



Professors' view of the new media

A field study of some professors trained in the southern region of M'sila state

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Abstract:

The numerous new mass media means and its massive development in the recent period is mainly due to the progress of scientific and technological revolution the world has seen in the twentieth century, thus making the audience interested with different situations and problems where mass media is considered as a major source to obtain information about all political, cultural, and social issues for its social effectiveness and its wide spread consequences that are able to address the mobility and the majority of society.

Article info

Received

April 16.2026

Accepted

May 19.2026

Keywords:

- ✓ *new mass media*
- ✓ *Professors' view*
- ✓ *Formed Professors*

The problem addressed in the study:

The world Currently, there is a huge revolution in new communication technology, which is a product of the modern or contemporary scientific and technological revolution.

thatNew media, or as some call it, "alternative media," is characterized by several features, most notably its ability to adapt to the evolution of communication technologies. It thrives on the development of these technologies and dies with their demise. It has also evolved alongside censorship tools, societal pressures, and the pressures of prevailing policies. Therefore, its emergence has always coincided with the rise of official media across different historical periods. New media possesses a remarkable capacity for formation and for appearing in the media landscape in various forms, depending on the historical stage a society is experiencing, as well as the nature and type of individuals who are active participants and beneficiaries.

New media is characterized by a series of changes in which there is a rapid transition from written, spoken, and printed speech to the stage of the seen and tangible image, as expressed by Mitchell Steven in "The Rise of the Image and the Decline of the Word" (Kihil, 2012, p. 268). It has shortened long distances and made many things easier for us that we used to struggle to obtain. It is enough that it is a broad source of information and a good transmitter of it. Some consider it positive, while others are wary of it, and even consider it negative. Despite the differences in views, most agree and emphasize its necessity, as it is the oxygen of life in all aspects of life and humanity. Therefore, this study was born to examine some of its aspects, according to the following questions:

- ✓ Which issues does new media address most among (political, social, intellectual) from the perspective of trained professors?
- ✓ Are there statistically significant differences in the overall scores of professors' views on new media that can be attributed to gender?
- ✓ Are there statistically significant differences in the overall scores of professors' views on new media that can be attributed to age?
- ✓ Are there statistically significant differences in the overall scores of professors' views on new media that can

be attributed to their university specialization?

First: The theoretical aspect:

Introduction:

The emergence of new media as a socially used term almost at the end of the twentieth century was to express the integration of old media such as films, pictures, music, the spoken and printed word, with the interactive ability of the computer and communication technology, in the applications of the scientific revolution witnessed in the field of communication and media, where the technological revolution in the field of communication contributed to overcoming geographical space and political boundaries, and the new media brought about a structural change in the quality and quantity of media (Maha, 2013, p. 145).

1- Definition of new media:

Some have said that it was born from the union of new and traditional communication and broadcasting technologies with computer networks, and its names have multiplied and its final characteristics have not yet crystallized. This name is taken on the basis that it does not resemble old communication media, as a state of synchronization has arisen within it in the transmission of texts, moving and still images and sounds.

New media is also defined in the Digital Technology Dictionary as "the convergence of computers, computer networks and multimedia".

Lister also defined it as: "A set of communication technologies that have been generated from the combination of computers and traditional media, printing, photography, audio and video."

Webpedia, on the other hand, defines new media as: "A term encompassing various forms of electronic communication made possible through the use of computer technologies. This term is related to traditional media such as printed newspapers and magazines, which are characterized by their static text and graphics" (Saud Saleh, 2011, p. 45).

Zahir Radi defines social networking sites as: "A system of electronic networks that allows a participant to create his own site, and then link it through an electronic social system with other members who have the same interests and hobbies" (Zahir, 2003, p. 23).

New media is a communication process resulting from the integration of three elements: computers, networks, and multimedia. It relies on computers to produce, store, and distribute information, presenting it in an accessible and affordable way. It facilitates direct interaction, demands the audience's attention, and integrates traditional media. In essence, it encompasses all types of digital media presented in an interactive format. (Nasreen, 2014, p. 1).

From the above, we can say that new media indicates a state of diversity in forms, technology, and characteristics that the newly developed means have brought about compared to what came before, especially with regard to the elevation of individualism. Individuality and customization are the result of a key feature: interactivity. (Abbas, adapted, 2011, p. 33).

Samira Shekhani added the universal characteristic: The communication environment has become a global one, transcending the barriers of time, place, and censorship. (Samira, 2010, p. 448).

Social media can activate the energies available to people and direct them towards building and creativity within the framework of "developing the old and introducing new values and behaviors, increasing the fields of knowledge for the public, and increasing their ability to empathize and accept change. Thus, communication has an important role, not in broadcasting information, but in presenting the shape of reality, and understanding the social and political context in which events are placed." (May, 2005, p. 21).

Scientific research on modern communication methods has been based on two explanatory models. The first, technological determinism, stems from the conviction that technology alone possesses the power to change social reality. The optimistic view of technology celebrates this change, seeing it as a symbol of human progress and a means to overcome humanity's shortcomings in achieving democratic and inclusive communication. The pessimistic view sees technology as a tool for dominating vulnerable populations and controlling individuals, invading their personal lives and disrupting their social relationships. (Nasreddine, 2009, p. 18).

2- Characteristics of social networking sites:

Media does not operate in a vacuum; rather, it draws upon economic, political, and cultural contexts, whether local, national, regional, or international. To understand the importance of social media platforms—or "alternative media"—we must situate them within the political and democratic theories that have provided a theoretical and intellectual foundation for their identity and practice. This requires reviewing several approaches at various levels. Some of these approaches focus on developments in communication technology, while others comment on the subject from the perspective of social, political, and other studies, thus providing an entry point for understanding the characteristics of new media.

Participatory democracy models emphasize the importance of "real citizen participation and more effective and active engagement in democracy," and therefore criticize radical segregation. "Citizens have a say in power, elites, and democratic institutions through representation. The existence of representative institutions at the national level is not sufficient for democracy. For maximum participation by the entire population at that level, socialization or "social training" in democracy must take place in other areas to develop the necessary attitudes and psychological traits. This development occurs through the process of participation itself.

Theories about media raise questions about the concept New Media And its practices, does this stage express the transfer of communication tools and applications from institutions to the public? Or, as some see it, the emergence of new patterns of media forms? The criticism directed at new media revolves around the need to define the areas in which this type of media operates. The possibility of reaching a theoretical model of new and radical media is not achieved through what is directed at criticism of mainstream media, but rather from the outputs and experiences of media outlets that present themselves as an alternative to traditional official media.

Some critics advocate studying new media not from the perspective of what it should be, but from the perspective of what it is, which will enable us to judge it based on its ability to offer

alternatives in the face of the prevailing media empire.

Furthermore, limiting alternative media to the view that it is merely a counter-movement to the prevailing mass culture is a theoretically flawed approach. New media also produces an alternative communication culture, which is usually in conflict with what is prevalent.

It lies at the crossroads of overlapping theoretical approaches because it suffers from its marginalization outside the social context and its unique status as an alternative to the existing media system. For this reason, some approaches have focused on community service, considering social media, citizen journalism, and other such terms as part of civil society. The concept of relevant communities of practice has been proposed, based on shared practice. A community of practice is a collaborative project where there is mutual interaction among the individuals working within it and a set of shared resources. (Olga, Cammaerts, Nicokar, adapted, 2009, pp. 24-39).

3- The function of new media:

A. Cultural function:

It was employed to contribute to raising the values of knowledge, criticism, review and self-dialogue, which are the values from which any cultural development project is launched (Bushra, 2012, pp. 94-112).

B. Intellectual, political, and social function:

It is the site where criticism is practiced. It generates ideas and methods of importance, as well as new ways of organization, cooperation, and training among members of society. Perhaps most importantly, it indicates that the alternative addresses sensitive topics in social, political, and economic mechanisms and tensions between control and freedom, between work and unemployment, and between the opposition and the government. Thus, the alternative diminishes to become a pattern of mass communication (Bushra, 2012, pp. 94-112).

Today's situation reflects the increasing use of all kinds of media, especially new ones, by political forces to tighten their grip on the course of events and maintain the balance of power in a highly turbulent world, full of conflicts and contradictions (Samira, 2010, p. 444). What is happening in Syria, Egypt, or Tunisia is not far from us.

Second: The field aspect:

1- Scope of the study:

1-1- Spatial boundaries: The southern region of the state of M'Sila.

1-2- Time limits: Formation period, August 2014.

1-3- Human limits: Trained professors holding a Bachelor's degree or higher.

2- Study Methodology The study methodology is descriptive, using a comparative approach between the study variables.

3- Study tools:

The current study used a questionnaire developed by the researchers, which was presented to a panel of experts, and its psychometric properties were calculated. With statistical packages for the social sciences: PSS v20 is as follows:

3-1-The credibility of the arbitrators:

The questionnaire was presented to 9 judges, 8 of whom approved it, and one who cancelled it. Thus, the value of this validity was $8/9=0.88$, so the questionnaire is highly valid.

3-2-Stability:

According to the stability method using the split-half method split-half is the most suitable method in terms of speed and accuracy. Therefore, a group of 10 questionnaires was chosen for a random group, and their results were excluded because they were for this purpose only (standardizing the questionnaire and surveying the study atmosphere). The reliability value was 0.92, which is a very high value that shows that the tool is also very reliable. Therefore, the questionnaire goes out into the field without any methodological or scientific problems.

4- Concepts of the current study:

4-1- Theoretical definition of new media:

Sheridan College defines it Sheridan Technology is defined as: "It is the media that is presented in a digital and interactive form, and it depends on the integration of text, image, video and sound, as well as the use of the computer as its main mechanism in the production and presentation process. Interactivity represents the main difference that distinguishes it and is its most important feature (Abbas, 2011, p. 9).

4-2- Operational definition of new media:

It refers to all modern means in the field of media and mass communication, social networking sites, and audiovisual media in all its forms, which have exceeded all expectations in

speed. And familiarity with different topics It is characterized by bringing together individuals at the same time despite the distance in place and time.

5- Characteristics of the study sample (trained professors) Table: 01

37-41S	tooth			Specialization				Sex		Variables
	31-36S	25-30s	Less than 25	sciences Education	sciences meeting	language Arabic	sciences Islamic	females	Males	
06	62	54	09	38	35	47	11	108	23	number
	131			131				131		Σ

Note: ForA Some of the participants are over 41 years old.

6- Values of the study sample:

6-1- Study sample values according to the axes - Table 02

College degree	social issues	Political issues	social issues	N	College degree	social issues	Political issues	social issues	N	College degree	Cases intellectual	Political issues	Cases social	N
45	12	16	20	45	71	15	24	20	23	64	13	20	17	1
46	12	15	21	46	76	20	23	18	24	80	17	23	19	2
91	25	21	22	47	78	20	23	18	25	84	18	23	21	3
73	19	22	16	48	88	11	23	16	26	61	12	20	18	4
86	23	25	22	49	70	20	18	17	27	86	21	24	19	5
70	17	21	15	50	82	20	23	20	28	73	20	23	20	6
87	20	24	22	51	66	15	20	19	29	80	20	23	22	7
76	16	21	18	52	85	21	23	19	30	62	07	23	21	8
81	21	21	21	53	71	17	24	17	31	79	21	19	17	9
69	15	18	20	54	71	18	19	19	32	68	14	22	18	10
80	22	20	19	55	78	17	23	21	33	82	23	22	82	11
79	20	20	20	56	34	18	23	18	34	75	16	22	21	12
84	19	25	21	57	35	22	22	18	35	84	23	22	19	13
80	19	19	19	58	36	18	22	21	36	62	16	24	16	14
82	17	23	21	59	37	17	18	24	37	69	13	21	19	15
72	15	21	21	60	38	17	23	16	38	73	17	20	21	16
75	17	21	19	61	39	19	22	19	39	92	22	24	23	17
85	20	23	22	62	40	12	15	22	40	78	19	20	20	18
68	20	15	11	63	41	18	21	20	41	70	13	24	16	19
81	22	23	19	64	42	17	18	14	42	72	15	24	18	20
88	25	22	19	65	43	11	22	16	43	79	21	24	15	21
58	14	19	14	66	44	19	20	20	44	82	21	22	21	22
81	23	20	21	111	74	17	19	20	89	76	15	22	21	67
79	19	23	19	112	90	24	24	21	90	71	17	18	18	68
81	22	21	21	113	63	18	19	16	91	70	21	19	17	69
74	21	19	20	114	72	23	17	17	92	82	20	22	22	70
84	21	23	21	115	77	20	23	20	93	66	13	21	17	71
83	23	21	22	116	72	17	23	18	94	86	21	24	20	72
90	24	20	23	117	82	21	22	21	95	74	21	21	17	73
69	17	19	20	118	82	23	20	21	96	74	18	20	19	74
72	19	22	20	119	80	18	22	21	97	88	23	23	21	75
76	18	20	21	120	84	18	21	23	98	72	16	22	18	76
81	15	21	22	121	77	18	20	20	99	78	23	21	19	77
71	15	17	21	122	78	18	20	21	100	81	24	23	18	78
73	17	17	21	123	78	18	20	21	101	81	24	24	19	79
74	15	23	17	124	87	21	24	19	102	84	21	23	22	80
87	24	21	22	125	81	23	23	22	103	88	22	20	17	81
79	16	21	20	126	78	23	20	19	104	84	17	24	20	82
88	23	22	21	127	89	22	23	21	105	86	23	25	22	83
87	22	23	21	128	70	18	17	17	106	72	20	21	15	84
92	21	21	19	129	75	16	23	20	107	78	19	21	20	85
86	22	23	21	130	70	16	20	18	108	82	21	23	17	86
81	20	25	19	131	63	12	22	17	109	82	20	23	17	87
					69	15	16	21	110	85	24	21	20	88

6-3-Study sample values according to gender variable- Table 03

degree your	Sex	N	degree your	Sex	N	degree your	Sex	N	degree your	Sex	N	degree your	Sex	N
89	2	105	81	2	79	81	2	53	70	2	27	64	1	1
70	2	106	84	2	80	69	2	54	82	2	28	80	1	2
75	2	107	88	2	81	80	2	55	66	2	29	84	1	3
70	2	108	84	2	82	79	2	56	85	2	30	61	1	4
63	2	109	86	2	83	84	2	57	71	2	31	86	1	5
69	2	110	72	2	84	80	2	58	71	2	32	73	1	6
81	2	111	78	2	85	82	2	59	78	2	33	80	1	7
79	2	112	82	2	86	72	2	60	76	2	34	62	1	8
81	2	113	82	2	87	75	2	61	79	2	35	79	1	9
74	2	114	85	2	88	85	2	62	77	2	36	68	1	10
84	2	115	74	2	89	68	2	63	78	2	37	82	1	11
83	2	116	90	2	90	81	2	64	68	2	38	75	1	12
90	2	117	63	2	91	88	2	65	86	2	39	84	1	13
69	2	118	72	2	92	58	2	66	66	2	40	62	1	14
72	2	119	77	2	93	76	2	67	80	2	41	69	1	15
76	2	120	72	2	94	71	2	68	63	2	42	73	1	16
81	2	121	82	2	95	70	2	69	64	2	43	92	1	17
71	2	122	82	2	96	82	2	70	75	2	44	78	1	18
73	2	123	80	2	97	66	2	71	64	2	45	70	1	19
74	2	124	84	2	98	86	2	72	65	2	46	72	1	20
87	2	125	77	2	99	74	2	73	91	2	47	79	1	21
79	2	126	78	2	100	74	2	74	73	2	48	82	1	22
88	2	127	78	2	101	88	2	75	86	2	49	71	1	23
87	2	128	87	2	102	72	2	76	70	2	50	76	2	24
92	2	129	81	2	103	78	2	77	87	2	51	78	2	25
86	2	130	78	2	104	81	2	78	76	2	52	88	2	26
81	2	131												

Coding: 1- -----Male, 2----- Female, n----- Sample size.

6-4-Study sample values according to the specialization variable - Table 04

Degree K	specialty	N	Degree K	specialty	N	Degree K	specialty	N	Degree K	specialty	N	Degree K	specialty	N
70	4	105	81	3	79	81	2	53	89	2	27	78	1	1
87	4	106	81	3	80	80	2	54	70	2	28	88	1	2
76	4	107	84	3	81	71	2	55	75	2	29	70	1	3
81	4	108	88	3	82	82	2	56	70	2	30	82	1	4
69	4	109	84	3	83	79	2	57	63	2	31	66	1	5
80	4	110	86	3	84	72	2	58	69	2	32	85	1	6
79	4	111	72	3	85	80	3	59	81	2	33	71	1	7
82	4	112	78	3	86	82	3	60	79	2	34	64	1	8
85	4	113	82	3	87	72	3	61	81	2	35	80	1	9
74	4	114	70	3	88	75	3	62	74	2	36	84	1	10
90	4	115	78	3	89	85	3	63	84	2	37	61	1	11
63	4	116	92	3	90	68	3	64	83	2	38	84	2	12
72	4	117	73	3	91	81	3	65	90	2	39	78	2	13
77	4	118	69	3	92	88	3	66	69	2	40	76	2	14
72	4	119	62	3	93	58	3	67	72	2	41	79	2	15
82	4	120	86	4	94	76	3	68	76	2	42	77	2	16
82	4	121	66	4	95	71	3	69	81	2	43	78	2	17
76	4	122	80	4	96	70	3	70	71	2	44	68	2	18
86	4	123	63	4	97	82	3	71	73	2	45	71	2	19
73	4	124	64	4	98	66	3	72	74	2	46	84	2	20
80	4	125	75	4	99	86	3	73	87	2	47	77	2	21
62	4	126	64	4	100	74	3	74	79	2	48	78	2	22
79	4	127	65	4	101	74	3	75	88	2	49	78	2	23
68	4	128	91	4	102	88	3	76	87	2	50	87	2	24
82	4	129	73	4	103	72	3	77	82	2	51	81	2	25
75	4	130	86	4	104	78	3	78	86	2	52	78	2	26
84	4	131												

Encoding: 1 - Islamic Studies, 2 - Arabic Language, 3 - Sociology, 4 - Psychology and Educational Sciences, Specialization - University Specialization.

6-5- Study Sample Values by Age Variable - Table 05 Coding: 1----- Less than 25, 2- ----- From 25 to 30, 3- ----- From 31 to 36, 4----- From 37 to 41

Your grade is	Experie	N	Your grade is	Experie	N	Your grade is	Experie	N	Your grade is	Experie	N	Your grade is	Experie	N
88	3	105	76	3	79	78	2	53	75	2	27	92	1	1
84	3	106	81	3	80	76	2	54	81	2	28	76	1	2
86	3	107	73	3	81	79	2	55	75	2	29	81	1	3
72	3	108	69	3	82	77	2	56	70	2	30	84	1	4
78	3	109	62	3	83	64	2	57	63	2	31	69	1	5
82	3	110	86	3	84	80	2	58	69	2	32	80	1	6
58	3	111	66	3	85	84	2	59	81	2	33	79	1	7
71	3	112	80	3	86	61	2	60	79	2	34	82	1	8
73	3	113	63	3	87	71	2	61	81	2	35	85	1	9
74	3	114	71	3	88	78	2	62	74	2	36	74	2	10
87	3	115	76	3	89	88	2	63	84	2	37	90	2	11
79	3	116	78	3	90	70	2	64	83	2	38	63	2	12
88	3	117	64	3	91	82	3	65	90	2	39	72	2	13
87	3	118	75	3	92	82	3	66	69	2	40	77	2	14
82	4	119	64	3	93	75	3	67	72	2	41	72	2	15
86	4	120	70	3	94	68	3	68	68	2	42	82	2	16
78	4	121	82	3	95	79	3	69	71	2	43	82	2	17
84	4	122	66	3	96	62	3	70	84	2	44	76	2	18
85	4	123	86	3	97	80	3	71	77	2	45	80	2	19
81	4	124	74	3	98	73	3	72	78	2	46	71	2	20
68	4	125	74	3	99	86	3	73	78	2	47	82	2	21
81	4	126	88	3	100	91	3	74	87	2	48	79	2	22
88	4	127	72	3	101	73	3	75	81	2	49	72	2	23
85	4	128	78	3	102	86	3	76	78	2	50	80	2	24
65	4	129	81	3	123	70	3	77	89	2	51	82	2	25
70	4	130	84	3	104	87	3	78	70	2	52	72	2	26
66	4	131												

7- Statistical processing:

* Interpretation of statistical significance: If the values of the significance level If sig is greater than α , it is not statistically significant, and if the significance level values sig are exactly less than α , then it is statistically significant (Harzali, 2014, p. 81).

7-1- Testing the analysis of variance between the issues addressed by new media:

Table 06 shows the values of the analysis of variance test "F" ANOVA for one set The differences between the axes are based on the sample's view of the issues addressed by new media.

		Sum of squares	degrees of freedom	Average of squares	of "F"	Significance level
CasesSocial issues addressed by new media	Among the groups	789.032	31	25.453	678	891
	Within the groups	3716.602	99	37.541		
	the total	4505.634	130			
CasesThe politics addressed by new media	Among the groups	262.582	31	8.470	2.217	002
	Within the groups	378.303	99	3.821		
	the total	640.885	130			
CasesThe intellectual discourse addressed by new media	Among the groups	987.913	31	31,868	5.222	000
	Within the groups	604.194	99	6.103		
	the total	1592.107	130			

*Analysis of Table Results: 06:

According to the results shown in Table 6 above, the values of the F-test are at the significance level. The following are the issues addressed by new media according to the perspective of the studied sample (trained professors):

Social issues, values: The value of the significance level is 678, and the value of the significance level is 891. The Sig value, being greater than α at both 0.01 and 0.05, is therefore not statistically significant. Consequently, it is of least interest to the target sample (trainee teachers).

For political issues, the value of "F" is 2.217, and the significance level is 0.02. Sig, which is a value less than α at both levels, also 0.05, is statistically significant and therefore it is the second concern of the target sample (trained teachers).

As for the intellectual issues, the value of "F" is 5.222, and the significance level value is

0.000. Sig, which is a statistically significant value because it is less than α at both levels of 0.01 and 0.05. Therefore, it is the primary concern of the target sample (trained teachers).

*Interpretation of the results in Table 06:

According to the results in Table 6 above, there is a significant disparity in the issues addressed by new media. First, intellectual issues are ranked, followed by political issues, and then social issues, according to the perspective of the trained professors. These disparities are determined by comparing the total raw score for each statistical individual, in addition to the F-test values, which show

In social issues it is very weak 0.678, while its values appear high in intellectual issues 5.222, followed by political issues 2.217.

7-2-Testing the differences in the overall score of the sample members' view of new media according to the gender variable:

Table 07 shows the group statistics values for the gender variable of the study sample.

DegreeCollege	sexProfessor	N	arithmetic mean	standard deviation	standard error
	females	108	77.69	7.423	714
	Males	23	75.04	8.418	1.755

Table 8 shows the TA test value for two independent samples for the gender variable of the study sample.

DegreeCollege	homogeneity		'ta' test for equal means						
	Test "F"	Sig Significance of homogeneity	"ta" test	degrees of Freedom	Sig. Level Significance of differences	Average difference	Difference s of Deviation	level of confidence95%	
Assumption of equality	849	358	1.513	129	133	2.642	1.746	-812-	6.096
Assumption of inequality			1.394	29.721	174	2.642	1.895	-1.230-	6.513

* Analysis of the results of Tables 7-8

Based on the results shown above in Table 07, which shows a convergence between the averages of the two genders, and Table 08, which shows The significance level value is 0.133 = Sig, which is greater than α by its values of 0.01 and 0.05, so it is not statistically significant.

7-3- Analysis of variance test for the overall score in the sample members' view of new media according to the age variable:

* Interpretation of the results in Tables 7-8

Based on the previous analysis, it can be said that there is no difference between males and females among the trained professors in their view of the issues presented by the new media, as they are very much in agreement on that.

Table 09 shows the values of the analysis of variance test "F"ANOVA for one setFor age change

	Sum of squares	degrees of freedom	Average of squares	"F"	Significance level
Among the groups	17,748	31	573	1.260	196
Within the groups	44.985	99	454		
the total	62.733	130			

*Analysis and interpretation of the results in Table 9:

From the results shown in Table 9, we note a value of 0.196=Sig and greater than α with values of 0.01 and 0.05 are not statistically significant, meaning that there are no differences between the sample members in their view of new media due to their age differences.

7-4- Analysis of variance test for the overall score in the sample members' view of new media according to the university specialization variable:

shows the values of the analysis of variance (ANOVA) test "F"ANOVA for one ization variable

	Sum of squares	degrees of freedom	Average of squares	"F"	Significance level
Among the groups	109.106	3	36.369	634	594
Within the groups	7281.138	127	57.332		
the total	7390.244	130			

*Analysis and interpretation of the results in Table 10:

From the results shown in Table 10, we note a value of 0.594=Sig, which is greater than α with values of 0.01 and 0.05, is therefore not statistically significant. That is, we can say that there are no differences between the members of the sample in their view of new media due to differences in university specialization.

8- Discussing the results in light of the study's questions:

8-1-Recalling the research questions:

- 1- Which issues does new media address most among (political, social, intellectual) from the point of view of trained professors?
- 2- Are there statistically significant differences in the overall scores of the professors' views on new media that can be attributed to gender?
- 3- Are there statistically significant differences in the overall scores of the professors' views on new media that can be attributed to age?
- 4- Are there statistically significant differences in the overall scores of professors' views on new media that can be attributed to their university specialization?

8-2- Discussion of the results in light of the first question:

The speaker asks: Which issues does new media address most among (political, social, intellectual) from the perspective of trained professors?

* - Based on the results in Table No. 6, It appears that there is a great disparity between the issues addressed by the new media, the first of which are intellectual issues, which the researcher Bushra (2012) described as: a cultural development project (see the article, p. 4), then political issues, then social issues, according to the individuals of the studied sample (the trained professors). This is what Olga, Kamerts, and Nikokar (2009) shared, saying: "The media does not operate in a vacuum, but rather draws from economic, political, and cultural contexts, whether local, national, regional, or international" (see the article, p. 4).

The same approach was taken by researcher Bushra (2012) when she said: "It deals with sensitive topics in social, political and economic mechanisms and tensions between control and freedom, between work and unemployment, and between the opposition and the government" (see the article, p. 4).

The same trend was also expressed by the researcher Samira (2010) when she said: "Today's situation reflects the increasing use of all kinds of media, especially new ones, by political forces with the aim of tightening their grip on the course of events and maintaining the

balance of power in a highly turbulent world, full of conflicts and contradictions” (see the article, p. 4 as well).

8-3- Discussion of the results in light of the second question:

Question: Are there statistically significant differences in the overall scores of professors' views on new media that can be attributed to gender?

* Based on the results in Tables 07 and 08, it can be said: It can be said that there are no statistically significant differences between males and females in the sample of trained professors in their view of the issues presented by new media, as they are very much in agreement on that.

8-4- Discussion of the results in light of the third question:

Question: Are there statistically significant differences in the overall scores of professors trained in new media that can be attributed to age?

* Based on the results shown in Table 9, we can say: There are no statistically significant differences between the sample members (trained professors) in their view of new media according to the age variable.

8-5- Discussion Results in light of question four:

Question: Are there statistically significant differences in the overall scores of professors' views on new media that can be attributed to their university specialization?

* Based on the results shown in Table 10, it can be said that: There are no differences between the individuals in the sample in their view of new media due to differences in university specialization.

9- General discussion of the results of the current study:

The modern era has brought together all the fruits of scientific progress, including the field of communication between people across the globe. All inhabitants of the earth have become part of a virtual room where distances have been shrunk, and far-flung places have merged into a single time, despite their differences, through a computer and a cable connecting all corners of the world. Maha (2013) added, "The technological revolution in communication has contributed to overcoming geographical boundaries and political borders, which has created..." New media has brought about a structural change in the quantity and quality of media outlets (see article p. 3). This concept was proven by both Shqair and

Samira when they said: "Just as the merging of computers with telecommunications technology created a new era based on electronic publishing, this resulted in the emergence of many new means of communication." (Shuqair and Samira, 2004, pp. 199-240). The final result is the new era, or the new media revolution.

The new era refers to the era of rapid internet communication, in which knowledge has increased in flow, information has become more present and easier, and closer to those who seek it. It has invaded all aspects of life, and the individual has become unable to do without it at all, even for a single moment, for many of us. Therefore, society has become known as the information society, which Al-Assafeen defined as: "It is the society that relies primarily on abundant information as an investment resource, as a strategic commodity, as a service, as a source of national income, and as a field for the workforce, exploiting in this the capabilities of all advanced information and communication technologies, and demonstrating the clear use of information in the economic, cultural, social, and political aspects of life, with the aim of achieving continuous development and improving the quality of life for society and individuals. These technical, economic, and political factors have become intertwined in an unprecedented way, making the media a very thorny issue, and a hot arena for global, regional, and local conflicts" (Al-Assafeen, 2001, pp. 188-193).

It has been called by other names, including Saud Saleh's (2011) statement: Electronic communication, as Zahir (2003) called it: Electronic social system, and Samira (2010) called it: Universality (see the article p. 3), due to its diversity in these concepts.

These attitudes were expressed by the target sample in the current study (trained professors) according to their view of the issues addressed by new media. The order of these views was: intellectual issues, followed by political issues, then social issues. The perspective was unified in these psychological and social orientations despite the differences among the statistical individuals—the subject of the study—based on age, gender, and university specialization. This is because the sample is from the new generation that has witnessed and continues to witness this scientific explosion—if we may call it that—and is, in fact, one of the witnesses to this great

transformation and an active participant in it. Thus, we have entered a new era, which Samira Shekhani called: "A new era of information, which they now call..."computer-communication for short: com-com"(Samira, 1999, p. 56) All borders disappeared, and all restrictions faded away. What used to divide peoples—and here we mean politics and its politicians—has become united by its decisions, and the credit for that goes to the new media.

Conclusion:

New media is a modern tool that can elevate governments and bring down others, without regard for the setbacks and repercussions that people experience in their lives. Today, it transmits everything, big and small, in real time and from its location, live. This is all due to the tremendous technological development in this field (audiovisual), which has transcended borders, politics, economies, and even ideas. People have become journalists with their mobile phones, excelling in journalistic creativity that was once the preserve of a few. Satellites have become operational, channels have increased, and it has become a double-edged sword, either bringing happiness or misery to people. There is no censorship to deter them, and no control over these media. All we can do is inoculate the generations so that they can face this new invasion, if they can with their knowledge and intelligence, so that they can liberate themselves from the dependency that has forced some peoples into exploitation, if we have any purpose in surviving.

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