

## Student Attitudes Towards the Contribution of Modern Communication Media in Developing the Employment Skills of Algerian University Youth (A Field Study on a Sample of University Students in El Oued)



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Date of submission: 27/02/2024 Date of acceptance: 20/06/2024 Date of publication: 22/06/2024



### **Abstract**

The study aimed to determine the nature of students' attitudes towards the contribution of modern communication media in developing the employment skills of Algerian university youth. The researchers used a descriptive approach and relied on the non-probabilistic survey method with purposive sampling. The sample consisted of 107 Master's students at the University of El Oued. The study tool was a questionnaire designed to measure students' attitudes, including cognitive, behavioural, and technical dimensions. The Cronbach's alpha reliability coefficient was 0.866, indicating a strong reliability of the scale. The study concluded that there is a significantly positive attitude among Algerian university youth towards the contribution of modern communication media in developing their cognitive, behavioural, and technical skills, thus enhancing their employability.

**key words:** Student Attitudes; Modern communications media; Jobs skills; Technical skills; Cognitive skills; University youth;

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## **Introduction:**

The university stage is one of the most critical phases in an individual's life because it serves as a transition between education and training and the entry into the job market and employment. During their university life, young students are expected to acquire numerous skills that will make it easier for them to find suitable employment after graduation.

Employers often seek graduates among university youth who possess certain skills that can be an asset to their company or organization. Among these sought-after skills are problem-solving skills, critical thinking, communication skills, teamwork skills, organizational skills, creativity, flexibility, time management, and more. Since these skills are in high demand in the job market, it is essential for university students to equip themselves with these skills through training programs and their university environment.

The university environment provides students with training courses, experiences, and personal development opportunities that help them develop and enhance their skills. This preparation is crucial before entering the workforce, which is no longer limited to traditional jobs or regular employment but also includes entrepreneurship, independence, and freelance work. Many young people are drawn to these opportunities because they offer psychological, social, and financial freedom, away from the pressures of working within traditional institutions and the constraints of fixed working hours.

In the digital age and amidst significant technological advancements across various fields, the widespread use of modern communication media has become an integral part of the social reality. These media are utilized both positively and negatively by various segments of society, with university students at the forefront. This paper addresses the question of the contribution of modern communication media to the development of employment skills among Algerian university students.

In light of the above, this research aims to investigate the nature of students' attitudes towards the contribution of modern communication media in developing the employment skills of Algerian university youth. It does so by analysing various dimensions of cognitive, behavioural, and technical employment skills. Specifically:

- What are the attitudes of students towards the contribution of modern communication media in developing cognitive skills among Algerian university youth?
- What are the attitudes of students towards the contribution of modern communication media in developing behavioural skills among Algerian university youth?
- What are the attitudes of students towards the contribution of modern communication media in developing technical skills among Algerian university youth?

To answer these questions, the following hypotheses were formulated:

- There is a significantly positive attitude among students towards the contribution of modern communication media in developing cognitive skills among Algerian university youth.
- There is a significantly positive attitude among students towards the contribution of modern communication media in developing behavioral skills among Algerian university youth.

There is a significantly positive attitude among students towards the contribution of modern communication media in developing technical skills among Algerian university youth.

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## **1. Theoretical Framework**

### **1.1. Study Concepts :**

#### **1.1.1. Attitude:**

Attitude is defined as a mental or emotional state or stance that individuals take towards a particular subject, whether it is agreement, neutrality, or opposition. Attitudes have three fundamental components: behavioral, cognitive, and affective (Al-Mukhzumi, 2001, p. 127).

"And the term 'attitude' is also defined as an individual's readiness and response to accepting or rejecting a specific subject, expressing a particular opinion, or the degree of emotional intensity related to the subject of the attitude (Al-Assemi, 2012, p. 71).

According to Thurstone, the attitude or stance can be conceived as the extent of an individual's positive or negative inclination towards the use of a specific practice based on evidence. This is reflected through a range of an individual's readiness and beliefs about the consequences or results of using a particular subject (Fishman et al., 2021, p. 2).

Procedurally, attitude is defined as the collective opinions, perceptions, and beliefs of the students at the University of El Oued

towards the contribution of modern communication media in developing employment skills among Algerian youth. This can be attributed to variables such as problem-solving skills, communication skills, teamwork skills, organizational skills, and creative thinking.

### **1.1 .2. Modern Communication Media:**

The study of media in communication phenomena is crucial since communication cannot occur without intermediaries. Understanding media extends beyond the technological aspect, and media studies or *Mediologie* encompasses everything related to technical, mechanistic, and institutional media used in cultural, literary, educational, or artistic contexts. The term was first introduced by Regis Debrgy in his work titled 'Cultural Authority in France' (Charbali and Tarif, 2021, pp. 197-198).

New media refers to all means of communication between people or informing them about news and information of all kinds that rely on new information and communication technologies. Examples include the Internet and its various services (email, social media websites, smartphones, etc.). Modern communication media encompass a range of supports such as computers, electronic tablets, smartphones, and the integration of these devices into a single device, including the use of the Internet, phone networks, or any network that allows connecting any part of the world. Multimedia refers to the blending of sound, image, text, and data in electronic and social media. Modern media also include digital publications created and shared by users, such as social media platforms, blogs, chat rooms, and more (Tafriqunit, 2022, p. 558).

In conclusion, modern communication media play an intermediary role in the communication phenomenon and go beyond the technological dimension, relying on modern communication technologies in both hardware, like computers, electronic tablets, and smartphones, and software, including the Internet, blogs, email, social media, and chat portals.

### **1.1.3. Employment Skills:**

Employment skills, or employability skills, are the abilities and attributes that students need to prepare themselves to meet the needs of various professions. They can be summarized as vital skills for securing employment, including core skills in reading, writing, numeracy, creative thinking, and problem-solving (Azmi et al., 2018, p. 3).

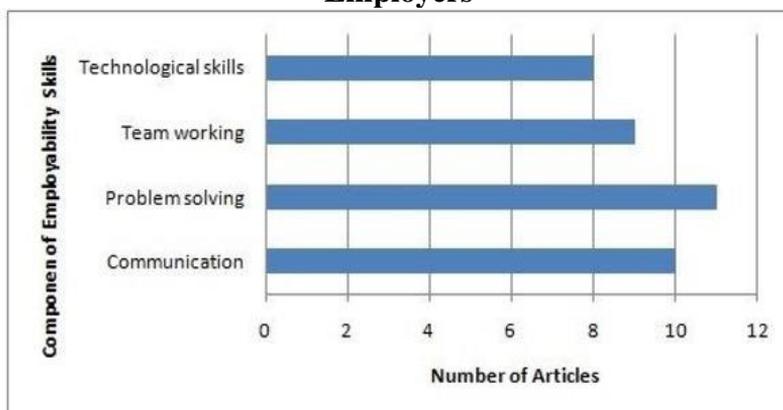
Employment skills are personal qualities that enable individuals to obtain a job or position and support their professional life more

smoothly. These encompass a range of skills required to perform a specific job, including technical skills, advanced thinking skills, personal skills, social skills, and general skills. In short, employment skills are the complete set of skills that an employee must possess to perform a specific job and adapt to any changes in the workplace (Nuryake et al., 2020, p. 600).

Employment skills are defined as the full set of skills used to complete your work. These are personal skills that can be mastered, such as excelling in teamwork, time management, problem-solving, and creative thinking (Coursera, 2022).

Researchers suggest that employers demand their employees to develop all skills and knowledge to achieve better results and enhance performance. Employers need employees with three main types of skills: cognitive, behavioral, and technical. Despite the importance of core cognitive and technical skills in the workplace, behavioral skills such as communication, punctuality, problem-solving, flexibility, and the ability to work as a team are considered the most important. In short, most employers are looking for employees with skills in communication, technology, problem-solving, and teamwork, as illustrated in the following figure (Nuryake et al., 2020, p. 601)."

**Graphic 1: Represents the Types of Employment Skills Required by Employers**



Source : (Nuryake et al., 2020 : p. 601)

## 1.2. Theoretical Approaches to the Study:

### 1.2.1. The Theory of Uses and Gratifications:

The nomenclature for the Uses and Gratifications approach varies; some researchers refer to it as a Model, while others elevate it to the status of a Theory. Some even prefer the term "Approach," while some

describe it as the Utility Theory. (Al-Tarabichi & Al-Sayyid, 2006, p. 231).

The Uses and Gratifications theory posits that individuals choose and use media effectively to meet their individual needs. For example, some might use social media to expand their social relationships, while others may primarily use it for gaming or sharing media content. In 1973, Katz, "Gurevitch", and Haas proposed five categories of needs applicable to all forms of media:

- Cognitive Needs
- Emotional Needs
- Personal Integrative Needs
- Social Integrative Needs
- Tension Release Needs

Research on social media has revealed a wide range of uses and gratifications and previously unspecified needs. These include socialization, documentation, virtual communities, personal benefit, reciprocity, expressive information sharing, career advancement, skill acquisition, meeting new people, employment opportunities, global information exchange, emotional support, psychological support, and networking. Additionally, online shopping and purchasing behaviour also fall within this framework. (Pavica et al., 2021, p. 2).

Regarding the theoretical application of the Uses and Gratifications theory to this study, the use of modern communication media for the development of job skills among university youth can be considered part of cognitive needs, personal integrative needs, personal benefit, career advancement, and skill acquisition, as well as employment opportunities.

### **1.2.2 Theory of Innovation Diffusion:**

The Theory of Innovation Diffusion is defined as "innovations that offer perceived advantages, compatibility with existing practices and beliefs, low complexity, and observability are assumed to have a higher rate of adoption and diffusion." Among the key determinants of the Theory of Innovation Diffusion are Al-Rahmi et al., (2019):

- Relative Advantage: This refers to the level at which people assume that the new innovator is better than the old one.
- Complexity: It signifies the level of difficulty in understanding innovations and the ease of use perceived by the end user.
- Observability: This is the level at which "others observe the results of the innovation."

- **Trialability:** It refers to the extent to which people believe they need to try the innovation before deciding whether to adopt it or not.
- **Perceived Compatibility:** It indicates that individuals feel that the innovation is compatible with their previous standards, experiences, and the desires of potential adopters. (pp. 26799-26800)

The theoretical application of the Theory of Innovation Diffusion to this study helps in understanding that modern communication media have a relative advantage among university youth. These media can contribute to acquiring various life skills, including job-related skills. They have low complexity, and various segments of society, especially students and young people, can easily use different modern communication media. The outcomes of advanced innovations in communication media and digital media can be observed through the skills acquired, personal development, knowledge enhancement, and capabilities. There is an urgent need for university youth to adopt modern communication media to acquire skills and experiences, and these innovations align with the reality that necessitates communication and adaptation in professions and job opportunities that increasingly require the use of modern communication media.

## **2. Field Framework:**

### **2.1. Research Methodology:**

The researchers adopted a descriptive research methodology, in accordance with the nature of the proposed topic, which is considered one of the most commonly used research methods, especially in social, human, and psychological research.

### **2.2. Survey Study:**

The researchers conducted a survey study in March 2023 on a sample of 25 master's students at the University of El-Shaheed Hama Lakhdar in El-Oued. The survey study assisted the researchers in:

- Selecting the necessary measurement tools.
- Identifying the most important cognitive, behavioral, and technical skills possessed by university students.
- Ensuring the accuracy and language integrity of the attached research data.
- Verifying the scientific conditions for the research tool.
- Determining the potential time required for the research tool application.
- Simplifying the tool's paragraphs and facilitating the understanding of the sample individuals.

### **2.3. Sample and Selection Methods:**

The researchers used the non-probability purposive sampling method. The sample consisted of 107 master's students from the University of El-Shaheed Hama Lakhdar in El-Oued. The researchers chose this sample from various colleges and institutes at the same university, as it aligns with the study's objectives.

### **2.4. Study Domains:**

- Human Domain: 107 master's students at the University of El-Shaheed Hama Lakhdar in El-Oued.
- Spatial Domain: University of El-Shaheed Hama Lakhdar in El-Oued, Algeria.
- Temporal Domain: The period from April 12, 2023, to June 06, 2024.

### **2.5. Study Procedures:**

#### **3.5.1. Study Instrument:**

The study instrument used was a questionnaire measuring students' attitudes toward the contribution of modern communication media to the development of functional skills in Algerian university youth. It was prepared by the researchers with the assistance of Dr. Wahid Drawat. The questionnaire includes 30 statements divided into three dimensions:

**Cognitive Dimension:** This dimension refers to an individual's general knowledge and beliefs about the contribution of modern communication media to the development of cognitive skills. It includes the following statements: (1-2-3-4-5-6-7-8-9-10)

**Behavioral Dimension:** This dimension refers to verbal expression of positive behaviour towards the actual use of modern communication media and their contribution to the development of behavioral skills. It includes the following statements: (11-12-13-14-15-16-17-18-19-20).

**Technical Dimension:** This dimension refers to individuals' perception of the technical skills available in modern communication media and their positive interaction with them to enhance their experiences. It includes the following statements: (21-22-23-24-25-26-27-28-29-30).

The statements in the study instrument were designed to be entirely positive and were rated on a five-point Likert scale, where a value of (5) corresponds to "Strongly Agree," (4) to "Agree," (3) to "Neutral," (2) to "Disagree," and (1) to "Strongly Disagree."

#### **2.5.2 Study Instrument:**

The researchers calculated the length of the numerical category for the arithmetic means of the statements and the instrument as a whole by subtracting the smallest correction key from the largest correction key and dividing the result by the number of instrument categories, resulting in a value of 0.80 ( $5/1-5 = 0.8$ ), as shown in the table.

**Table 1 : Determining Attitude Scores**

Grade	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Range	5 - 4.20	4.20 - 3.40	3.40 - 2.60	2.60 - 1.80	1.80 - 1

Source: (Prepared by the Researchers)

**2.5.3. Scientific Conditions for the Measurement Tool:**

Reliability: The researchers used Cronbach's alpha method to determine the reliability coefficient, which reached a value of 0.866. This is a strong value, indicating that the study instrument has very high reliability. This gives us full confidence in the validity of the questionnaire and its suitability for analysing and interpreting the study results and testing its hypotheses.

**2.5.4 Tool Validity:**

		The overall score for the three dimensions
The overall score for the three dimensions	Pearson Correlation	<b>1</b>
	Sig. (2-tailed)	
	N	<b>107</b>
Axis 1: Contribution of Modern Communication Media to Cognitive Skill Development	Pearson Correlation	<b>.826**</b>
	Sig. (2-tailed)	<b>&lt;.001</b>
	N	<b>107</b>
The Second Axis: Contribution of Modern Communication Media to the Development of Behavioral Skills	Pearson Correlation	<b>.847**</b>
	Sig. (2-tailed)	<b>&lt;.001</b>
	N	<b>107</b>
Axis3: Contribution of Modern Communication Media to Technical Skills Development	Pearson Correlation	<b>.872**</b>
	Sig. (2-tailed)	<b>&lt;.001</b>
	N	<b>107</b>

## **Table 2: Pearson Correlation Coefficient between the Questionnaire Dimensions and Their Overall Score.**

Content Validity: Based on the results obtained in Table 2, we find that all correlation coefficient values for the three dimensions, designed to measure students' attitudes towards the contribution of modern communication media in developing the employment skills of Algerian university youth, and the overall score of the three dimensions, are statistically significant at the significance level ( $\alpha=0.01$ ). The minimum correlation coefficient was (0.826), while the maximum reached (0.872). This confirms the strong internal consistency and homogeneity of the questionnaire dimensions as an indicator of the validity of modern communication media in measuring the attitudes of the sample towards the contribution of modern communication media in developing the employment skills of Algerian university youth.

### **2.5.5 Statistical Tools:**

To present and analyse the study's data, the researchers utilized the following statistical tools: mean, standard deviation, and percentages. They used Excel and SPSS 29 software And JASP 0.18.3.0.

## **3. Presentation and Analysis of Study:**

### **3.1 Presentation and Analysis of Results for Hypothesis 1:**

Based on the results of Table 3, which reflects the students' attitudes towards the contribution of modern communication media in developing the cognitive skills of Algerian university youth, we observe that the arithmetic means range between 3.87 as the lowest value and 4.18 as the highest value. This indicates that students have a significantly positive attitude towards the contribution of modern communication media in enhancing the cognitive skills of Algerian university youth, with an overall arithmetic mean of 4.07. This value is greater than the hypothetical mean, which represents the value 3, falling within the range {3.40-4.20} as shown in Table 1. The sample agreed with the statements of this dimension by 81.4%, and the small standard deviation values indicate the consensus of the sample's opinions and low dispersion. This confirms the validity of the first hypothesis which states: There is a significantly positive attitude greater than the hypothetical mean among students towards the contribution of modern communication media in developing the cognitive skills of Algerian university youth.

It is noteworthy that the Chi-Square values at the significance level of 0.001 were all greater than the Chi-Square value at the degree of freedom obtained by subtracting 1 from the total number of alternatives.

The Chi-Square test for the entire dimension resulted in the following value:  $\chi^2 = 50.196^a$ , which is greater than the tabulated value of 21.4, indicating the quality of the data fit obtained.

**Table 3: Data for the First Axis: Contribution of Modern Communication Media to Cognitive Skill Development**

Axis 1: Contribution of Modern Communication Media to Cognitive Skill Development	Mean	Standard Deviation	Percent	Chi-Square $\chi^2$	df	Degree of direction
Social media helps me develop myself in reading.	4.13	0.94	82.6	<b>97.439<sup>a</sup></b>	4	high
Social media enhances my writing skills.	3.87	0.90	77.4	<b>24.701<sup>b</sup></b>	3	high
Social media provides self-improvement in accounting and sports data.	3.97	0.84	74.4	<b>37.935<sup>b</sup></b>	3	high
Blogs help me with writing and composition.	3.88	0.86	79.4	<b>41.897<sup>b</sup></b>	3	high
News websites educate me and increase my linguistic knowledge.	4.10	0.77	82	<b>54.234<sup>b</sup></b>	3	high
I consider my smartphone keyboard a useful tool for writing.	4.08	0.84	81.6	<b>37.112<sup>b</sup></b>	3	high
I know smartphone apps that help develop reading and writing skills.	4.09	0.80	81.8	<b>37.785<sup>b</sup></b>	3	high
Computer Office programs like Word help me with writing, and Excel with accounting and planning.	4.05	0.82	81	<b>42.720<sup>b</sup></b>	3	high
Some software and apps help me with creative thinking and self-improvement.	4.18	0.72	83.6	<b>59.467<sup>b</sup></b>	3	high
Modern communication media from websites, applications, and programs... help me increase learning and knowledge.	4.05	0.79	81	<b>45.037<sup>b</sup></b>	3	high
Cognitive Dimension	4.07	0.46	81.4	<b>50.196<sup>a</sup></b>	4	high
Asymp. Sig.	<b>&lt; .001</b>					
a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is <b>21.4</b> .						

b. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is **26.8**.

### 3.2. Presentation and Analysis of the Results for the Second

#### Hypothesis:

Based on the results of Table 4, which reflects the students' attitudes towards the contribution of modern communication media in developing the behavioral skills of Algerian university youth, we observe that the arithmetic means range between 3.88 as the lowest value and 4.17 as the highest value. This indicates that students have a significantly positive attitude towards the contribution of modern communication media in enhancing the behavioral skills of Algerian university youth, with an overall arithmetic mean of 4.09. This value is greater than the hypothetical mean, which represents the value 3, falling within the range {3.40-4.20} as shown in Table 1. The sample agreed with the statements of this dimension by 81.8%, and the small standard deviation values indicate the consensus of the sample's opinions and low dispersion. This confirms the validity of the first hypothesis which states: There is a significantly positive attitude greater than the hypothetical mean among students towards the contribution of modern communication media in developing the cognitive skills of Algerian university youth.

It is noteworthy that the Chi-Square values at the significance level of 0.001 were all greater than the Chi-Square value at the degree of freedom obtained by subtracting 1 from the total number of alternatives. The Chi-Square test for the entire dimension resulted in the following value:  $\chi^2 = 65.421^a$ , which is greater than the tabulated value of 21.4, indicating the quality of the data fit obtained.

**Table 4: Data for the Second Axis: Contribution of Modern Communication Media to the Development of Behavioral Skills**

The Second Axis: Contribution of Modern Communication Media to the Development of Behavioral Skills	Mean	Standard Deviation	Percent	Chi-Square $\chi^2$	df	Degree of direction
Social media platforms help me communicate with others.	4.14	0.79	82.8	<b>48.626<sup>a</sup></b>	3	high
Facebook and WhatsApp groups give me confidence in .communication and speaking	4.05	0.86	81	<b>85.944<sup>b</sup></b>	4	high
I feel empathy on many issues on .social media	4.01	0.93	80.2	<b>86.785<sup>b</sup></b>	4	high
Social media helps me solve .problems	3.89	0.87	77.8	<b>27.243<sup>a</sup></b>	3	high
Chat applications improve my	3.88	0.83	77.6	<b>52.364<sup>a</sup></b>	3	high

.conversational skills						
Visual communication allows me to develop teamwork with my .colleagues	4.12	0.76	82.4	<b>53.710<sup>a</sup></b>	3	high
Apps help me keep track of important appointments, such as .prayers and study	4.09	0.79	81.8	<b>42.869<sup>a</sup></b>	3	high
Smart apps help me manage my .time	4.04	0.86	80.8	<b>32.327<sup>a</sup></b>	3	high
Internet platforms provide me with flexibility in dealing with .others	4.17	0.78	83.4	<b>44.963<sup>a</sup></b>	3	high
Modern communication media contribute to making appropriate .decisions at the right times	4	0.80	80	<b>46.084<sup>a</sup></b>	3	high
behavioural Dimension	4.07	0.43	81.4	<b>65.421<sup>a</sup></b>	4	high
Asymp. Sig.	<b>&lt; . 001</b>					
a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is <b>21.4</b> .						
b. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is <b>26.8</b> .						

### 3.3 Presentation and Analysis of the Results of the Third Hypothesis:

Based on the results of Table 5, which reflects the students' attitudes towards the contribution of modern communication media in developing the technical skills of Algerian university youth, we observe that the arithmetic means range between 3.77 as the lowest value and 4.23 as the highest value. This indicates that students have a significantly positive attitude towards the contribution of modern communication media in enhancing the technical skills of Algerian university youth, with an overall arithmetic mean of 4.09. This value is greater than the hypothetical mean, which represents the value 3, falling within the range {3.40-4.20} as shown in Table 1. The sample agreed with the statements of this dimension by 81.8%, and the small standard deviation values indicate the consensus of the sample's opinions and low dispersion. This confirms the validity of the first hypothesis which states: There is a significantly positive attitude greater than the hypothetical mean among students towards the contribution of modern communication media in developing the cognitive skills of Algerian university youth.

It is noteworthy that the Chi-Square values at the significance level of 0.001 were all greater than the Chi-Square value at the degree of freedom obtained by subtracting 1 from the total number of alternatives. The Chi-Square test for the entire dimension resulted in the following

value:  $\chi^2 = 45.888^a$ , which is greater than the tabulated value of 21.4, indicating the quality of the data fit obtained.

**Table 5: Data for Axis Three: Contribution of Modern Communication Media to Technical Skills Development**

Axis3: Contribution of Modern Communication Media to Technical Skills Development	Mean	Standard Deviation	Percent	Chi-Square $\chi^2$	df	Degree of direction
My experience with social media .is constantly evolving	4.21	0.68	84.2	<b>48.626<sup>a</sup></b>	3	very high
YouTube has helped me improve .my photography skills	3.77	0.88	75.4	<b>85.944<sup>b</sup></b>	4	high
Social media platforms help me enhance my proficiency in office .software	4.09	0.79	81.8	<b>86.785<sup>b</sup></b>	4	high
Free online courses have aided in developing my programming and .design skills	4.04	0.78	80.8	<b>27.243<sup>a</sup></b>	3	high
Blogs have assisted me in mastering the use of .communication tools	3.99	0.80	79.8	<b>52.364<sup>a</sup></b>	3	high
Google Drive or OneDrive cloud storage allows me to organize and .store data	4.12	0.80	82.4	<b>53.710<sup>a</sup></b>	3	high
Instagram helps me understand .entrepreneurial strategies	4.08	0.79	81.6	<b>42.869<sup>a</sup></b>	3	high
I am proficient in email correspondence with students or .professors	4.21	0.67	84.2	<b>32.327<sup>a</sup></b>	3	very high
Modern communication media assist me in enhancing my .business management skills	4.23	0.75	84.6	<b>44.963<sup>a</sup></b>	3	very high
YouTube channels help me master software installation on .computers	4.14	0.82	82.8	<b>46.084<sup>a</sup></b>	3	high
behavioural Dimension	4.09	0.41	81.8	<b>45.888<sup>a</sup></b>	4	high
Asymp. Sig.	<b>&lt; . 001</b>					
a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is <b>21.4</b> .						
b. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is <b>26.8</b> .						

**4. Discussion of Hypotheses in Light of the Results:**

**4.1 Discussion of Hypothesis One:**

The first hypothesis states that there is a significantly positive trend greater than the assumed average among students towards the contribution of modern communication media to the development of

cognitive skills for Algerian university youth. Based on the results of Table No. 3, we can conclude that there is indeed a significantly positive trend greater than the assumed average, as stated in the hypothesis. This is confirmed by the indicators of the cognitive dimension, where students heavily rely on modern communication media from electronic websites, applications, and programs, among others, to a great extent for enhancing their learning and knowledge. It also helps in the development of cognitive skills in reading, writing, planning, self-improvement, and creative thinking. This aligns with the Uses and Gratifications theory, which "views media audiences as active and positive participants in the mass communication process, using media for specific purposes and to satisfy certain needs, including cognitive needs" (Aldelimi, 2016, p. 255). This is further supported by a study Qaid, (2017), which found that "cognitive motivations were the highest motivations that led students to use Facebook, followed by social motivations, and then psychological motivations. Cognitive satisfactions came first, followed by psychological and then social satisfactions." (p. 2)

Therefore, based on this evidence, we can confidently affirm the validity of the first hypothesis, which states that there is a significantly positive trend greater than the assumed average among students towards the contribution of modern communication media to the development of cognitive skills for Algerian university youth.

#### **4.2 Discussion of Hypothesis Two:**

The second hypothesis states that there is a significantly positive trend greater than the assumed average among students towards the contribution of modern communication media to the development of behavioral skills for Algerian university youth. Based on the results of Table No. 4, we can conclude that there is indeed a significantly positive trend greater than the assumed average, as stipulated in the hypothesis. This is affirmed by the indicators of the behavioral dimension, where students rely on modern communication media to develop their behavioral skills, such as communication, courage, dialogue, teamwork, punctuality, problem-solving, flexibility, decision-making, and time management, among others. This aligns with what is outlined in the Uses and Gratifications perspective.

In this context, "Rose Nejrine" presented a set of elements that constitute the Uses and Gratifications perspective. These elements start from satisfying the biological, psychological, and social needs of individuals, including behaviour. These needs interact with individual

characteristics and the social environment surrounding the individual. Consequently, individual problems of varying degrees of severity arise, and potential solutions to these problems exist. Thus, motivations arise to solve problems or satisfy needs through the use of media or other activities. This leads to gratifications, or it can result in unfulfilled needs, subsequently generating additional needs that go through the same previous stages (Makawi & El-Sayed, 1998, p. 242).

### **4.3 Discussion of Hypothesis Three:**

The third hypothesis states that there is a greater positive trend among Algerian university students towards the contribution of modern communication media in the development of their technical skills. Through the results of Table 5, we can conclude that there is a greater positive trend than the assumed average, as indicated by the hypothesis. This is further confirmed by the technical dimension indicators, where students rely on modern communication media in developing their technical or non-knowledge skills, such as design, graphics, programming, email management, cloud storage, office software, business management, understanding the use of communication tools, and various technologies. Data from the third axis of our study shows that university students use modern communication media to a greater extent than the assumed average in developing technical skills. This can be attributed to the culture of students in this age group and their acceptance of modern technologies. Most of them own smartphones, tablets, or laptops to keep up with every new development. This is supported by the theory of innovation diffusion, where "individuals seek to apply and adopt innovative ideas through four stages: knowledge (identifying the innovator), persuasion (determining the individual's position on the innovator), decision (the individual either adopts or rejects the innovator), and adoption or reinforcement (the individual adopts the innovation)" (Mekawi and Al-Sayed, 1998, page 256). We also observe from the results of Table 4 that the majority of university students believe that university youth in the fourth stage of innovativeness acceptance accept new innovations.

In the same context, a study by Al-Metbouli, (2023) confirmed that the majority of educational media students have a high interest in using YouTube as a means of self-learning, with a percentage of 82.5%. The majority of educational media students (the study sample) use YouTube as a means of self-learning with a high degree of ease, with a percentage of 77.3% (pp.353-354).

The third axis in our study also expressed the extent of the contribution of modern communication media in developing the technical or non-knowledge skills of Algerian university youth. The majority of the sample members agreed with all the technical items at a rate of 77.88%, confirming their acceptance of innovations and the role of new media from websites, blogs, social networks, applications, and their role in increasing their technical capacity. This also confirms the validity of the last hypothesis, which states: there is a greater positive trend than the assumed average among students towards the contribution of modern communication media in developing the technical skills of Algerian university youth.

### **5. Conclusions and Recommendations:**

The results of the study affirm the validity of the three hypotheses proposed. They reveal a positive trend among the sample of Algerian university youth towards the contribution of modern communication media in developing their cognitive, behavioral, and technical skills. Consequently, modern communication media contribute to enhancing their functional skills.

This can be attributed to the fact that university youth are an active group striving to fulfill their cognitive and behavioral needs through intentional use of modern communication media. They exhibit a high degree of openness to new technologies and innovations, which makes it easier for them to employ these tools in skill development.

Based on these findings, the study recommends a greater focus on educating and guiding university youth toward optimal use of modern communication media to maximize their potential in skill and capacity development, thereby serving the goals of human development.

There are several strategies that can be employed to raise awareness among university youth on how to make optimal use of modern communication media, including:

- ❖ Incorporating courses within university curricula that focus on media literacy and digital literacy, emphasizing how to make the best use of communication media.
- ❖ Organizing workshops and awareness seminars in collaboration with specialized centers to train youth in critical thinking skills and differentiating between useful and harmful content.
- ❖ Producing educational content on social media platforms commonly followed by youth, disseminating guidelines on handling the influx of information.

- ❖ Engaging youth in the design of awareness campaigns through a participatory approach that considers their needs and interests.
- ❖ Coordinating with civil society institutions to implement sustainable awareness programs targeting different youth groups.
- ❖ Activating the role of psychological and social counseling services in universities to assist youth in making optimal use of modern communication media.

These recommendations aim to empower university youth in Algeria with the knowledge and skills to leverage modern communication media for their personal and professional growth, ultimately contributing to their development and the broader society.

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