

Applications and Outcomes of Uses and Gratifications Theory in the Digital Environment: A Re-evaluation of the Theory

An exploratory study on a sample of students from the Faculty of Information and Communication Sciences at Algiers University 3



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Abstract:

This study aims to explore the possibility of examining social media websites through theories that focused on all aspects of traditional media and communication. To achieve this, the Uses and Gratifications Theory was applied, attempting to identify new dimensions of the theory within the digital environment compared to its traditional counterpart. This was done by examining usage habits, intensity, motivations, and gratifications derived from this use. The research was conducted on a sample of students from the Faculty of Information and Communication Sciences at Algiers University 3. The findings indicated that the motivations of Algerian university students for using these websites are primarily practical and functional. Students do not browse university websites for entertainment or curiosity, but rather for specific purposes that support their academic path.

Keywords: Usage, Websites, Gratifications, Motivations, University Student.

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Introduction:

In agreement with Professor Nasreddine El-Ayadi's assertion, the significant transformation of the digital media environment revives a question first raised nearly two decades ago: Are the theories that framed traditional media thinking and provided a wealth of scientific knowledge, such as the gatekeeping theory, the two-step flow of communication, the spiral of silence, Agenda-Setting theory, and Media Framing theory, still valid and capable of addressing the contemporary issues raised by the use of social network sites? This question gains further relevance in light of what has come to be known as "self-mass media," where the boundaries between producers and consumers of media content have blurred, and in an era where the audience has increasingly fragmented yet gained a degree of interaction and freedom to engage with diverse communication platforms and personalized content tailored to their sociological, cultural, and political characteristics. (El-Ayadi, 2020)

Within this framework, Algeria is currently undergoing significant transformations towards the digitalization of the higher education and scientific research. This ambitious roadmap for institutional development seeks to achieve efficiency and effectiveness in university performance by restructuring institutions electronically to align with the demands of the digital age. Therefore, clear objectives and measurable commitments have been established along with performance indicators to monitor implementation within specified timeframes. This approach seeks to enhance the quality of services provided to students and all academic staff, thereby ensuring a prosperous and sustainable future. However, achieving this vision depends heavily on the role of a conscious and educated media, capable of contributing effectively disseminating of information instantly and continuously, ensuring that the benefits reach all relevant stakeholders.

The Faculty of Information and Communication Sciences at Algiers University 3, the subject of this field study, is a leading academic institution dedicated to preparing specialized and qualified professionals in the fields of media and communication. The faculty strives to provide its students with the theoretical knowledge and practical skills essential to practice the media profession competently, while also emphasizing scientific research and community service. Within this context, this present study comes with the aim of exploring **the** motivations of students at the Faculty of Information and Communication Sciences for using the faculty's websites, and the gratifications they derive from this use, applying the framework of the Uses and Gratifications theory.

Following are the sub-questions of this study to ensure consistency:

- What are the motivations of the university student for using university websites and their accounts on the internet?

- What is the degree of gratification achieved by the university student when seeking information from the university websites?
- To what extent is the Algerian university student satisfied with the communication strategy used to manage the faculty's websites and accounts in gaining their trust?

Study Hypotheses:

In order to provide answers to the above sub-questions, the following hypotheses are proposed:

- **First Hypothesis:** There is an influential relationship between the exposure rate of a student at the Faculty of Information and Communication Sciences - Algiers University 3 - to the university's electronic websites and their rate of seeking information through them.
- **Second Hypothesis:** There is an influential relationship between the motivations of a student at the Faculty of Information and Communication Sciences - Algiers University 3 - for using the university's electronic websites and their accounts on the internet, and their seeking information from them.
- **Third Hypothesis:** There is an influential relationship between the degree of trust and satisfaction of a student at the Faculty of Information and Communication Sciences - Algiers University 3 - with the communication strategy used to manage the faculty's websites and accounts, and their commitment to seeking information from them.

1. Theoretical Framework of the Study

a. Key Concepts of the Study

Usage : According to Sven Windahl, usage refers to a complex process that occurs under specific circumstances, resulting in the fulfilment of functions linked to certain expectations of gratification. Therefore, it cannot be defined solely within the framework of exposure. Instead, it can be described in terms of the quantity of content used, the type of content, and the method of usage. For example, it is essential to determine whether the usage is primary or secondary (Imam, 2019, p. 165). In the present study, usage refers to individual needs, such as acquiring information and experiences and achieving social communication with others.

Websites : Websites are collections of files and resources accessible through the World Wide Web. In this context, the term refers to the official website of the Faculty of Media and Communication Sciences at the University of Algiers 3, as well as its social media pages: <https://www.univ-alger3.dz/>

Motivations for Usage : The term is derived from the literature of the Uses and Gratifications Theory. When discussing the motivations for using a particular medium, it is examining the underlying reasons why an audience prefers and chooses it over other available options. These motivations can be primarily categorized into two types:

• **Utilitarian (Informational) Motivations and Ritualistic (Entertaining) Motivations.**

- Understanding these motivations helps analyse audience behaviour and adapt the content and services provided to meet their diverse needs, whether cognitive or recreational.

Gratifications: While motivations for usage focus on the reasons that drive an audience to choose a specific medium before using it, gratifications refer to the effects and outcomes the user experiences after being exposed to that medium.

Understanding these gratifications helps researchers and practitioners evaluate how effectively a medium meets the needs and expectations of its audience after use, thereby improving the overall user experience.

The Algerian University Student: An Algerian university student is "that person whose academic competence has allowed them to move from a high school, a vocational training centre, or a technical college to a university, depending on their sub-specialty, by means of a certificate or diploma that qualifies them to do so. The student is considered one of the essential and active elements in the educational process throughout university training, as they numerically represent the highest percentage in the university institution" (Delliou, Lokia, Safari, 2001, p. 94).

b. Uses and Gratifications Theory

The initial interest in studying the gratifications audiences derive from using media dates back to the 1940s. Early studies include **Herzog's (1942)** research on the gratifications gained from listening to radio soap operas and **Berelson's (1949)** study on the functions of newspaper reading (Shatla & Marei, 2015).

In 1959, **Elihu Katz** advanced the Uses and Gratifications approach by shifting the focus of media research from understanding the persuasive effects of media to investigating **what audiences do with media**. The first practical application of this approach in media studies was by **Raymond Bauer** in the 1960s, specifically in his 1964 article in *The American Psychologist* titled "The Obstinate Audience." His novel idea at the time was that media audiences are **active and goal-oriented** in their media-use behavior. Bauer challenged the then-accepted concept of direct media effects and proposed that people use mass media and its content to satisfy specific desires.

With the emergence of this phase, researchers made various academic contributions that added to the scientific depth and richness of Uses and Gratifications studies. This research identifies the general features of the theory's development as follows:

- **The Descriptive Stage:** This stage began in the 1940s and extended through the 1950s. It focused on describing the trends of different audience groups regarding their selection of specific media content. **Herzog's 1942 study** is one of the most famous examples from this period.
- **The Exploratory Stage:** This stage spanned the 1950s and 1960s. It was field-oriented, focusing on the psychological and social variables that lead to different patterns of media usage. Noteworthy studies from this stage include **Elihu Katz's (1959)**, **Berelson's (1959)**, and **Raymond Bauer's (1964)** research.
- **The Explanatory Stage:** This is considered the stage of maturity. The focus here was on the **gratifications achieved** as a result of media exposure. Studies in this stage were distinguished by creating lists of gratifications from the communication process. This phase has extended from the 1970s to the present. Famous studies from this era include **McCombs' (1977)** and the research by **Joseph Conway and Alan Rubin (1991)** (Shatla & Marei, 2015, p. 6).

c. Assumptions of the Theory

The fundamental assumption of the Uses and Gratifications approach is that the audience is not a passive recipient but is active and purposeful in its engagement with media. Individuals consciously choose and use communication media to satisfy their specific needs. This includes selecting the appropriate medium and choosing content that suits them from the available options, while considering that these choices are influenced by various demographic factors (Al-Razzak, 2013, p. 18; Shatla & Marei, 2015, p. 6; Katz, Blumler, and Gurevitch, 1974, pp. 21-22).

The main goals of the Uses and Gratifications theory are:

1. To understand **how the audience uses media**, based on the assumption that they are active, aware, and deliberately choose the medium that satisfies their needs.
2. To **identify and comprehend the motivations** that people seek to satisfy by exposing themselves to media and other communication channels.
3. To obtain results that help in **understanding the communication process** itself (Al-Razzak, 2013, p. 19).

d. Elements of the Uses and Gratifications Theory :The theory is built upon several core elements:

1. **Active Audience:** This concept means that individuals aren't passive receivers of media messages. Instead, they are active participants in the communication process, engaging with media in a way that fulfills their specific needs and desires (Shatla & Marei, 2015, p. 6, based on Denis McQuail, et al., 1988, p. 222).
2. **Social and Psychological Origins of Media Usage:** This element refers to the social and psychological factors that influence why and how people use media.
3. **Needs and Motivations for Media Exposure:** These are divided into two main categories:
 - **Instrumental Motivations:** These are goal-oriented and practical. They aim to achieve self-identification, acquire knowledge, information, and experiences, and facilitate all forms of learning. News broadcasts and educational or cultural programs reflect these motivations.
 - **Ritualized Motivations:** These are more focused on entertainment and passing time. They include motivations for spending time, relaxing, companionship, familiarity with the medium, and escaping from problems. This category is reflected in entertainment programs like TV series, movies, variety shows, and different forms of entertainment (Al-Razzak, 2013, p. 7, based on Makkawi, Hassan Imad, and Al-Sayyid, Laila Hussein, 1998, p. 247).
1. **Expectations from Media:** This element considers what people expect to get from their media use.
2. **Media Exposure:** This simply refers to the act of using or being exposed to media.
3. **Media Gratifications:** These are the satisfactions or rewards people get from using media. They are divided into:

First: Content Gratifications

This category includes two types of gratifications:

- **Orientational Gratifications:** These involve obtaining information, self-affirmation, and monitoring the environment. They are gratifications that are linked to frequent exposure, interest in media, and reliance on it.
- **Social Gratifications:** This refers to connecting the information an individual gains to their social network. Audience members use media to facilitate a form of communication between themselves, their friends, and their families.

Second: Process Gratifications

This category is also divided into two types:

- **Para-Orientational Gratifications:** These are achieved by relieving a sense of tension and engaging in self-defense. They are reflected in topics of amusement, entertainment, and excitement.
- **Para-Social Gratifications:** These are achieved by identifying with media personalities. Such gratifications increase as an individual's social relationships weaken and their sense of isolation grows.(Shatla & Marei, 2015, p. 7).

2. Methodological approach to the study

a. Study Boundaries:

This study is delimited to the applications and outcomes of the Uses and Gratifications Theory in the digital environment, focusing on re-evaluating the theory, and identifying the motivations for use, exposure patterns to the medium, gratifications achieved from use, publication strategy, and sources of satisfaction in order to meet students' informational needs.

Geographically, the research was conducted with undergraduate students at the Faculty of Information and Communication Sciences at Algiers University 3, located at 11 Doudou Mokhtar Street, Ben Aknoun, Algiers.

Regarding the time boundaries, the study extended over one semester, from March 2025 to July 2025 of the 2024/2025 academic year. It covered the process of defining the topic and scope, collecting the sample, preparing the questionnaire, distributing it, transcribing responses, and analyzing the results.

b. Study Methodology and Data Collection Tools

The study employed a **mixed-methods approach**, primarily utilizing an **experimental methodology** to test hypotheses and establish **cause-and-effect relationships** by controlling influencing factors. Complementing this was a **descriptive-analytical methodology**, used to describe and analyze the **digital information-seeking behavior** of university students at the Faculty of Media and Communication Sciences at the University of Algiers 3. The aim of the descriptive component was specifically to monitor students' motivations, achieved gratifications, and overall satisfaction with their use of digital environments. **Quantitative data** supporting the analysis was collected in April 2025 using a **20-question questionnaire** distributed to the study sample, structured across four main sections.

c. The Sample

The study population was limited to students at all levels within the Faculty of Information and Communication Sciences at the University of Algiers 3, including bachelor's, master's, and doctoral students. The total population consisted of **6,609 students**, from which a sample of **120 individuals** was selected.

This sample was drawn using **stratified random sampling**, representing approximately **1.82%** of the total population. Stratified sampling is typically used when sufficient data is available on homogeneous groups. In this case, unequal proportions were taken from each stratum according to the size of each group, a suitable method for exploratory studies.

- From the **bachelor's students**, totaling **3,717**, a proportion of **1.08%** was taken.
- From the **master's students**, totaling **2,820**, a proportion of **1.42%** was taken.
- From the **doctoral students**, totaling **72**, a proportion of **55.56%** was taken.

The final selection of individuals from each stratum was carried out randomly.

Table (01): Calculation and Distribution of the Stratified Sample

Level	Population Size	% of Population	Sample Size	% of Sample
Bachelor's (Media Dept. + Communication Dept. + Digital Media Dept.)	3717	56.24	40	1.08
Master's (Organizational Comm. + Public Relations + Audiovisual + Print & Electronic Journalism + Audience Studies)	2820	42.67	40	1.42
Doctorate	72	1.09	40	55.56
Total	6609	100.00	120	1.82

Source: Student Affairs Office, Faculty of Media and Communication Sciences

More than **40 questionnaires** were distributed to each stratum to ensure that the targeted sample of **120** was fully achieved, thereby preventing a shortage due to the non-inclusion of spoiled or unusable responses.

d. Statistical Processing Methods for Data Analysis

After collecting the 120 questionnaires, they were numbered, coded, and entered into the **Statistical Package for the Social Sciences (SPSS)** software.

d.1. Measuring Internal Consistency

To assess the internal consistency of the final questionnaire, the **correlation coefficient** was calculated **between the score of each statement and the total score for its respective section**. The results are presented in the two tables below.

Table (02): Pearson's Correlation Coefficients for Each Statement and the Total Score of the Sections to Which They Belong

Section	Item No.	Consistency
Time Management for University Students' Usage of University Websites	01	0.624**
	02	0.655**
	03	0.637*
	04	0.609**
Motivations for University Students' Usage of Websites and Their Social Media Accounts	05	0.810**
	06	0.806**
	07	0.619**
	08	0.793**
	09	0.811**
	10	0.651**
The Gratifications Achieved by University Students from Websites and Social Media Accounts	11	0.580**
	12	0.715**
	13	0.632**
	14	0.770**
	15	0.610*
Algerian University Students' Satisfaction with the Communication Strategy Used to Manage College Websites and Accounts	16	0.469**
	17	0.829**
	18	0.800**
	19	0.751**
	20	0.661**

****Correlation is significant at the 0.01 level (2-tailed).**

***Correlation is significant at the 0.05 level (2-tailed).**

It is shown from the table above that the Pearson's correlation coefficient between each statement and the total score of its respective section were statistically significant and relatively high, at significance levels of less than 0.01 or less than 0.05. Based on these results, it is concluded that the questionnaire demonstrated a high degree of consistency and coherence, making it suitable for application and analysis.

Table (03): Pearson's Correlation Coefficients Between Each Section's Score and the Total Score of All Sections.

Section	Correlation Coefficient
Time Management for University Students' Usage of University Websites	0.551*
Motivations for University Students' Usage of Websites and Their Social Media Accounts	0.938**
The Gratifications Achieved by University Students from Websites and Social Media Accounts	0.739**

Algerian University Students' Satisfaction with the Communication Strategy Used to Manage College Websites and Accounts	0.788**
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**Correlation is significant at the 0.01 level (2-tailed).

*Correlation is significant at the 0.05 level (2-tailed).

From the table above, it is shown that the correlation coefficient between each section and the total score of the sections to which they belong were statistically significant and high at a significance level of less than 0.01 or less than 0.05. This indicates that the questionnaire possesses a high degree of **internal consistency**.

d.2. Measuring Tool Reliability

To further verify the structural reliability of the scale, the **Cronbach's Alpha coefficient** was applied to the sample.

Table (04): Cronbach's Alpha Reliability Coefficient for the Tool

Section	Number of Items	Cronbach's Alpha
Time Management for University Students' Usage of University Websites	04	0.62
Motivations for University Students' Usage of Websites and Their Social Media Accounts	06	0.90
The Gratifications Achieved by University Students from Websites and Social Media Accounts	05	0.81
Algerian University Students' Satisfaction with the Communication Strategy Used to Manage College Websites and Accounts	05	0.73
Total Reliability Coefficient	20	0.92

The table above presents the results of the reliability coefficient, which provides the **Cronbach's Alpha values** for each section of the questionnaire. These values range between **0.62 and 0.90**, which are acceptable and exceed the threshold value of 0.6.

The overall Alpha value for all sections reached **0.92**. This indicates that the questionnaire, across all its sections, demonstrates a **high degree of reliability**, making it suitable for field application, analysis, and interpretation.

3.Applied Approach: Discussion of Study Results

This study, conducted on students from the Faculty of Information and Communication Sciences at the University of Algiers 3, reached a number of conclusions. This section presents the data in order to describe the characteristics of the study sample by reviewing the demographic variables, time management, usage motivations, achieved gratifications, and the students' satisfaction with the communication strategy used to manage the faculty's websites. It then discusses

the respondents' opinions and attitudes on the study topic and answers the research questions as follows

a. Analysis of Personal Data

First: Gender

Table (05): Distribution of the Sample by Gender

Gender	Frequency	Percentage (%)
Male	64	53.3
Female	56	46.7
Total	120	100

The table above shows that the highest percentage of the sample is male, with **64 individuals, or 53.3%**, compared to **56 females, or 46.7%**. While this is an acceptable distribution for the sample, it does not accurately reflect the reality of the research population, in which the number of females exceeds the number of males in the overall study community.

Second: Academic Qualification

Table (06): Distribution of Educational Levels by Gender

Gender	Academic Level	Bachelor's	Master's	Doctorate	Total
Frequency	%	Frequency	%	Frequency	%
Male	28.1	23	35.9	64	53.3
Female	39.3	17	30.4	56	46.7
40	100	40	100	120	100

Table (06) shows the distribution of the sample by gender and academic qualification. The highest percentage of males was equally distributed between the **Bachelor's** and **Doctorate** levels, each at **35.9%**. The highest percentage of females was found at the **Master's** level, with **39.3%**. Meanwhile, Male Master's students represented the third-highest percentage at **28.1%**. The lowest percentage of females was equally distributed between the **Bachelor's** and **Doctorate** levels, each at **30.4%**.

b. Table 07: Management of University Students' Time Using University Websites

Statement	N	Statements	Frequency	Agreement Level	Arithmetic Mean	Standard Deviation	Response Mean
		Disagree	Neutral	Agree			
You usually browse the university's website and its accounts in the morning.	1	20	49	51	2.26	0.728	Moderate
		16.7	40.8	42.5			
You usually browse the	2	28	38	54	2.22	0.801	Moderate

university's website and its accounts in the evening.		23.3	31.7	45			
You browse the university's website and its accounts at various times during the day.	3	28	49	43	2.13	0.762	Moderate
		23.3	40.8	35.8			
You browse the university's website and its accounts only when necessary.	4	23	48	49	2.22	0.747	Moderate
		19.2	40	40.8			
Overall Mean of Agreement for the Third Axis Statements					2.20	0.479	Moderate

Statistical analysis concerning **Algerian university students'** time management when using university websites and accounts indicates a clear preference for **specific browsing times** over continuous access. The statement regarding **morning browsing** (mean 2.26, 42.5% agreement) ranked highest, closely followed by **evening browsing** and **browsing only when needed** (both mean 2.22). Notably, evening browsing had the single highest agreement rate (45%). Conversely, **browsing at all times** ranked last (mean 2.13, 35.8% agreement), suggesting students link website access to fixed times or academic necessities rather than having a constant need. The overall **low standard deviation** (0.479) points to a **homogeneity** in browsing patterns among the sample, while the high percentage of **neutral responses** for some statements suggests flexibility or reliance on specific announcements. In essence, young Algerian students tend to browse university websites primarily in the **morning or evening**, or **when necessary**, a finding that universities can use to better time their information dissemination.

c.Table 08: University Students' Motives for Using University Websites and Accounts on the Internet

Statements	N O	Statement s	Frequency	Agreeme nt Level	Arithmeti c Mean	Standard Deviation	Respons e Mean
		Disagre e	Neutral	Agree			
Find exam schedules	5	36	33	51	2.13	0.846	Moderat e
		30	27.5	42.5			
Access course syllabi	6	25	42	53	2.23	0.775	Moderat e
		20.8	35	44.2			
Learn about university news and activities	7	29	41	50	2.18	0.796	Moderat e
		24.2	34.2	41.7			
Communicate with faculty members	8	27	38	55	2.23	0.796	Moderat e
		22.5	31.7	45.8			
Download documents	9	27	40	53	2.22	0.791	Moderat e
		22.5	33.3	44.2			
Check evaluation or test results	10	26	37	57	2.26	0.794	Moderat e
		21.7	30.8	47.5			
Overall Mean of Agreement for the Fourth Axis Statements					2.20	0.648	Moderat

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The statistical analysis of the motivations driving **young Algerian university students** to use university websites and online accounts clearly shows that their primary purpose is **academic and procedural**. The highest level of agreement was for using the sites **"to check evaluation test results"** (mean 2.26, 47.5% agreement). This critical motive was closely followed by the needs **"to know the course syllabus"** (mean 2.23) and **"to communicate with faculty members"** (mean 2.23). Other highly rated motivations included **"to download documents"** (mean 2.22) and **"to find out university news and activities"** (mean 2.18). The lowest-ranking motive, yet still significant, was **"To find out exam schedules"** (mean 2.13, with the highest disagreement rate in this section at 30%). Overall, the findings indicate that students primarily view university online platforms as **essential tools for managing their academic progress, communicating with staff, and accessing materials**, with results viewing being the strongest driver.

d.Table 09: The Gratifications Achieved by University Students from Websites and Online Accounts

Statements	No	Statements	Frequency	Agreement Level	Arithmetic Mean	Standard Deviation	Response Mean
		Disagree	Neutral	Agree			
University websites help me understand the pedagogical process	11	37 30.8	43 35.8	40 33.3	2.03	0.804	Moderate
University websites enhance my communication skills	12	40 33.3	46 38.3	34 28.3	1.95	0.787	Moderate
University websites keep me informed about the latest updates at the university	13	41 34.2	40 33.3	39 32.5	1.98	0.820	Moderate %
University websites help me review lessons I have missed	14	40 33.3	48 40	32 26.7	1.93	0.775	Moderate
University websites help me develop my technical skills	15	36 30	45 37.5	39 32.5	2.03	0.793	Moderate
Overall Mean of Agreement for the Fifth Axis Statements					1.98	0.598	Moderate

The statistical analysis concerning the **gratifications** students gain from university websites and online accounts indicates a generally **low level of agreement** across all measured benefits. The analysis showed a tie for first place (mean 2.03) between the belief that university websites **enhance understanding of the pedagogical process** (33.3% agreement) and the belief that they **help develop technical skills** (32.5% agreement). These low means suggest that students are **not strongly convinced** of these benefits. Other potential gains, such as **staying updated** on university news (mean 1.98), **increasing communication skills** (mean

1.95), and **catching up on missed lessons** (mean 1.93), all ranked lower, with low agreement rates (as low as 26.7%). In summary, the data reflects a student body that perceives only minimal or weak personal and academic benefits from the university's online platforms across various aspects, including pedagogical comprehension, skill development, and keeping current with university matters.

e. Table 10: Satisfaction of the Algerian University Student with the Communication Strategy Used to Manage College Websites and Their Accounts in Achieving Their Gratification

Statements	N	Statements	Frequency	Agreement Level	Arithmetic Mean	Standard Deviation	Response Mean
		Disagree	Neutral	Agree			
Delays in updating and insufficient information	16	31	60	29	1.98	0.710	Somewhat Low
		25.8	50	24.2			
Frequent technical issues affecting website speed	17	30	30	60	2.25	0.833	Moderate
		25	25	50			
An appealing visual design and clear navigational guidance	18	31	36	53	2.18	0.820	Moderate
		25.8	30	44.2			
Active interaction between university members and students through the websites	19	24	46	50	2.22	0.758	Moderate
		20	38.3	41.7			
Opportunities for student participation in pedagogical decisions via online polls	20	33	32	55	2.18	0.840	Moderate
		27.5	26.7	45.8			
Overall Mean of Agreement for the Seventh Axis Statements					2.16	0.551	Moderate

The statistical analysis of **Algerian university students'** satisfaction with the communication strategy of college websites and accounts reveals that the primary obstacle is **technical performance**. The statement **"The websites are very slow and have frequent malfunctions"** ranked first in agreement (mean 2.25, 50% agreement), highlighting a fundamental technical issue. Other areas of dissatisfaction included the perceived lack of **interaction** between university members and students (mean 2.22), the desire for better **aesthetic design and guidance** (mean 2.18), and the low level of **student participation** in decisions through online polls (mean 2.18, highest agreement at 45.8% on this axis). Conversely, the statement regarding **"Delay in updating and lack of information"** ranked last (lowest mean 1.98), with a notable **50% neutrality rate**. Overall, the findings suggest that students' expectations extend beyond simply receiving information to encompass the need for a **functional, interactive platform** that actively involves them in university life.

4. Discussion of Hypotheses

Table (11): Results of Measuring Study Hypotheses with Pearson's Correlation Coefficient

Hypotheses	Correlation Coefficient	Significance Level	Direction of Relationship	Significance
There is a significant correlation between the degree of students' exposure to university websites and their use of information obtained from them.	0.594**	0.000	Strong, positive correlation	Significant
There is a significant correlation between students' motivations for using university websites and social media accounts and their use of information obtained from these platforms	0.697**	0.000	Strong, positive correlation	Significant
There is a significant correlation between students' level of trust and satisfaction with the faculty's online communication strategy and their willingness to use information from them its websites and social media accounts	0.807**	0.000	Strong, positive correlation	Significant

The correlation is significant at the 0.01 level (2-tailed).

a. First Hypothesis :

The results in the table above show a **significant relationship** between students' exposure to the websites and their rate of information usage. With a significance level of **0.000**, which is below the study's accepted level of **0.01**, and a Pearson's correlation coefficient value of **(0.594)**, which is positive, it can be concluded that the relationship between the two variables is **moderate and positive**. This indicates that the students' exposure to the websites moderately and positively affects their rate of information usage.

b. Second Hypothesis :

The results in the table above show a **significant and positive relationship** between students' motivations for using university websites and their information usage. With a significance level of **(0.000)**, below the accepted threshold of **(0.01)**, and a Pearson's correlation coefficient of **(0.697)**, which is positive, it can be concluded that the relationship between the two variables is **significant and positive**. This indicates that the motivations for using university websites have a significant and positive effect on their information usage.

c. Third Hypothesis :

The results in the table above show a **strong and significant relationship** between students' level of trust and satisfaction with the communication strategy used to manage the faculty's websites and their keenness to use information. With a significance level of **(0.000)**, which is less than the study's accepted level of **(0.01)**, and a Pearson's correlation coefficient value of **(0.807)**, which is positive and strong, it can be said that the relationship between the two variables is **strong and positive**. This indicates that students' level of trust and satisfaction has a strong

and positive correlation with the communication strategy used to manage the faculty's websites.

The results of the hypotheses' analysis show significant and positive values, indicating a **causal relationship between the variables**. This supports the **acceptance of all three hypotheses**.

Conclusion

Qualitative analysis of the results indicates that the motivations of Algerian university students for using websites are primarily **utilitarian and functional**. Students do not browse these websites for entertainment or out of curiosity, but rather for specific purposes that serves their academic path.

Overall, these findings suggest that university websites in Algeria have not yet reached the desired level of effectiveness. Students do not perceive them as fully developmental tool. Instead, they may rely on other, more accessible and efficient methods for communication, catching up on lessons, and following university news. These results highlight the opportunities for universities to improve the content and user interface of their platform to make them more attractive, functional, and useful for students.

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