SHAPING THE JOURNALISM EDUCATION STUDIES IN MALAYSIA: THE EFFECTS FROM THE STUDY ON ETHNICITY

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Abstract
Journalism education is a unique field of study under a liberty of social science because it works in context. The surrounding society gives a lot of impact on how journalism has been practiced and educated. However, there are not many studies on journalism education that focuses on the elements of its society (i.e. gender, ethnic, religion, class, etc.), what more studies from the students' perspectives. Therefore, this study attempts to fill the gap by having students of journalism as its samples. This article presents an extract from a huge study on journalism education in Malaysia. It studies the journalism students' perceptions and expectations of journalism education in Malaysia and identifies whether different ethnics in Malaysia make any differences in their perceptions and expectations. Using quantitative methodology, 187 sets of survey questionnaires were collected from Malaysian journalism students who are studying at public universities in Malaysia. The result shows significant differences in terms of good journalism practice, news gathering skills and news production skills between three main ethnics of Malaysian journalism students.

Keywords: *Journalism education, Malay, non-Malay, ethnics, survey*

MEMBENTUK PENGAJIAN KEWARTAWANAN DI MALAYSIA: KESAN DARI KAJIAN ETNIK

Abstrak

Pendidikan kewartawanan adalah satu bidang pengajian yang unik di bawah bidang sains sosial yang bergerak mengikut konteks. Masyarakat sekeliling banyak memberi kesan terhadap bagaimana bidang kewartawanan itu diamalkan atau diajar. Bagaimanapun, tidak banyak kajian mengenai pendidikan kewartawanan yang memberi fokus dalam elemen masyarakat (seperti jantina, etnik, agama, kelas dan lain-lain), apatah lagi kajian dari perspektif pelajar. Artikel ini membentangkan sebahagian daripada kajian besar terhadap pendidikan kewartawanan di Malaysia. Ia mengkaji persepsi dan jangkaan pelajar kewartawanan mengenai bidang ini dan mengenalpasti sama ada perbezaan etnik memberi sebarang perubahan terhadap persepsi dan jangkaan mereka. Dengan menggunakan kaedah kuantitatif, 187 borang soal selidik tinjauan telah dikumpul daripada pelajar Malaysia dalam bidang kewartawanan di universiti awam Malaysia. Hasil kajian menunjukkan perbezaan yang signifikan dari segi amalan kewartawanan yang baik, kemahiran pengumpulan berita dan kemahiran penerbitan berita antara tiga kumpulan etnik utama pelajar kewartawanan Malaysia.

Kata kunci: Pendidikan kewartawanan, Melayu, bukan Melayu, etnik, tinjauan

INTRODUCTION

Malaysia envisages to be one of international educational hubs as stated in Malaysian Plan of Higher Education (The National Higher Education Plan, 2010). Journalism education is one of the fields which contribute to the future development of Malaysian human resources. To date, studies in Malaysia on journalism have failed to identify the practices of good journalism from student perspectives. A review of communication and media curriculum studies has not touched on the importance of comparing between the three main ethnics in Malaysia which are Malays, Chinese and Indians

In Malaysia, these three main ethnics are very much significant because they are the main essences of Malaysia. Most of the institutions in Malaysia, for examples

political party, media and education, were built based on these ethnicities. Media in Malaysia such as newspapers are using different languages - such as English, Malay, Mandarin and Tamil - to cater to different groups of society in Malaysia. Prior to Malaysia Independence in 1957, the early newspapers were just mainly used Malay and English languages. However, to fulfill the demand from Chinese and Indians, Malaysia started to have newspapers in Mandarin language such as Nanyang SiangPau for the Chinese, and Tamil Neesan in Tamil language for the Indians. This development has created job opportunities in Malaysia to secure jobs in media industries especially for those who are well versed in the required languages. It was reported that there are 18 Malay-language-based newspapers, 19 English-based newspapers, 18 Mandarin-based newspapers and 6 Tamil-based newspapers (Daftar Media, 2011).

It is important to note that population distribution in Malaysia is divided into Bumiputera (18,582 million) who are mainly Malays, Chinese (6,555 million), Indians (1,965 million) and others which include non-Malaysian citizens (2,846 million) (Department of Statistics Malaysia, 2014). The total population is 29,948 million. Bumiputera means son of the soil (Joseph & Matthews, 2014). '1Malaysia' concept (pronounced *One Malaysia* in English and *Satu Malaysia* in Malay) is an on-going programme designed by Malaysian Prime Minister Dato' Sri Haji Mohammad Najib bin Tun Haji Abdul Razak on 16 September 2010, calling for the cabinet, government agencies, and civil servants to more strongly emphasise ethnic harmony, national unity, and efficient governance. '1Malaysia' stresses ethnic tolerance where the values of '1Malaysia' as articulated by Malaysian Prime Minister are perseverance, a culture of excellence, acceptance, loyalty, education, humility, integrity, and meritocracy (1Malaysia, 2015). In light of this fact, it is indeed rationale to expect population and '1Malaysia' concept in higher institutions in Malaysia have similar distribution as in the samples of this study. Details on this will be explained in the methodology section.

LITERATURE REVIEW

Journalism education has been recognized in higher educational institution through the establishment of department and faculties (Poynter, 2013; Netzley & Banning, 2011). Nonetheless, what makes the curriculum of journalism education unique is that the development of each curriculum is in line to the each progress of journalism in the respective countries or continents. For example, a study done by Poynter reflects more on Western based institution where he highlights the different viewpoints of academics and the industry players on journalism education.

On the hand, the Latin America scholars and policy makers are more concern for media organizations to be developed as ideological organizers (Castillo, 2014). Whereas on Gulf based countries, journalism education's direction is focusing on journalism ethics and religion (Pintak, 2013). For African countries, the main concern of journalism education is on the development and challenges of online

journalism (Mabweazara, Mudhai & Whittaker, 2014). In the Asian continent, we are still struggling to balance Western centric curricula and national needs (Sahid Ullah, 2014).   In the case of South Korea, there is a need to develop "the synthetic knowledge model" where students need to be equipped with multiple skills and the universities need to attract and sustain experienced profesors who have both industrial and academic abilities as mentors in the journalism schools (Soo, 2010).   According to Loo (2013), in Asia, it has been argued that journalists report news in order to facilitate state based agenda. Whereas in the West, journalists practices 'transparent reporting' which champions freedom and not forced to align to any state based views. Moreover, there is a call for scholars to conduct research on journalism professions and its related issues especially in developing countries where less is known (Memon, 2014).

It is an effort to critically analyze the direction of Asian journalism education where it has its roots but has long being influenced by different colonial power such as British, Dutch and French. In addition, we have AMIC which attempts to manage and study journalism education in Asia (AMIC, 2014). This is due to the fact, there is different economic, political and social development of each Asia country which emphasize on specific needs of their higher educational journalism curiculum. Specifically to Malaysia, as mentioned beforehand, to date, there is no specific research at national and international levels which tries to understand the development of journalism education curicculum from students' perspectives.

Being a Commonwealth country, Malaysia has been influenced by British educational system in terms of academic structure and curriculum. Moreover, most academians in Malaysia were trained abroad mainly in the United Kingdom, the United States and Europe (Murad, 2008). The trend development journalism education has shifted to Australia and New Zealand due to lower tuition fee as most of the Malaysia scholars in public universities are funded fully by the Malaysian government. Most of them return to the country and serve various higher learning institutions with the influence of their previous PhD or Master experts and supervisors in the Western world.

As a result, the journalism curriculum in Malaysia has been designed based on Western journalism curriculum. Due to its rapid technology and advanced techniques in journalism. Most of the references such as books and journals are in English language. Although there are some universities in Malaysia are using Malay language as their medium of instructions, there is no problem using English language references because English is the second language in Malaysia. The problem is that most of these references are not only from the West but also about the West.   It was very few references that look into Asian and other non-western countries.

JOURNALISM EDUCATION DIRECTION

Mensing (2010) argues that rather than aligning journalism education to industry

centered model, it is advisably to focus on community centered model. She further insists that there have been a call to revamp the journalism education in the United States and most scholars agreed about the change. Nonetheless, to find one model that fit all is rather challenging. In her argument, she claims that community based journalism follows the principles of getting into the community and listen to them. The students will touch the heart of the society. It is where writing goes beyond the story. There are 3 examples in which she had outlined in the papers namely *The South Los Angeles Reporting Project*, *New Mixer* in Rich Gordon and *Albany Today* in Berkeley. These examples link how community based journalism benefitted the journalism education and push the students to understand the voice of the communities when they wrote about each respective community. The essence of this study support the fact that the more the students are closer the community, the more meaningful journalism content they could produce.

Pavlik (2013) argues that American journalism education is still clinging to traditional journalism practices rather than creating and developing innovative relationship with the entreprenuerial modes of curriculum. He further argues that it is urgent for journalism education to move beyond traditional journalism principles. Interdisciplinary is a must in order to redirect the journalism future as a dynamic field. Areas such as digital media entreprenuership and innovation are way forward to capture the audience interest. Thus, collaboration with the media industries especially in digital based companies are encouraged to leapfrog the journalism education to a new phase. It has been noted in journalism education that multimedia and multiculturalism need to be considered in the curriculum (Deuze, 2005; Kumari, 2014). It has been the urge to be part of the advanced tecnhology where things are changing in terms of learning experiences for future journalists.

Moody et al., (2013) discuss on the need to have diversity in leadership in the oldest United States based association which is the Association for Education in Journalism and Mass Communication (AEJMC). They argue that in order to be inclusive in terms of journalism education direction, it is important to have diversity in leading institution such as AEJMC. The diversity here refers to gender and ethnicity. After years of pushing the agenda of leadership diversity in AEJMC, the study found that there are still room of improvement especially for Hispanic, Asian American and Non Native Americans. The minority ethnics leaders need to be included in the Association as they could act as guidance to the American journalism education and able to chart what is missing from journalism education so far.

Leask (2013) proposes for journalism educators to consider the idea of internalization of curriculum. This idea is important as it will cut across many countries and give the students the benefits of having more integrated curriculum in their study years.

Gardiner (2013) links the theory of Self Determination theory (SDT) to

journalism teaching in a classroom. He further relates that the assumption of SDT which are autonomy, competence and relatedness exist in journalism class if the teachers practice student centered learning. Students decide on their task and set out how to accomplish the tasks. It is one of the examples whereby, journalism education can benefit from student centered learning.

In addition, Loo (2013) argues that journalism education during undergraduate years in Malaysia universities did not prepare the journalism students for workplace. It is a change of mindset which is required and most students could benefit from overseas training. He also emphasizes that the Malaysian and Singaporean leaders such as the late Lee Kuan Yew and Mahathir Mohamad had emphasized that journalists need to tailor their news according to national agenda. In short, national issues need to be emphasised rather than adopting West based reporting where situationally Asia is different from other countries. It is indeed a different type of journalism compared to West based journalism approach. Study by Motlagh, et al (2013a; 2013b) on journalists in Malaysia indicates that gender and journalism education do not have an impact on journalism ethics. They further emphazise that senior journalists tend to practice higher ethical standards than junior journalists. This means, experiences play an important role in creating awareness and practising journalism ethics.

Even though scholars such as Mensing (2010) and Pavlik (2013) agree that there must be a quality in journalism content in terms of substance and ethics, there is no consensus in guiding what is the direction of journalism education. It has been a call for scholars internationally and locally for journalism education to have a guide for journalism education framework. In the case of Malaysia, the researchers determined to understand how we could make a difference by studying what is the future direction of Malaysia journalism education. In line with the argument, we propose UNESCO model which is the closest we could find that relate to guidance to journalism education. In addition, we also use Poynter (2013) work as additional support and of course Murad (2008) to add on the local perspective.

UNESCO model of journalism education which was developed in 2013 has proposed humanity issues rather than practical issues. In addition, researchers also follow Poynter's (2013) approach which points out the gap between media professionals and academic viewpoints on journalism education. Locally, we have Professor Dr. Ahmad Murad Merican who proposed an approach on how journalism education should be managed (2008). As far as we are concerned, there is no specific theories which focus specifically on journalism education globally and locally. Drawing from this argument, the researchers decide to collate these three approaches - namely UNESCO model of journalism education (2013), Poynter (2013) and Ahmad Murad Merican (2008) - as a basis to ground good practices of journalism education for Malaysian context. Having said that, the researchers have extracted similar characteristics or elements from the three approaches which could represent the good journalism practices from

the perspectives of journalism students. Drawing from the three perspectives, the researchers analyse how the relevant attributes could represent the good practices of journalism education in Malaysia. As a result, we have developed a survey instrument taking into consideration the three sources with Poynter's (2013) acts as the main source.

This study seeks to identify the perceptions and expectation of Malaysian Journalism students from different ethnic groups on journalism education in terms of knowledge and skills (i.e. characteristics of a good journalist, news gathering skills, new production skills and technical or multimedia skills). The "perceptions" aspect will look into the writing skills and the university facilities, whilst the "expectations" will look into professional journalism education. For easy understanding and analysis, we have divided the ethnic groups into two simple categories – Malays and Non Malays.

RESEARCH QUESTION

1. 1. Are there any differences between Malay journalism students and Non-Malay journalism students in their perceptions of knowledge and skills journalism (characteristics of a good journalist, news gathering skills, new production skills and technical or multimedia skills)?

2. 2. Are there any differences between Malay journalism students and Non-Malay journalism students in their perceptions of journalism education (writing skills and university facilities)?

3. 3. Are there any differences between Malay journalism students and Non-Malay journalism students in their expectations of journalism education (professional journalism education)?

METHODOLOGY

Using quantitative methodology, this study employs survey questionaires. The instrument was designed based on the literature review involved and had been validated by an expert in item development. After the expert's review and validation, the questionnaires were distributed to 30 respondents for pilot testing and 187 questionnaires were collected during the main data collection from five different public universities in Malaysia. The respondents' criteria are i) students from journalism disciplines and ii) students who have undergone journalism curriculum for at least two years. Thus, the researchers only selected the respondents who match the stated criteria. The data was analyzed based on reliability, descriptive analysis and inferential analysis (t-test).

RESEARCH INSTRUMENT

There are 5 main parts of the instrument, namely; i) Demography (15 items);

ii) Perceptions towards the need of knowledge and skills in journalism (42 items: 24 items on the characteristics of a good journalist; 7 items on the news gathering skills; 6 items on the news production skills; and 5 items on the technical or multimedia skills), iii) Perception towards the journalism education (12 items: 5 items on the writing skills; and 7 items on the university facilities); iv) Expectation towards journalism education (13 items on the professional journalism development) and v) Journalism career opportunities (4 items). This paper only focuses on 4 parts excluding the dimension v (Journalism career opportunities). The items are based on Likert Scale range from 1 (Not very important) till 5 (Very Important); 1 (Not adequate at all) to 5 (Highly adequate); 0 (None) to 5(Highly adequate); 0 (Had not) to 5 (Very useful). The sources of the instrument are derived from Poynter (2013).

RELIABILITY

The questionairres distributed to 30 students for pilot study. According to Sekaran (2004), a Cronbach's alpha value of 1.0 is considered high reliability. Whereas, the value of below 0.60 is considered as weak. Thus, the value of 0.70 is often used to determine the reliability and it is considered as an acceptable reliability value. Overall, there are 3 main dimensions were analyzed. Firstly, for perception towards the needs of knowledge and skills in journalism (i. characteristics of a good journalist, ii. new gathering skills, iii. new production skills and iv. technical of multimedia skills), the alpha values range from 0.913 till 0.868. Secondly is the perception towards the journalism education (i. writing skills and ii. university facilities), alpha values range from 0.736 till 0.878. Finally is the expectations towards journalism education, the alpha value is 0.933. Refer to Table 1.

Table 1: Cronbach's Alpha Test (N=30)

Item	Total Items	Cronbach's Alpha Value
Perception towards the needs of knowledge and skills in journalism	**42**	
(i)Characteristics of a good journalist	24	0.913
(ii) News gathering skills	7	0.868
(iii) News production skills	6	0.858
(iv) Technical or multimedia skills	5	0.900

Perception towards the journalism education	12	
(i) Writing skills	5	0.878
(ii) University facilities	7	0.736
Expectation towards journalism education		
(i)Professional journalism development	13	0.933

RESULTS

Women make up the overwhelming majority of the journalism students at the Malaysian public universities. The sample was 79.9 percent females and 20.1 percent males. A majority of 73.5 percent is Malay journalism students and only 26.5 percent are students of journalism Non-Malays (Chinese and India ethnics). In terms of involvement in the co-curriculum activity, 66.1 percent are active in co-curriculum activities, and 33.9 percent are not active in co-curriculum activities.

PERCEPTIONS AND EXPECTATION JOURNALISM EDUCATION CURRICULUM

An independent-sample *t*-test was conducted to compare how journalism students Malay and Non-Malay perceived their perceptions and expectation journalism education curriculum (see Table 2). Three significant differences were found between Malay journalism students and Non-Malay journalism students: for characteristics of a good journalist (MM = 4.41, MNM = 4.15); for news gathering skills (MM = 4.18, MNM = 3.87); and for news production skills (MM = 4.39, MNM = 4.13). This indicates that the Malay journalism students have high importance in terms of characteristics of a good journalist, news gatherings skills, and news production skills compared with Non-Malay journalism students.

However, there were no significant differences were found between Malay journalism students and Non-Malay journalism students: for technical or multimedia production skills (MM = 3.98, MNM = 3.83).This indicates that the Malay journalism students and Non-Malay journalism students have same importance to technical or multimedia production skills. Refer to Table 2.

Table 2 Comparing Malaysia Malay and Non Malay Journalism Students'
Perceptions on Knowledge and Skills Journalism Education Curriculum
(N=187)

Indicators of journalism education curriculum	Malay	Non Malay	t	df
Perception towards the needs of knowledge and skills in journalism				
Characteristics of a good journalist	4.41 (0.51)	4.15 (0.44)	3.31***	187
News gathering skills	4.18 (0.59)	3.87 (0.49)	3.30***	187
News production skills	4.39 (0.60)	4.13 (0.50)	2.79**	187
Technical or multimedia production skills	3.98 (0.71)	3.83 (0.73)	1.22	187

Note. Standard deviations appear in parentheses beside means. Significant values are bolded.

   **p* < .01. ****p* < .001.

Table 3 show that there were no significant differences were found between Malay journalism students and Non-Malay journalism students: for writing skills (MM = 3.43, MNM = 3.58); for university facilities (MM = 3.29, MNM = 3.12); and journalism professional development activities (MM = 3.88, MNM =3.61). It is also shown that the Malay journalism students and Non-Malay journalism students have the same adequacy in terms of writing skills and university facilities. Furthermore, Malay journalism students and Non-Malay journalism students have the same expectation on journalism professional development activities. Refer to Table 3.

Table 3 Comparing Malaysia Malay and Non Malay Journalism Students'
Perceptions and Expectation Journalism Education Curriculum (N=187)

Indicators of journalism education curriculum	Malay	Non Malay	t	df
Perception towards the journalism education				
Writing skills	3.43	3.58		187
University facilities	(0.85)	(0.76)	-1.15	187
	3.29	3.12	0.99	
Expectation towards journalism education	(0.97)	(1.13)		
Journalism professional development activities	3.88 (0.88)	3.61 (0.84)	1.84	187

Note. Standard deviations appear in parentheses beside means.

Respondents were also asked on the indicators of journalism career opportunities. The first question is 'do you want to be a journalist after you have graduated?'. The study found that out of 187 respondents from five public universities, only 77 espondents (41.2%) stated "Yes" as they want to be a journalist after graduation. Meanwhile, 66 respondents (35.3%) were not sure whether they want to be a journalist after graduation and 44 respondents (23.5%) stated "not to be a journalist after graduation". Refer to Table 4.

Table 4: Do you want to be journalist after you have graduated? (N=187)

Indicators of journalism career opportunities Do you want to be a journalist after you have graduated?	Yes	Not sure	No	Total
UKM	13 (6.9%)	15 (8.1%)	7 (3.7%)	35 (18.7%)
UNIMAS	10 (5.3%)	11 (6.0%)	16 (8.5%)	37 (19.8%)
UPM	10 (5.3%)	12 (6.3%)	17 (9.3%)	39 (20.9%)
USM	24 (12.9%)	20 (10.6%)	2 (1.1%)	46 (24.6%)
UUM	20 (10.8%)	8 (4.2%)	2 (1.1%)	30 (16.1%)
Total	**77** **(41.2%)**	**66** **(35.3%)**	**44** **(23.5%)**	**187** **(100%)**

In table 5, researchers compare between Malay and Non-Malay whether they want to be a journalist after graduation or not. The results found that out of 138 Malay respondents (73.8%) only 62 (32.8%) stated "yes" as they want to be a journalist after graduation, 45 Malay respondents (24.6%) were not sure and 31 Malay respondents (16.4%) stated that they do not want to be a journalist after graduation. The results also found that out of 49 Non Malay respondents (26.2%), only 15 (7.9%) stated "yes", 21 (11.4%) were not sure, and 13 (6.9%) stated that they do not want to be a journalist after graduation.

Table 5: Do you want to be journalist after you have graduated? (N=187)

Indicators of journalism career opportunities				
Do you want to a journalist after you have graduated?	**Yes**	**Not sure**	**No**	**Total**
Malay	62	45	31	138
	(32.8%)	(24.6%)	(16.4%)	(73.8%)
Non Malay	15	21	13	49
	(7.9%)	(11.4%)	(6.9%)	(26.2%)
Total	**77**	**66**	**44**	**187**
	(40.7%)	**(36.0%)**	**(23.3%)**	**(100.0%)**

The next question is 'has your university provided enoough journalism career information'?. The study found that out of 187 respondents from five public universities in Malaysia, only 80 respondents (43.1%) stated that university provided moderate enough journalism career information. 61 respondents (32.2%) stated that university provided enough journalism career information. Only 17 respondents (9.1%) perceived that university provided more than enough journalism career information. Besides that, 25 respondents (13.5%) perceived that university provided not enough journalism career information and only 4 respondents (2.1%) perceived that university provided almost none journalism career information. Refer to Table 6.

Table 6: Have your university provided enough journalism career information? (N=187)

Indicators of journalism career opportunities Has your university provided enough journalism career information?	Almost none	Not enough	Moderate	Enough	More than enough	Total
UKM	2 (1.1%)	2 (1.1%)	18 (9.7%)	12 (6.3%)	1 (0.5%)	35 (18.7%)
UNIMAS	1 (0.5%)	7 (3.7%)	20 (10.9%)	8 (4.2%)	1 (0.5%)	37 (19.8%)
UPM	0 (0.0%)	6 (3.2%)	16 (8.7%)	14 (7.4%)	3 (1.6%)	39 (20.9%)
USM	0 (0.0%)	2 (1.1%)	13 (6.9%)	20 (10.6%)	11 (6.0%)	46 (24.6%)
UUM	1 (0.5%)	8 (4.4%)	13 (6.9%)	7 (3.7%)	1 (0.5%)	30 (16.0%)
Total	**4 (2.1%)**	**25 (13.5%)**	**80 (43.1%)**	**61 (32.2%)**	**17 (9.1%)**	**187 (100.0%)**

In table 7, researchers compare between Malay and Non-Malay in terms of information journalism career at the university. The results found that out of 138 Malay respondents (73.8%), only 59 Malay respondents (31.2%) stated that university provided moderate enough journalism career information. 44 Malay respondents (23.5%) stated that university provided enough journalism career information. Only 12 Malay respondents (6.5%) perceived that university provided more than enough journalism career information. Besides that, 20 Malay respondents (10.9%) perceived that university provided not enough journalism career information and only 3 Malay respondents (1.6%) perceived that university provided almost none journalism career information.

The results also show that out of 49 Non-Malay respondents (26.2%), only 21 Non-Malay respondents (11.6%) stated that university provided moderate enough journalism career information. 17 Non-Malay respondents (9.1%) stated that university provided enough journalism career information. Only 5 Non-Malay respondents (2.6%) perceived that university provided more than enough journalism career information. Besides that, 5 Non-Malay respondents (2.6%) perceived that university provided not enough journalism career information and only 1 Non-Malay respondent (0.5%) perceived that university provided almost none journalism career information.

Table 7: Have your university provided enough journalism career information? (N=187)

Indicators of journalism career opportunities						
Has your university provided enough journalism career information?	Almost none	Not enough	Moderate	Enough	More than enough	Total
Malay	3 (1.6%)	20 (10.9%)	59 (31.2%)	44 (23.5%)	12 (6.5%)	138 (73.8%)
Non Malay	1 (0.5%)	5 (2.6%)	21 (11.6%)	17 (9.1%)	5 (2.6%)	49 (26.2%)
Total	4 (2.1%)	25 (13.4%)	80 (42.8%)	61 (32.6%)	17 (9.1%)	187 (100.0%)

DISCUSSION AND CONCLUSION

The findings show that the significant of different ethnics in their perceptions and expectations on journalism education. The findings also indicate that Malay journalism students have high importance in terms of characteristics of good journalist, news gathering skills and news production skills compared to Non-Malay journalism students. This means that Malay students value the ethics of journalism content as stated by Mensing (2010) and Pavlik (2013). Interestingly, this study disagree with Motlagh, et al (2013a; 2013b) where they indicated that journalists are aware and practice journalism ethics when they have more experiences.

Another findings indicate that there were no significant differences were found Malay journalism students and Non Malay journalism students in terms of technical or multimedia production skills, writing skills, university facilities and journalism professional development activities. This indicates that the Malay journalism students and Non Malay journalism students have same importance to technical or multimedia production skills. It is also shown that the Malay journalism students and Non Malay journalism students have the same adequacy in terms of writing skills and university facilities. Furthermore, Malay journalism students and Non Malay journalism students have the same expectations on journalism professional development activities.

This finding leads us to the conclusion that Malay journalism students and Non-Malay journalism students have the same concerns on a technical or multimedia production skills. This finding is aligned with the findings by Deuze (2005) and Kumari (2014).

The finding also shows that the both categories of journalism students have sufficient in terms of writing skills and university facilities, and journalism

professional development activities provided by their universities and are indeed beneficial to them. It is interesting to note that students value relevant knowledge and skills in their field. This finding is contradicting to Loo's (2013) view on Malaysia journalism education in which he indicated that the system was not adequate in preparing the students for the journalism field.

It is a high time for educators to be part of the process such as preparing innovative teaching and learning experiences such as being proposed by Gardiner (2013) and Pavlik (2013). In addition as proposed by Mensing (2010), a community based curriculum journalism will help the students to understand the voice of the community rather than learning in their classroom. Gardiner (2013) had consistently argued that journalism students who were given autonomous role in managing their tasks are able to develop their competence and relate the relevance of experience to their learning that would benefit them the most. Thus, developing innovative and sustainable journalism education curriculum is a must for Malaysian universities. Only by having the innovative journalism education framework and with the proactive leadership abilities in journalism schools, the curriculum could be improved. Not to forget, the infrastructure need to be supportive to the learning environment.

This study contributes on perceptions and expectations of journalism education Malaysia in terms of ethnics. This study is also not without of limitation. From our research, we found that there were only five public universities participated. It is also interesting to note here that it was difficult to get participation from private universities which offer journalism as their majors. Most frequent rejection are due to confidentiality of the student data and reputation of the universities. To date, until this research was completed, there were no response from private universities. Another limitation is that, this study only focuses on perception and expectation of journalism education in Malaysia. Thus, this study could benefit more when the future researchers could conduct a longitudinal survey data in order to know the trends of the perception and expectation of journalism education in Malaysia.

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