions as a distribution platform and an entry point to news.

Multi-channel reception was pronounced: counting rare use or above, 97.42% used at least three of five channel groups and 54.75% used all five. At least once or twice weekly, 76.04% used three or more. Students thus assembled a multi-touchpoint repertoire rather than simply replacing old channels with new ones.

A total of 60.84% usually received news alone; 19.09% with friends; 12.08% through chat groups, forums, or online communities; 7.01% with family members; and 0.97% with lecturers. At the same time, 61.37% agreed or strongly agreed that they received news from lecturers, experts, and friends (Mean = 3.72), and 62.01% agreed or strongly agreed that they trusted information from these sources (Mean = 3.79). The results reflect the role of social intermediaries, while the very low proportion receiving news with lecturers indicates a gap in routine guidance from educational environments.

Reception was fitted into spare moments and was fragmented: 59.23% received news whenever they had free time, 21.72% in the evening before sleep, 11.74% around midday, and 7.31% in the morning. The means of 11 indicators of reception practices ranged from 3.60 to 4.03, all within the high range. The highest indicators were receiving information from multiple sources (Mean = 4.03) and through social media or news sites (Mean = 4.01). Students valued visual presentation (Mean = 3.93) and speed (Mean = 3.92), while also reporting verification before sharing (Mean = 3.91), careful reading, and preference for objective sources. On the Reception Habits and Level of Proactivity scale, selective reception reached

Mean = 4.07, whereas spending substantial time on news was Mean = 3.65 and reading news daily was Mean = 3.50.

After reception, 31.17% most often shared news through social media; 25.57% saved it; 16.76% ignored it; 12.86% discussed it; and 12.03% used it for study, work, or daily life. Only 0.93% wrote public opinion posts and 0.68% created memes or reaction videos. Reception therefore led more often to storage and private-network exchange than public participation.

Television had the highest satisfaction (Mean = 3.88), followed by online news and social media (both 3.74), radio (3.53), and print (3.49). The most-used channel was not necessarily the most satisfying. Self-assessed effects were stronger for study, research, and critical thinking (3.77) than for changes in behavior, habits, or lifestyle (3.65); these are perceptions, not causal evidence.

3.3. University students' needs for news reception

When one most-interesting category was required, entertainment ranked first at 47.15%; study and careers, 16.37%; current affairs and politics, 16.03%; health, 8.18%; economics, 6.87%; and science and technology, 5.41%. Within entertainment, celebrity private lives, scandals, and statements represented 26.69%; music trends, 26.45%; and film and television, 18.02%.

The self-assessment scale provided a complementary picture. The need for updated information to improve knowledge and skills reached Mean = 3.95, with 71.21% agreeing or strongly agreeing; information on career opportunities and personal development reached Mean = 3.90, with 69.65%; current affairs and social information reached Mean = 3.80, with 63.27%; and information for study and research reached Mean = 3.77, with 62.69%. The two

measures are not contradictory; they capture two layers: the most salient choice at the time of response and the self-assessed level of need by purpose.

For journalistic improvement, 30.10% chose greater reliability and less sensational or inaccurate reporting; 27.23% more engaging presentation; 12.23% more analysis and depth; 11.59% faster updates; 9.69% greater relevance to students; and 9.16% better platform experience. Reliability sustains reference value, while form attracts attention.

Regarding future formats, multi-platform delivery accounted for 27.57%, rapid news summaries for 24.79%, and short news videos for 23.33%; together, the three options represented 75.69%. Visual journalism and infographics accounted for 9.35%; traditional text, 9.25%; podcasts, 3.46%; and livestreams, 2.24%. Preference for concise and visual forms does not amount to rejection of depth. In-depth interviews showed that when issues concerned study, careers, public policy, health, or rights and interests, students moved from incidental exposure toward purposeful search and comparison with professional news sources.

Needs differed by gender, year, and especially field of study. Students are therefore not a homogeneous audience; products should reflect their professional context, purpose, and reception rhythm.

3.4. Conditions for news reception among university students

Internet-connected smartphones were reported by 83.68%, computers or laptops by 62.54%, and free university, library, or dormitory Wi-Fi by 50.66%. Stable personal Internet reached 40.77%, television or cable 36.34%, and paid accounts only 11.64%.

Conditions were largely personal and online, but connection quality and paid access remained limited.

The most common news duration was 30-60 minutes daily (34.39%); 26.74% had no fixed duration and 20.26% spent under 30 minutes. Difficulty accessing paid news reached Mean = 3.59. Interviews suggested willingness to pay for direct convenience, but no stable subscription habit for journalism; perceived value, price, and experience remained decisive.

Four university and lecturer support indicators ranged from Mean = 3.82 to 3.90. Courses or activities improving information processing received 70.04% agreement; online learning-material access, 68.78%; lecturer guidance in searching, 67.17%. University help in accessing news sources scored lowest, indicating a need for stronger guidance toward reliable journalism.

Information technology capacity was self-assessed at a high level, with means from 3.58 to 3.77. Search, processing, and evaluation skills ranged from Mean = 3.78 to Mean = 3.91: 70.48% agreed or strongly agreed that they could quickly find relevant information; 69.17% that they could filter important information; and 67.51% that they recognized the influence of algorithms (Mean = 3.88). Credibility assessment was the lowest indicator, at 63.22%. Because these measures were self-assessed, they do not replace an objective competency test.

Difficulty verifying credibility had Mean = 3.64 and overload 3.63; paid-source access 3.59; unsuitable presentation 3.56. Lack of a suitable device was 3.09 and unstable connectivity 3.19. In this sample, prominent barriers centered less on device shortage than on filtering, verification, time management, and product suitability.

Expanding Wi-Fi and Internet quality reached Mean = 3.92; increasing professional journalism on social media, 3.81; more print newspapers in reading rooms, 3.57; and dormitory televisions, 3.39. Students prioritized digital infrastructure and journalism at their existing touchpoints.

3.5. Associations among needs, conditions, and reception behavior

First, the need for rapid updates co-occurred with multi-channel reception and use during spare moments. Social media functioned as an entry point, but important content often prompted students to return to professional journalism for verification. Second, different content types were associated with different reception patterns: entertainment was generally linked to rapid exposure, whereas study, careers, policy, and health were more often associated with purposeful search, close reading, and source comparison. This differentiation was especially clear across fields of study.

Third, material conditions enabled access but were not, by themselves, clearly associated with positive reception behavior. Agreement or strong agreement was reported for difficulty accessing paid sources by 56.02%; information overload by 55.87%; difficulty verifying credibility by 55.67%; unsuitable presentation by 51.97%; and limited time by 47.20%. Differences by devices and connectivity had very small effect sizes, whereas the capacity to search for, process, and evaluate information was more clearly associated with proactivity and verification practices. The B6 score rose from 3.42 in the low-capacity group to 4.34 in the high-capacity group, with $\eta^2 = 0.318$.

Fourth, all supplementary correlations were positive: C2 content needs with B6, Pearson $r = 0.680$; D5 capacity with B6, $r = 0.612$; D3 academic support with B6, $r = 0.616$; and D5 capacity with B3 information handling and verification, $r = 0.509$. Spearman tests, bootstrap estimates, and correction for multiple comparisons indicated statistical robustness, but did not support causal conclusions. The positive correlation between D6 barriers and B6 was interpreted to mean that more proactive receivers identified barriers more clearly, not that barriers increased proactivity.

Interviews indicated that journalism no longer monopolized first contact but retained roles in verification, context, and evidentiary standards. Needs were realized more consistently with sufficient time, appropriate sources, support, and processing capacity. Needs, conditions, and behavior therefore showed multiple simultaneous relationships within the sample.

3.6. Overall assessment of the current situation

Positive findings were that students formed a multi-platform audience; showed agency in selection, multi-source reception, and verification; retained clear knowledge, career, and current-affairs needs; expected speed and visual appeal with reliability; and generally had favorable device and connectivity conditions.

At the same time, several paradoxes emerged: needs for depth coexisted with the exposure advantage of entertainment; multi-channel use coexisted with dependence on platform touchpoints; favorable access conditions coexisted with verification difficulties and overload; sharing and saving were common, while public participation and academic use remained low; university support was assessed fairly positively, yet only 0.97% received news with

lecturers; and differences across fields of study showed that a single content model could not serve all students. The common bottleneck lay in the gap between access and reception, and between rapid exposure and in-depth use of information.

Chapter 4

ISSUES AND SOLUTIONS FOR MEETING NEEDS AND IMPROVING CONDITIONS FOR NEWS RECEPTION AMONG VIETNAMESE UNIVERSITY STUDENTS IN THE COMING PERIOD

4.1. Issues identified

First, some news organizations' content structures and distribution remain mismatched with students' indirect, multi-platform reception. Platform presence must preserve traceability, editorial accountability, and distinctions among journalism, commentary, advertising, and unverified information.

Second, entertainment choices must be reconciled with speed, visual appeal, reliability, and depth. Rather than choosing between short and deep or appealing and accurate, journalism needs layered products: concise visuals for contact, followed by explanation, verification, and analysis.

Third, prominent barriers centered less on missing devices than on reception capacity, verification, and information-flow management. Improvement must therefore address infrastructure, affordability, source recognition, deep reading, and understanding of algorithms.

Fourth, received information should be used more effectively for study, careers, daily life, and public participation. Fifth,

differences by field, purpose, and context must be recognized; students are not homogeneous.

4.2. System of solutions

Solutions are organized for three stakeholder groups through a matrix of problems, evidence, actions, resources, indicators, and timeframes.

4.2.1. For news organizations

News organizations should provide three content layers: rapid contact through short news, vertical video, infographics, or cards; explanation and verification; and in-depth material. Long-form work needs summaries and mobile products. Multi-platform distribution must retain editorial standards, links to originals, and clear source identification.

Products should reflect fields of study and use situations, prioritizing study, careers, health, policy, and student interests. Paid-content trials may include student, library, or institution packages combining free access with deeper analysis. Monitoring should cover source click-throughs, reading time, saves, return visits, newsletters, and academic use, not views alone.

4.2.2. For higher education institutions

Universities should integrate media education, search and filtering, source recognition, verification, fact-opinion distinctions, and understanding of algorithms and generative AI into courses, orientation, libraries, and extracurricular activities. Professional journalism can serve as material for assignments, discussions, and small research projects.

Institutions should improve Wi-Fi, digital libraries, databases, and quality-source access; use university portals as gateways to reliable journalism; strengthen lecturer and library guidance; and maintain partnerships with news organizations through field-specific seminars, verification workshops, career activities, and student news products.

4.2.3. For students

Students should develop proactive, multi-source, verified reception: trace origins, compare important claims, recognize sensational headlines and manipulated images, identify unclear sources, distinguish facts, commentary, advertising, and AI-generated content, and diversify followed sources to reduce echo chambers.

News should become evidence, knowledge, and skills for study, careers, and life. When sharing or commenting, students should separate verified information from opinion and respect sources and social responsibility. Success requires coordination: journalism provides responsible content and context, universities support capacity, and students select, evaluate, and use information.

CONCLUSION

The dissertation developed a framework, surveyed 2,053 students at 10 institutions, and conducted 35 interviews to clarify needs, conditions, reception modes, and self-assessed reception quality.

First, needs and conditions are organically related components of reception. Needs express wants, purposes, and expectations; conditions comprise material, technological, economic, temporal, social, educational, and capacity-related prerequisites. The framework explains why broad access need not produce quality and why strong needs may accompany different behaviors; it is not causal.

Second, students received news through multiple channels and touchpoints, increasingly indirectly. Social media was a major gateway, while online news, television, radio, and print remained in their repertoires. Reception was fragmented and fitted into spare moments; students changed their routes to journalism rather than abandoning it.

Third, needs varied by measurement: entertainment led the single-choice item, while study, careers, personal development, current affairs, and knowledge improvement scored highly in self-assessment. Students also demanded reliable, less sensational journalism in engaging forms, requiring speed and visuality to accompany verification and depth.

Fourth, major barriers centered less on device shortages than on conditions for reception quality. Smartphones, computers, and Wi-Fi were common, yet verification difficulty, overload, limited time, affordability, and unsuitable presentation persisted. Technological competence is not equivalent to high-quality news reception.

Fifth, descriptive, comparative, and correlational analyses found positive associations among needs, self-assessed media literacy, academic support, and proactivity. Devices and connectivity were initial conditions with very small effects; search, processing, and

evaluation capacity was more clearly associated with proactivity and verification. These are sample relationships, not causal effects.

Sixth, solutions address three stakeholders. Journalism should layer content, distribute it on traceable platforms, and strengthen verification. Universities should integrate media education, digital resources, source guidance, and journalism partnerships. Students should use multiple sources, verify information, manage flows, and turn information into knowledge, skills, and responsible action.

The indirect audience concept clarifies students' new position: first contact may occur through social media, chat groups, or online communities, but they remain journalism audiences when content originates in journalism and can be traced and verified.

The study has several limitations: non-probability sampling at 10 institutions; no estimate of the response rate because no probability sampling frame was available as a denominator; no adjustment for within-institution dependence; cross-sectional and self-reported data; scale assessment limited to Cronbach's alpha and exploratory factor analysis without confirmatory factor analysis; qualitative interviews not used for generalization; and 12 of the 22 interviewed students drawn from the Academy of Journalism and Communication. Future research should expand geographical and institutional coverage and employ probability or multilevel designs, digital behavioral data, and confirmatory factor analysis.

Improving reception quality requires coordination: journalism should combine appropriate presence with verification and explanation; universities should provide supportive environments and capacity building; and students should move from rapid exposure to proactive, verified, responsible reception.

LIST OF PUBLICATIONS RELATED TO THE DISSERTATION

1. Nguyen Thi Huyen (2025), "Factors affecting the apathy towards access and awareness of information in traditional newspapers among Vietnamese university students", *Edelweiss Applied Science and Technology*, Vol. 9, No. 3, pp. 708-725. DOI: 10.55214/25768484.v9i3.5285.
2. Nguyen Thi Huyen (2025), "Students' needs and conditions for receiving information: Evidence from Vietnamese universities today", *Edelweiss Applied Science and Technology*, Vol. 9, No. 6, pp. 2064-2084. DOI: 10.55214/25768484.v9i6.8314.
3. Nguyen Thi Huyen (2025), "Nhu cầu tiếp nhận thông tin báo chí của sinh viên" [University Students' Needs for News Reception], *Tạp chí Lý luận chính trị và Truyền thông điện tử*, 24 October 2025, ISSN: 2734-9764.
4. Nguyen Thi Huyen (2025), "Một số lý thuyết vận dụng nghiên cứu nhu cầu tiếp nhận thông tin báo chí" [Theories Applied to the Study of Needs for News Reception], *Tạp chí Lý luận chính trị và Truyền thông điện tử*, 24 October 2025, ISSN: 2734-9764.
5. Nguyen Thi Huyen (2025), "Điều kiện tiếp nhận thông tin báo chí của sinh viên hiện nay" [Current Conditions for News Reception among University Students], *Tạp chí Lý luận chính trị và Truyền thông điện tử*, 10 November 2025, ISSN: 2734-9764.