

Media Education Skills among Students of the University of Petra in Jordan

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ABSTRACT

The study aimed to identify media education skills among the students of Petra University in Jordan. The study employed a descriptive-analytical approach. To achieve its objectives, the researcher designed a questionnaire comprising (37) items on (5) media skills: Content, critical thinking, media awareness, communication, and content production. Validity and reliability were verified.

The study was applied to a sample of 417 male and female students from the Faculty of Arts and Sciences. The results revealed that students' media communication skills were high. The skills are ranked as follows: media communication, content production, media awareness, critical thinking, and content understanding.

The results revealed no statistically significant differences in the skill of media education in light of gender and faculty variables.

The study proposed a set of recommendations, the foremost of which are media education skills that affect students' personalities, and designing a directory for such skills to secure better teaching.

Keywords: Awareness; Critical thinking, Directory; Media communication; Media education

Introduction

The present century is characterized by rapid and constant change in the fields of knowledge, technology, information, and progress across multiple media, which have transcended geographical boundaries. The change has impacted various aspects of life, including social, economic, cultural, and political spheres. Therefore, contemporary life has created a need for individuals who are aware of their surroundings, who know how to deal with the new challenges of the world, and who act consciously, ethically, and legally to become well-educated citizens who benefit themselves and society.

In this century, with media rapidly spreading worldwide, we urgently need to guide the next generation and equip them with the skills to critically and analytically engage with media content, enabling them to use social media safely and consciously. Considering social norms and morals, they must also be trained to communicate with others.

At different stages, educational institutions strive to prepare future generations to face contemporary challenges and changes by equipping students with the skills that enable them to consciously address issues around them, such as navigating the media with its diverse means, content, and effects. Therefore, higher education institutions place a high value on equipping students with these skills to succeed after graduation (Liebenberg & Hendrik, 2011).

Media education encompasses a comprehensive concept that focuses on methods of expression, media understanding, critical evaluation, awareness of potential risks, and dangers. It significantly affects changes in vision, concepts, and educational applications. Contemporary life is characterized by cultural concentration, rapid spread, interconnection, and a profound impact that one cannot keep pace with. It also enables media elites in universities and institutions to control such impacts to serve the aspired goals. The foremost

contemporary issue that media education addresses is educating the youth on how to deal with such issues, get along with others, adapt to modern century variables brought about by globalization, and engage with current events. Additionally, it provides opportunities to address the psychological, cultural, and social issues that affect the youth (Ali, 2020).

Media and education constitute one of the major sources that form the culture of generations at different stages of students' lives. They, in fact, stem from one concept whose aim is to convey knowledge to seekers. The issue of education and media does not relate only to their impact on generations, but also to the methods by which students deal with whatever the media presents. Thus, media and education are two pillars that should be cared for by state institutions, including schools, in order to guide the upcoming and successive generations to the sound social behavior that we like our children to have, benefit from the strong ties between media and education (Zaid: 216, 185) because media education is important at the college level, the study of Abdul Maqsood, Hassan & Mohammed, (2018), proposed a plan for applying media education to the college of education of early childhood via the framework of twenty-first-century skills.

Through media education, students can access media and other sources of information, enabling them to critically evaluate their content and contribute to it in a creative manner, thus creating communication channels that incorporate learning, self-expression, creativity, and civil sharing (Tweisi & Banna, 2016).

The term "media education" implies the ability to utilize a set of skills to access media content, analyze and reflect on it, and follow the necessary procedures through media. Thus, anyone with sufficient knowledge and educational skills can understand complex messages of all types from media channels, whether auditory, visual, or written (Mansour, Najjar, & Fiellah, 2016, p. 17).

Darraj and Awwaji (2017: 199) define media education as "checking media content to determine its political, social, and economic objectives and the context in which it occurred; that includes critical analysis of media materials, producing them, and interpreting messages and the values they embody. Such a concept correlates to education and learning about media with its various methods, not just to consider it an educational process by means of media tools."

The researcher defines it as "a process of providing students with knowledge, skills, values, and trends needed to consciously deal with media and its material, whether visual, audible, or readable, critically and productively." The objectives and significance of media education vary for individuals and communities. The foremost of them are:

- Develop critical thinking skills.
- Prepare citizens to be aware of whatever is going on around them.
- Help students to understand their rights and duties to reinforce good citizenship. (Ghallab: 2018) indicated that media education contributes to the learner's knowledge, enables them to continue learning, and qualifies them socially and politically. In origin, media education is a social educational method that develops students' critical thinking and self-learning skills, enabling them to express their identities. It also prepares them to face modern updates to participate actively in social and political issues in an age of constantly developing media.
- Develop youths' capabilities in the domains of education media to rationally deal with the quality of the content to participate and evaluate that content (Tweisi, & Banna, 2016, 20-25).

Based on the givens, the researcher sees that media education helps students to:

- Deepen their knowledge regarding visual, aural, and readable content.
- Use what media presents rationally and safely.
- Consolidate positive communication and constructive dialogue with others.
- Abandon foreign, extreme, and destructive ideas.
- Reinforce a nation's identity by adhering to its language, beliefs, history, and surviving traditions and spreading a culture of moderation, humanism, and social cohesion.
- Make public interest prevail over individual ideals.
- Achieve good citizenship.

The foremost skills that media education tries to help university students acquire are the skills of reading and interpreting media content, critical thinking, by which they consciously deal with media, designing purposive media content, disseminating awareness to unveil risks of media content, and finally, achieving media educational levels at various educational institutions, including universities (Ali, 2020).

Therefore, the importance of educational media lies in providing students with knowledge that enhances their citizenship, as this helps them evaluate the effectiveness of media education. Media education's objectives can be achieved by blending skills (knowledge and practical experience) and providing students with the basic tools necessary for the successful handling of media.

Consequently, educational institutions should incorporate these skills into their curricula, syllabi, and various activities at various levels to enable students to deal with multiple types of media skillfully (Khaldi & Rababa, 2017).

(Tolmachova & Bader, 2022) pointed out that it is important to create in teachers a positive momentum to use media education in the teaching process, so as to organize educational media in higher education institutions to develop media competency in teachers of the future, and to encourage their interest in purposeful creative media to establish a media that consolidates interests in students.

Educational media skills

Skills are considered a blend of knowledge, competencies, and interests that the learner can apply to various job situations or life in general. They are the skills needed for knowledge, employment, and acquired understanding. They are also necessary to create citizens who are self-reliant and possess social awareness (UNRAWA, 2013, p. 8).

The study by Salem and Hasan (2018) indicated that the skills of knowledge, education, media, technology, and emotion needed for digital media education should be determined. The study also emphasized the intelligent handling of media and the need to incorporate skills in creativity, communication, and morals as part of the overall skill set. It also emphasized consolidating the spirit of the citizenry by teaching students how to create digital media content, acquire digital media skills, and produce media content. The student must also be aware of the ethics of the media profession and recognize the emotional skills present in the digital media curriculum, particularly in relation to activating motivation and developing tendencies, desires, and needs.

Shumeimri (2020) outlined media education skills in the following:

- The ability to understand and interpret media and discover its content's values.
- The ability to provide positive or negative critical opinions on media content.
- The ability to consciously choose media content.
- The ability to communicate with the media to express one's opinion.
- The ability to produce and convey media content to the targeted public.
- The ability to make families maximally benefit from entertainment means and modern technology.

Media education should not be satisfied with merely critical thinking and media content; it should also produce and share creative content responsibly with others. Acquiring media education contributes to social awareness, encompassing human, political, social, and economic rights, as well as citizen awareness, international human law, and the effective use of sources across various domains of human life (Hasan, 2015).

Media education also enhances personality development by shaping the content of social media and digital technology, fostering an information culture that promotes literacy in credible digital sources and enables self-expression through digital technology (Tabachuk et al., 2020). The study by Omari et al. (2021) recommended that students be equipped with different forms of media education to develop access skills to media messages and protect them from purposeful content that affects religion, morals, and national belonging. They might also benefit from national media that highlights moral values and interests with higher levels of education media (practical and interactive) concerning criticism, analysis, and evaluation, in addition to the need for developing creative writing skills and productivity in different ways.

Literature review

Due to the importance of media education in modern life, many researchers tackled the issue from different perspectives and at different academic levels, as outlined in the following:

In their study, Tweisi & Zubi (2016) investigated the reality of information and education media in the plans and syllabi of Jordanian universities to check the possibility of embedding the concepts of information and media education in the B.A. Programs are conducted through two axes: the first is general, which includes these concepts in some university courses at Jordanian universities. The second is special, which targets teacher-preparing colleges by offering a course in the field. The study employed three instruments to collect and analyze data, as well as review the literature to identify best practices. This instrument was used to answer the questions addressing the two axes. The study analyzed the second axis's academic programs, course descriptions, and staff members' plans. To verify this, a sample of academic programs was selected from Hussein Bin Talal and Al-Albeit universities. The results revealed that no integrated material was concerned with media and information knowledge found in programs of any of the colleges of education. Additionally, it was not found in academic arts programs at either university, except for some concepts in the international relations and library sciences departments at Hussein Bin Talal University.

The study (Akçayoglu, 2019) aimed to determine the media education levels among students in the preparatory year at a Turkish university. The study adopted the mixed qualitative-quantitative approach. Caritas developed the scale adopted to determine the media knowledge level. Open-ended questions were posed to

students regarding their perceptions of media culture. The study was conducted on (189) students from Adana Alb Arslan University for Technology and Sciences in Turkey. The results revealed the personal perceptions of students of English as a foreign language, who believed it was necessary for media literacy and suitable for learning foreign languages. Therefore, students must learn how to benefit from media and reduce its negative impacts. Thus, media culture can serve as a learning tool.

The study by Khazaali (2020b) aimed to determine the level of awareness of media education among students at Jordanian universities, taking into account certain variables. The study adopted the descriptive approach, where a questionnaire of (28) items on knowledge and skill domains was applied to a sample of (2361) male and female students from the following Jordanian universities (Yarmouk, Al-Al-Bait, and Hashimeyah). The results showed that the awareness, in light of some variables, was generally "Medium." They also revealed that there were no statistically significant differences that could be attributed to gender variables; however, statistically significant differences were found that could be attributed to faculty variables, favoring senior students from science colleges.

The study by Ureiqat & Rajabi (2021) aimed to identify the role that academic courses played in media faculties, enabling students to understand the concept of media education. The study employed a descriptive approach, using a questionnaire administered to a sample of 105 students.

The results revealed that the role of academic courses was ranked as "Medium," while that of critical thinking was ranked as "High." The rest of the skills ranked "Medium" as well. The differences in students' critical thinking skills favored the first academic level, with an estimated outcome of "Accepted." However, there were no differences with statistical significance about (gender, academic level, and cumulative average), besides students' empowerment of media education concepts.

The study by Frolova and Ragacha (2022) aimed to analyze students' media skill levels and the possibility of creating such a level in higher education in Russia.

The study employed a research experimental approach, utilizing an electronic questionnaire administered to 148 students. The results revealed that the level of media education skills was "High." The students' possession of media skills was "weak" in the following domains: a lack of sufficient interest in the skills of assessment, interpretation, and behavior regarding information management. Less than half of the study participants believe that the modern teaching system is doing what is required to develop youths' media skills. However, different practices to enhance students' assessment and creation activities were not used sufficiently. The students were more diligent in gathering the necessary information while preparing for the semester. The study recommended paying more attention to the tasks that secure critical analysis of texts and interpretation of media content.

The study by Khalaileh (2023) aimed to determine the availability of media education in Jordanian university management from the perspective of M.A. students in journalism and information at Petra University. A survey-descriptive approach was adopted, involving the application of a questionnaire to 192 male and female students. The results revealed no statistically significant differences in the availability of educational media across these universities, which could be attributed to gender or academic year. The study recommended that universities hold scientific seminars on media education.

It is noted that previous studies have approached media education from various perspectives at the university level, focusing on identifying media and information education in university syllabi and integrating them into their plans. They also investigated the level of students' possession of information culture, their practice of educational media, students' awareness of this type of education, the role of courses in colleges of information, the concept of media education, and its role in the acquisition of information skills relevant to the labor market by graduates.

They were also conducted on university students at the B.A. and M.A. levels. Most of them emphasized the importance of media education in equipping the students with the necessary skills to deal with it. They also recommended creating a specialized course on media education and integrating it into university courses.

Statement of the problem

Media education is a necessity of life that both individuals and communities need. It is a primary factor leading to technological, information, and scientific changes. Many studies, such as those by Sabti and Fallak (2017), have highlighted the benefits that can be gained from Arab and foreign experiences in media education, as well as the need for an independent course in curricula at all levels of learning. Studies by Hasan (2015) and Hariri (2018) have highlighted that media education raises awareness of media and fosters critical thinking. The study by Zubi (2021) recommended equipping students with the skills that enable them to examine things critically through specially designed media programs that take into consideration religious values, national principles, and media education.

Given the preceding conditions, this study aims to determine the level of knowledge about educational media among students at Petra University. This type of education is greatly needed in a century that undergoes different changes and challenges in all domains of life.

Study questions

First question: "To what extent do the students of Petra University have knowledge about media education?"

Second question: "Are there differences with statistical significance among the students of Petra University pertaining to media education skills that might be attributed to gender variables?"

Third question: "Are there differences with statistical significance among the students of Petra University pertaining to media education skills that might be attributed to college type (Humanities or Science)?"

Study objectives

The objectives are:

- To identify media education skills that students of Petra University have.
- To identify media education skills that students of Petra University have in light of study variables (gender and college)?"

Significance of the study

Theoretical importance

- To the researcher's knowledge, this study is one of the few that tackle the extent of knowledge the students of Petra University have regarding media education skills. Thus, it might add to the field of education.
- It directs the attention of universities to the importance of media education in achieving development for any person and vocational development for university students.
- It recommends which researchers and educators might design training programs for university students.
- To develop university syllabi in light of media education skills.

Study limitations

They are:

- **Human limitation:** The students of humanities and science faculties at the University of Petra.
- **Place limitation:** Petra University in Amman, Jordan.
- **Time limitation:** The study was conducted during the first semester of the academic year 2023-2024.

Study terminology

They are the following:

- **Skills:** Skills are an individual's ability to incorporate knowledge and trends, which help students to be successful learners, confident, and knowledgeable (Darraji: 2023-101).
- **Media education:** Balqasi (2017,132) defines it as "The ability to use media, develop societal culture and detect inclinations and interests through merging with media education."

Ghamri & Ahmed (2022:13) define it as "the creation of individuals' awareness by which they choose positive and valuable content. It encourages them to participate in developing distinctive content by utilizing modern technology to create innovative media, control the media, and cultivate a public taste that upholds values and morals.

The researcher procedurally defines it as "the level of media education knowledge the students of Petra University have, as manifested in the study tool. It embodies a conscious understanding of the content presented by media, including the analysis of media texts, the conscious selection of media, effective communication skills, and the ability to utilize media to produce and disseminate knowledge.

Study population

The study population comprised 1363 students of (12) sections of the national education course, with (963) students, in addition to sections of (life skills (5) sections, which have (400) students, according to records of the department of registration at Petra University for the academic year 2023-2024.

Study sample

The study, which comprised 417 male and female students, was selected from the students of Petra University. It was selected using the simple random method following the selection table of Sekeran & Bougie (2010 and Thompson (2012) at the level of (0.96) confidence probability and (0.04) error probability. A questionnaire was distributed via an electronic link. (384) responses equal (92%) of the respondents. The following table provides the qualities of sample members in terms of gender and college type.

Table (1): Distribution of the study sample pertaining gender and college type

Variable	Frequency	Percentage
Male	161	41.9

Female	223	58.1
Total	384	100.0
College Type		
Humanities	113	29.4
Science	271	70.6
Total	384	100.0

Study tool

The study tool was developed to assess the level of knowledge that Petra University students have regarding media education skills.

The tool was the means by which data was collected. It included the following:

First part: Demographic data:

This section presents initial data on study participants, including their gender and college type.

Second: This part comprises five major skills that Petra University students possess in media education, each of which includes items related to that skill. They are as follows:

- First skill: Understanding media content (1-6) items.
- Second skill: Critical thinking (7-12) items.
- Third skill: Conscious selection of media (13-19) items.
- Fourth skill: Media communication (20-27) items.
- Fifth skill: Media content product (28-37) items.

Validity of the tool (the questionnaire)

The validity was achieved through two elements:

1- Content validity

The study was presented, in its initial form, to a group of (8) experts specialized in education psychology and communication and information technology at the Department of Education at Petra and Jordan universities for their opinion regarding the validity of content, tool statements, items suitability to measure the purpose for which they are set, clarity of items, and their relations to the skills mentioned above. Modifications were made in compliance with experts' comments, indicating that 80% of the items were valid. The comments included suggestions for modifying certain items, such as drafting, deletion, or addition. In its final shape, the tool comprised (37) items and five primary skills, indicating that the tool content was valid.

Construct validity

The Pearson Correlation Test was used to verify this validity. The value is presented in Table 2.

Table (2): Pearson Correlation Test to verify construct validity of the study tool

Understanding media		Critical Thinking		Conscious selection of Media		Communication with the media		Product of media	
Item	R	Item No.	R	Item No.	R	Item No.	R	Item No.	R
1	.858**	7	.684**	13	.648**	20	.740**	28	.722**
2	.818**	8	.748**	14	.779**	21	.776**	29	.809**
3	.833**	9	.776**	15	.774**	22	.761**	30	.831**
4	.799**	10	.812**	16	.766**	23	.798**	31	.808**
5	.735**	11	.799**	17	.802**	24	.780**	32	.819**
6	.719**	12	.700**	18	.787**	25	.803**	33	.798**
				19	.759**	26	.719**	34	.771**
						27	.804**	35	.792**
								36	.825**
								37	.815**

****Functional at the level (0.01)**

The acceptable internal construct validity is clearly noticed in Table 2. All items of each domain measure the same quality and belong to that domain with a statistical function less than 0.01, marked with an asterisk (*). It is the lowest accepted level that distinguishes items. Such a finding suggests that all items contribute to

the total degree of active performance of the study tool, which emphasizes the validity of the tool's construct (Pallant, 2005).

Reliability of the study tool

To verify the tool's reliability, the Cronbach Alpha method was used. According to this method, values less than 0.60 are considered weak and not accepted, while those between 0.60 and 0.70 are deemed good. Values between 0.80 and 1.00 are classified as excellent (Hair et al., 2010). The reliability coefficient values for the major and secondary indicators, in addition to the total grade for each skill, are presented in Table 3.

Table (3): Reliability coefficients for items of the study tool according to Cronbach's test

Study variables	Reliability coefficient using Cronbach's Alpha
Understanding media content	0.883
Critical thinking	0.844
Conscious selection of media	0.876
Communication with the media	0.902
Media content product	0.936
Performance as a whole	0.965

Table (3) reveals that the values of the secondary dimensions according to Cronbach Alpha range between (0.884 and 0.936) with an overall coefficient (0.965), which is accepted for purposes of the current study (Hair et al., 2010).

Key to the grading of study tools

Responses to items of the study tool were graded via Likert's five-point scale as follows:

Five points for "very high," (5) points for "high," four points for "medium," three points for "Low," two points, and "Very Low" for one point. The equation is (High value minus low value for alternative responses) divided by the number of levels. Thus, the values are categorized as follows: low (1.00-2.33), Medium (2.34-3.67), high (3.68-4.01), and very high (4.00-5.00).

Study results

To answer the first question, "What extent of knowledge do students of Petra University have about media education?" Arithmetic means and standard deviations were computed. The items were arranged in descending order according to their significance, as presented in Table 4.

Table (4): Arithmetic means and standard deviations for responses of sample study members regarding the degree of media education knowledge, arranged in descending order

No.	Media education possession	Mean	Std	Order	Degree
4	Communication with the media	4.22	0.69	1	High
5	Media content product	4.20	0.71	2	High
3	Conscious selection of media	4.15	0.70	3	High
2	Critical thinking	3.99	0.72	4	High
1	Understanding media content	3.85	0.77	5	High
	Total	4.10	0.62		High

From the responses of the participants, one notices that the value of the arithmetic mean regarding the degree of knowledge ranged between (3.85-4.22) with a total degree (4.10), which ranked "High" for all dimensions. The results rated as follows: communication with media, "First" with a (4.22) mean; media product, "Second," with a (4.20) mean; conscious media selection, "Third," with (4.15) mean; critical thinking "Four" with (3.99) mean; and finally understanding media content ranked "Last," with (3.85) mean.

Such results might be interpreted from the following perspectives:

- Students' interest in media due to its extensive dissemination.
- University interest in developing such skills in courses like the national education course.
- Emphasis on including such skills in the academic Syllabi, directly or indirectly.

The results of the current study agree with those of Ureiqat & Abu Hasriyeh (2022), which revealed that students' practice of media education was "High." However, this result disagrees with those of Khazaaleh (2020), Rajabi & Badri (2021), and Amri & Qazaqzah (2021), who found that the students possessed this skill. The latest result might have been influenced by students' acquisition of communication skills through the courses they took in the field, their relationships with others in the university, or their personal lives. They might also have more

free time to use social media or have been asked to utilize various media means, such as in university learning and assignments that involve media.

Understanding media content rated last may be because students needed more training or because there was no course in the syllabus to develop this skill. This result aligns with that of Tweisi & Zubi (2016).

As for the results of the sub-questions, the researcher discusses them as follows:

First: The extent to which Petra University students understand media content. The results are presented in Table 5.

Table (5): Arithmetic means and standard deviations for items that pertain to understanding media content are arranged in descending order.

No.	Item	Mean	Std	Rank	Degree
6	I am aware of the dangers that the media pose to society.	4.23	0.88	1	High
5	I am aware of the dangers of media at the personal level.	4.21	0.93	2	High
1	I am aware of the objectives of media content and its several sources.	3.78	0.98	3	High
3	I am aware of types of media content.	3.77	0.97	4	High
2	I can analyze the content of media text.	3.60	0.99	5	Medium
4	I am familiar with various forms of media content.	3.49	1.08	6	Medium
	Total	3.85	0.77		High

The study sample participants' responses ranged between (3.49- 4.23) as presented in Table 5. The skill of understanding media content was ranked "High" with a mean of 3.85. The item that reads "I am aware of dangers of media at the societal level rated first with (4.23) mean and (0.88) deviation and "High" rank; the item that reads "I am aware of dangers of media at the personal level rated second with (4.21) mean and (0.93) deviation and ranked "High" as well. The one that was rated last was the item that reads, "I am aware of media tools and content." It ranked "Medium" with a (3.49) mean and a (1.08) deviation.

This result can be viewed as an outcome of students' awareness of the dangers of social media, which they have encountered throughout their lives. It also might be attributed to their commitment to society's values and culture. This result agrees with that of Ureiqat and Abu Hasriyeh (2022).

Second: The extent of knowledge on the skill of critical thinking.

As Table 6 shows, the arithmetic means and standard deviations related to critical thinking are presented in descending order.

Table (6): Means and deviations of critical thinking skills arranged in descending order

No.	Item	Mean	Std	Rank	Degree
9	I can detect the validity of the information.	4.12	0.90	1	High
8	I can distinguish between a rumor and genuine information.	4.07	0.91	2	High
11	I can make conscious decisions when dealing with the content of media text.	4.07	0.93	3	High
10	I consciously deal with media material published through different means.	4.01	0.94	4	High
12	I avoid getting involved with controversial issues in media communication.	4.01	1.04	5	High
7	I can critically read media content in various forms (visual, written, and audible).	3.63	1.01	6	Medium
	Total	3.99	0.72		High

From the responses of the participants, one can notice in Table 6 that values of arithmetic means ranged between (3.63-4.12), where critical thinking skill ranked "High" with a mean of (3.99). The item of having the ability to verify the validity of information rated "First" with a (4.12) mean, (0.90) deviation, and ranked "High"; the item on the ability to distinguish between rumor and truth rated second with (4.07) mean, (0.91) deviation, and ranked "High." The item "I have the ability to critically read media content with all its varied forms (visual, written, and audible) rated last with a (3.63) mean, (1.01) deviation, and ranked "High."

Such a result might be the outcome of the student's education experiences, whether those experiences were from family, peers, or university. This result aligns with Rajabi and Budeiri (2021) but contradicts Frolova and Rogacha (2022), who emphasized the need for students to prioritize critical thinking.

Third: The range of Students' knowledge about the skill of media choice

Arithmetic means and standard deviations arranged in descending order were computed to verify this, as presented in Table 7.

Table (7): Means and deviations about the range of students' knowledge of media choice, arranged in descending order

No.	Item	Mean	St. D	Rank	Degree
19	I can use it safely. Social media.	4.29	0.87	1	High
15	I avoid choosing suspected media sites.	4.26	0.93	2	High
18	I am aware of the criteria for friendship acceptance on social networks.	4.23	0.91	3	High
16	I am familiar with the means and tools for protecting personal information on social networks.	4.18	0.88	4	High
17	I am aware of privacy settings on social media channels.	4.11	0.92	5	High
14	I use self-monitoring when dealing with media.	4.01	0.96	6	High
13	I can use several means of communication to express my thoughts and opinions.	3.97	0.99	7	High
	Total	4.15	0.70		High

The results in Table 7 reveal that the arithmetic mean value of media choice awareness ranged from 3.97 to 4.29; this skill ranked "High" with a mean of 4.15. The others, such as "safe use of social media," rated "First" with (4.29) mean and (0.87) deviation and ranked "High"; The item about avoiding suspected sites rated "Second" with (4.26) mean and (0.93) deviation and ranked "High" as well. The item that rated "Last" in this group was "I can use several means of communication to express my opinion," with a (3.97) mean and (0.99) deviation, and ranked "High."

Such a result might be the outcome of students' commitment to choosing safe sites that align with the community's culture and values. It might also be due to the constant warnings the students receive from social media. This result agrees with that of Akcayoglu (2019), who confirmed the importance of awareness about the constant flux of information, which is the foremost challenge in disseminating media education.

Fourth: The range of students' knowledge about communication skills with the media

To verify this, means and deviations arranged in descending order are computed as presented in Table

Table (8): Means and deviations of the skill of students' communication with media arranged in a descending order

No.	Item	Mean	Std	Rank	Degree
22	I am aware of the importance of protecting the privacy of others.	4.43	0.80	1	High
27	I respect moral values when communicating with others.	4.33	0.87	2	High
24	I respect multiculturalism when dealing with media content.	4.31	0.88	3	High
21	I behave responsibly towards others.	4.25	0.87	4	High
20	I can engage in constructive dialogue with others.	4.17	0.88	5	High
23	I can correctly exchange information with others on various digital platforms.	4.13	0.95	6	High
25	I can consciously deal with the problems arising from social media sites.	4.13	0.86	6	High
26	I consult those concerned with media platforms whenever I face any problem.	3.98	1.04	8	High
	Total	4.22	0.69		High

The results in Table 8 reveal that the means of students' communication skills with media ranged between 3.98 and 4.43. This total means ranked "High" with a (4.22) mean and (0.69) deviation. The item that reads "I know how to protect the privacy of others" rated "First" with (4.43) mean, (0.88) deviation, and ranked "High"; the item "I respect moral values in communicating with others" rated second with (4.33) mean and (0.87) deviation. It also ranked "High." The item that rated last was "I consult those concerned with media platforms whenever I face any problem," with a (3.98) mean, (1.04) deviation, and was ranked "High."

This result was a consequence of students' concern about building relationships with others and applying the various communication skills they had gained from university training courses. This result aligns with that of Akcayoglu (2019), underscoring the importance of media communication.

Fifth: The range of students' knowledge regarding the skill of creating media products.

To verify this, means and deviations arranged in descending order are computed as presented in Table 9.

Table (9): Means and deviations pertaining to the skills of students' knowledge regarding media products

No.	Item	Mean	St. D	Rank	Degree
37	I take into account the feelings and privacy of others when publishing media content.	4.36	0.88	1	High
31	I respect citizens' rights when publishing any media content.	4.29	0.84	2	High
36	I take into account the disseminating habits that support community building.	4.27	0.87	3	High
32	I consider disseminating noble values through media content.	4.23	0.85	4	High
33	I can select the most suitable media content.	4.21	0.93	5	High
28	I choose a suitable time to publish media content.	4.17	0.90	6	High
35	I take intellectual property rights into account when publishing media content.	4.17	0.90	6	High
30	I take into account human values when publishing the content.	4.15	0.89	8	High
29	I am familiar with the means of supporting cultural identity.	4.12	0.85	9	High
34	I am familiar with the legal aspects of publishing content via social media.	4.07	0.99	10	High
Total		4.20	0.71		High

The results in Table 9 reveal that the means of students' skills pertaining to media-content products ranged between 4.07 and 84.39. This skill, "The content product," was ranked "High" with a mean of 4.20. The item that reads "I take into account feelings and privacy of others when publishing the content" rated first with a (4.36) mean, (0.88) deviation, and a "High" rank. The item that reads, "I respect citizens' right when publishing any media content," rated second with (4.29) means, (0.84) deviation, and ranked "High." The item that rated last was the one that reads, "I am acquainted with the legal dimensions of publishing via social media," with a (4.07) mean, (0.99) deviation, and was ranked "High."

This result could be the outcome of students' experiences under the influence of different types of media, or may be a result of evaluating their performance of this skill in some courses or experimental activities. This result aligns with Ureiqat and Hasriyeh (2022), which suggests that students possess high skills in this field. Answers related to the second question

The question reads, "Are there differences in statistical significance among the students of Petra University regarding media education skills that might be attributed to gender variables?"

To answer this question, means and standard deviations, in addition to the T-test for two independent samples, were computed to identify the differences in the degree of students' possessing media education skills that might be attributed to the gender variable; Table 10 illustrates this.

Table (10): T-test for examining two independent samples to identify the degree of media education skills the students have that might be attributed to gender

The source (Skills)	Gender	No.	Mean	Std	T value	Freedom degree	Statistical function Sig.
Understanding education content	Male	161	3.86	0.77	.330	382	.741
	Female	223	3.83	0.78			

Critical thinking	Male	161	4.02	0.72	.696	382	.487
	Female	223	3.96	0.72			
Conscious selection of media	Male	161	4.12	0.75	-.657-	382	.512
	Female	223	4.17	0.66			
Communication with the media	Male	161	4.21	0.72	-.224-	382	.823
	Female	223	4.22	0.67			
Media content product	Male	161	4.15	0.78	-1.374-	382	.170
	Female	223	4.25	0.65			
Total	Male	161	4.09	0.66	-.424-	382	.672
	Female	223	4.11	0.58			

Results of the (T) test showed that the statistical values were minus (0.330, 0.696, 0.657, 0.224, 1.374, 0.424) successively.

Results of the (T) test for the two independent samples pertaining to students' possession of media education in the table were as follows: (0.330, 0.657, 0.224, 1.374, 0.424) respectively; they were all less than the tabular value of (T), which is (1.99). In addition, they are not functionally significant at the 0.05 level, indicating that there are no differences in the students' possession of media education skills at the functional level that can be attributed to the gender variable.

This result may be the outcome of similar experiences to which the students have been exposed regarding media education. It may also be linked to the courses they studied and self-acquired experiences, or it may be due to the impact that media and its content have had on them, given their widespread dissemination and influence on their lives. As a result, it has become difficult not to follow developments in this life. This result aligns with that of Kazaaleh (2020b), Rajabi & Badri (2021), and Khalayleh (2023), who found no statistically significant differences that could be attributed to gender. However, it did not align with the results of Khazaaleh (2020a), which indicated a difference that might be attributed to gender, favoring males in possessing media education skills.

Results of the third question: "Are there differences with statistical significance among the students of Petra University pertaining to media education skills that might be attributed to college type (Humanities or Science)?"

In answering this question, means and deviations, in addition to the (T) test, for the two independent samples regarding media education skills that might be attributed to the college variable were computed as presented in Table 11.

Table (11): (T) test for the two independent samples to identify students' possession of media skills attributed to college-type

The source (Skills)	Gender	No.	Mean	Std	T value	Freedom degree	Statistical function Sig.
Understanding Education content	Humanities	113	3.86	0.82	.180	382	.857
	Science	271	3.84	0.75			
Critical Thinking	Humanities	113	3.96	0.81	-.542-	382	.588
	Science	271	4.00	0.68			
Conscious selection of media	Humanities	113	4.19	0.75	.617	382	.538
	Science	271	4.14	0.67			
Communication with media	Humanities	113	4.23	0.79	.181	382	.857
	Science	271	4.21	0.64			
Media content product	Humanities	113	4.21	0.81	.119	382	.905
	Science	271	4.20	0.67			
Total	Humanities	113	4.11	0.70	.147	382	.883
	Science	271	4.10	0.58			

The results of the (T) test for the two independent samples pertaining to the items included in the table were as follows: (0.180, 0.542, 0.617, 0.181, 0.119, 0.147) respectively. In addition, they are not functionally significant at the 0.05 level, indicating that there are no differences in the students' possession of media education skills that can be attributed to the college type variable at the functional level.

This result might be the outcome of the student's university courses in national education that they both studied. Staff teaching members emphasize the importance of media for students, irrespective of the students' college type. However, the current result differs from that of Khazaaleh (2020a), who noted a difference that might be attributed to college type, favoring science colleges in terms of the level of consciousness of media education. The result also aligns with that of Khalayleh (2023), Omari, and Qazaqzeh (2021), who all recommended that university administrations hold seminars focused on media education and develop a national plan for this purpose. The result also aligns with that of Ureiqat and Abu Hasriyeh (2022), who also recommended reconsidering the courses taught in media faculties to enlighten and guide students to the needs of new media markets and digital age requirements.

Recommendations

In light of the results the researcher came up with, she recommends the following:

- To emphasize the need for students' acquisition of media education, as it is vital for developing their personalities in an era of change.
- To prepare a directory of media education for university students to ensure better teaching.

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