

# مركز جيل البحث العلمي

مجلة جيل العلوم الإنسانية والاجتماعية



مجلة علمية دولية محكمة تصدر شهريا عن مركز جيل البحث العلمي

Lebanon – Tripoli: Branche P.O. Box Abou Samra - [www.jilrc.com](http://www.jilrc.com) - [social@journals.jilrc.com](mailto:social@journals.jilrc.com)



ISSN 2311-5181 DOI Prefix:10.33685/1316 العام الثاني عشر - العدد 116 - يونيو 2025



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

### التعريف بالمجلة:

مجلة علمية دولية محكمة ومفهرسة عالميا تصدر شهريا عن مركز جيل البحث العلمي تعنى بالدراسات الإنسانية والاجتماعية، بإشراف هيئة تحرير مشكلة من أساتذة وباحثين وهيئة علمية تتألف من نخبة من الباحثين وهيئة تحكيم تتشكل دوريا في كل عدد.

### اهتمامات المجلة وأبعادها:

مجلة جيل العلوم الإنسانية والاجتماعية عبارة عن مجلة متعددة التخصصات، تستهدف نشر المقالات ذات القيمة العلمية العالية في مختلف مجالات العلوم الإنسانية والاجتماعية.

تعرض المجلة جميع مقالاتها للعموم عبر مواقع مركز جيل البحث العلمي، بهدف المساهمة في إثراء موضوعات البحث العلمي.

### مجالات النشر بالمجلة:

تنشر المجلة الأبحاث في المجالات التالية: علم النفس وعلوم التربية والأرطوفونيا، علم الاجتماع، الفلسفة التاريخ، علم المكتبات والتوثيق، علوم الإعلام والاتصال، علم الآثار.

تنشر مجلة جيل العلوم الإنسانية والاجتماعية البحوث العلمية الأصيلة للباحثين في هذه التخصصات كافة مكتوبة باللغة العربية أو الفرنسية أو الإنجليزية.

### هيئة التحرير:

- أ.د. عاصم شحادة علي (الجامعة الإسلامية العالمية، ماليزيا)  
أ.د. علي صباغ (جامعة قسنطينة 02، الجزائر)  
د.بوطي محمد نور الدين (المدرسة العليا للأساتذة، القبة، الجزائر)  
د.جهان محمد إبراهيم (كليات عنيزة الأهلية، المملكة العربية السعودية)  
د. يزيد شويعل (جامعة المدية، الجزائر)  
د. يوسف جاب الله (جامعة المدية، الجزائر)

### رئيس اللجنة العلمية: أ.د. سامية شينار (جامعة باتنة 1، الجزائر)

### اللجنة العلمية:

- أ.د. أبكر عبد البنات آدم (جامعة بحري، السودان)  
د. بن حجوبة حميد (جامعة مستغانم، الجزائر)  
د. زين العابدين عبد الحفيظ (جامعة خميس مليانة، الجزائر)  
د. عبد الله ملوكي (جامعة سطيف 2، الجزائر)  
د. علة المختار (جامعة الجلفة، الجزائر)  
د. محمد البشير رازقي (كلية العلوم الإنسانية والاجتماعية، تونس)  
د. هاني إسماعيل رمضان (جامعة جيسون، تركيا)

### أعضاء اللجنة التحكيمية الاستشارية لهذا العدد:

- أ.د. مسعودي طاهر (جامعة الجلفة، الجزائر)  
د. إبراهيم إسماعيل عبده محمد (جامعة الملك سعود، المملكة العربية السعودية)  
د. إخلاص محمد عبد الرحمن (جامعة الجزيرة، السودان)  
د. أمال سعد المتولي عثمان (جامعة المنصورة، مصر)  
د. حسن زربية (جامعة قفصة، تونس)  
د. سعيد علي (جامعة نغاونديري، الكاميرون)  
د. سليمة حسن سعد زيدان (جامعة القاهرة، مصر)  
د. عبد الله محمد عبد الله إطبيقة (جامعة سرت، ليبيا)  
د. عواطف جمعة مسعود (جامعة طرابلس، ليبيا)  
د. مراد علة (جامعة زيان عاشور، الجلفة، الجزائر)  
د. مولود قرين (جامعة الدكتور يحيى فارس، المدية، الجزائر)  
د. نوري محمد أحمد شقلابو (جامعة الزاوية، ليبيا)

# شروط النشر



تقبل المجلة الأبحاث والمقالات التي تلتزم الموضوعية والمنهجية، وتتوافر فيها الأصالة العلمية والدقة والجدية وتحترم قواعد النشر التالية :

- أن يكون البحث المقدم ضمن الموضوعات التي تعنى المجلة بنشرها.
- ألا يكون البحث قد نشر أو قدم للنشر لأي مجلة، أو مؤتمر في الوقت نفسه، ويتحمل الباحث كامل المسؤولية في حال اكتشاف بأن مساهمته منشورة أو معروضة للنشر.
- أن تحتوي الصفحة الأولى من البحث على:
  - عنوان البحث باللغة العربية والإنجليزية.
  - اسم الباحث ودرجته العلمية، والجامعة التي ينتمي إليها، باللغة العربية والإنجليزية.
  - البريد الإلكتروني للباحث.
  - ملخص للدراسة في حدود 150 كلمة وبحجم خط 12، باللغة العربية والإنجليزية.
  - الكلمات المفتاحية بعد الملخص.
- أن تكون البحوث المقدمة بإحدى اللغات التالية: العربية، الفرنسية والإنجليزية.
- أن لا يزيد عدد صفحات البحث على (20) صفحة بما في ذلك الأشكال والرسومات والمراجع والجداول والملاحق.
- أن يكون البحث خالياً من الأخطاء اللغوية والنحوية والإملائية.
- أن يلتزم الباحث بالخطوط وأحجامها على النحو الآتي:
  - اللغة العربية: نوع الخط (Traditional Arabic) وحجم الخط (16) في المتن، وفي الهامش نفس الخط مع حجم (12).
  - اللغة الأجنبية: نوع الخط (Times New Roman) وحجم الخط (14) في المتن، وفي الهامش نفس الخط مع حجم (10).
  - تكتب العناوين الرئيسية والفرعية للفقرات بحجم 16 نقطة مثلها مثل النص الرئيسي لكن مع تضخيم الخط.
- أن تكتب الحواشي بشكل نظامي حسب شروط برنامج Microsoft Word في نهاية كل صفحة.
- أن يرفق صاحب البحث تعريفا مختصرا بنفسه ونشاطه العلمي والثقافي.
- عند إرسال الباحث لمشاركته عبر البريد الإلكتروني، سيستقبل مباشرة رسالة إشعار بذلك.
- تخضع كل الأبحاث المقدمة للمجلة للقراءة والتحكيم من قبل لجنة مختصة ويلقى البحث القبول النهائي بعد أن يجري الباحث التعديلات التي يطلبها المحكمون.
- لا تلتزم المجلة بنشر كل ما يرسل إليها.

**ترسل المساهمات بصيغة الكترونية حصراً على عنوان المجلة:**

**social@journals.jilrc.com**

## الفهرس

### الصفحة

7

• الافتتاحية

9

• برنامج مهني مقترح من منظور العلاج الأسري في الخدمة الاجتماعية للحدّ من مشكلات الأطفال المساء إليهم أسريًا؛  
 • أمجد محمد المفتي (الجامعة الإسلامية، غزة، فلسطين) - سنابل نجيب المجدلوي (أخصائية اجتماعية، فلسطين)

31

• دور القيادة الرقمية في إحداث التغيير النوعي داخل المؤسسات التعليمية العمومية المغربية: دراسة تحليلية؛ نجيب مزوار (جامعة سيدي محمد بن عبد الله، فاس، المغرب)

41

• **Social Networking Sites in promoting a culture of tolerance & national reconciliation from the point of view of Libyan academics**, Abdul Karim Mohammed Al-Shobaki - Mr. Nuzha Saeed Al Mansouri (Derna University, Dome Branch, Libya)

77

• **Factors influencing the work of the TV reporter A survey of Arab and foreign satellite correspondents in Sudan**, Inchrah Abdullatif Hassan Ahmed (Red Sea University, Port Sudan, Sudan)

103

• **The role of the media in promoting the knowledge economy in light of the current crises**, Salima Hassan Zeidan - Amna Abdel Razek Al-Sousaa (University of Benghazi, Libya)

## الافتتاحية

يأتي العدد السادس عشر بعد المائة من مجلة جيل العلوم الإنسانية والاجتماعية ليؤكد مجددًا رسالتها العلمية في دعم البحث الأكاديمي الرصين وتعزيز الحوار المعرفي بين مختلف التخصصات الإنسانية والاجتماعية، فقد حرصت المجلة على استقطاب دراسات تتسم بالجدة والعمق، وتعالج قضايا ملحة ذات أبعاد علمية وفكرية، مستندةً إلى مناهج تحليلية متينة ورؤى نقدية بناءة.

يتضمن هذا العدد مقالات تناقش موضوعات متباينة لكنها متكاملة، تعكس تطور الحقول المعرفية في ظل التحولات الراهنة، في هذا السياق تتناول الدراسة الأولى موضوع برنامج مهني مقترح من منظور العلاج الأسري في الخدمة الاجتماعية للحد من مشكلات الأطفال المساء إليهم أسريًا، حيث تسعى إلى بناء تصور عملي يُمكن الأخصائيين من التعامل مع هذه الفئة الهشة وفق أسس علمية حديثة.

وتليها دراسة حول دور القيادة الرقمية في إحداث التغيير النوعي داخل المؤسسات التعليمية العمومية المغربية، حيث تُسلط الضوء على أهمية التحول الرقمي في تحسين الأداء المؤسسي والارتقاء بالممارسات التربوية.

وفي إطار الدراسات الإعلامية، نجد عدة أبحاث تتناول تأثير وسائل الإعلام والاتصال في تشكيل الوعي الاجتماعي والثقافي، من بينها دراسة تبحث في دور مواقع التواصل الاجتماعي في تعزيز ثقافة التسامح والمصالحة الوطنية من وجهة نظر الأكاديميين الليبيين، والتي تبرز دور هذه المنصات في تجاوز الخلافات وتعزيز التعايش السلمي. كما يتناول بحث آخر العوامل المؤثرة في عمل المراسل التلفزيوني من خلال دراسة مسحية لمراسلي القنوات الفضائية العربية والأجنبية في السودان، متتبعًا التحديات المهنية التي تواجههم في سياقات إعلامية متنوعة.

وفي ظل التحولات الاقتصادية والمعرفية التي يشهدها العالم يناقش أحد الأبحاث دور الإعلام في تعزيز اقتصاد المعرفة في ظل الأزمات الراهنة، حيث يتم التركيز على العلاقة الجدلية بين الإعلام والتنمية الاقتصادية، ومدى إسهام وسائل الاتصال الحديثة في نشر المعرفة وتعزيز التفاعل بين الفاعلين الاقتصاديين.

ترتقي المجلة بملاحظاتكم وتنجح بمشاركاتكم ومقترحاتكم؛ والله من وراء القصد وهو يهدي السبيل،،،

**رئيس التحرير / د. جمال بلكاي**

**تخلي أسرة تحرير المجلة مسؤوليتها عن أي انتهاك لحقوق الملكية الفكرية  
لا تعبر الآراء الواردة في هذا العدد بالضرورة عن رأي إدارة المركز  
© جميع الحقوق محفوظة لمركز جيل البحث العلمي**

برنامج مهني مقترح من منظور العلاج الأسري في الخدمة الاجتماعية للحد من مشكلات  
الأطفال المساء إليهم أسرياً

**A proposed Professional Program from Perspective of Family Therapy in Social Work to  
Reduce the Problems of Family Abused Children**

د. أمجد محمد المفتي (الجامعة الإسلامية، غزة، فلسطين)

أ. سنابل نجيب المجدلوي (أخصائية اجتماعية-ماجستير، الخدمة الاجتماعية، فلسطين)

Dr. Amjad Mohammad al mufti (The Islamic University, Gaza, Palestine)

Sanabel .N. Elmajdalawi (Social Worker, Master's Degree in Social Work, Palestine)

**Abstract:**

This study aimed to reduce the problems of children who are abused by families through presenting a proposed professional program from the perspective of family therapy. This descriptive study followed the social survey approach and used the sample and comprehensive survey method, and relied on two tools prepared by the researcher, namely: a questionnaire tool for the problems of children abused by families which was applied to (204) children abused by families and the children were chosen through a purposive sample. The tool were applied at Tamer Institute for Community Education in the Gaza and North Gaza governorates.

**The study reached a set of results as follows :**

- The psychological problems facing children abused by families obtained a high degree at a rate of (80.6%), while the health, social, behavioral and educational problems had a (medium) degree, at a rate of (75.6%) for health and social problems, at a rate of (75.3%) for behavioral problems, and at a rate of (74.6%) for educational problems.

Based on the results of the study, the study reached a proposed professional program from the perspective of family therapy to reduce the problems of children abused by families.

**Keywords:** Vocational Program, Family Therapy, Problems, Abused Children.

## مستخلص:

هدفت الدراسة إلى الحد من مشكلات الأطفال المساء إليهم أسرياً من خلال برنامج مهني مقترح من منظور العلاج الأسري، تعد الدراسة من الدراسات الوصفية التي استخدمت منهج المسح الاجتماعي بأسلوب العينة والحصر الشامل، واعتمدت على أداتين من إعداد الباحثة، وهما: أداة استبيان لمشكلات الأطفال المساء إليهم أسرياً وطُبقت على (204) من الأطفال المساء إليهم أسرياً تم اختيارهم كعينة قصدية، وتم تطبيق الاداة بمؤسسة تامر للتعليم المجتمعي بمحافظة غزة والشمال.

خلصت الدراسة إلى أن المشكلات النفسية للأطفال المساء إليهم أسرياً جاءت (مرتفعة) وبنسبة (80.6%) أما المشكلات الصحية والاجتماعية والسلوكية والتعليمية جاءت (متوسطة) بنسبه (75.6%) للمشكلات الصحية والاجتماعية، وبنسبة (75.3%) للمشكلات السلوكية وبنسبة (74.6%) للمشكلات التعليمية.

وبناءً على نتائج الدراسة تم التوصل إلى برنامج مهني مقترح من منظور العلاج الأسري للحد من مشكلات الأطفال المساء إليهم أسرياً.

الكلمات المفتاحية: برنامج مهني، العلاج الأسري، مشكلات، الأطفال المساء إليهم.

## مقدمة:

الأسرة هي الخلية البنائية الأولى في المجتمع والمسئولة عن تحويل الفرد من كائن بيولوجي إلى كائن اجتماعي والمسئولة عن تحقيق النمو النفسي والاجتماعي للطفل وإكسابه العديد من القيم والعادات والتقاليد السائدة في المجتمع، هي مصدر الأخلاق والدعامة الأولى لضبط السلوك، وهي الإطار الذي يتلقى فيه الإنسان أولى دروس الحياة الاجتماعية<sup>1</sup>.

وتمثل الطفولة مرحلة من أهم المراحل العمرية في حياة الفرد، ففيها تنمو قدرات الطفل وتتفتح مواهبه وتزيد قابليته للتأثر والتعلم والتوجيه والتشكيل وقد أثبتت كثير من الدراسات خطورة هذه المرحلة وأهميتها في بناء الإنسان وتكوين شخصيته وتحديد اتجاهاته في المستقبل، فما يجده الطفل في السنوات الأولى من نمو يساهم في تنمية شخصيته وتحديد سلوكه في جميع المراحل العمرية التالية بصورة قوية وفعالة<sup>2</sup>.

لكنه من المؤسف للمستبصر بالواقع أن يجد ظاهرة مناقضة لأهمية المرحلة ألا وهي ظاهرة الإساءة الأسرية الموجهة للأبناء التي تمارس بصور مختلفة وبطرق منافية للإنسانية وترجع معظم الدراسات خطورة هذه الظاهرة إلى حساسية هذه المرحلة، ومحدودية التبليغ عن مثل هذه الحوادث وغياب الوعي بالآثار السلبية لهذه الممارسات

<sup>1</sup>- المالك حصة، العلاقات الأسرية، الزهراء للنشر والتوزيع، الرياض، 2006، ط1، ص 7.

<sup>2</sup>- محمد مجدي، الطفولة بين السواء والمرض، دار المعرفة الجامعية، القاهرة، 1997، ط 1، ص 11.

على الأطفال، وأخيراً فالموضوع لم يحظى بالأهمية بين الدارسين والباحثين في الآونة الأخيرة بالرغم من التزايد في عدد الدراسات حول موضوع العنف في المجتمع عموماً خلال العقد الماضي<sup>1</sup>.

كما أن خطورتها تتمثل في انتشارها في كافة أنحاء العالم فعلى الصعيد العالمي، تشير التقديرات إلى أن عدداً يصل إلى مليار طفل في المرحلة العمرية 2-17 عاماً تعرّضوا لعنف بدني أو جنسي أو وجداني أو عانوا من الإهمال<sup>2</sup>.

أما فلسطينياً وحسب الجهاز المركزي للإحصاء الفلسطيني فإن من بين (10) أطفال في العمر 1 – 14 سنة هناك (9) أطفال تعرضوا للعنف البدني أو النفسي من مقدمي رعاية الأطفال، حيث كانت 92.3% للأطفال الذكور، و87.9% للأطفال الإناث، وكانت النسبة الأعلى في قطاع غزة؛ إذ بلغت 92.3% مقارنة مع 88.3% في الضفة الغربية.

حيث أن الأطفال من (12 – 17) سنة تعرضوا لمرة واحدة على الأقل لأحد أنواع العنف من قبل أحد الوالدين<sup>3</sup>. وتتجلى خطورة الإساءة للطفل في المشكلات الجسمية أو النفسية أو السلوكية أو التعليمية والآثار التي تتركها على شخصيته سواء كانت هذه الآثار مادية أم معنوية، حيث تترك آثاراً نفسية تتجلى في الضغط النفسي والتوتر وأعراض أمراض نفسية وجسدية، وأفكاراً متداخلة تظهر من لا شيء، والقيام بحركات عصبية بدون سبب ظاهر، ويظهر الطفل يقظة كبيرة واستعداداً دائماً للهجوم وخوفاً مفاجئاً من أن يلحق به أذى من أي شخص، ويصبح لديه أفكاراً تحرشية وسلوكاً عدائياً دون تفكير، ويصعب السيطرة عليه، كما تلازمه أحلام وكوابيس عن مواقف وصددمات لأحداث الإساءة، كما يعاني من تأخر في التطور وتأخر في نمو العضلات الكبيرة<sup>4</sup>.

وعليه فإن الاهتمام بدراسة الآثار المترتبة على هذه الإساءة أمر في غاية الأهمية لتحقيق الحماية والوقاية للأطفال من إساءة المعاملة بمختلف صورها الجسدية والنفسية والجنسية، وهنا يأتي دور الخدمة الاجتماعية كمهنة، حيث تهدف إلى تنمية العلاقات والتفاعلات الإيجابية في النسق الأسري، كما تهتم بتنمية التكيف بين الأطفال وأسرهم وبيئاتهم المحيطة بصفة عامة، فالخدمة الاجتماعية هي إحدى مهن المساعدة التي اهتمت منذ نشأتها بالنسق الأسري والطفولي<sup>5</sup>.

فالعلاج الأسري أسلوب علاجي نفسي اجتماعي يكشف ويحلل ويقيم ويعالج المشكلات داخل نسق الأسرة عن طريق مساعدة أفرادها معاً لتغيير أنماط التفاعل غير السليمة بالأسرة<sup>6</sup>، ولقد تناولت العديد من الدراسات العربية والأجنبية موضوع الدراسة كدراسة مسعودة (2022) والتي هدفت إلى محاولة فهم أثر سوء المعاملة

<sup>1</sup> Gladys L, views on child abuse and neglect: Findings from an exploratory study with Chinese children in Hong Kong amazon try prime. 9th Edition, 2006, p 102

<sup>2</sup> منظمة الصحة العالمية، العنف ضد الأطفال، حقائق رئيسية، جنيف، 2020، ص 1

<sup>3</sup> الجهاز المركزي للإحصاء الفلسطيني، كتاب فلسطين الإحصائي، رام الله، 2022، ص 20.

<sup>1</sup> Heidi, D. Nelson, Screening Children for Family Violence. Annals of Family Medicine, 2004, p24.

<sup>5</sup> زيدان على؛ وآخرون، نماذج ونظريات معاصرة في خدمة الفرد، مطابع جامعة حلوان القاهرة، 2008، ط1، ص 41.

<sup>6</sup> جيل عبد الناصر، نظريات مختارة في خدمة الفرد، النهضة المصرية، القاهرة، 2013، ط 1، ص 160.

الوالدية في شخصية الطفل وصحته النفسية في المستقبل، وطبقت الدراسة على عينة قوامها (96) طفلاً بالجزائر، أظهرت النتائج إلى أن الطفل يتعرض لأشكال مختلفة من الإساءة منها: الإساءة الجسدية والنفسية والجنسية والإهمال والتي تمتد آثارها إلى مراحل متقدمة من حياته، ودرجة تأثيرها يكون أكبر، كون الوالدين يفترض فيهما أن يكونا مصدر حماية وليس مصدر تهديد وخوف.

كما أن للإساءة الوالدية مجموعة من العوامل المحددة لخطرها، إن هذه العوامل تكون مرتبطة بالوالدين أنفسهم أو بالأبناء أو بظروف خارجية راجعة للمجتمع الذي ينتمون إليه، كما أظهرت النتائج أن استمرارية الإساءة وأهميتها كأسلوب تربوي في الأسرة سيولد لنا مراهقا مضطربا نفسيا وينعكس لاحقا على حياته كراشد، حيث أن الإساءة التي تحدث في البيت وبالتحديد التي تصدر من الوالدين تجاه الطفل تؤثر سلباً في كل مجالات حياته النفسية والسلوكية والأكاديمية وفي علاقته بوالديه ومع الآخرين، فهي تحدث في مكان مغلق وهو المنزل مما يجعل إنكارها وإخفاءها أسهل، ويعاني منها أي طفل بصرف النظر عن طبقاته الاجتماعية أو الاقتصادية أو العلمية<sup>1</sup>، كما هدفت دراسة القحطاني (2019) إلى التعرف على أكثر أنماط العنف ضد الأبناء انتشاراً.

وأكثر المتغيرات الاجتماعية المسؤولة عن انتشار العنف ضد الأبناء، وأيضا إبراز انعكاسات ممارسة العنف ضد الأبناء وقد طبقت على عينة عددها (33) اختصاصياً بالرياض، وتوصلت الدراسة إلى موافقة أفراد الدراسة على أن حرمان الأبناء من المصاريف الشخصية، التحرش الجنسي، عدم توفير الرعاية الطبية لهم، الصراخ والتهجم عليهم، وإحداث كسور وكدمات، من أكثر أنماط العنف ضد الأبناء انتشاراً، وكذلك على أن تعاطي المخدرات والمسكرات بشكل مفرط والضغط الحياتية والظروف الاقتصادية الخائفة من أكثر المتغيرات الاجتماعية المسؤولة عن انتشار العنف ضد الأبناء.

كما أن ضعف ثقة الأبناء في أنفسهم، اضطراب سلوكهم، مخالطة رفقاء السوء، اضطراب الصحة النفسية، تصرفهم بشكل عنيف تجاه المجتمع من أهم انعكاسات ممارسة العنف ضد الأبناء على الأمن الاجتماعي، كما أن التدخل السريع في حالات الإيذاء والعنف الشديد والتنسيق الفوري مع الجهات ذات العلاقة من أهم أدوار مراكز الحماية الاجتماعية في الحد من العنف ضد الأبناء، كما أكدت الدراسة على وضع قوانين رادعة تتضمن تعريف الأبناء بحقوقهم، وكيفية اللجوء إلى الحماية إذا تعرضوا لأي عنف من أولياء الأمور، وإعداد برامج توعوية موجهة

1 - المجلة الجزائرية للأبحاث والدراسات، مسعودة معنصر، مفهوم سوء المعاملة الوالدية والعوامل المحددة لخطرها على الأبناء دون 16 سنة، العدد 5، 2022، ص 125.

حول حقوق الأبناء، وبرامج موجهة للأباء حول أفضل الأساليب التربوية المناسبة لتنشئة الأبناء وتربيتهم بشكل صحيح دون اللجوء إلى والإساءة<sup>1</sup>.

كما تناولت دراسة العطار (2019) أسباب العنف ضد الأطفال وأشكاله ونتائجه، وطبقت الدراسة على (142) طفلاً بالقاهرة، وتوصلت إلى أن من أهم أشكال العنف ضد الأطفال العنف البدني والإساءة والاستغلال والحرمان من التعليم والتميز بين الجنسين والزواج المبكر وعمالة الأطفال والاتجار بهم واستغلالهم جنسياً، كما كشفت الدراسة عن أسباب العنف، والتي منها مطالبة الطفل رؤية أحد أفراد أسرته أو لتبوله لا إرادياً أو نتيجة السوء أو الشك في السلوك أو التخلص من نفقة الطفل أو انقطاع الطفل عن العمل، كما حددت الدراسة أهم النتائج المترتبة على العنف ضد الأطفال ومنها ظهور كدمات وإصابات بأماكن مختلفة من جسم الطفل أو إحساسه الدائم بالذنب وشعوره بالاكئاب، وبأنه غير مرغوب فيه أو غير محبوب، وفي ضوء النتائج أوصت الدراسة بضرورة إثابة الطفل على أفعاله المرغوبة في بعض المواقف، وعدم عقابه على كل خطأ يرتكبه بقدر توضيح الخطأ الذي قام به ودعوته إلى عدم تكراره<sup>2</sup>.

كذلك دراسة العتيبي (2014) التي هدفت إلى التعرف على مظاهر الإساءة الموجهة نحو الأطفال، والتعرف على المشكلات المترتبة على إساءة معاملة الأطفال ووضع تصور مقترح لدور خدمة الجماعة في مواجهة المشكلات المترتبة على إساءة معاملة الأطفال، وطبقت الدراسة على (31) طفلاً مساءً إليه بجدة، وبينت نتائج الدراسة أن مصادر الإساءة الموجهة نحو الأطفال جاءت في أربعة مستويات إساءة من جانب المجتمع وإساءة من جانب الوالدين وإساءة من جانب المعلمين والمدرسين وإساءة من جانب الأخصائيين المهنيين تجاه الأطفال، كما اتضح من النتائج أن المشكلات الاجتماعية المترتبة على الإساءة الموجهة نحو الأطفال جاءت في أربعة مستويات جاء في مقدمتها نقص في قدرته على التواصل الاجتماعي مع الآخرين ويليه في الترتيب تقلص شبكة العلاقات الاجتماعية الخاصة وتدهور علاقة الطفل بمدرسيه وتدهور علاقته بأسرته، وقد بينت النتائج أن المشكلات النفسية المترتبة على الإساءة الموجهة نحو الأطفال كان من أهمها ميل الطفل إلى الانطواء والبعد عن الآخرين، لجلجة الطفل والخوف عند التحدث معه.

<sup>1</sup> - مجلة الفكر الشرطي، القحطاني مناحي، العنف ضد الأبناء وانعكاسه على الأمن الاجتماعي من وجهة نظر الاختصاصيين الاجتماعيين والنفسيين العاملين بمراكز الحماية الاجتماعية، العدد 28، 2019، ص 10.

<sup>2</sup> - مجلة خطوة، العطار محمود، العنف ضد الأطفال: أسبابه ونتائجه، العدد 35، 2019، ص 113.

وقد تمثلت المشكلات الجسمية المترتبة على الإساءة الموجهة نحو الأطفال في معاناة الطفل من التشوهات، وتعرض الطفل لبعض الأمراض الجسمية<sup>1</sup>، ودراسة البسام (2011) والتي تناولت أبرز صور الإهمال، والإيذاء البدني والإيذاء النفسي التي قد يتعرض لها الطفل من وجهة نظر معلمات الروضة، كما هدفت إلى تحديد الفروق الإحصائية في متوسط درجات تعرض الطفل للإساءة "إهمال، جسدي، نفسي" التي قد ترجع لنوع المؤسسة التعليمية، جنس الطفل وعمره، وقد تكونت العينة من (397) معلمة من معلمات الروضات الحكومية والأهلية بمدينة الرياض، توصلت الدراسة إلى النتائج التي من أهمها تعرض طفل الروضة لبعض صور الإهمال مثل تأخر الطفل كثيراً في الذهاب للروضة، تغيب الطفل باستمرار عن الروضة، وحضور الأسرة متأخرة لاستلام طفلها من الروضة، نادراً ما تهتم الأسرة بمتابعة تطور الطفل في الروضة، أو معرفة أحوال الطفل المدرسية، وكذلك عدم الاهتمام بحالة الطفل الصحية، كما أفادت أفراد عينة الدراسة بأن الطفل يتعرض للإيذاء الجسدي من قبل أفراد أسرته وكذلك للإيذاء النفسي والعاطفي.

أيضاً توصلت النتائج إلى وجود فروق في محور الإيذاء الجسدي لصالح الروضات الحكومية، هذا بالإضافة إلى وجود فروق في محور الإيذاء الجسدي لصالح عينة الذكور<sup>2</sup>، ودراسة (Julie, et al, 2022) والتي هدفت إلى تحديد الآثار المترتبة على العقاب والعنف على سلوك الأطفال تكونت عينة الدراسة من (2180) طفلاً، أظهرت النتائج أن ارتباط العقاب الجسدي والإيذاء الجسدي بمشاكل سلوك الطفل حيث أن العقاب الجسدي والاعتداء الجسدي كان مرتبطاً بمستويات أعلى من العدوانية والاكنتاب وانخفاض مستويات تنظيم السلوك الأكاديمي. وارتبط العقاب الجسدي بزيادة خطر التعرض للإيذاء الجسدي، وتشير النتائج إلى أن العقاب البدني يمثل خطراً على مشاكل سلوك الأطفال والإيذاء الجسدي في كوريا الجنوبية، يجب أن تركز جهود منع إساءة معاملة الأطفال على تحويل الأعراف الاجتماعية المواتية حول العقاب البدني وتعزيز الممارسات التأديبية<sup>3</sup>، ودراسة (Cui, et al, 2018) والتي هدفت إلى فحص الروابط المشتركة والفريدة من سوء المعاملة الجسدية للأب والأم مع السلوكيات الخارجية والاستيعابية بين عينة مجتمعية من الأطفال الصينيين من خلال استخدام نظرية أنظمة الأسرة كإطار نظري، تكونت عينة الدراسة من (296) طفلاً، وقد أبلغوا عن تعرضهم للإيذاء الجسدي من قبل الوالدين، كشفت النتائج أن الأطفال الذين تعرضوا للإيذاء الجسدي من قبل كل من الآباء والأمهات كانوا أكثر عرضة للإيذاء من الآخرين، كما أشارت إلى أن الإيذاء الجسدي يتم من قبل الأمهات أكثر من الآباء<sup>4</sup>.

<sup>1</sup> -مجلة اتحاد الجامعات العربية للآداب، العتيبي نوف، تصور مقترح لدور خدمة الجماعة في مواجهة المشكلات المترتبة على إساءة معاملة الأطفال، العدد 11، 2014، ص 118.

<sup>2</sup> -مجلة رابطة التربية الحديثة، البسام هيفاء، الإساءة لطفل الروضة من قبل الوالدين من وجهة نظر معلمات الروضة، العدد 11، 2011، ص 455.

<sup>3</sup> -Julie. et al. , Problems of corporal punishment and physical abuse of children in South Korea. Seoul National University, 2022, p 47.

<sup>4</sup> -Cui. et al. Maternal and paternal physical abuse: Unique and joint associations with child behavioral problems. University of Pennsylvani, 2018, p 155.

دراسة (Nery, et al, 2017) هدفت إلى التعرف على المعاني التي يفهمها الطفل وتداعياتها لتجربة العنف الأسري، تم إجراء مقابلة مع (37) مشاركاً يتألفون من مجموعتين من العينات، أظهرت الدراسة أن الصحة الجسدية والعقلية للطفل معرضة للخطر، ويتم التعبير عنها من خلال علامات واضحة مثل الكدمات والجروح، بالإضافة إلى تدني احترام الذات والحزن والخوف والاكتئاب، كما أن هناك تداعيات على العلاقات الاجتماعية للطفل جراء الانعزال الاجتماعي وانخفاض الأداء المدرسي<sup>1</sup>.

#### مشكلة الدراسة:

الأسرة هي نواة المجتمع الأساسية التي تزوده بالأعضاء الجدد عبر انجابه الأطفال بالإضافة إلى كونها نافذة المجتمع لمزور أشعة ثقافته وتقاليده وأعرافه التي يتلقاها الطفل عبر عملية التنشئة الاجتماعية التي تمثل الأسرة محطتها الأولى، وأهم الحاجات الأساسية للإنسان بصورة عامة وللطفل بصورة خاصة هو الشعور بالأمان والطمأنينة، لكن الناظر للواقع أن يجد ظاهرة مناقضة لهذا المطلب المهم من مطالب التنشئة الاجتماعية السليمة للأطفال ألا وهي ظاهرة الإساءة الأسرية للأبناء التي تمارس بصور مختلفة وبطرق منافية للإنسانية، مما ينجم عنها نتائج خطيرة على الصعيد البدني أو النفسي أو الاجتماعي للطفل بصورها المختلفة، والتي تهيئ لجيل يصعب التعامل معه كعنصر أساسي في عملية بناء مجتمع سليم.

وفي المجتمع الفلسطيني فإن لهذه الظاهرة خصوصية نتيجة تعدد وتتداخل العوامل المسببة للإساءة الأسرية للطفل، فما يشهده المجتمع من ظروف غير طبيعية بسبب الحروب التي تعرض لها والاحتلال والحصار من ناحية والعوامل الاجتماعية الثقافية والاقتصادية والسياسية الصعبة والتغيرات السريعة في متطلبات الحياة الأسرية من ناحية أخرى كل ذلك انعكس على واقع الأسرة والعلاقات فيها ومسؤولية الوالدين تجاه الأطفال وطبيعية التعامل معهم، مما أدى لزيادة نسب الإساءة الأسرية للأطفال بشكل كبير، وهذا ما أكدته الإحصائيات الرسمية والتي أوضحت على أن (44.2%) من الأطفال في فلسطين تعرضوا لشكل من أشكال الإساءة الأسرية، لذا فإن الدراسة الحالية تتجه نحو الوصول إلى برنامج مهني مقترح من منظور العلاج الأسري في الخدمة الاجتماعية للحد من مشكلات الأطفال المساء إليهم أسرياً.

#### أهمية الدراسة:

1. خصوصية المجتمع الفلسطيني لما يتعرض له من انتهاكات صهيونية تترك آثاراً نفسية واجتماعية واقتصادية على الأسر الفلسطينية مما يزيد من استخدام الإساءة ضد الطفل.

<sup>1</sup> -Nery, et al., Domestic violence: repercussions for women and children. UFBA: Federal University of Bahia.Z, 2017, p 898.

2. أهمية الفئة التي تتناولها وهي فئة الأطفال (أجيال المستقبل)، فتقدم المجتمع وتنميته يتوقف على تشكيل شخصياتهم تشكياً سليماً خالياً من جميع التأثيرات السلبية لأي شيء يحيط بهم.
3. تأتي هذه الدراسة كاستجابة ملحة للرؤى العالمية المطروحة حول أهمية معالجة ظاهرة الإساءة الأسرية للطفل وأثر ذلك على البنية النفسية والسلوكية والاجتماعية والثقافية للطفل.
4. إن التفسير العلمي لظاهرة الإساءة الأسرية للطفل من واقع المجتمع الفلسطيني هو أمر يستحق البحث والدراسة، وذلك لوجود نقص في المكتبة الفلسطينية لمثل هذا النوع من الدراسات.
5. قد تفيد النتائج التي تسفر عنها هذه الدراسة الآباء والأمهات والتربويين في كيفية التعامل مع الأطفال بأسلوب تربوي حديث والحد من الإساءة اتجاههم.
- أهداف الدراسة: تهدف الدراسة إلى تحديد المشكلات المترتبة على الإساءة الأسرية للأطفال، التوصل إلى البرنامج المهني المقترح من منظور العلاج الأسري للحد من المشكلات للأطفال المساء إليهم أسرياً.
- تساؤلات الدراسة:

التساؤل الأول: ما المشكلات المترتبة على الإساءة الأسرية للأطفال؟

ويتفرع عن هذا التساؤل التساؤلات الفرعية التالية:

1. ما المشكلات الصحية للأطفال المساء إليهم أسرياً؟
2. ما المشكلات النفسية للأطفال المساء إليهم أسرياً؟
3. ما المشكلات الاجتماعية للأطفال المساء إليهم أسرياً؟
4. ما المشكلات السلوكية للأطفال المساء إليهم أسرياً؟
5. ما المشكلات التعليمية للأطفال المساء إليهم أسرياً؟

التساؤل الثاني: ما البرنامج المهني المقترح من منظور العلاج الأسري للحد من المشكلات للأطفال المساء إليهم أسرياً؟

مفاهيم الدراسة:

العلاج الأسري: يعرف بأنه اتجاه علاجي يستهدف تعديل أو تغيير بعض عناصر نسق العلاقات الأسرية ذات التأثير السلبي، وبما يساعد على أداء الأسرة وأفرادها لمطالبهم الحياتية بمزيد من الفاعلية<sup>1</sup>.

<sup>1</sup>-Zastrow, C, Introduction to Social Work and Social Welfare Thomson Publishers, New York,2005, p 34.

ويعرف الباحثان العلاج الأسري في هذه الدراسة بأنه: نموذج علاجي مخطط له، يهدف إلى تحسين أنماط الاتصالات والتفاعلات داخل أنساق الأسرة والعمل مع كافة مستوياتها من زوج وزوجة وأبناء من خلال الجلسات الأسرية والتي يمكن من خلالها الحد من الإساءة الأسرية للطفل.

الإساءة الأسرية: هي أي فعل من جهة الآباء أو الأمهات من شأنه أن يؤدي إلى حرمان الطفل من المساواة في الحقوق والحرية أو يقود إلى عرقلة قدرات الطفل وإبعادها عن تحقيق أفضل تطور ونمو ممكنين لإمكاناته بالقهر أو بالقوة<sup>1</sup>.

ويعرفها الباحثان بأنها: كل سلوك أو فعل مادي أو معنوي صادر من الأب أو الأم أو كلاهما أو أحد الإخوة يؤدي إلى الإهمال والإيذاء الجسدي أو النفسي أو الانفعالي أو الجنسي للطفل في الأسرة، ويترتب عن هذا السلوك العديد من المشكلات للطفل.

#### مشكلات الطفل المساء إليه:

يعرفها الباحثان في هذه الدراسة بأنها: "مواقف وصعوبات صحية ونفسية واجتماعية وسلوكية وتعليمية يعاني منها الطفل نتيجة تعرضه للإساءة من الأب أو الأم أو كلاهما أو أحد الإخوة".

كما يعرف الباحثان الطفل المساء إليه أسرياً: هو الطفل الفلسطيني الذي يبلغ من العمر من (12-18) سنة، ويتعرض لأحد أشكال الإساءة الأسرية من أحد أفراد أسرته (الأب- الأم – الإخوة) ويستفيد من خدمات مؤسسة تامر للتعليم بمحافظة غزة ومحافظة الشمال.

#### الإجراءات المنهجية للدراسة:

نوع الدراسة: تم تحديد نوع الدراسة وهي الدراسة الوصفية التحليلية، التي تستهدف تقرر خصائص ظاهرة معينة من خلال جمع البيانات عنها وتحليلها للوصول إلى نتائج بشأن الموقف أو الظاهرة<sup>2</sup>.

منهج الدراسة: وتم استخدام منهج المسح الاجتماعي بطريقة العينة القصدية للأطفال المساء إليهم أسرياً المستفيدين من مؤسسة تامر للتعليم المجتمعي بقطاع غزة.

أدوات الدراسة: أداة استبار للأطفال المساء إليهم أسرياً من إعداد الباحثان، حيث قاما بالرجوع إلى مجموعة من الدراسات المتصلة بهذه الدراسة بشكل مباشر أو غير مباشر، والاطلاع على الاستمارات والمقاييس الخاصة بهذه الدراسات، واستفاد الباحثان من الحصول على بعض المتغيرات المتصلة بموضوع الدراسة، وتم التحقق من الصدق الظاهري من خلال عرض أداة الاستبار على مجموعة من السادة المحكمين من أعضاء هيئة التدريس بأقسام وكليات الخدمة الاجتماعية بفلسطين ومصر، وفي ضوء ملاحظاتهم قام الباحثان بتعديل وإعادة صياغة وإضافة وحذف بعض

<sup>1</sup>-استيتية دلال، سرحان عمر، المشكلات الاجتماعية، دار وائل للنشر، عمان، 2012، ط 1، ص 44.

<sup>2</sup>-Earl. b., Practice of social research, New York: Thomson. 11<sup>th</sup> edition, 2007, p 146.

الأسئلة والاستجابات من الأداة، حيث خرجت في صورتها النهائية مشتملة على (39) عبارة، كما تم التأكد من ثبات الاستتبار باستخدام معامل ثبات (ألفا.كرونباخ)، حيث وجد أن قيمة ألفا كرونباخ لجميع أبعاد الاستتبار قد بلغت 0.806، وهذا يدل على أن الاستتبار يتمتع بمعامل ثبات مرتفع.

### مجالات الدراسة:

**المجال المكاني:** تحدد المجال المكاني للدراسة بمؤسسة تامر للتعليم المجتمعي في محافظة غزة والشمال، وتعد مؤسسة تامر للتعليم المجتمعي من أكثر المؤسسات نشاطاً وفعالية في التعامل مع الأطفال وخاصة المساء إليهم وما زالت برامجها متنوعة ومتعددة في جميع محافظات قطاع غزة. واستعداد المؤسسة للتعاون مع الباحثان وقبول المسئولين إجراء الدراسة فيها.

**المجال البشري:** تم تحديد مجتمع الدراسة والذي يتمثل في الأطفال المستفيدين من خدمات المؤسسة في محافظتي غزة والشمال، حيث وجد أن العدد الكلي للمستفيدين (600) طفلاً.

- عينة الدراسة: اعتمد الباحثان في اختيار عينة الدراسة على العينة القصدية لاختيارها من مجتمع الدراسة البالغ (600) طفلاً، حيث تم اختيار العينة وفق الشروط التالية: أن يكون الطفل متعرضاً للإساءة الأسرية، وأن يكون عمر الطفل ما بين 12 – 18 سنة، وأن يكون من سكان محافظتي غزة وشمال غزة، وبعد تطبيق هذه الشروط فإنها انطبقت على (204) طفلاً مثلوا عينة الدراسة.

### النتائج والاستنتاجات العامة للدراسة:

النتائج المرتبطة بالإجابة عن التساؤل: ما المشكلات الصحية للأطفال المساء إليهم أسرياً؟

## الجدول (1): يوضح المشكلات الصحية للأطفال المساء إليهم أسرياً

الترتيب	الوزن التقديري	الانحراف المعياري	المتوسط الحسابي	الإجابات			المشكلات الصحية	م
				لا	إلى حد ما	نعم		
3	75.6	.933	2.27	68	11	125	يظهر في جسدي العديد من الخدوش والجروح الناتجة عن الإساءة البدنية.	1
				33.3	5.4	61.3		
7	72.3	.639	2.17	27	115	62	أعاني من فقدان وضعف الشهية.	2
				13.2	56.4	30.4		
5	74	.691	2.22	31	97	76	أشعر بصداق مستمر نتيجة تعرضي للإساءة.	3
				15.2	47.5	37.3		
1	83.3	.654	2.50	18	65	121	أعاني من ضعف التركيز.	4
				8.8	31.9	59.3		
4	74	.734	2.22	37	84	83	أشعر بالإجهاد والتعب الجسدي عند القيام بأقل مجهود.	5
				18.1	41.2	40.7		
2	78.6	.671	2.36	22	85	97	أجد صعوبة في الاستغراق في النوم.	6
				10.8	41.7	47.5		
6	72.6	.690	2.18	33	100	71	أشعر باختناق دون سبب واضح.	7
				16.2	49.0	34.8		
	75.6	.....	2.27	المجموع العام				

تشير بيانات الجدول (1) أن المشكلات الصحية للأطفال المساء إليهم أسرياً جاءت بدرجة (متوسطة) بوزن تقديري عام (75.6) وبمتوسط حسابي (2.27). حيث جاءت أكثر المشكلات الصحية تأثيراً على الأطفال المساء إليهم أسرياً في العبارة رقم (4) والمتمثلة في (أعاني من ضعف التركيز) بوزن تقديري (83.3%) وجاءت في المرتبة الأخيرة العبارة رقم (2) والمتمثلة في (أعاني من فقدان وضعف الشهية) بوزن تقديري (72.3%).

ويلاحظ من تحليل نتائج الجدول السابق أنّ الأطفال المساء إليهم أسرياً يعانون بدرجة كبيرة من ضعف التركيز، وظهور آثار الإساءة البدنية على أجسامهم كالخدوش، الجروح، والصعوبة في نومهم بشكل عميق ويعزو الباحثان ذلك إلى أن الطفل الذي يتعرض للإساءة يبقى مشغول التفكير في حالته ولا يستطيع أن يفكر بشكل سليم أو أن يعطي أي موضوع آخر التركيز المطلوب، وهذا الأمر يؤثر على نوم الطفل فلا ينام بشكل جيد خوفاً ممن يسيء إليه، بالإضافة إلى طبيعة المجتمع الذي يرى أن الضرب وسيلة من وسائل التربية، فينتج عن الإفراط بالضرب آثاراً بدنية وصحية كإصابته ببعض الكدمات أو الخدوش والجروح، وهذا يستلزم ضرورة الممارسة المهنية مع الأطفال المساء إليهم لحمايتهم ووقايتهم من تلك الإساءة.

وتتوافق النتائج مع نتائج دراسة (Nery, et al, 2017) والتي أكدت على أن الصحة الجسدية للطفل المساء إليه معرضة للخطر، ويتم التعبير عنها من خلال علامات واضحة مثل الكدمات والجروح. ودراسة العطار (2019) ودراسة العتيبي (2014) والتي أكدت على أن أهم النتائج المترتبة على العنف ضد الأطفال ظهور كدمات وإصابات بأماكن مختلفة من جسم الطفل، وتعرض الطفل لبعض الأمراض الجسمية، كذلك نتائج دراسة (Julie, et al, 2022) والتي ربطت العقاب الجسدي بزيادة خطر التعرض للإيذاء الجسدي.

النتائج المرتبطة بالإجابة عن التساؤل: ما المشكلات النفسية للأطفال المساء إليهم أسرياً؟

الجدول (2): يوضح المشكلات النفسية للأطفال المساء إليهم أسرياً؟

الترتيب	الوزن التقديري	الانحراف المعياري	المتوسط الحسابي	الإجابات			المشكلات النفسية	م
				لا	إلى حد ما	نعم		
5	81	.688	2.43	23	69	112	تنتابني مشاعر الخوف والقلق الدائم من والدي.	1
				11.3	33.8	54.9		
3	84	.607	2.52	12	73	119	تزعجني نظرات الشفقة من الآخرين.	2
				5.9	35.8	58.3		
1	87	.596	2.61	12	54	138	جعلتني الإساءة أشعر بفقدان قيمتي.	3
				5.9	26.5	67.6		
8	72.3	.797	2.17	50	69	85	أشعر بالكراهية تجاه أفراد أسرتي.	4
				24.5	33.8	41.7		
4	82.6	.582	2.48	9	88	107	أشعر بعدم الأمن والاطمئنان في حياتي.	5
				4.4	43.1	52.5		
6	79.3	.703	2.38	26	73	105	أعاني أثناء نومي أحلاماً مفزعة.	6
				12.7	35.8	51.5		
7	75.6	.802	2.27	45	58	101	أفضل البقاء خارج المنزل خوفاً من تعرضي للإساءة.	7
				22.1	28.4	49.5		
2	84.3	.653	2.53	18	59	127	أعاني من ضعف ثقتي بنفسي.	8
				8.8	28.9	62.3		
	80.6	.....	2.42	المجموع العام				

تشير بيانات الجدول أن المشكلات النفسية للأطفال المساء إليهم أسرياً جاءت بدرجة (مرتفعة) بوزن تقديري عام (80.6) وبمتوسط حسابي (2.42)، حيث جاءت أكثر المشكلات النفسية تأثيراً على الأطفال المساء إليهم أسرياً في العبارة رقم (3) والمتمثلة في (جعلتني الإساءة أشعر بفقدان قيمتي) بوزن تقديري (87%) وفي المرتبة الأخيرة العبارة رقم (4) والمتمثلة في (أشعر بالكراهية تجاه أفراد أسرتي) بوزن تقديري (72.3%). ويلاحظ من تحليل نتائج الجدول السابق أنّ الأطفال المساء إليهم أسرياً يعانون نفسياً بدرجة كبيرة من عدم شعورهم باحترام قيمتهم داخل المجتمع وضعف ثقتهم بنفسهم، ونظرة الشفقة من الآخرين تجاههم.

يرى الباحثان أن المشكلات النفسية المترتبة عن الإساءة الأسرية للطفل تعد من أخطر المشكلات التي يواجهها الطفل كونها لها تأثيرها المباشر قصير المدى وغير المباشر طويل المدى على شخصية الطفل المساء إليهم وتترك آثاراً سلبية على شخصية الطفل، فمن التأثيرات النفسية التي يعاني منها الطفل المساء له على المدى القصير الخوف، الاضطراب، السلوك العدواني، الغضب، الإحساس بالاضطهاد والإهمال الوجداني نتيجة الإساءة للطفل وال فشل في إمداده بالعاطفة وشعور الطفل بالذنب والخجل، أما الآثار على المدى الطويل فتتمثل في الإحباط، الإحساس بالعزلة، ضعف الثقة، ضعف في تقدير الذات، أذى النفس، وكبت الذاكرة والانفصال عن العالم الخارجي.

وتتفق النتائج مع دراسة (Nery, et al, 2017) والتي أكدت على المشكلات النفسية المترتبة على الإساءة الأسرية للطفل منها شعوره بالشعور بالحزن، الألم، الخوف، الغضب وفقدان الثقة بالنفس والتوتر عند التعامل مع الآخرين الخوف من التعبير عن الرأي والسلبية، عدم الرضا، وعدم السلام الداخلي بالإضافة إلى تدني احترام الذات والاكنتاب، كذلك دراسة القحطاني (2019) ودراسة مسعودة (2022) والتي أكدت على أن الطفل الذي يمارس عليه العنف الأسري يعاني من اضطراب سلوكه، واضطراب الصحة النفسية.

النتائج المرتبطة بالإجابة عن التساؤل: ما المشكلات الاجتماعية للأطفال المساء إليهم أسرياً؟

## الجدول (3): يوضح المشكلات الاجتماعية للأطفال المساء إليهم أسرياً.

الترتيب	الوزن التقديري	الانحراف المعياري	المتوسط الحسابي	الإجابات			المشكلات الاجتماعية	م
				لا	إلى حد ما	نعم		
1	80	.726	2.40	29	64	111	أتجنب التواصل والحديث مع الآخرين.	1
				14.2	31.4	54.4		
7	68.6	.769	2.06	54	83	67	أرفض اللعب مع أخواتي.	2
				26.5	40.7	32.8		
5	76	.707	2.28	30	86	88	أتجنب الدخول في علاقات مع زملائي.	3
				14.7	42.2	43.1		
4	76.3	.668	2.29	24	95	85	أفقد الرغبة في ممارسة أي نشاط اجتماعي.	4
				11.8	46.6	41.6		
2	78.3	.745	2.35	33	65	106	يعايرني الآخرون بتعرضي للإساءة.	5
				16.2	31.8	52.0		
3	77.6	.655	2.33	21	94	89	أجد صعوبة في تكوين العلاقات الاجتماعية.	6
				10.3	46.1	43.6		
6	73	.754	2.19	42	81	81	أتجنب الجلوس والحديث مع أفراد أسرتي.	7
				20.6	39.7	39.7		
	75.6	.....	2.27	المجموع العام				

تشير بيانات الجدول (3) أن المشكلات الاجتماعية للأطفال المساء إليهم أسرياً جاءت بدرجة (متوسطة) بوزن تقديري عام (75.6) وبمتوسط حسابي (2.27)، حيث جاءت أكثر المشكلات الاجتماعية تأثيراً على الأطفال المساء إليهم أسرياً في العبارة رقم (1) والمتمثلة في (أتجنب التواصل والحديث مع الآخرين) بوزن تقديري (80%) وجاءت في المرتبة الأخيرة العبارة رقم (2) والمتمثلة في (أرفض اللعب مع أخواتي) بوزن تقديري (68.6%).

ويلاحظ من تحليل نتائج الجدول السابق أنّ الأطفال المساء إليهم أسرياً يعانون من المشكلات الاجتماعية المترتبة عن الإساءة، حيث أنهم يتجنبون الحديث والتواصل مع الآخرين وحتى الحديث مع أفراد الأسرة ويجدون صعوبة في تكوين أي علاقات اجتماعية جديدة، كما يعايرهم الآخرون من تعرضهم للإساءة، ويعزو الباحثان ذلك إلى الضغط المجتمعي شديد المراقبة وكثير الشفة والمعايرة للطفل المساء إليه، مما يجعله يميل إلى العزلة والابتعاد عن المجتمع والاندفاع على ذاته، وعدم تكوين صداقات وعلاقات اجتماعية جديدة، وعدم مشاركة زملائهم في الحديث أو اللعب الأمر الذي يستلزم ضرورة بذل الجهود المهنية لرعاية هؤلاء الأطفال وحمايتهم من خلال برامج

مهنية مخصصة لهم لتنمية المهارات الاجتماعية لديهم، ومساعدتهم على تكوين علاقات اجتماعية ناجحة مع الآخرين والذين يتفاعلون معهم.

وتتفق النتائج مع نتائج دراسة العتيبي (2014) والتي أكدت أن المشكلات الاجتماعية المترتبة على الإساءة الموجهة نحو الأطفال جاءت في أربعة مستويات جاء في مقدمتها نقص في قدرته على التواصل الاجتماعي مع الآخرين ويليه في الترتيب تقلص شبكة العلاقات الاجتماعية الخاصة وتدهور علاقة الطفل وتدهور علاقته بأسرته، ودراسة (Cui, et al, 2018) والتي كشفت نتائجها أن الأطفال الذين تعرضوا للإيذاء الجسدي من قبل كل من الآباء والأمهات كانوا أكثر عرضة للإيذاء من الآخرين سواء في المدرسة أو الحي.

النتائج المرتبطة بالإجابة عن التساؤل: ما المشكلات السلوكية للأطفال المساء إليهم أسرياً؟

الجدول (4): يوضح المشكلات السلوكية للأطفال المساء إليهم أسرياً.

الترتيب	الوزن التقديري	الانحراف المعياري	المتوسط الحسابي	الإجابات			المشكلات السلوكية	م
				لا	إلى حد ما	نعم		
4	79.3	.831	2.38	46	33	125	أرفض ما يطلب مني انتقاماً لذاتي.	1
				22.5	16.2	61.3		
9	64.6	.750	1.94	63	89	52	أكذب على والدي هرباً من العقاب.	2
				30.9	43.6	25.5		
8	68	.786	2.04	58	78	68	أقوم بأخذ بعض ممتلكات الآخرين دون علمهم.	3
				28.4	38.3	33.3		
3	81	.680	2.43	22	72	110	أتلعنم في الكلام مع وجود الآخرين.	4
				10.8	35.3	53.9		
6	75	.764	2.25	40	72	92	استخدم ألفاظ غير مقبولة في التعامل مع أسرتي.	5
				19.6	35.3	45.1		
2	81.6	.660	2.45	19	74	111	أفقد السيطرة على نفسي عند الغضب.	6
				9.3	36.3	54.4		
5	78.3	.703	2.35	27	78	99	أتشاجر مع الآخرين لأنفه الأسباب.	7
				13.2	38.3	48.5		
7	69.3	.776	2.08	53	80	71	عند تعرضي للإساءة أؤذي نفسي.	8
				26.0	39.2	34.8		
1	81.6	.652	2.45	18	76	110	تنتابني مشاعر الغيرة من الأطفال.	9

				8.8	37.3	53.9	
	75.3	.....	2.26	المجموع العام			

تشير بيانات الجدول (4) إلى أن المشكلات السلوكية للأطفال المساء إليهم أسرياً جاءت بدرجة (متوسطة) بوزن تقديري عام (75.3) وبمتوسط حسابي (2.26). حيث جاءت أكثر المشكلات السلوكية تأثيراً على الأطفال المساء إليهم أسرياً في العبارة رقم (9) والمتمثلة في (تنتابني مشاعر الغيرة من الأطفال) بوزن تقديري (81.6%) وجاءت في المرتبة الأخيرة العبارة رقم (2) والمتمثلة في (اكذب على والدي هرباً من العقاب) بوزن تقديري (64.6%).

ويلاحظ من تحليل نتائج الجدول السابق أن الأطفال المساء إليهم أسرياً يعانون من المشكلات السلوكية المترتبة عن الإساءة حيث أنهم يشعرون بالغضب والغيرة من الأطفال والتلعثم في الكلام ورفض طلبات الآخرين وسلوكيات أخرى انتقاماً للنفس أو خوفاً من الآخرين. ويعزو الباحثان ذلك إلى أن مظاهر العنف والإساءة تولد عنف مضاد من الأطفال، حيث يترجم هذا العنف المضاد في صورة سلوكيات سلبية منها الغضب والغيرة ورفض التعاون مع الآخرين والكذب والتجاوز في الكلام بألفاظ غير مقبولة، والمشاجرات وإيذاء النفس، وتتفق النتائج مع ودراسة العتيبي (2014) والتي بينت أن من المشكلات السلوكية المترتبة على الإساءة الموجهة نحو الأطفال كان من أهمها ميل الطفل إلى الانطواء والبعد عن الآخرين، لجلجة الطفل في الكلام.

النتائج المرتبطة بالإجابة عن التساؤل: ما المشكلات التعليمية للأطفال المساء إليهم أسرياً؟

الجدول (5): يوضح المشكلات التعليمية للأطفال المساء إليهم أسرياً

الترتيب	الوزن التقديري	الانحراف المعياري	المتوسط الحسابي	الإجابات			المشكلات التعليمية	م
				لا	إلى حد ما	نعم		
3	78.6	.767	2.36	36	57	111	أهمل أداء واجباتي المدرسية.	1
				17.7	27.9	54.4		
6	69.3	.724	2.08	45	96	63	أتغيب عن المدرسة بشكل مستمر.	2
				22.1	47.1	30.8		
4	78.3	.653	2.35	20	92	92	لا أشارك في الأنشطة المدرسية.	3
				9.8	45.1	45.1		
8	62	.818	1.86	84	64	56	أقوم بالهروب من المدرسة.	4
				41.1	31.4	27.5		
5	77.6	.740	2.33	33	70	101	أعاني من انخفاض مستوى تحصيلي الدراسي.	5
				16.2	34.3	49.5		
1	81.3	.659	2.44	19	76	109	لا أستطيع التركيز أثناء الشرح.	6
				9.3	37.3	53.4		

2	81	.628	2.43	15	85	104	أعاني من تشتت الأفكار وشروود الذهن.	7
				7.3	41.7	51.0		
7	69	.796	2.07	57	74	73	ليس لدى الرغبة في استكمال تعليمي.	8
				27.9	36.3	35.8		
				المجموع العام				
				74.6	.....	2.24		

تشير بيانات الجدول (5) إلى أن المشكلات التعليمية للأطفال المساء إليهم أسرياً جاءت بدرجة (متوسطة) بوزن تقديري عام (74.6) وبمتوسط حسابي (2.24).

حيث جاءت أكثر المشكلات التعليمية تأثيراً على الأطفال المساء إليهم أسرياً في العبارة رقم (6) والمتمثلة في (لا أستطيع التركيز أثناء الشرح) بوزن تقديري (81.3%) وجاءت في المرتبة الأخيرة العبارة رقم (4) والمتمثلة في (أقوم بالهروب من المدرسة) بوزن تقديري (62%).

ويلاحظ من تحليل النتائج أنّ الأطفال المساء إليهم أسرياً يعانون من المشكلات التعليمية المترتبة عن الإساءة، حيث أنهم لا يستطيعون التركيز أثناء الشرح ويعانون من تشتت الأفكار وشروود الذهن، وبالتالي إهمال أداء الواجبات المدرسية وانخفاض المستوى التحصيلي.

ويعوز الباحثان ذلك إلى أن الطفل لا يستطيع التركيز والانتباه الجيد أثناء تلقيه دروسه بسبب معاناته خارج المدرسة وتركيز تفكيره على كيفية تجنب الإساءة له، وتشكل الإساءة دافعاً له لترك المدرسة والتغيب لساعات أكبر عن بيته ومحاولة تفرغ ضغوطه الناتجة عن الإساءة، وأيضاً فإن عائلة الطفل المساء إليه لا تتابع تحصيله الدراسي فيشكل دافعاً له للتغيب والهروب من المدرسة.

وتتفق هذه النتائج مع نتائج دراسة كل (Nery, et al, 2017) ودراسة البسام (2011) والتي أكدت نتائجهما على أن زيادة إساءة المعاملة الوالدية يساهم في انخفاض التحصيل الدراسي، ومن المشكلات التي يعاني منها الأطفال الذين يتعرضون للإساءة عدم اهتمام الأسرة بمتابعة تطور الطفل ومعرفة أحواله الدراسية والتأخر والتغيب عن المدرسة.

البرنامج المهني المقترح: في ضوء ما توصلت إليه نتائج الدراسة وللإجابة على التساؤل الثاني تحدد البرنامج المهني المقترح من منظور العلاج الأسري في للحد من مشكلات الأطفال المساء إليهم في الخطوات التالية:

#### أهداف البرنامج المهني المقترح:

يهدف البرنامج المهني المقترح إلى الحد من مشكلات الأطفال المساء إليهم كهدف رئيسي يمكن تحقيقه من خلال الأهداف الفرعية التالية:

1. مساعدة الطفل على إشباع احتياجاته والنظر إليه باعتباره ضحية الظروف الأسرية ومساعدته على تحقيق توافقه النفسي.
2. مساعدة الطفل على ممارسة أنماط سلوكية جديدة وتعلم الضبط الذاتي ومواجهة العصبية المفرطة في التعامل مع الآخرين.
3. دراسة احتياجات الطفل المساء إليه وميوله ورغباته ومساعدته على التفاعل الاجتماعي السليم وتقديم أساليب المساندة المادية والمعنوية والمعرفية للطفل.
4. إشراك الطفل في الأنشطة الجماعية التي تقدمها مراكز رعاية الأطفال المساء إليهم كأساس لدمجه في المجتمع ومشاركته مع الآخرين.
5. المساهمة في حل الخلافات والصراعات الموجودة بين الوالدين أو الأبناء، والعمل على تحسين العلاقات في إطار النسق الأسري.
6. تدريب الوالدين على أساليب التربية والمعاملة السليمة للأبناء، والمساهمة في توفير الموارد والظروف التي تساعد على وجود بيئة أسرية سليمة لتربية الطفل.
7. استخدام الاستراتيجيات المختلفة وأساليب التدخل المهني لتحقيق التوافق الأسري.
8. طرح قضية الأطفال المساء إليهم وبحث الأسباب الاقتصادية والاجتماعية الكامنة وراء انتشارها وما يعانيه هؤلاء الأطفال من إهمال وسوء معاملة وعنف خلال الندوات بالمدارس وتوعية التلاميذ وأولياء أمورهم بالمشكلة.
9. التعاون مع الأجهزة الإعلامية والثقافية على مستوى المجتمع المحلي لنشر ثقافة عدم الإساءة للأطفال واحترام والتأكيد عليها حقوقهم.

#### مراحل الممارسة المهنية (التدخل المهني) البرنامج المهني المقترح:

المرحلة الأولى (التعرف على الأسرة): وهي بداية التعامل المهني بين المعالج الأسري وأسرة الطفل المساء إليه، حيث يبدأ المعالج بالتعرف على أسرة الطفل وأعضائها وطبيعة النسق الأسري وشكل اتصالاته وتفاعلاته ومناطق القوة والضعف فيه ونوعية أفراد النسق الأسري التابعين والقياديين ومكانة كل عضو في هذا النسق والأدوار التي يمارسها، وفي هذه المرحلة تبدأ العلاقة المهنية بين الأخصائي وأسرة الطفل المساء إليه، حيث يتولى الأخصائي شرح دوره وتوضيح نوع العلاقة بينه وبين أفراد الأسرة وما هو المتوقع منه، ثم يبدأ الأخصائي مباشرة منذ الجلسات الأولى في مناقشة مشكلات الطفل المساء إليه التي ترتبت على الإساءة الأسرية والمراحل والظروف التي مرت بها بالتركيز على موقف الأسرة ووضعها الحالي، حيث يبدأ المعالج في هذه المرحلة بالتركيز على الطفل صاحب المشكلة ومعرفة

الأطراف الذين يمارسون ضغوط على الطفل والذين هم سبب في حدوث المشكلات الناجمة عن الإساءة، وتتم في هذه المرحلة عمل مقابلات فردية مع الطفل المساء إليه لتكوين العلاقة المهنية ولشرح الأخصائي دوره لتحديد المشكلات التي يعاني منها الطفل المساء إليه ووضع الأهداف لبداية عملية المساعدة. كذلك يمكن للمعالج الأسري إجراء مقابلات مشتركة مع الأنساق الخارجية المؤثرة والمتفاعلة مع النسق الأسري وخاصة الوالدين بهدف تهيئة مناخ أسري سليم، ويحاول الأخصائي في هذه المرحلة جذب أفراد الأسرة للمساهمة الفعالة في مواجهة هذه المشكلات وتحديد التغيرات التي تريدها الأسرة وإمكاناتها المتاحة.

**المرحلة الثانية (تحديد احتياجات الأسرة):** تعتبر هذه المرحلة مكتملة للمرحلة الأولى، والتي يمكن من خلالها التعرف على رأي الطفل المساء إليه وأفراد أسرته في بعض المواقف بحرية عن طريق إتاحة الفرصة للتعبير عن المشكلات، وفي هذه المرحلة يقوم الأخصائي بإجراء بعض المقابلات مع الأنساق الفرعية للأسرة ولأسيما الأعضاء المتعاونين لفهم ويحدد مشكلات الطفل بطريقة أكثر دقة، ويتعرف على آراءهم في بعض المواقف بحرية أكثر، والتي لا يتمكن فيها عضو الأسرة من التعبير عنها خلال الجلسات الأسرية، كما يتضح النسق الأسري من خلالها بصورة أكثر واقعية، بحيث يتبين للمعالج الأسري طبيعة التفاعلات والاتصالات والعلاقات داخل الأسرة والتي تحتاج إلى تغيير.

**المرحلة الثالثة (وضع خطة العلاج):** وهي مرحلة الوسط والتي يتم من خلالها تحديد المشكلة والإطار العملي لحلها، ويتم فيها التركيز على النسق الأسري لأسرة الطفل المساء إليه، بحيث يصبح متفهما بشكل واقعي للمشكلة من المنظور الأسري. وتأتي هذه المرحلة بعد أن يتأكد المعالج الأسري تماما من الوصول إلى تحديد أكثر دقة للمشكلات التي يعاني منها الطفل المساء إليه، حيث يعقد المعالج بعد ذلك عدد من الجلسات الأسرية مع أعضاء أسرة الطفل ككل ليحدد معهم خطة العلاج اللازمة لمواجهة هذه المشكلات والأهداف التي ينبغي الوصول إليها.

**المرحلة الرابعة (تنفيذ ومتابعة الخطة العلاجية):** وهي المرحلة التي يتم فيها تنفيذ الخطة العلاجية التي سبق أن وضعها المعالج الأسري بالاتفاق مع أسرة الطفل المساء، حيث يقوم المعالج الأسري خلالها بمتابعة أداء كل عضو في الأسرة في القيام بواجباته ومهامه التي تم تحديدها من قبل ومساعدته وتوجيهه إذا صادفته أي صعوبات عند التنفيذ، ومن ثم تتطلب هذه المرحلة من المعالج الأسري استخدام خبراته ومهاراته في التأثير والإقناع والتعليم والتوجيه، كما تقع عليه في هذه المرحلة المسؤولية المباشرة في توجيه المقابلة، وفي نهاية هذه المرحلة يقوم المعالج بالتعرف على درجة التغير ومدى التحسن الذي طرأ على الطفل المساء إليه، ويسعى إلى زيادة فعاليتها للإبقاء على التغيرات والمكاسب التي تحققت.

#### الأساليب المهنية للبرنامج المهني المقترح:

1. أساليب الإفراغ الوجداني: وتتمثل في المعونة النفسية والمقابلة والتوكيد والإيضاح وتكوين البصيرة، وتستخدم مع الطفل المساء إليه وأسرته بغرض تكوين علاقة مهنية معها وتخفيف المشاعر السلبية.

2. أساليب التدعيم: تتمثل في التشجيع والتعاطف والواقعية، والتي تستخدم مع الطفل المساء إليه بهدف التعاطف معه في هذه المشكلة للتخفيف من مشاعر القلق والخوف والشعور بالنقص والميل إلى الوحدة والانعزال عن الآخرين.

3. أساليب التفاعل الأسري: وتشتمل على معرفة شبكة العلاقات الأسرية داخل أسرة الطفل المساء إليه، وكذلك التعرف على المتغيرات التي تؤثر في التفاعل الأسري وعلى العوامل الإيجابية والسلبية والتي يكون لها دور في حدوث المشكلات الاجتماعية، حيث يتم من خلالها التعرف على تأثير الإساءة الأسرية على وجود التفاعلات السلبية داخل الأسرة.

4. أساليب التوازن الأسري: ويتضمن ذلك التأكيد على ممارسة عمليات الاتصال والتفاعل بين الأنساق الفرعية داخل النسق الأسري، وتحقيق التفاعلات الإيجابية بين أعضاء أسرة الطفل المساء إليه ومعاونته وأسرته على استثمار الطاقات والموارد المتاحة لمواجهة التغيرات الجديدة التي تهدد استقرارها.

6. أسلوب المناقشة والإقناع: يستخدم هذا الأسلوب للتغلب من خلاله على بعض جوانب المقاومة التي تبديها الأسرة عن إبداء الأخصائي الاجتماعي الرغبة في مقابلة أعضائها ومناقشة كافة الجوانب التي تتعلق بحياة الطفل المساء إليه.

7. أسلوب التوجيه: يستخدم هذا الأسلوب لمساعدة أسرة الطفل المساء إليه على التصرف بطريقة صحيحة مع الطفل، وحتى تصبح الأسرة في موقف متزن يمكنها من اتخاذ أي قرار بصورة سليمة خلال أداء وظائفها الرئيسية المنوطة بها.

8. أسلوب التوظيف: يقصد بذلك توظيف قدرات كل عضو ليساهم في تخفيف حدة المشكلات التي تعاني منها الطفل المساء إليه، وذلك عن طريق توعية الطفل بالخدمات التي يمكن الحصول عليها من المجتمع بهدف استثمار هذه الخدمات لصالحه.

### الأدوات المهنية المستخدمة لتحقيق البرنامج المهني المقترح:

يستطيع المعالج الأسري استخدام العديد من الوسائل المهنية عند التعامل مع الطفل المساء إليه وأسرته والتي تتمثل:

1. مقابلات فردية مع الطفل المساء إليه وأفراد أسرته للتعرف على الظروف الاجتماعية والنفسية وتحديد احتياجاته ومشكلاته.

2. مقابلات مشتركة مع المساء إليه وأسرته والأنساق الأخرى.

3. الجلسات الأسرية، وذلك لأن التعامل مع مصدر الاضطرابات في العلاقات الاجتماعية يكون من منظور أسري وليس فرديا بحث، وبذلك فإن الجلسة الأسرية تتضمن بعض أفراد الأسرة والذي يكون له علاقة بحدوث الإساءة للطفل.

4. التوجيه الجمعي للأطفال المساء إليهم وأسرههم عن طريق الندوات والمحاضرات لمعرفة الضغوط والمشكلات التي يعانون منها وإرشادهم لحلها وإرشاد الأسر بأساليب التنشئة الاجتماعية السليمة في تربية أبنائهم وكيفية التعامل السليم.

#### قائمة المراجع:

1. استيتية دلال، سرحان عمر، المشكلات الاجتماعية، دار وائل للنشر، عمان، 2012، ط 1.
2. جبل عبد الناصر، نظريات مختارة في خدمة الفرد، النهضة المصرية، القاهرة، 2013، ط 1.
3. الجهاز المركزي للإحصاء الفلسطيني، كتاب فلسطين الإحصائي، رام الله، 2022.
4. زيدان على؛ وآخرون، نماذج ونظريات معاصرة في خدمة الفرد، مطابع جامعة حلوان القاهرة، 2008، ط 1.
5. المالك حصة، العلاقات الأسرية، الزهراء للنشر والتوزيع، الرياض، 2006، ط 1.
6. مجلة اتحاد الجامعات العربية للآداب، العتيبي نوف، تصور مقترح لدور خدمة الجماعة في مواجهة المشكلات المترتبة على إساءة معاملة الأطفال، العدد 11، 2014.
7. المجلة الجزائرية للأبحاث والدراسات، مسعودة معنصر، مفهوم سوء المعاملة الوالدية والعوامل المحددة لخطرهما على الأبناء دون 16 سنة، العدد 5، 2022.
8. مجلة الفكر الشرطي، القحطاني مناحي، العنف ضد الأبناء وانعكاسه على الأمن الاجتماعي من وجهة نظر الاختصاصيين الاجتماعيين والنفسيين العاملين بمراكز الحماية الاجتماعية، العدد 28، 2019.
9. مجلة خطوة، العطار محمود، العنف ضد الأطفال: أسبابه ونتائجه، العدد 35، 2019.
10. مجلة رابطة التربية الحديثة، البسام هيفاء، الإساءة لطفل الروضة من قبل الوالدين من وجهة نظر معلمات الروضة، العدد 11، 2011.
11. محمد مجدي، الطفولة بين السوء والمرض، دار المعرفة الجامعية، القاهرة، 1997، ط 1.
12. منظمة الصحة العالمية، العنف ضد الأطفال، حقائق رئيسية، جنيف، 2020.

1.Cui, et al, Maternal and paternal physical abuse: Unique and joint associations with child behavioral problems. University of Pennsylvani, 2018.

2. Earl. b. Practice of social research, New York: Thomson. 11<sup>th</sup> edition, 2007.

3. Gladys L, views on child abuse and neglect: Findings from an exploratory study with Chinese children in Hong Kong amazon try prime. 9th Edition, 2006

.4. Heidi, D. Nelson, Screening Children for Family Violence. Annals of Family Medicine, 2004.

Julie, et al, , Problems of corporal punishment and physical abuse of children in South Korea. Seoul National University, 2022.

5. Nery, et al, Domestic violence: repercussions for women and children. UFBA: Federal University of Bahia.Z, 2017.

6. Zastrow, C, Introduction to Social Work and Social Welfare Thomson Publishers, New York,2005.

دور القيادة الرقمية في إحداث التغيير النوعي داخل المؤسسات التعليمية العمومية المغربية:  
دراسة تحليلية

The Role of Digital Leadership in Achieving Qualitative Change within Moroccan Public  
Educational Institutions: An Analytical Study

د. نجيب مزوار (أستاذ زائر بجامعة سيدي محمد بن عبد الله، فاس، المغرب)

Dr. Najib Mezouar (Visiting Professor at Sidi Mohammed Ben Abdellah University, Fez, Morocco)

مستخلص:

للقيادة الرقمية دور بارز في بناء دينامية تجديدية في العملية التربوية برمتها من خلال استثمار أهم تكنولوجيا المعلومات والاتصالات الحديثة في الارتقاء بالمردودية الداخلية للمؤسسات التعليمية، وكذلك تحقيق الأهداف المتوافق عليها تربويا واجتماعيا، ومن هذا المنطلق وجب تمتع القيادات التربوية بقدر كاف من المهارات الرقمية والقدرة على خلق بيئة تكنولوجية داخل المؤسسات التي يشرفون عليها، ومجابهة التحديات الذاتية والموضوعية التي تحول دون تحقيق تحول رقمي على صعيد المؤسسات التعليمية وقطاع التعليم بشكل عام.  
الكلمات المفتاحية: القيادة الرقمية – المؤسسات التعليمية – التحول الرقمي.

**Abstract:**

Digital leadership plays a prominent role in building a dynamic process of renewal in the entire educational system by leveraging the latest information and communication technologies to enhance the internal efficiency of educational institutions and achieve agreed-upon educational and social goals. Therefore, educational leaders must possess a sufficient level of digital skills and the ability to create a technological environment within the institutions they oversee. This involves addressing both personal and objective challenges that hinder the digital transformation of educational institutions and the education sector in general.

**Keywords:** Digital leadership - educational institutions - the digital transformation

## مقدمة:

في ظل الطفرة الرقمية والتكنولوجية الهائلة التي أملت لها سياقات متعددة ومتفاعلة، اتصلت في شق مهم منها بالثورة الرقمية الرابعة التي فتحت عوالم جديدة مثل: الميتافيرس والذكاء الاصطناعي والروبوت وأنترنت الأشياء وقواعد البيانات الضخمة ومنصات التعليم الرقمي وغيرها كثير.

فقد أسهمت هذه الثورة في إحداث تحولات مجتمعية عميقة ومتعددة الأبعاد مست جمل القطاعات على رأسها قطاع التربية والتعليم، عبر إثارة عدة قضايا وإشكالات اقتصادية سياسية وتشريعية وقيمية وأخلاقية فرضت بدورها على المدرسة الوطنية العمومية أن تطور من ذاتها وأن تواكب هذه التحولات في شموليتها، بل أن يعي المجتمع المدرسي خطورة هذه التغيرات والتحديات المرصودة سواء على صعيد بنية اشتغال المؤسسات التعليمية العمومية أو على مستوى آفاق ومآلات ممارستها المهنية والتربوية بشكل يستثمر نتائج الثورة الرقمية في إحداث تغيير نوعي داخل المجتمع المدرسي وخارجه.

وهذا المبتغى لا يمكن تحقيقه إلا بوجود قيادات تربوية تمتلك من المهارات والكفايات الرقمية الكافية لمواكبة التحولات الطارئة في المجالين الرقمي والتكنولوجي، على اعتبار أن القيادة الرقمية لها أهمية كبرى في عملية الاستثمار الأفضل والأناجح للتكنولوجيا الحديثة والتقنيات المتطورة في الممارسة المهنية بشكل خاص والتربوية بشكل عام.

ومن هنا تبرز أهمية دراسة هذا الموضوع وإثارته، لما له من أهمية كبرى في قيادة المؤسسات التعليمية والارتقاء بها على كافة الأصعدة، وخاصة في ظل الدعوات الرامية إلى التحول نحو التعليم الرقمي والتعليم عن بعد، هذا الأخير أثبت نجاعته خلال الأزمة الصحية المرتبطة بكوفيد 19.

## إشكالية الدراسة:

حتمت التحديات المرتبطة بنتائج الثورة الصناعية الرابعة على القيادات التربوية في المؤسسات التعليمية التسليح بمهارات القرن الواحد والعشرين، ومن بينها امتلاك مهارات رقمية قادرة على مجابهة الأزمات الطارئة منها ما هو مرتبط بالأزمات الجيوسياسية وما تحدته الصراعات بين الدول و الأزمات الصحية مثل ما وقع في الأزمة الصحية المرتبطة بكوفيد 19 الذي فرض إغلاقا قسريا للمؤسسات التعليمية، ومن هذا المنطلق تبرز أهمية القيادة الرقمية في إدارة الأزمات لضمان الاستمرارية البيداغوجية من جهة وتشكيل بيئة تكنولوجية بالمؤسسة التعليمية بحيث تواكب المستجدات العالمية في مجال التعليم الرقمي، ولذلك يمكن التعبير عن جوهر الإشكالية بصيغة تركيبية على النحو الآتي:

كيف يمكن للقائد التربوي استثمار مخرجات الثورة الرقمية في بناء تغيير نوعي داخل المؤسسة التعليمية التي يشرف عليها؟

## فرضية الدراسة:

رغم ارتباط الفروض بالمنهج العلمي التجريبي، فإنّ الدراسة في القضايا التربوية والفكرية والاجتماعية، لا يمنع من الانطلاق من فروض مؤقتة، تتصل كل منها بقضية من قضايا الدراسة أو جزء من أجزائها على أن تكون سيرورة البحث كفيلة بتحليل هذه الفروض، تعليلها، وتمحيصها.

وبناء على هذا المقتضى المنهجي فقد تأسست الدراسة الراهنة على فرضيات ينظر إليها على أنها إجابات مؤقتة تسعف الباحث في تكوين تصور عام للدراسة ومباحثها الأساسية، ومنها ما يأتي:

- تسعف المهارات الرقمية والتكنولوجية القيادات التربوية في إدارة الأزمات الطارئة، وبالتالي تحقيق الاستمرارية البيداغوجية والتنمية المهنية للعاملين بالمؤسسات التعليمية.
  - يمكن للقائد التربوي استثمار المهارات الرقمية في تشكيل بيئة تكنولوجية بالمؤسسات التعليمية التي يشرف عليها، وبالتالي تحقيق الأهداف المتوافق عليها تربويا واجتماعيا.
- أهداف الدراسة :

تهدف هذه الدراسة المتمحورة حول أهمية القيادة الرقمية في إحداث التغيير النوعي داخل المؤسسات التعليمية العمومية المغربية إلى تحقيق الأهداف التالية:

- التحسيس بأهمية المهارات الرقمية في تطوير الممارسة المهنية لدى القائد التربوي.
- إبراز أهم المهارات والقدرات الأساسية الواجب توفرها في القائد التربوي، وأثرها في الارتقاء بالممارسة التدييرية والتربوية مع تقديم مقترحات وأفكار لتجاوز المشاكل المرتبطة بتوظيف هذه المهارات في إحداث التغيير المنشود.
- تشكيل بيئة رقمية وتكنولوجية في المؤسسات التعليمية العمومية عبر تأهيل القيادات الرقمية.

## المنهج المعتمد في الدراسة:

بناء على الأهداف المحددة آنفا تم الاعتماد على المنهج الوصفي التحليلي في التأطير النظري للإشكالية المطروحة، مع الانفتاح على مقترحات وأفكار عملية من أجل المساعدة في تنزيل أهداف الدراسة على أرض الواقع، ومن هذا المنطلق فقد صمّمت محاور الدراسة وعناصرها الجزئية بصورة تؤطر الموضوع وتلّم بأهم جوانبه؛ وتجيب عن إشكاليته وفق الآتي:

أولاً: مفاهيم تأسيسية:

لما كان تحديد المفاهيم والاصطلاحات أساساً منهجياً في تحديد الأنساق المعرفية وتوجيه دراسة قضاياها المستشكلة، يمكن تحديد بعض المفاهيم المحورية المتصلة بالإشكالية المحورية بنهج يتجاوز عتبة التحديد الإجرائي للمفاهيم إلى تفكيك عناصرها وربطها بالسياق التربوي المغربي، من قبيل:

**القيادة: في اللغة:** الجذر اللغوي للفعل (قاد) فيه تقريب المعنى إلى الذهن؛ فقد ورد في مختار الصحاح والقاموس المحيط: "قاد وقيادة وقيادا، وقاد الدابة مشى أمامها أخذاً بقيادها، والقياد ما تقاد به الدابة من حبل ونحوه، والقائد جمعه قادة، والقيادة هي مهنة القائد<sup>1</sup>.

وفي الاصطلاح: تعرف القيادة على أنها: "عملية تفاعل فرد مع أفراد آخرين وبالشكل الذي تمكنه أن يمارس تأثيراً على سلوك ومشاعر هؤلاء الآخرين وتوجيه السلوك بالاتجاه المرغوب فيه"<sup>2</sup>.

وتعرف إجرائياً بأنها القدرة على التأثير الإيجابي في الآخرين (أفراداً وجماعات)؛ بحيث يؤدي هذا التأثير إلى بناء إضافات نوعية من شأنها إحداث تغييرات ملحوظة.

**القيادة الرقمية:** يعرفها حمدان الحربي بأنها: "الوصول إلى المعلومات والاتصالات مع الأعضاء الآخرين في المؤسسة بالإضافة إلى استخدام القادة البيئية الرقمية والتكنولوجيا لتعزيز التعاون بينهم"<sup>3</sup>.

أما على المستوى الإجرائي فالقيادة الرقمية تعني قدرة القائد التربوي على امتلاك ثقافة رقمية يوظفها لتشكيل بيئة بيداغوجية داخل المؤسسة التي يشرف عليها.

ثانياً: متطلبات القيادة التربوية وأهدافها في ظل التحولات الرقمية والتكنولوجية الراهنة:

مما لا شك فيه أننا نعيش اليوم في عالم متسارع التغير نتيجة عوامل عدة أهمها مشكلات التزايد السكاني الكبير، وإشكالات التغير المناخي والتلوث البيئي وتحديات التسارع التقني والانفجار المعرفي، والعلاقات البشرية المعقدة التي أصبحت من أهم سمات العصر، هذا التغير الكبير رافقه حاجة ماسة للتغير في نظم التربية التقليدية والبحث عن نظم جديدة تواكب العصر، لذلك يتم في الوقت الحاضر- وفي جميع أنحاء العالم- تبني التعلم القائم على المهارات بمختلف أنواعها، وعلى رأسها المهارات الرقمية، وبالنسبة للفاعلين التربويين، ومنهم على سبيل المثال لا الحصر هيئة التدريس والقيادات التربوية المدبرة لشؤون المؤسسات التعليمية على كافة المستويات.

1- ابن منظور، أبو الفضل، لسان العرب. ط3، بيروت، دار صادر للطباعة والنشر، 2000، بيروت، لبنان.

2- منصور الصديق والفارسي سليمان، الموارد البشرية، طرابلس أكاديمية الدراسات العليا، 2003، ص: 332.

3- واقع توظيف القيادة الرقمية في التعلم عن بعد وإدارة الأزمات الطائفة لدى قادة المدارس الابتدائية في مدينة مكة المكرمة، المجلة العربية للنشر العلمي، AJSJ، 27-2، 82-105، سنة 2020، ص: 85.

## 1- أهم المهارات الرقمية والتكنولوجية الضرورية لعمل للقيادات التربوية:

يعتبر القائد التربوي عنصرا مركزيا في المؤسسة التعليمية، نتيجة لأدواره الكبرى في قيادة تغيير إيجابي داخل الوسط التربوي، وهذا الأخير يمر عبر توفره على عدة كفايات أساسية، وعلى رأسها الكفاية التكنولوجية، والتي تعينه على بلورة مناخ علائقي وتربوي إيجابي بالمؤسسة التعليمية، وتنقسم هذه الكفايات إلى عدة مهارات وقدرات نصنفها وفق ما يلي:

### 1-1 المهارات الرقمية الأساسية:

- مهارات التعامل مع نظام التشغيل Microsoft Windows
- استخدام البريد الإلكتروني E-mail وإرسال واستقبال الرسائل مع الفريق التربوي الذي يشتغله معه، وكذلك مع شركاء المؤسسة مثل: جمعية أمهات وآباء وأولياء التلاميذ.
- مهارة التعامل مع الشبكة الويب العالمية World Wide Web.
- معرفة خدمات المحادثة عبر الإنترنت Chat.
- معرفة بعض لغات الحاسوب.
- مهارة استخدام جهاز المسح الضوئي.
- تنزيل البرامج من الشبكة العنكبوتية.
- مهارة استخدام البرامج المكتبية و مهارة الإحصاء التربوي عبر الحاسوب، وخاصة برنامج الحزمة الاجتماعية SPSS.
- النسخ على الأقراص مثل: الأقراص المدمجة، CD، أقراص الفيديو DVD .
- مهارة البحث الفعال عبر الإنترنت: إتقان أدوات البحث للعثور على موارد تعليمية موثوقة وحديثة، بما في ذلك المقالات العلمية، الكتب الإلكترونية، والفيديوهات التعليمية.

### 2-1 مهارة إنشاء المضامين البيداغوجية والتربوية الرقمية وإدارة التعليم عن بعد:

على القائد التربوي التوفر على مهارات إنشاء مواد تعليمية وتربوية تفاعلية: من قبيل مهارات استخدام تقنيتي Canva و Adobe Spark أو برامج إنشاء الفيديو لإنشاء مواد تعليمية مرئية وتفاعلية، ومهارة إنشاء دروس تعليمية رقمية ومقاطع فيديو لشرح ولفهم الظواهر التربوية، أو بودكاست باستخدام برامج مثل OBS Studio و Camtasia و Audacity لإثراء العملية التربوية

- التمكن من مهارات استخدام أدوات التعلم عن بعد التي كانت بديلا حقيقيا في التعليم بجميع مراحلها خلال الجائحة المرتبطة بكوفيد 19، ومن هذه التطبيقات نذكر على سبيل المثال لا الحصر ما يلي:

- تطبيق Zoom Cloud Meeting الذي يعمل بث المحاضرات مباشرة؛ حيث يمكن للقائد التربوي التواصل مع فريقه التربوي وبقيّة شركاء المؤسسة التعليمية بالصوت والصورة، بالإضافة إلى إمكانية مشاركة الشاشة معهم لتقديم العروض المختلفة.

- منصة مايكروسوفت تيمز Microsoft Teams، وهي من التطبيقات التابعة لشركة مايكروسوفت، المساهمة في تعزيز التعليم الرقمي والإدارة الرقمية في قطاع التربية والتعليم.

- مهارة استخدام أنظمة التدبير الإداري و التربوي المعتمدة رسميا من طرف وزارة التربية الوطنية و التعليم الأولي والرياضية المغربية، ومن هذه الأنظمة نذكر ما يلي : منظومة التدبير المدرسي system de gestion scolaire المعروف اختصارا بمنظومة " مسار MASSR "، والذي يضم عدة خدمات يستثمرها القائد التربوي في عمله التدريبي، ومن بينها TABLIGH ؛ MASIRH ...

- مهارة إعداد تكوينات بالفيديو، كمواضيع داخل قاعة الاجتماعات أو قاعات متخصصة، كقاعة متعددة الوسائط.

- مهارة استخدام أدوات التقييم عبر الإنترنت: استخدام أدوات مثل Kahoot و Quizlet و Google Forms و Edmodo لإنشاء اختبارات وتقييمات تفاعلية.

- مهارة استخدام أدوات مثل Google Drive و Dropbox و OneDrive للتعاون عبر الإنترنت مع الشركاء التربويين الآخرين، وتقاسم الموارد الرقمية وربط شركات في الميدان الرقمي مع مؤسسات تعليمية وطنية وأجنبية.

### 1-3. المهارات في الأمن الرقمي وحماية المعطيات الشخصية:

على القائد التربوي معرفة كيفية حماية البيانات الشخصية للمستفيدين من الخدمات التربوية بالمؤسسة التي يشرف عليها، وكذلك كل مكونات المجتمع المدرسي من متعلمين وأطر تربوية وإدارية وتقنية والامتثال للتشريعات والقوانين المتعلقة بالخصوصية وكذلك العمل على توعية المتعلمين بالمخاطر عبر الإنترنت (مثل التنمر الإلكتروني، وأمن الحسابات...) وتعزيز الاستخدام المسؤول والأمن للوسائل التكنولوجية والمواقع الرقمية، وخاصة مواقع التواصل الاجتماعي، من تشكيل بيئة رقمية آمنة ومنتجة داخل المؤسسات التعليمية.

### 2- أهداف تكوين القيادات الرقمية في المنظومة التعليمية الرسمية:

أثبتت بعض القيادات الرقمية خلال أزمة جائحة كورونا أهمية كبرى في تحقيق الاستمرارية البيداغوجية عبر استثمار الإمكانيات الرقمية المتاحة على الصعيد الشخصي، وكذلك بمشاركة الفاعلين التربويين المحليين وتحفيزهم على الانخراط في إنجاز عملية التعليم عن بعد وتحقيق أهدافه في ضمان ديمومة العملية التعليمية-التعلمية، مما مكن من وضع الخطط التي تتناسب مع التعلم الرقمي والتعليم عن بعد وقدرتها على مواجهة تحديات

العمل الرقمي في التعليم وصعوباته، ولذلك تعد القيادة الرقمية في غاية الأهمية للقادة التربويين؛ ومن أهدافها، فضلا ضمان الاستمرارية البيداغوجية خلال الأزمات والطوارئ، ما يلي:<sup>1</sup>

- الدقة والسرعة في استخدام البيانات، ومعالجتها واسترجاعها في أسرع وقت وأقل تكلفة مع القدرة على تخزينها والمحافظة عليها.
- تقديم جميع الخدمات في الإدارة التربوية بأقل وقت وجهد وتكلفة.
- التخلص من الطرق التقليدية والروتين في إنجاز الأعمال.
- استخدام تكنولوجيا الحاسب الآلي في ممارسة الأعمال والأنشطة والموارد التي يؤدي العاملون في المدرسة أعمالهم من خلالها، وتحقيق أهداف العملية التعليمية.
- تأدية المديرين أعمالهم وواجباتهم الإدارية بأفضل الطرق ومتابعتهم للأداء المدرسي، بطريقة مستمرة الجميع مع توفير الوقت.
- ضمان استمرار المدرسة في تقديم خدماتها للمستفيدين على مدار الفصل الدراسي والسنة الدراسية عبر الشبكات الإلكترونية دون حضورهم.

ثالثا: تأثير القيادة الرقمية في خلق بيئة تكنولوجية بالمؤسسات التعليمية العمومية:

لقد أصبح الانتقال نحو التوجه التقني والتكنولوجي في التدبير الإداري والتربوي ضرورة ملحة مع ظهور ما يسمى القيادة الرقمية التي تستخدم تكنولوجيا المعلومات والاتصالات كعنصر أساسي في البناء الإداري والتربوي، وليس كمجرد عامل خارجي أو ترف، بل أصبحت المهارات الرقمية في مفهوم الإدارة التربوية عنصرا مندمجا في جميع العمليات الإدارية والتربوية التي تجري داخل المؤسسة التعليمية، وتعتمد في ذلك على وسائل وتقنيات التحول الرقمي و من بينها ما يلي : جهاز الحاسوب؛ التطبيقات التكنولوجية؛ البريد الإلكتروني؛ شبكة الانترنت؛ برامج التدبير الإداري والتربوي المختلفة في تدبير المؤسسات التربوية، إذ تتميز هذه الوسائل بقدرتها في التأثير الإيجابي في عمليات التدبير المتعددة من خلال التجليات التالية :

- ربح الوقت: حيث تكون المعلومات في متناول متخذ القرار في الوقت المناسب، وتقوم الوسائل التكنولوجية بدورها في المساعدة على سرعة تجهيز البيانات وتقديم المعلومات في الوقت المناسب، وبالتالي تحقيق النجاعة في التدبير الإداري والتربوي.

- الدقة: حيث تزداد درجة الثقة في المعلومات باستخدام أنظمة وبرامج معلوماتية لتشغيل البيانات، ومعالجتها بشكل أدق وأفضل، وبالتالي التقليل من الأخطاء البشرية.

<sup>1</sup> - السالمي علاء، الدباغ رياض، تقنيات المعلومات الإدارية، دار وائل للنشر والتوزيع، عمان، الأردن، 2001، ص: 13.

- تدبير الوضعيات الإدارية والتربوية بفعالية: تسهم الوسائل التكنولوجية بشكل إيجابي في تدبير شؤون المؤسسة ووضعياتها على المستويين:

✓ **المستوى التربوي:** تستخدم أنظمة التدبير الإداري والتربوي في تسجيل توزيع المتعلمين على الفصول الدراسية بطريقة منظمة وسريعة و اعتمادا على معايير منسجمة بناء على تغذية البرامج والنظم المعلوماتية بقاعدة بيانات وفيرة عن المتعلم، كالاسم والعنوان ورقم الهاتف واسم ولي الأمر ومعلومات عن الحالة الصحية والوضعية الاجتماعية والتربوية كتحصيله الدراسي منذ التحاقه بالمدرسة، وهو ما يسهل عمل هيئة الأطر التربوية، وخاصة أثناء إجراء عمليتي التقويم والدعم في بداية الموسم الدراسي، كما تساعد النظم في ضبط استعمالات الزمن الخاصة بالمتعلمين وجداول الحصص الخاصة بالموارد البشرية العاملة بالمؤسسة التعليمية، وضبط التنظيم التربوي السنوي داخلها.

✓ **المستويين الإداري والتواصلي:** تشكل المهارات الرقمية لدى القائد التربوي أهمية قصوى في تدبير شؤون المؤسسة على مستويين الإداري والتواصلي من خلال استثمار الوسائط التكنولوجية في تعزيز التواصل الداخلي بينه وبين فريقه الإداري والتربوي والتواصل الخارجي بينه وبين المؤسسة التعليمية على اعتبار أن القائد التربوي هو المخاطب والممثل الرسمي لها، وفي علاقتها بالمحيط الخارجي من أسرة ومصالح خارجية ومجتمع مدني.

#### رابعا: تحديات تحقيق التحول الرقمي بالمؤسسات التعليمية واليات تجاوزها

رغم المجهودات التي بذلها وزارة التربية الوطنية من أجل كسب رهان جودة التعليم العالي عبر إدماج تكنولوجيا المعلومات والتواصل فيه، إلا أنه لازال يعاني من مجموعة من المشاكل والصعوبات التي تعيق توظيف هذه التكنولوجيا في التدريس الجامعي، والتي يمكن إجمالها، فيما يلي:

- **ضعف استراتيجية تكوين الموارد البشرية:** ومن ضمنهم فئة القيادات التربوية، إذ يعتبر تكوين الموارد البشرية من بين العراقيل والتحديات التي تواجهها منظومة التربية والتكوين، أولا في ما يتعلق بضعف نسبة الأساتذة والمفتشين التربويين والأطر الإدارية التي تلقت تكويننا خاصة في مجال توظيف الموارد الرقمية، حيث لم تتجاوز عند المدرسين نسبة 49% و 44% في صفوف المفتشين خاصة فيما يتعلق بتكوين متخصصين في ديداكتيك التعلم الرقمي، فإدماج التكنولوجيا في المنظومة التربوية يحتاج إلى متخصصين مؤهلين للقيام بمهام التنشيط التربوي والصيانة الإلكترونية للموارد الرقمية، وهو ما زالت المدرسة المغربية في أمس الحاجة لتوفير هذه الخدمة<sup>1</sup>

- **ضعف أو غياب الأمن المعلوماتي:** وهو أحد أهم المعوقات التي تعيق إدماج البعد الرقمي في العملية التعليمية خوفا من اختراق المنظومة المعلوماتية وفقدان الخصوصية، وقد تم طرح هذا الإشكال أكثر مع ظهور تقنيات الذكاء الاصطناعي في السنوات الأخيرة، وما بات تطرحه من إشكالات أخلاقية وقانونية.

<sup>1</sup> - عبد الغني اسليماني وشرف الدين حاجي، توظيف الموارد الرقمية بالمدرسة الابتدائية الواقع والأفاق، دراسة وأبحاث، العدد 21-2018، 22، ص: 13.

- مقاومة التغيير من داخل المنظومة التعليمية: وذلك من تمسك مجموعة من الفاعلين التربويين مثل: القيادات التربوية، هيئة التدريس، المفتشون التربويون، المختصون، والمساعدون التربويون داخل المؤسسات التعليمية بالنمط التقليدي في التدبير والتدريس و المواكبة التربوية والاجتماعية؛ برفض الانفتاح على تقنيات تكنولوجيا المعلومات والاتصالات واستثمارها في النهوض بالعملية التربوية وتحقيق أهدافها.

- ضعف البنية التحتية الرقمية: تعاني أغلب المدارس المغربية من ضعف البنية التحتية التكنولوجية، وضعف الوسائل اللوجستكية الكفيلة بتحقيق الإبداع والابتكار الرقمي، ومن هنا يمكن أن نتساءل حول طرق واستراتيجيات اقتناء اللوازم المناسبة والكافية لتوظيف بيداغوجيا الابتكار الرقمي، فمعظم العتاد المتوفر إلى يومنا هذا غير كافي أو أنه معطل أو في حالة توفره فهو غير مناسب للمواصفات التقنية الحديثة التي تسمح لك بتوظيف مواد رقمية متطورة وحديثة<sup>1</sup>.

- ارتفاع كلفة التعليم الرقمي وبرمجيات وتقنيات البيئات الذكية، وصعوبة تزويد الأسر الفقيرة بالحواسيب والأرواح الشمسية، وربطها بشبكة الأنترنت، مما يؤدي حتما لارتفاع نسبة الانقطاع عن متابعة التعلم والتكوين بهذا النمط القائم على التوظيف الرقمي.

## 2 - مقترحات عملية لتجاوز صعوبات تشكيل بيئات تكنولوجية ذكية داخل المؤسسات التعليمية:

هناك العديد المقترحات العملية التي يمكن أن تساهم في حل مشاكل وصعوبات تشكيل بيئة تكنولوجية في المؤسسات التعليمية العمومية، ونذكر منها على سبيل المثال لا الحصر ما يلي:

- العمل على ضخ دماء جديدة لجيل القيادات التربوية لديها ثقافة ووعي بأهمية بالمهارات الرقمية الحديثة في قيادة التغيير الإيجابي بالمؤسسات التعليمية.
- وضع برامج إجبارية للتكوين المستمر لفائدة القيادات التربوية، وربط الترقى المهني بهذه الاستفادة من هذا النوع من التكوينات.
- برمجة ميزانية خاصة من أجل المؤسسات التعليمية المغربية، بمختلف تقنيات تكنولوجيا والمعلومات والاتصالات.
- توسيع نطاق التعليم عن بعد وجعله أساسيا إلى جانب التعليم الحضوري في بعض المواد كتدريس اللغات وتعلمها.
- جعل وحدة الثقافة الرقمية إجبارية في التكوين الأساس، والتكوين المستمر للقيادات التربوية بالمراكز الجهوية لمهن التربية والتكوين بالمغرب.

<sup>1</sup> - عبد اللطيف أبو ريشة، توظيف التكنولوجيا الرقمية في التعليم المدرسي، الواقع والإكراهات والآفاق، مجلة عطاء للدراسات والأبحاث، عدد خاص شتنبر 2024.

- جعل الكفاية الرقمية كفاية أساسية على القيادات التربوية المتدربة بمراكز التكوين، ومعيارا أساسيا للتصديق على المكتسبات والإشهاد عليها.

#### خاتمة:

شهدت المنظومة التربوية الوطنية منذ مطلع الألفية الثالثة جنوحا نحو التجديد التربوي والابتكار البيداغوجي بإدماج البعدين الرقمي والتكنولوجي في الممارسات المهنية، وخاصة على مستوى تدبير المؤسسات التعليمية، حيث سعى النظام التربوي المغربي إلى جعل المدرسة الوطنية العمومية نقطة ارتكاز كل المشاريع والمبادرات، مما دفع صناع القرار التربوي بالمغرب للانفتاح على مختلف المشاريع الرقمية التي أثبتت نجاعتها في إرساء مبادئ الحكامة والتدبير القائم على النتائج في ميدان التربية والتكوين، وخاصة تلك التي تتوفر على الانسجام النظري والتماسك المنهجي في أفق التأسيس لنموذج تربوي منفتح ومتجدد قوامه التنوع والنجاعة والابتكار، وهو ما ظهر في محطات إصلاح منظومة التربية والتكوين، وكان آخرها خارطة الطريق 2022-2026، إذ أصبح توظيف تكنولوجيا المعلومات والاتصالات في المجال التعليمي عموما وتدبير المؤسسات التعليمية بشكل خاص نمطا يفرض نفسه بقوة سواء من موقع التدبير أو التدريس، هذا الوضع حتم توفر المؤسسات التعليمية على قيادات رقمية قادرة على مواكبة المستجدات الرقمية والتكنولوجية، وبالتالي المساهمة في تشكيل تغيير نوعي منشود يعيد للمدرسة الوطنية العمومية مكانتها الاعتبارية، لتضطلع بأدوارها الجليلة المتمثلة في الارتقاء بالفرد والمجتمع وتحقيق التنمية الشاملة.

#### قائمة المراجع :

1. ابن منظور، أبو الفضل، لسان العرب. ط3، بيروت، دار صادر للطباعة والنشر، 2000 بيروت، لبنان.
2. منصور الصديق والفارسي سليمان، الموارد البشرية، طرابلس، أكاديمية الدراسات العليا، 2003.
3. واقع توظيف القيادة الرقمية في التعلم عن بعد وإدارة الأزمات الطائفة لدى قادة المدارس الابتدائية في مدينة مكة المكرمة، المجلة العربية للنشر العلمي، AJSP، 27-2، 105-82، سنة 2020.
4. السالمي علاء، الدباغ رياض، تقنيات المعلومات الإدارية، دار وائل للنشر والتوزيع، عمان، الأردن، 2001.
5. عبد اللطيف أبو ريشة، توظيف التكنولوجيا الرقمية في التعليم المدرسي، الواقع والإكراهات والآفاق، مجلة عطاء للدراسات والأبحاث، عدد خاص شتنبر 2024.
6. عبد الغني اسليمان وشرف الدين حاجي، توظيف الموارد الرقمية بالمدرسة الابتدائية الواقع والآفاق، دراسة وأبحاث، العدد 21-22، 2018.

## Social Networking Sites in promoting a culture of tolerance & national reconciliation from the point of view of Libyan academics

مواقع التواصل الاجتماعي في تعزيز ثقافة التسامح والمصالحة الوطنية من وجهة نظر الأكاديميين الليبيين  
Dr. Abdul Karim Mohammed Al-Shobaki - Mr. Nuzha Saeed Al Mansouri (Derna University, Dome Branch, Libya)  
د. عبد الكريم محمد الشوبكي - أ. نزهة سعيد المنصوري (قسم الإعلام، جامعة درنة، فرع القبة، ليبيا)

### مستخلص:

تهدف الدراسة إلى التعرف على دور مواقع التواصل الاجتماعي في تعزيز ثقافة التسامح والمصالحة الوطنية بين أفراد المجتمع، ونشر الوعي بأهمية التضامن والتعايش السلمي في المجتمع. كما تتجلى أهميتها في سعيها لمناقشة موضوع حيوي وهام تنعكس آثاره على المجتمع والنظام السياسي والاقتصادي القائم، وهو مناقشة أهمية دور مواقع التواصل الاجتماعي في نشر قيم التسامح والتصالح المجتمعي، باعتبار أن وسائل الإعلام عموماً ومواقع التواصل الاجتماعي خصوصاً تتطوع بها مجموعات لصالحها، بغض النظر عن اختلاف آرائها ومرجعياتها الفكرية، ضمن طرحها لمحتويات مختلفة تشكل مجالاً خصباً للتضليل والتزوير، أو لنشر الأفكار والتوعية بقضايا المجتمع، فهي منصة حرة تتميز بكونها أكثر انفتاحاً وأقل تقييداً يمكن من خلالها مناقشة القضايا بحرية، من خلال عرض آراء ووجهات نظر الأكاديميين الليبيين حول أهمية هذا الدور وتأثيره على المجتمع، وما يمكن طرحه بشأن مواجهة الخطاب الإعلامي الداعي إلى الكراهية والإرهاب والتطرف والجهوية وغيرها من الأفكار الهدامة للنسيج الاجتماعي، خاصة بعد أن أصبحت هذه المواقع منصات وأدوات فاعلة في تشكيل الرأي العام والتأثير فيه سلباً وإيجاباً وفقاً لميول واتجاهات مستخدميها.

وعلى هذا الأساس، سيعتمد الباحثان في دراستهما على مناهج البحث العلمي والمنهج الوصفي، واستخدام أسلوب اختيار العينة، وتوظيف نظرية المجال العام التي تسعى إلى توفير مجال من الحرية يحترم حرية الأفراد ويزيد من قوة بناء المجتمع.

الكلمات المفتاحية: مواقع التواصل الاجتماعي؛ قيم التسامح؛ المصالحة الوطنية؛ نظرية المجال العام؛ نظرية التبعية الإعلامية؛ الأكاديميون الليبيون.

**Abstract:**

The study aims to identify the role of social networking sites in promoting a culture of tolerance and national reconciliation among members of society, and to spread awareness of the importance of solidarity and peaceful coexistence in society. Its importance is also reflected in the fact that it seeks to discuss a vital and important topic whose effects are reflected on society and the existing political and economic system, which is to discuss the importance of the role of social networking sites in spreading the values of tolerance and community reconciliation, considering that the media in general and social networking sites in particular are volunteered by groups for their benefit, regardless of their different opinions and intellectual references, within their presentation of different contents that are a fertile field for misrepresentation and falsification, or for spreading ideas and raising awareness of community issues, as it is a free platform characterized by being more open and less restrictive through which issues can be discussed freely, by presenting the views and opinions of Libyan academics regarding the importance of this role and its impact on society, and what can be proposed regarding confronting media discourse calling for hatred, terrorism, extremism, and regionalism. and other destructive ideas of the social fabric, especially after these sites have become effective platforms and tools in shaping public opinion and influencing it negatively and positively according to the tendencies and trends of its users.

On this basis, the two researchers will rely in their study on the methods of scientific research and the descriptive approach and the use of the method of selecting the sample, and employing the theory of the public domain, which seeks to provide a field of freedom that respects the freedom of individuals and increases the strength of community building.

**Keywords:** social media; values of tolerance; national reconciliation; public sphere theory; media dependence theory; Libyan academics.

**1. INTRODUCTION:**

Social networking sites, in their various forms and functions, have an effective role in various aspects of human daily life, as they are open to various fields and knowledge and play an influential

role in providing knowledge, entertainment and education, in addition to being a daily and diverse source of cultural, social, political, economic and other information and publications, led by Facebook, Instagram & YouTube applications, where users of these applications share photos, videos, texts, publications and tweets.

Thus, such sites contributed to achieving social activity and interaction in the presence of platforms and spaces for expressing opinion, presenting ideas, discussing and analyzing issues and topics, disseminating and promoting lofty and noble behaviors, values and principles, and cultures of reconciliation, tolerance and acceptance of the other, regardless of his culture, language, gender, race and religion.

Perhaps tolerance is one of these cultures that calls for reconciliation, peaceful coexistence and rejection of negative behaviors. It also means respect, acceptance and appreciation of the rich diversity of the world's cultures, to which the diversity of their forms of expression is linked. This tolerance is enhanced by knowledge, openness, communication, freedom of thought, conscience and belief, and that harmony in the context of difference. In this sense, tolerance is a moral, political and legal duty (Declaration of the Principle of Tolerance, University of Minnesota) and Ammar Ali Hassan, 1995, website).

Social networking sites also guarantee freedom of expression for various forms of cultural, social, religious and other practices, thus promoting the right to cultural diversity completely, in addition to the fact that the digital revolution and largely the applications of the Internet and electronic media have contributed to activating the partnership between cultural practices to ensure the protection of diversity and intermarriage on a large scale and promote the values of cultural diversity as a fundamental issue to strengthen society and its interactions with other societies (Al-Dagher, Majdal, 2013, p. 6).

Based on the above, it is clear to us that the culture of tolerance, reconciliation and peaceful coexistence depends on the existence of a kind of culture of dialogue and exchange of views and visions, and gives the right to disagreement and the right to express it, and perhaps the multiplicity of the Quran's orders of kindness in dialogue is what confirms that culture and that pattern of behavior so that dialogue and consensus call for communication (Al-Tamimi, Imad, 2014, p. 68).

Based on the above, the current study seeks to know the role played by social networking sites in promoting a culture of tolerance and national reconciliation, and their responsibility in promoting these values, which will be revealed through the presentation of results and data and subjecting them to analysis and study.

## 2. The first axis: Methodological study

### 2.1. Study problem:

Social media sites in all their forms and contents are considered an influential media communication phenomenon in various walks of life. Hence, it is necessary to highlight their effective role in promoting a culture of tolerance and social reconciliation, as they are important topics in light of the spread of armed violence, wars and conflicts, the promotion of regional and ethnic racism, and the dissemination of lies and rumors that threaten the social fabric, such as the misuse of the space of personal freedoms through these sites through the dissemination of ideas, visions and information that are misleading and offensive to the values, customs and traditions of society, which harm the culture and identity of society, and undermine confidence in the rules of citizenship, belonging and community loyalty. Therefore, we have shown the importance of research and study in the role of social media sites in promoting some of these values, so we can identify the problem of study in the following main question: What is the role of social media sites in promoting a culture of tolerance and national reconciliation from the point of viewpoint of Libyan academics?

### 2.2. Importance of the study:

The importance of the study appears in the fact that it calls for a meeting to highlight the informational importance of social networking sites and their role in the field of promoting a culture of tolerance and national reconciliation, and the extent of their impact on their users, by identifying the most influential and most interesting and follow-up social networking sites, by reviewing the views and perspectives of Libyan academics as specialists in the field of research and scientific study that is more objective and closer to reality.

The study also discusses a vital topic whose effects are reflected on the values, culture and identity of society in light of the challenges facing the crucial issues of the Libyan citizen, which require analysis and study of the topics launched by social networking sites through their pages and

platforms, which primarily affect community security, stability and the foundations of building the modern democratic Libyan state.

It should be noted that many previous studies have shown that social networking sites have contributed to promoting tolerance among individuals and communities, which made it necessary to understand how to exploit these platforms to achieve the best results in spreading and promoting a culture of tolerance.

Hence, it has become necessary to study and analyze the role played by social networking sites in promoting a culture of tolerance and national reconciliation, and to adopt a culture of encouraging tolerance and peaceful coexistence and rejecting hate speech, racism and extremism.

Given that academics and intellectual elites are the leaders of thought and knowledge in society and that they are the most knowledgeable, understanding and aware of the importance of this role played by social media platforms, there is an urgent need to study the nature of these roles that social media is supposed to play in society as a social function that stems from social responsibility. It is no secret that one of the effects of the war that the country has witnessed over the past years since the events of the February 17 revolution and its consequences have found problems, including the spread of weapons, violence, extremism, racial regionalism, the promotion of hate speech, and the absence of concepts of tolerance, reconciliation and acceptance of the other.

In conclusion to the above, there was a need to search for the reasons for the absence of concepts of a culture of tolerance and peaceful coexistence, reconciliation and rejection of violence and disapproval, based on research on the importance of the role of social networking sites from the point of view of Libyan academics.

### 2.3. Aims of study:

The study seeks to identify the role of social networking sites in promoting a culture of tolerance and national reconciliation from the point of view of Libyan academics. From this main objective, a set of sub-objectives emanates as follows:

A. Identify the topics of the culture of tolerance and national reconciliation published on social media from the point of view of Libyan academics.

B. Identify the extent to which social networking sites contribute to promoting a culture of tolerance and national reconciliation from the point of view of Libyan academics.

C. Identify the challenges that stand in the way of promoting a culture of tolerance and national reconciliation from the point of view of Libyan academics.

D. Learn how to benefit from social networking sites in promoting a culture of tolerance and national reconciliation from the point of view of Libyan academics.

#### 2.4. The questions of the study:

A. What are the topics of the culture of tolerance and national reconciliation published on social media from the point of view of Libyan academics?

B. To what extent do social media sites contribute to promoting a culture of tolerance and national reconciliation from the point of view of Libyan academics?

C. What challenges stand in the way of promoting a culture of tolerance and national reconciliation from the point of view of Libyan academics?

D. What are the benefits of social media in promoting a culture of tolerance and national reconciliation from the point of view of Libyan academics?

#### 2.5. Study concepts:

**2.5.1 Role:** It is the "structural unity of the social structure"; it is also the "link between the individual and society" (Sabah, Shorouk, 2018, p. 32), and the role here is the role played by social networking sites towards values, including the promotion of a culture of tolerance and national reconciliation in Libyan society.

**2.5.2. Social media sites:** They are sites that allow the exchange of information, ideas and cultures, and the acquaintance between people who share a culture of orientation and tendencies (Solh, Aisha, 2016, p. 12).

**2.5.3. Procedural promotion:** It is the strengthening of human values represented in instilling a culture of tolerance, acceptance of the other and national reconciliation among the people of the same country.

**2.5.4. A culture of tolerance:** A set of values and practices that encourage respect for others regardless of their differences, and contribute to building a society based on justice, equality and peaceful coexistence.

**A. Tolerance in language:** The person in the matter is "leniency in it, leniency in it." One of his characteristics is tolerance: leniency, dreaming, forgiveness, no tolerance, no reconciliation with the enemy as long as he is an enemy.

**B. Terminologically, tolerance** is the value of giving and exertion that has no compulsion or duty, which is the ease of transactions. Procedurally, it means: the individual's willingness to receive the views of others with openness issued in accordance with their different opinions and ideas. It also means the ability to overcome differences and conflicts and overcome this in order to continue communication.

**2.5.5. National reconciliation:** The term national reconciliation is associated with many concepts and synonyms, such as reconciliation between the parties, apology, pardon, tolerance, peace-building, peaceful coexistence, and restorative justice. Its meanings and meanings may vary from person to person and from one society to another and in different circumstances. The basic mechanisms of reconciliation are based on tolerance, forgiveness, and pardon in religious teachings (Bou Ajila, Sami Nasr, Mahmoud, 2018, p. 10).

**2.5.6. Procedurally, Libyan academics:** They are a group of scientists, researchers and specialized professors who belong to educational and research institutions in Libya or abroad. This definition includes academics who work in Libyan private and private universities, and research institutions that aim to develop knowledge in various scientific, literary and technical fields. They are characterized by scientific expertise and scientific production, teaching, mentoring and engaging in community activities, and they work to promote scientific and cultural awareness within Libyan society, and international cooperation and strive to build academic partnerships with international institutions to exchange knowledge and experience.

### 3. Previous studies:

**3.1. The study of Muhammad Hassan Muhammad al-Muzayn (2009)** on the role of Palestinian universities in promoting the values of tolerance among their students from their point of view: The results of the study confirm that the culture of tolerance prevails in Palestinian universities

in the governorates of Gaza, and that the values of social tolerance are the most common values of tolerance and the most values that Palestinian universities work to promote among students.

**3.2. The study of Abdul Rahman Zarif (2017)** on the role of Facebook and its impact on the social values of university students: The study aimed to reveal the extent of the impact of Facebook on the social values of university youth through a form distributed to a sample of university students. This study concluded that there is an impact of this technology on the value system of students, threatening the values, habits and traditions of young people, and that through Facebook it is possible to control the thoughts and minds of students, change their inherited behaviors and habits, and control them.

**3.3. The study of Noha bint Ali Hassan Jabr (2017)**, which emphasized the role of social media networks in promoting the values of belonging: It aimed to identify the role of virtual social media programs in promoting the values of citizenship from the perspective of a sample of students at King Saud University, and concluded that the most prominent roles played by social media programs in promoting the values of belonging among university students were to enhance their sense of pride and belonging to their homeland and their contribution to increasing community awareness, and the most prominent difficulties that limit the use of virtual social media programs in promoting the values of citizenship among university students were the feeling of weakness and privacy in the published information.

**3.4. The study of Ibrahim Kalwaz, Muhammad Gharbi (2018)** on the role of social media networks in the manufacture of citizenship values. The study aimed to identify the extent to which the use of social media sites affects the values of citizenship among individuals by identifying the extent to which they are used and their contribution to the dissemination of their citizenship values and their repercussions on the positive and negative values. The results also found that social media networks and what they publish through their applications work to promote the values of brotherhood among citizens and emphasize national cohesion among members of society. These networks work to consolidate and promote the values of citizenship, especially loyalty to and defense of the homeland, and the right to political participation and election.

The study also concluded with several results, most notably: that the individual always uses social media sites, and this use has been reflected positively on the values of participation and citizenship,

and a sense of identity, and its use has also been reflected negatively by the consecration of negative citizenship that isolated the individual from the value of patriotism and identity, and the importance of developing the role of social media sites and directing them towards the promotion of the values of citizenship and belonging.

**3.5. The study of Najat Ibrahim Sawan (2018)** on the possibility of employing Facebook in spreading the values of reconciliation and tolerance: a field study on a sample of users of some social media pages (Facebook). The study aimed to investigate the place of employing Facebook in spreading the values of reconciliation and tolerance, and renouncing violence in Libyan society, and to identify its role in forming an awareness that serves the issues of society, by revealing what social media broadcasts (Facebook) and its relationship to supporting the values of tolerance and reconciliation in Libyan society. The study also found that some Facebook pages contribute to increasing intellectual, verbal and physical violence and deepening intellectual disagreement and tribal and regional intolerance. The content of some Facebook pages contributes to the disruption of construction and social fabric, and the existence of functional dysfunction of these pages. It also confirmed that some Facebook pages contribute to the process of national reconciliation, and to spreading the spirit of tolerance and reconciliation.

**3.6. The study of Rabbash Sufian (2022)** on the role of social networking sites in reviving and promoting the values of citizenship among Algerian youth: The study aimed to identify the role of social networking sites in reviving and promoting citizenship among the dominant group in Algerian society, which is the youth group, and on the positive role of modern means of communication in reviving citizenship, and how to employ these means of employment in favor of building and promoting citizenship, while the study found that there are stereotypes of social media, and that there are no general policies and laws that contribute to the optimal employment of social media.

**3.7. Alaa Mohamed Mamdouh Gabr (2022)** study on the impact of social media publications related to the culture of tolerance in promoting them among Egyptian university youth, and the ability of the technological advantages of social media sites to achieve more acceptance of the culture of tolerance and dialogue with the other: The study relied on the model of accepting information technology and applying it to 500 Egyptian university youth. The results of the study found a high intensity of Egyptian university youth's use of social media sites, and Facebook, followed by

WhatsApp and Instagram, topped these sites in terms of use, especially in light of young people's emphasis on what these networks have achieved for them in providing interactivity and the ability to express other opinion, as well as the impact of social media sites as one of the digital media platforms on the acceptance of Egyptian university youth of the culture of tolerance and dialogue with others.

#### 4. Commenting on previous studies and how they can be used:

50

Through the analytical overview of previous local and Arab studies that were made available to the researchers, some of which were selected for presentation because of their relationship to the subject of the current study, the following can be summarized:

The studies stressed the consolidation and promotion of the values of citizenship, sense of belonging, citizenship and tolerance, as well as the impact of social networking sites as one of the platforms of digital media on the acceptance of the culture of tolerance and dialogue with the other, which was confirmed by the study of: "Noha bint Ali (2017), the study of Muhammad al-Muzayn (2009), the study of Ibrahim, Gharbi (2018), the study of Rabash (2022), and the study of Alaa Muhammad Jabr (2022).

The results of the study of Abdul Rahman Zarif (2017) and Najat Sawan (2018) also indicated that some Facebook pages contributed to an increase in intellectual, verbal and physical violence, deepening intellectual disagreement, tribal and regional intolerance, and the existence of a functional imbalance in the roles of these means, and the absence of general methods and laws that contribute to the optimal employment of social media towards the values of citizenship.

#### 4.1. The extent to which the current study benefits from previous studies:

- A. Previous studies have helped to identify the role of social media networks in promoting the values of tolerance and societal reconciliation.
- B. It helped to define the concepts of the study, its objectives and the tools used in its application.
- C. Previous studies have helped crystallize the research problem into its final form.

#### 5. The second axis, Theoretical study:

##### 5.1. The first topic: Theories explaining the current study:

**5.2. Public Sphere Theory:** speaks of the fact that the spheres of discussion of different groups and societies on various issues that affect their lives and public interests allow them freedom of expression, discussion and dialogue, and emphasizes the right to participate in political decision-making in society, and encourages the marginalized to engage in political topics. The sphere theory tries to explain and explain the social foundations of democracy by looking at specific organizations that are able to develop an effective critical discourse that can bring views closer. However, the most important observation was that the public sphere and societal discussions have generally emerged as a result of the spread of social media networks represented in the social sphere, where citizens, through culture, traditions and customs, interact negatively or positively with the state, and the civil sphere through which individuals are critics and observers of the state at the political and social level; and the political sphere where active participation, for example, the formation of political parties that exercise the role of the opposition or the election of deputies to the people (Abdullatif, Karima, 2022, p. 346).

**5.2.1. Hypotheses of public domain theory: Habermas pointed out that the success of the public domain depends on:**

- A. **Reach and reach (access to universality):** In the sense that all individuals are able to participate in the discussion and give reasons for their position, and that the availability is as global as possible.
- B. **Degree of self-control:** It means that citizens must have freedom away from control, domination and coercion.
- C. **Rejection of domination and domination:** All individuals must be on a blood and leg and on an equal footing with each other.
- D. **Rule of law:** The rule of law must be clear and effective.
- E. **Equal participation:** Equal participation in the expression of opinion.
- F. **Understanding, confidence and clarity:** This is in relation to the media content (Khader, Nermin, 2009, p. 8).
- G. The use of social media sites (such as Facebook, LinkedIn, X, YouTube, Flickr, and Instagram) in public debates, especially in the political field, has also enhanced freedoms through the freedom of

speech provided by participants through tools that work to put forward all opinions without restrictions.

**It can be said from the above that:** the virtual public sphere on the Internet is very similar to the assumptions of the public sphere "Habermas", where the freedom of the individual to express his views, no matter how they differ with others, as well as equality and ignoring the social and economic level of the participants in the discussion, especially in light of the anonymity that the network provides to its users (Amrush Farida, Mabrouk, 2019, pp. 613,612)

**5.3. Media dependence theory:** Media dependence theory shows that the impact of the media on the individual or on society alone cannot be monitored. This is because the social system has its own effects on both individuals and societies, and the media's transmission of information is directed to the public with its various social constructs. Therefore, the expected impact of the media on the public will be a rebound effect towards changing society. This theory is one of the most prominent transformations in the field of impact research and the development of specific features to build media theories that provide a comprehensive view of the role of the media within the framework of the so-called integrated theories, for the **following reasons:**

- A. Media dependence theory includes some elements of sociology and some concepts of psychology.
- B. Media dependence theory explains the causal relationships between different systems in society leading to the integration of these systems with each other.
- C. The theory of media dependence combines the main elements of the uses and saturations model on the one hand and traditional theories of influence on the other, although its focus is not so much on knowing the effects of the media per se as it aims to explain why the effects of these means range from force and direct at times and weakness and indirect at other times.
- D. This theory provides a philosophical view that combines traditional concerns with the content of the media and the effects that affect the public as a result of exposure to this content (Mr. Fahmy, Amani, 1999, pp. 245/207, pp. 228/229).

Experience has shown that events that are increasing and levels of change increase the possibility of individuals and communities relying on the Internet and its various social media

networks, especially their media platforms, as they are increasingly relied on at these times as a source of information to facilitate individuals to build and arrange their ideas (Abdul Hamid, Muhammad, 2007, p. 22).

One of the issues examined by the theory of dependence is its explanation of why mass means of communication sometimes have strong and direct effects and sometimes have indirect and rather weak effects. The idea of this theory depends on the fact that the public's use of the media is not isolated from the prevailing social system.

### 5.3.1. The areas of influence resulting from this theory are limited to:

- A. Cognitive effects.
- B. Affective effects.
- C. Behavioral Effects (Ismail, Mahmoud Hassan, 2003, p. 208).

## 6. The second topic: The role of social networking sites in promoting a culture of tolerance & national reconciliation

Social networking sites play different roles in addressing different issues, and these roles are to be an arena, a party, or a tool to put forward perceptions, where governments and various pressure groups resort to using social networking sites as a space in which to put forward their perceptions or may also employ them as tools to support or stabilize their values and perceptions, and these sites may be an effective party with its concepts and the size of its effects (Badr, Ahmed, 1981, p. 128).

The new media is also characterized through social media sites as interactive. The recipient here no longer only receives the information, but has the right to comment on it and express his opinions and views. The user of these sites has found an outlet for him to raise and discuss all topics and express his opinion on all issues without censorship. The Internet has several features that make it an effective means, including: interactive, difficult to control, censorship of websites, and the breadth of the social base used for it.

The audience has also transformed from being an anonymous user and consumer of the media message to an active participant in shaping that message. It is also characterized as a new platform for self-expression, which increases the individual's confidence in himself and the expression of

opinion without fear of any prosecution. It has also become natural and logical to seek to adapt these sites and mechanisms, and to have an effective role in shaping the social, family, moral, psychological and behavioral values of the public (Muhammad Mustafa, Asma, 2017, p. 276,277).

Social networking sites are defined as: "A group of websites on the Internet, which appeared with the second generation of the web(web2) , that allow communication between individuals in a virtual community structure, whose members share a common interest or semi-affiliation (country, school, university, company, ...), and are communicated through messages or access to profiles, and know their news and information that they make available for viewing (Jaffat, Hamid, 2019, p. 7).

While Swit summarized the concept of social networking sites as: "An modern organization that has changed the lifestyle in terms of lifestyle, management and practice (Abdul Ghaffar, Faisal, 2015, p. 9).

Researchers also define them as: "Websites on the Internet that allow an individual to build his profile, create a list of other users connected and subscribed to him, and display comments, topics and discussions made by others within the site to include all levels (Frankincense, Sharif, 2011, pp.87-88).

### **6.1. The research deals with the most prominent social networking sites in the world, including:**

**A. Facebook:** It is one of the most used sites on the Internet, and it can be accessed for free, and it allows users to create a base for their personal profiles, join joint communication networks, establish friendships, communicate with other users, interact with them, publish events and comments, register as fans, add friends to their friends list, and send messages to them. The name of the site refers to the directory of photos and services and the definition of companies as an advanced means of introducing the company's activity and maintaining its reputation within the social media events of the company's website (Shafiq, Hassanin, 2011, p. 206).

**B. Twitter** its name has been changed to X: It is one of the social networking sites, which allows its users to send and read SMS messages with a maximum of 140 characters per message. X is known as one of the web applications as it is the production of short communication messages, and its users interact in a public space, through which it is possible to see the contents submitted by others and

use search engines to obtain comments on different topics. It is also considered one of the most popular Internet applications in the political field in recent years, as well as its uses in all fields.

**C. YouTube:** is one of the most important and famous social networking sites for uploading and sharing videos worldwide, and it is also the most important place on the Internet for sharing free popular video, as it is loaded daily with films made by amateurs around the world, some of which were filmed with a mobile phone camera to convey a strange, funny or exciting event, and many of which were produced for artistic, political, social or aesthetic motives, or even to deliver a personal message on the issue of what matters to the film producer. The site includes countless types of video clips, music videos and daily video blogs (Sadiq, Abbas Mustafa, 2011, p. 216)

The site is characterized by a feature that enables it to work with other social media sites, such as Facebook or blogs by including YouTube videos within them, because there is an option to " share files and allow friends of a Facebook user to watch them, and it is also possible to create a link to include video files, and if this link is placed in another blog or site, this video can also be watched from it.

**D. Blogs:** represent a type of social networking site, as it is about designing a personal electronic page used by its owner in one or several languages to record his biography, diary, experiences, thoughts, impressions, and personal opinions about political, social, and other issues. It is also known as an electronic diary within websites for people or institutions, which includes comments, opinions, and news. It often includes super-links to information available on other websites for easy creation and updating (Zainuddin, Muhammad, Abdul Amir, Ali, 2015, pp.228-229).

In addition to the above social networking sites, there are many other sites that cannot be mentioned, including, but not limited to: WhatsApp, Instagram, Snapchat, TikTok, LinkedIn, Telegram... etc.

## 6.2. Social Networking Sites

A. The sites are easy to access, open to all, and free to access, join, and license.

B. It allows the opportunity to share and present ideas, give advice and share advice between users and a space to persuade and influence users, in a way that has overcome censorship and geographical boundaries.

C. Preparing public opinion in order to accept new ideas and opinions, and creating an audience that supports and supports the parties and institutions in order to strengthen ties, which facilitates fruitful cooperation between all parties.

D. The sites provide those responsible for preparing national media programs and campaigns to develop and manage programs aimed at making appropriate adjustments in accordance with public policy that are in line with the wishes and needs of the public for the mutual benefit of all (Waeli, Amer Abdel Zeid, 2010, pp. 57-58).

E. Social networking sites are a suitable environment for the work and development of various programs, whether entertainment or research.

F. The use of social media networks for the purposes of commercial advertising, there are many companies that establish groups as a type of promotion, as can paid advertising through these networks (Mahasna, Abla, 2015, p. 23).

G. Tolerance is one of the moral virtues that elevates the human soul to a sublime human rank that is characterized by forgiveness and respect for the culture of the other. It is a social necessity because of its great importance in protecting the social fabric to ensure the achievement of civil peace and societal security and the elimination of differences and conflicts between individuals and groups. Tolerance is an integral part of our Arab culture, which is peaceful, and the value of Islam is based on the Holy Quran.

Tolerance is the comprehensive concept against most social phenomena that negatively affect countries, societies and humanity in general, and works to undermine his freedom, dignity and sometimes even his life, resulting mostly from the opposite of tolerance, intolerance in all its forms and motives, and ultimately means democracy, freedom of opinion and other opinion as it is and respect for it, and respect for his thinking, beliefs and freedom (Al-Shammari, Hossam Mohammed, 2009).

UNESCO has defined tolerance as: "You respected and appreciated the rich diversity of the world's cultures, forms of expression and lifestyles adopted by human beings. Tolerance recognizes universal human rights and the fundamental freedoms of others, and it does not mean tolerance and indifference (UNESCO website, 2018).

## 7. Objectives to achieve and promote a culture of tolerance and national reconciliation:

- a. Increasing awareness and knowledge of the origins of fueling differences and conflicts and those behind stirring emotions and revealing their plans, for the purpose of mitigating intellectual and cultural conflicts, this may result in weakening the factors of hatred, intolerance and non-acceptance of others.
- b. Preparing and activating the ideas and opinions of cultural elites to accept the other, regardless of his religion, sect, nationality or race, which requires dealing flexibly, respecting the feelings of others and recognizing their rights.
- c. Focusing on a culture of exclusion, marginalization and the use of violence against the other will not bring the parties to the right side, and this will only be through rational and balanced dialogue.
- d. Activating the culture of tolerance and dialogue with the other through social networking sites by embodying dialogue and tolerance and by promoting sincere meetings and good intentions for all parties (Zainuddin, Muhammad Jiyad, 2012, p. 538).

## 8. Study procedures:

**8.1. Community and sample:** The study community consists of a sample of professors of Libyan public universities, whose number is (70) individuals using the intentional (intentional) method within the disciplines of applied and human sciences, as they are the most educated group interested in general topics and local and international internal affairs because they approach the fields of research and study and are constantly informed of various issues and events, and therefore can be relied upon to provide advice and advice, and benefit from their opinions and ideas.

**8.2. Study approach:** The two researchers used the descriptive approach in the current study, as it is the appropriate approach to reveal the nature of the study variables through statistical measures.

The knowledge and study of the phenomenon and its characteristics are among the topics that require standing on its description and identifying its characteristics, and this phenomenon is often studied through the fact that it fits the nature of these topics, including the study of attitudes, events and individuals and identifying the factors behind those events and situations, and the impact relationship between them (Gharabia, Fawzi et al., 2002, p. 33).

This study is part of the quantitative descriptive research that dealt with describing the phenomenon and its emergence through the use of statistical analysis, which allows a higher degree of accuracy and consistency in formulating and interpreting the results. The two researchers conducted a field survey of the views of a sample of Libyan academics with the aim of identifying the role of social networking sites in promoting a culture of tolerance and national reconciliation in Libyan society, which is contested by negative phenomena that have affected its culture, identity and history. The culture of intolerance, racism and violence all emerged, according to the researchers, from the phenomenon that is alien to Libyan society.

### 8.3. Limitations of the Study :

- A. **Spatial Limits:** A number of Libyan governmental and non-governmental universities include the field of study.
- B. **Temporal limits:** It was in the field and office between 10/11/2024.
- C. **Human Limits:** The deliberate sample of Libyan academics working in Libyan governmental and non-governmental universities, which reached (70 individuals).

**8.3. Data collection tools:** The two researchers prepared a questionnaire to find out the opinions of a sample of the community on the subject of promoting a culture of tolerance and national reconciliation by collecting a number of phrases that were divided into tables that dealt with in the first table of topics: the topics of the culture of tolerance and national reconciliation, the most prevalent on social networking sites, reached (10phrases) and in the second table: the topics of challenges that stand as an obstacle to promoting a culture of tolerance and national reconciliation, which are (15phrases), and the third table: topics on how to benefit from social networking sites in promoting a culture of tolerance and national reconciliation, which are (5 paragraphs), and then formulated using one of the most accurate statistical measures, which is the Likart triple and quintile scale, and simple relative repetitions, and then work on unpacking the data using the statistical program for measurement .

**8.3.1. The validity of the tool:** The validity of the tool was verified by presenting it to a group of arbitrators with competence and experience in the field of humanities and asking them to express an opinion on the paragraphs of the questionnaire by deleting, amending and proposing new

paragraphs suitable for the tool for the subject of the study. The study tool was amended to become in its final form consisting of (30 phrases in total), and thus the tool enjoys the validity of the content, and therefore the data collection tools went through the following stages:

- **The first stage:** It came through reviewing the previous studies and studies related to the subject of the study, which helped to formulate and formulate the statements in the initial form of the questionnaire form.

- **The second stage:** The form was presented to a group of specialized and experienced professors to consult them on the validity of the form prepared as a tool for collecting data in terms of not achieving the objectives of the study, as well as ensuring its validity and sequence in a logical and feasible manner.

- **The third stage:** The pilot study, where the data collection tool was subjected to a survey study on a sample of (15) individuals in order to ensure the clarity of the questions, and to make some amendments to the phrases to be measured and to exclude duplicates or that seem incomprehensible or ambiguous. In the end, the questionnaire form was finalized.

- **Statistical methods used:** After the completion of collecting, unpacking and preparing the data for the analysis stage and then treating them statistically according to the objectives of the study, statistical methods such as tables and percentages were relied on using the statistical application Spss after entering and presenting the data using the following statistical methods:

A. Duplicates and percentages, because they give a clear picture of the distribution of observations and the insider has an idea of the data.

B. With regard to the three- and five-point Likert scale used in the study, the arithmetic averages were used to calculate the levels, taking into account the gradient of the scale, which included the following alternatives:

- Triple Scale: Low Medium High.
- The five-point scale: weak, very weak, medium, large, very large.

## 9. Results of study:

### 9.1. Preliminary data:

Table No. (1) Sample members according to the gender variable (males - females)

Type	S/N	percentage
Male	42	60
Female	28	40%
Total	70	100%

- Males: 42 persons, representing 60% of the sample. - Females: 28 persons, representing 40% of the sample.

Table No. (2) Sample members according to the specialization variable

(Humanities -Applied Sciences)

Scientific specialization	S/N	percentage
in the Faculty of Humanities	42	60
Applied Science	28	40%
Total	70	100%

- The respondents specialized in the humanities (42) people, representing 60% of the sample.

- The respondents specialized in applied sciences (28) people, representing 40% of the sample.

## 9.2. Second: Analyzing the data of the study axes

Table No. (3) Do you have a personal social media account?

ANSWER	S/N	percentage
Yes	70	100%
No	0	0
Total	70	100%

The above table shows that the respondents all answered 100% because they have personal accounts on social networking sites, and therefore they can answer the following study topics.

Table No. (4) If yes, what are these accounts? You can choose more than one alternative

Class	S/N	percentage
Facebook	70	100%
Twitter	19	27.1%
YouTube	25	35.7%
Instagram	25	35.7%
Whatsapp	60	85%
Blogs	02	02
Snapchat	10	14.3%
Likendan	11	15
Fleiger	100.00	100.00

Email	51	72
Don't forget	06	8 / 6
Total	279	100%

**Total Answers:** The above table shows that Facebook, WhatsApp and email were ranked first: Facebook was ranked first by (100%), followed by WhatsApp by (85%), then email by (72.9%), followed by Instagram and YouTube in the same order by (35.7%), then Twitter (X) by (27.1%), then LinkedIn by (15.7%) , then Snapchat by ( 14.3%), then other accounts such as Telegram, Viber and others, then blogs by a lesser percentage of (02.9%), while Flyer did not record any significant percentage, which is in line with the study of Alaa Mohammed Mamdouh Jabr(2022): The role of social networking sites in the acquisition of the university website for a culture of tolerance and dialogue with the other, in which it came that the most social networking sites in which Internet pioneers interact are Facebook, followed by WhatsApp, Instagram and with a lesser percentage of blogs and electronic forums.

This can be explained by the superiority of Facebook over other sites, and that the majority of academics use it due to its history of origin compared to other applications such as Twitter, Instagram and Telegram.

**Table No. (5) shows the intensity of the exposure of users of the following social networking sites from the point of view of the respondents**

Class	Low		Medium		High	
	S/N	Percentage	S/N	Percentage	S/N	Percentage
Facebook	100.00	100.00	12	17-1)	58	82%
Twitter(X)	30	42	32	45	08	11.4%
YouTube	07.	10%	34	48-6%	29	41
Instagram	19	27.1%	38	54%	13	18.6%

Whatsapp	02	2 0 9	0.0 9	9	59	84
Blogs	52	74%	16	22%	02	2 0 9
Snapchat	27	38%	27	38%	16	22%
Telegram	13	18.6%	38	54%	19	18.6%
For Canadian	55	78%	12	17-1)	0.03	4.3%
Fleiger	58	82%	10	14.3%	02	2 0 9
EMAIL	12	17-1)	33	47	25	35.7%

The previous table reveals that a percentage of exposure to social networking sites from the point of view of the respondents was recorded by WhatsApp at a rate of (84.3%), followed directly by Facebook at a close rate of (82.9%), which indicates the high status of these sites and the extent of interaction of Internet pioneers with them, followed by YouTube at a rate of (41.4%), the use of e-mail at a rate of (35.7%), then Telegram at a rate of (27.1%), Snapchat at a rate of (22.9%), then Instagram at a rate of (18.6%), and in the last ranks LinkedIn at a rate of (4.3%), and both Fligers and blogs at a weak rate of (2.9%) each.

From the above, it is clear that the respondents see the importance of social networking sites, Facebook, as it constantly satisfies their needs and depends on it to obtain information and satisfy their psychological, social and cultural needs, as well as WhatsApp in exchanging and sending information, chatting and communicating easily and conveniently.

**Table No. (6) It shows the challenges that stand in the way of promoting a culture of tolerance and national reconciliation, you can choose more than one alternative**

Category	S/N	Percentage
Fake news and information posted on social media	60	85%
Ethnic conflicts	34	48.6%
Regional conflicts	41	58
Extremist intellectual and religious ideologies	37	52

The spread of poverty, the emergence of class differences, the wealth of war and the exploitation of the capabilities of the people	36	51%
Regional quotas	29	41
Foreign and regional interventions in Libyan internal affairs	39	55.7
The spread of financial and administrative corruption and nepotism	44	62%
Absence of the authority of the Constitution and its inactivity to date	30	42
Lack of a clear media policy with national goals that works to bridge the gap and build the state	32	45
Shadowing and distortion of the media by various means for the issues of the homeland and the citizen	34	48.6%
Employing social media sites and non-national agendas that call for hate speech, violence and fragmentation	31	44%
Absence of security and stability	33	47
Infringement on the freedoms and rights of individuals and institutions	23	32.9%
The spread of suspicious sites that display topics that help to demolish the concepts of tolerance, reconciliation and citizenship	35	50%
<b>Total</b>	<b>538</b>	<b>100%</b>

As shown in the previous table, the first of the challenges that stand in the way of promoting a culture of tolerance and national reconciliation is: Fake news and information disseminated through social media at a rate of (85.7%), followed by the second paragraph, which states that the spread of financial and administrative corruption and nepotism are among the most important challenges at a rate of (62.9%), and then challenges represented by regional conflicts at a rate of (58.6%), followed by foreign and regional interventions in Libyan internal affairs at a rate of (55.7%), Then extremist intellectual and religious ideologies by (52.9%), followed by the paragraph that stipulated the spread

of poverty, the emergence of class differences, the richness of war and the exploitation of the capabilities of the people by (51.4%), then the spread of suspicious sites that present topics that help to demolish the concepts of tolerance, reconciliation and citizenship by (50%), then the paragraphs of ethnic conflicts, shadowing and media distortion in all its means for the issues of the homeland and the citizen came in equal proportions to each of (48.6%), then the absence of security and stability by (47.1%), then the absence of a clear media policy with national goals that works to bridge the rift and build the state by (45.7%), followed by the employment of social networking sites and non-national agendas that call for hate speech, violence and fragmentation by (44.3%), then the absence of the authority of the Constitution and its inactivity so far by (42.9%), and in the last place regional quotas by (41.4%).

Through a review of the results of Table Above, it is concluded that one of the most important challenges hindering the promotion of a culture of tolerance and national reconciliation is the fake news and information disseminated through social media sites, and that the spread of financial and administrative corruption, nepotism, regional conflicts, foreign and regional interventions in Libyan internal affairs, extremist intellectual and religious ideologies, the spread of poverty, the emergence of class differences, the richness of war and the exploitation of the people's capabilities, and the existence of the spread of suspicious sites that present topics that help to demolish the concepts of tolerance and reconciliation.

Thus, the response of the respondents to the negative role of social networking sites through the dissemination of fake news and information as well as the spread of suspicious sites hinders the promotion of a culture of tolerance and national reconciliation, which is consistent with the results of the study of Najat Sawan(2018) and Abdul Rahman Zarif (2017) that social networking sites contribute to the spread of suspicious sites that display topics that help to demolish the concepts of tolerance and reconciliation, and that some Facebook pages contribute to increasing intellectual, verbal and physical violence and deepening intellectual disagreement and tribal and regional intolerance, and that there is a functional imbalance in the roles of these means, and that there are no general methods and laws that contribute to the optimal employment of social media towards the values of citizenship

**Table No. (7) Shows the extent to which social networking sites contribute to promoting a culture of tolerance and national reconciliation**

Class	S/N	Percentage
Very Poor	100.00	100.00
Weak	100.00	100.00
Medium	51	72
Large	10	14.3%
Very large	0.09	9
<b>Total</b>	<b>70</b>	<b>100%</b>

The previous table indicated the levels of social networking sites' contribution to the promotion of a culture of tolerance and national reconciliation: as follows: (average) contributions came in the first place at (72.8%), followed by (large) contributions at (14%), and in the last place at (12%) category (very large).

When analyzing the above table, it became clear to us that the contribution of social networking sites to the promotion of a culture of tolerance and national reconciliation from the point of view of the respondents is relatively moderate, and therefore there are other media that contribute in turn to the promotion of this culture. Therefore, this confirms the importance of their role in promoting these values and cultures and pushing them to play their positive role in the best way that supports state-building. The results also confirm that the contribution of social networking sites is not weak and is effective and has a direct impact.

Table No. (8) Shows the topics of the culture of tolerance and national reconciliation that are most prevalent on social media, more than an alternative

Category	S/N	Percentage
Topics that call for preserving the unity and cohesion of the social fabric	41	58
Topics that call for the renunciation of violence and extremism	31	44%
Topics that call for the renunciation of ethnic and regional racism	20	28%
Topics that call for preferring the public interest over the personal interest	33	47
Topics calling for freedom of opinion and expression without prejudice to the freedom and rights of others	31	44%
Topics that call for promoting tolerance and peaceful coexistence	25	35.7%
Topics that call for reunification, amnesty and the promotion of inclusive national reconciliation values	31	44%
Topics that invite meetings, concerts and cultural and heritage festivals	20	28%
Topics that call for the need for displaced people to return to their homes and help and support those in need	26	37%
Topics calling for political participation and supporting the authorities in order to build the modern democratic Libyan state	36	51%
<b>Total</b>	<b>294</b>	<b>100%</b>

The previous table indicated that the topics of the culture of tolerance and national reconciliation most prevalent on social media sites came according to the respondents' answer in order as follows:

topics calling for the preservation of the unity and cohesion of the social fabric by (58.6%), then in the second topics calling for political participation and support for the authorities in order to build the modern democratic Libyan state by (51.4%), followed by topics calling for the preference of the public interest over the personal interest by (47.1%), then in the fourth topics calling for freedom of opinion and expression without prejudice to the freedom and rights of others, and topics calling for reunification, amnesty and the promotion of the values of comprehensive national reconciliation in equal proportions of (44.3%), followed in the fifth topics calling for the need for the return of displaced persons to their homes and assistance and support for those in need by (37.1%), then in the sixth topics calling for the promotion of tolerance and peaceful coexistence by (35.7%), then in the last place each of topics calling for the rejection of ethnic and regional racism, and topics calling for meetings, cultural and heritage festivals in equal proportions (28.6%).

Based on the results of the previous table, it is clear that the respondents consider that social networking sites contribute effectively to the dissemination of topics that will shape political orientations towards national issues and in their call to preserve the social fabric, as well as their publication of topics that call for freedom of opinion and expression without prejudice to the freedom and rights of others, and topics that call for reunification, amnesty and the promotion of the values of comprehensive national reconciliation and being a double-edged sword according to the results of Table Above and Table No. (6), and from the fact that the new media has become an alternative to traditional media and playing on its behalf its influential role in society.

This is consistent with the study of Hamid Jaffat (2019), Noha bint Ali (2017), Muhammad al-Muzayn (2009), Ibrahim, Gharbi (2018), Rabbash (2022), and Alaa Muhammad Jabr (2022), which emphasized the consolidation and promotion of the values of citizenship, sense of belonging, citizenship and tolerance, as well as the impact of social networking sites as one of the platforms of digital media on the acceptance of the culture of tolerance and dialogue with the oth

Table No. (8) Shows how to benefit from social networking sites in promoting a culture of tolerance and national reconciliation

You can choose more than one alternative

Percentage	S/ N	Class
71	50	Works to raise awareness of national reconciliation issues
70%	49	It works to direct public opinion towards the need for reconciliation and tolerance and to reject differences, violence and extremism
45	32	Works to shape public opinion towards political issues
62%	44	Helps shed light on community issues and problems
64.3%	45	Calls for discussion, dialogue, exchange of ideas, expression and freedom of expression
100%	220.	Total

The results of the previous table showed how to benefit from social networking sites in promoting a culture of tolerance and national reconciliation by identifying the answers of the respondents, as it was found that they consider them to be working to spread awareness of national reconciliation issues by (71.4%), followed by directing public opinion towards the need for reconciliation and tolerance and renouncing differences, violence and extremism by (70.4%), and by (64.3%) as they work to call for discussion, dialogue, exchange of ideas, and start with freedom of expression, and then they work to help shed light on society's issues and problems by a lower percentage of (62.9%), and in the last place because they work to form public opinion towards political issues by (45.7%).

As confirmed by the results of the previous table, it is possible to benefit from social networking sites from the point of view of the respondents, who confirmed that they can contribute to raising community awareness effectively through their work to raise awareness of national reconciliation issues, and their ability to direct public opinion towards the need for

reconciliation and tolerance and the rejection of differences, violence and extremism, and that they can also work on calling for discussion, dialogue, exchange of ideas and the start of opinion and freedom of expression, and then work to help shed light on community issues and problems, and this is confirmed by the results of previous studies presented in the current study.

## 10. Results and recommendations:

### 10.1. First: Results

**The study reached a set of results, the most important of which are:**

A. Facebook outperformed other sites, this can be explained due to its history compared to other applications such as Twitter (X, Instagram and Telegram), in addition to the fact that the respondents gathered that they have accounts on Facebook with a response rate of (100%), WhatsApp with (85%), and email with (72.9%).

B. The percentage of exposure to social networking sites from the point of view of the respondents was recorded by WhatsApp at a rate of (84.3%), followed directly by Facebook at a close rate of (82.9%), which indicates the high status of these sites and the extent to which Internet pioneers interact with them, followed by YouTube at a rate of (41.4%), and the use of e-mail at a rate of (35.7%), and from the fact that they believe that they rely on them in obtaining information and in satisfying their psychological, social and cultural needs, as well as WhatsApp in exchanging and sending information and in chatting and communicating easily and conveniently.

C. One of the most prominent challenges that stand in the way of promoting a culture of tolerance and national reconciliation was the fake news and information disseminated through social media sites at a rate of (85.7%), followed by the second paragraph that stated that the spread of financial and administrative corruption and nepotism are among the most important challenges at a rate of (62.9%), then challenges represented in regional conflicts at a rate of (58.6%), followed by foreign and regional interventions in Libyan internal affairs at a rate of (55.7%), and then extremist intellectual and religious ideologies at a rate of (52.9%).

D. The contribution of social networking sites to the promotion of a culture of tolerance and national reconciliation from the point of view of the respondents is relatively moderate and

therefore means the presence of other media in society that in turn contribute to the promotion of this culture, which confirms the importance of the role of social networking sites in promoting these values and cultures and thus work to push them to play their role in the best way that supports state-building. The results also confirm that the contribution of social networking sites is not weak and effective and has a direct impact.

E. One of the most important topics of the culture of tolerance and national reconciliation that is most prevalent on social media sites is topics that call for preserving the unity and cohesion of the social fabric by (58.6%), then topics that call for political participation and support for the authorities in order to build the modern democratic Libyan state by (51.4%), followed by topics that call for preferring the public interest over the personal interest by (47.1%). This is in line with the study of (Hamid Jaffat 2019/Noha Bint Ali 2017), the study of Mohammed Al-Mezin (2009), the study of Ibrahim Gharbi (2018), the study of Rabash (2022), and the study of Alaa Mohammed Jabr (2022), which stressed the consolidation and promotion of the values of citizenship, sense of belonging, citizenship and tolerance, as well as the impact of social networking sites as one of the platforms of digital media on the acceptance of the culture of tolerance and dialogue with the other.

F. The possibility of benefiting from social networking sites from the point of view of the respondents to increase community awareness effectively through its work to raise awareness of national reconciliation issues, and its ability to direct public opinion towards the need for reconciliation and tolerance and the rejection of differences, violence and extremism, and that it can also work to call for discussion, dialogue, exchange of ideas and the emergence of opinion and freedom of expression, and then work to help shed light on the issues and problems of society.

## 10.2. Second: Recommendations

A. The need to work to promote a culture of tolerance and national reconciliation by providing media messages with humanitarian meanings aimed at building fraternity and renouncing violence, religious extremism and ethnic and regional discrimination to build the modern Libyan state.

B. Working to disseminate and encourage topics that call for the rejection of hate speech, fragmentation, intellectual intolerance, respect for freedoms and other opinion, and advocacy to discuss political, social, economic, intellectual and other issues.

C. Developing a culture of acceptance of ideological and political differences in Libyan society as a health phenomenon that enables its members to coexist peacefully.

D. Confronting the phenomenon of adopting foreign agendas and foreign interventions by raising public awareness through social media, what is known as new media, and through traditional media?

E. Using the Libyan national historical heritage of the ancestors, and presenting historical symbols that strived for the liberation and unification of the homeland and contributed to the destruction of strife and fragmentation in order to achieve stability and spread human values, including the culture of tolerance and national reconciliation.

F. Working to educate citizens about the danger of some pages of social networking sites that threaten the social fabric, security, stability and community peace.

G. Establishing legislative controls and laws whose function is to monitor topics that pose a threat to the values, security and stability of society.

H. Intensifying efforts on the part of the Ministry of Public and Higher Education to develop curricula that protect the recipient and raise his awareness of the dangers of suspicious social media sites.

## 11. References & sources:

### 11.1. First- Books:

a. Ismail, Mahmoud Hassan (2003), Principles of Communication Science and Theories of Influence, Dar Al-Ilamiya for Publishing and Distribution, Giza.

b. Badr, Ahmed (1981), Communication with the Masses between Media, Propaganda and Development, Publications Agency, Kuwait.

- c. Shorouk Riad Mesbah,(2018), Minorities in Ethiopia: Social Anthropology, without the edition of Dar Al-Arabi for Publishing and Distribution , without a country
- d. Shafiq, Hassanein, (2011), New Media Alternative Media New Technology Post-Interactive, Dar Fikr W Fann, Cairo.
- e. Al-Shammari, Hossam Muhammad (2009), The Moral Direction in Islamic Thought, Anglo-Egyptian Library, Egypt.
- f. Abdul Ghaffar, Faisal (2015), Social Media Networks, Janadriyah Publishing and Distribution: Jordan.
- g. Ghorabiya, Fawzi et al. (2002), Scientific Research Methods in the Social and Human Sciences, 6th Edition, Wael Publishing House, Amman.
- h. Fahmy, Adel (2013), Media between the concerns of the individual and the issues of society, Dar Al-Mashreq Al-Arabi, Egypt.
- i. Al-Labban, Sherif Darwish, (2011), Interventions in Alternative Media and Electronic Publishing on the Internet, Dar Al-Alam Al-Arabi, Cairo.
- j. Mohamed, Abdel Hamid, (2007), Communication and Media on the Internet, World of Books, Cairo.
- k. Waeli, Amer Abd Zaid, (2010), For the Ethics of Tolerance in a Culture of Non-Violence, Bayt Al-Hikma, Baghdad.

### 11.2. Second- Theses & Scientific Research:

- a. Ibrahim Kalwaz, Mohamed Gharbi (2018), The Role of Social Media Networks in the Making of Citizenship Values, Algerian Journal of Law and Political Science, University Center Ahmed bin Yahya Al-Wansharisi Tessemsilt, Institute of Legal and Administrative Sciences, Volume 3, p. 6.
- b. Jabr, Alaa Muhammad Mamdouh, (2022), The Role of Social Media in the Acquisition of the University Culture of Tolerance and Dialogue with the Other, Scientific Journal of Journalism Research, p. 23, Part Three.

- c. Jaffat, Hamid Shaheed, (2019), The Role of Social Media Networks in Spreading the Culture of Tolerance from the Point of View of Iraqi Journalists, Field Study, Middle East University, Baghdad.
- d. Rabbash, Sufian, (2022), The Role of Social Media Sites in Reviving and Promoting the Values of Citizenship among Algerian Youth, Al-Rasid Journal for Social Science Studies, Virtual Forum Program on: The Values of Globalization and the Globalization of Values in Social Media Sites, Problems of Conflict, Adaptation and Fusion.
- e. Sadiq, Abbas Mustafa, (2011), New Media: A Study in Theory Intervention and its General Characteristics, Arab Portal for Media and Communication Sciences.
- f. Sawan, Najat Ibrahim, (2018), The place of employing Facebook in spreading the values of reconciliation and tolerance, a field study for a sample of users of some social media pages (Facebook), the first scientific conference of the New Media Development Center, Sirte Municipality.
- g. Zarif, Abdul Rahman, (2016/2017), Facebook and its impact on the social values of university students at Moulay Tahir University, Saïda, Faculty of Social and Human Sciences, Dr. Moulay Tahir Saïda University, Algeria
- h. Ali Hassan Jabr, Noha Bint, (2017), The Role of Virtual Social Connector Programs in Promoting the Values of Citizenship among Female University Students in Saudi Society, Master Thesis, Faculty of Social Sciences, Naif University for Security Sciences.
- i. Solh, Aisha, (2016), Symbol Violence Across Social Virtual Networks Read in Some Photos of Violence on Facebook, Believers Without Borders, Algeria.
- j. Mahasneh, Abla, (2015), Social media networks and their impact on community awareness among students of the University of Jordan, Amman.
- k. Al-Muzayn, Muhammad Hassan Muhammad, (2009) The Role of Palestinian Universities in Promoting the Values of Tolerance among their Students from Their Point of View, Master Thesis, Al-Azhar University, Faculty of Education, Gaza.

### 11.3. Third: Scientific journals & magazines

a. Asma Mohammed Mustafa, (2016), The use of social networks and their reflection on the formation of university youth values, *Scientific Journal of Journalism Research*, p. 8, mj 16, October.

b. Bou Ajila, Sami Nasr, Mahmoud, (2018), National Reconciliation as a Mechanism for Political Stabilization in Libya, *Journal of Human and Society Studies*, p6.

c. Tawfiq, Karima Kamal Abdellatif, (2022), Social Media Networks and Their Role in Promoting Citizenship and Belonging among University Youth, *Field Study, Egyptian Journal of Media Research*, p. 18, Part Three, October/ December.

d. Al Dagher, Magdy Mohamed Abdel Jawad Abdel Fattah, (2013), The Role of the Media in Spreading the Culture of Dialogue and Promoting Coexistence with the Other among University Youth, *Field Study, Journal of the Faculty of Arts, Mansoura University*, p. 51.

e. Mr. Fahmy, Amani, (1999), Modern Global Trends of Influence Theories in Radio and Television, *Egyptian Journal of Media Research, Cairo, Faculty of Media, Cairo University*, p. 6, October.

f. Imad, Muhammad Reda Al-Tamimi, Al-Tamimi, Iman Muhammad Reda, (2014), Promoting the Culture of Dialogue and its Educational and Social Implications: An Islamic Vision, *Sharia and Law Studies*, vol. 41, p. 1.

g. Amrush, Farida, Mashonchi, Mabrouk, (2019), New Media and the Virtual Public Domain: A Study in Concept and Theoretical Frameworks, *Journal of the Research Professor of Legal and Political Studies*, vol. 4, p. 2.

### 11.4. Fourth: Scientific Conferences

a. Khader, Nermin Zakaria, (2009), Psychosocial Effects of Egyptian Youth Use of Social Networking Sites: A Study on Facebook, *The First Scientific Conference on Family, Reality and Challenges, Faculty of Media, Cairo University*, 15-17 February 2009.

b. Zainuddin, Muhammad Jiyad, Abdul Amir, Ali Abdul Hadi, (2015), Evaluation of the Arab Academic Elite of the Role of Social Networks in Managing the Image of the Islamic Religion, Amjad Publishing and Distribution House, Amman.

#### 11.5. Fifth: The Internet

a. Declaration of the Principle of Tolerance (University of Minnesota at <http://www1.umn.edu/huumanrts>, as seen by: Ammar Ali Hassan, Zero Tolerance of Mite that Destroys the Bones of Civilizations, Religions and Philosophies) Monday 8:45 pm.

b. Tolerance: (UNESCO website, 2018), Monday 8:30 p

## Factors influencing the work of the TV reporter: A survey of Arab and foreign satellite correspondents in Sudan

العوامل المؤثرة في عمل المراسل التلفزيوني: دراسة استقصائية لمراسلي القنوات الفضائية العربية والأجنبية في السودان

Dr. Inchrah Abdullatif Hassan Ahmed (Faculty of Arts and Humanities – Red Sea University, Port Sudan)

د. انشراح عبد اللطيف حسن أحمد (كلية الآداب والعلوم الإنسانية - جامعة البحر الأحمر، بورتسودان، السودان)

### مستخلص:

هدفت هذه الدراسة إلى تحديد العوامل المؤثرة على عمل المراسل التلفزيوني، من خلال رصد الضغوط المهنية المتعلقة بالقناة التلفزيونية، وتأثير النظام السياسي والقانوني والتشريعي السائد، وسهولة الوصول إلى المعلومات وسرعتها، ومعرفة دوافع عمل المراسل في مناطق النزاع.

استخدم الباحث المنهج الوصفي التحليلي من خلال أداة الاستبيان التي وزعت على عينة قصدية قوامها (48) مراسلاً للقنوات التلفزيونية العربية والأجنبية العاملة في السودان.

وتوصلت الدراسة إلى عدد من النتائج، أهمها: أن متطلبات القناة تُشكل ضغطاً يؤثر على عمل المراسل، وعدم إتاحة الحرية للمراسل في أداء عمله، وغياب القوانين الداعمة لحرية الإعلام في السودان، كما توصلت الدراسة إلى وجود تأثير قوي لرواتب وحوافز وسياسات الترقيات في القناة التلفزيونية على عمل المراسل. وأوصت الدراسة بضرورة توفير الحماية للمراسلين، وإتاحة حرية الوصول إلى مصادر المعلومات، ودعم القوانين والتشريعات التي تُسهل عمل المراسل، وخاصة في مناطق النزاع.

الكلمات المفتاحية: وسائل الإعلام؛ حرية المعلومات؛ المراسل؛ القنوات الفضائية؛ حماية المراسل.

**Abstract:**

This study aimed to identify the factors affecting the work of the television reporter, by monitoring the professional pressures related to the television channel, the impact of the prevailing political, legal and legislative system, the accessibility and speed of transmission of information, and knowing the motives of the reporter's work in conflict areas.

78

The researcher used the descriptive analytical approach through the questionnaire tool, which was distributed to an intentional sample of (48) correspondents of Arab and foreign television channels operating in Sudan. The study reached a number of results, the most important of which are: the requirements of the channel constitute a pressure that affects the work of the reporter, the lack of freedom for the reporter to do his work, the absence of laws that support media freedom in Sudan, and the study also found a strong impact of the salaries, incentives and promotion policies of the television channel on the work of the reporter. The study recommended the need to provide protection for correspondents, give free access to information sources, and support laws and legislation that facilitate the work of the reporter, especially in conflict zones.

**Keywords:** Media; Freedom of Information; Reporter; Satellite Channels; Reporter Protection.

**1. INTRODUCTION:**

Many researches and studies have dealt with the television reporter as the employee who carries out the tasks of collecting, verifying and analyzing information without bias and making it a news story on the screen, and what many do not know is that the channels depend on him to achieve the press race in light of competition and frantic conflict to reach the top, and we find that these channels, despite their interest in broadcasters as the interface of media work and communicators, have recently established a network of correspondents around the world, and have harnessed their financial and technical potential to support their correspondents and enable them to perform their work, especially in places of disasters, conflicts and armed conflict, and it is not surprising that the bloody and complex events we are witnessing now have made the

viewer hungry for news and information, including, but not limited to, the Russian invasion of Ukraine, the Israeli war on Gaza and Lebanon, the civil war in Sudan and the human suffering that continues so far, as well as the natural disasters that do not stop happening.

We find that this reality has cast a shadow on the reporter's profession and the quality of his performance, so many challenges have emerged that have put pressure on the reporter such as the political, security, legal and social situation in the event area, the availability of communication and the Internet, and even the pressure of work and the requirements of the channel and its policies, all of which have formed a strong motivation to conduct research and studies in order to shed light on these issues at a time when the media is changing in light of the rapid technological and digital progress.

### 1.1. Study problem:

The journalistic work of the media in general and television satellite channels in particular is not integrated except by providing them with news, live and photographic reports about events. Here, the essential role of the television reporter is highlighted, which is the private source of information and what he receives and his technical team broadcasts exclusively on the channel in accordance with its editorial policy. The reporter is exposed during the performance of his duties to many factors that may directly or indirectly affect his work. This requires the channel to choose the reporter with certain specifications that enable him to perform his job and train him so that he knows how to deal with these factors and pressures facing him, and to have treatments and a policy that protects him and enables him to perform his job, foremost of which are professional pressures, as they came in the forefront compared to other factors (Al-Jabour, 2022). The reporter may also be exposed to challenges such as laws, legislation and the type of the political system, and the absence of security and protection according to enable him to carry out his media work (Hussein, Nasser, 2010).

This study comes to identify the factors faced by the television reporter, and the extent to which he is willing to confront them and deal with them so that they do not affect his performance. The problem of the study can be formulated in the following main question: What are the factors affecting the work of the television reporter?

## 1.2. Significance of the Study:

The importance of this study is due to a number of considerations:

- a) The study addresses a topic that has not received sufficient attention from researchers and experts: the television reporter.
- b) This study investigates the nature of the relationship between the TV channel and its reporters.
- c) To interest researchers and those interested in highlighting the TV reporter and the factors that he faces and affect his performance, especially in places of hot events.

## 1.3. Study Objectives:

This study comes to achieve its main objective, which is to know the nature of the factors that affect the work of Arab and foreign satellite correspondents in Sudan, through the following set of objectives:

- a) Knowing the extent to which professional pressures affect the performance of the work of the television reporter.
- b) Know how the political, legal and legislative system affects the performance of the TV reporter.
- c) Find out how much freedom is available for the TV reporter to cover and pursue events.
- d) Identify the difficulties faced by reporters during the performance of their work.
- e) Know the ability of the reporter and enable him to access the sources of information, and the difficulties they may face.
- f) Develop and work on a key idea to reduce these factors and pressures that affect the professional performance of the TV reporter.

## 1.4. Methodology:

This study belongs to the method of analytical descriptive studies, and the descriptive method is defined as: "A method of analysis based on sufficient and accurate information about a specific phenomenon or topic over a known period or periods of time, in order to obtain

scientific results that are interpreted in an objective manner to be consistent with the actual data of the phenomenon (Samir Hussein, 1976).

This approach also aims to explain the existing situation of the phenomenon or problem by identifying its conditions and dimensions and describing the relationships between them; with the aim of concluding an integrated practical description of the phenomenon or problem that is based on the facts associated with it (Mustafa, Ahmed, p. 51).

### 1.5. Study Tools:

The questionnaire tool was identified to obtain information related to the research problem, and the questionnaire is defined as: "A set of diverse and related questions and inquiries in a way that achieves the goal or goals that the researcher seeks to achieve by studying his research problem" (Qandilji, 2018, p. 201).

### 1.6. Population & Sample of the Study:

The study population consisted of television correspondents, including: the correspondent, the director of the channel's office, the assistant correspondent and the producer of a number of Arab and foreign satellite channels in Sudan, and their number reached (48). This sample is considered to be highly compatible with the requirements of the study, due to the diversity of the media institutions to which they belong, as well as the presence of most of them for a long time in Sudan since the outbreak of the December revolution in 2018, and their coverage of various events in different circumstances. The table below shows the specifications of this sample.

Table (1) shows the specifications of the study sample

Variable	Category	Ch	%
Type	Male	36	75
	Female	12	25
Age	25-30	5	10,41
	30-35	9	18,75
	35- 40	12	25
	Over 40	22	45.48
Nationality	Sudanese	46	95,8
	Arabic	2	4.16
Specialization:	News presenter	43	89.58
	Other	5	10.41
Highest Degree	Less than university	-	-
	Higher education	48	100
	Postgraduate studies	-	-
Years of Experience	Less than 5 years	3	6.25
	5-10	30	62.5
	10+	15	31.25
The channel you work for	Sudanese	-	-
	Arabic	7	-
	Foreign	5	-
Nature of Work.	Office Manager of	12	25
	Reporter.	18	37.5
	Photographer	12	25
	Product	6	12.5

### 1.7. Terms and Concepts

The study touched on a number of terms as follows:

- a) **Influencing factors:** They are those that are formed to make a certain impact, and in this study we mean the factors associated with the existing political system, its laws and legislation, in addition to the system and social culture prevailing in the society in which the reporter works, as well as the factors associated with the satellite channel in which the television reporter works and its policies, which may affect directly or indirectly the performance of the reporter's work.
- b) **Reporter:** Defined by (Ezzat, 1984) as: "The news reporter in television who goes to the sites as the name was used to cover the news at its source, and he is like the newspaper representative accompanied by the crew of the digital camera and the video unit, and Murray Green believes that the name of the reporter (Correspondent) was launched by the news networks to distinguish them from the rest of the channels and other global networks (Green, 1972, 271), and for the purposes of this study it means satellite, Arab and foreign correspondents.
- c) **Arab and foreign satellite channels:** In this study, they mean Arab and foreign channels that have offices and correspondents in Sudan.

### 1.8. Previous Studies:

- a) **The first study:** (Al-Jabour, 2022) the study aimed to identify the internal and external factors that affect the performance of television correspondents working in Jordan on Jordanian, Arab and foreign channels. The study adopted the survey method, and used the questionnaire tool that was applied to the study community in a comprehensive sample manner, where (103) individuals of about (120) responded The study reached the following conclusions: Professional pressures are of great importance in improving the professional performance of television correspondents working in television channels here as a tangible impact of professional pressures, the Jordanian legislative and political environment, and the socio-cultural environment on the professional performance of television correspondents. The impact of the social environment varies between the capital and the regions Remote, non-Jordanian correspondent faces additional difficulty in his work compared to the Jordanian correspondent, the indicators of freedom available to correspondents in Jordan and their ability to cover sensitive

issues came medium, and that reporters working in Jordanian TV channels have more access to sources of information, and there are a number of obstacles facing TV reporters in the forefront: bureaucratic procedures facing reporters in obtaining information, The impact of professional pressures on the professional performance of correspondents in Arab channels more than Jordanian and foreign channels, and the impact of the socio-cultural environment on the professional performance of Jordanian television correspondents more than Arab and foreign channels.

b) **The second study:** The study (Awad Al-Bari, Ceyhan, 2022) The study aimed to identify the reality of the television reporter, and the extent to which the reporter adheres to the ethics of the profession, and provides an integrated news material. This research is one of the descriptive research in which the researcher used the survey studies approach. The study community was represented in the academic elites in the faculties of humanities so that the reading is correct and in a scientific manner. The study was conducted on a sample of specialists with doctoral degrees in human studies residing in the United Arab Emirates, Egypt, and Sudan during the academic year 2021-2022 AD. The study concluded with a set of results, the most prominent of which are: 94.9% of the research community strongly agree that most correspondents are subjected to threats and arrests, and that 41.2% of the respondents consider the television reporter the most important source of news in the event of crises and disasters, and 58.8% of the research members believe that the lack of media freedom causes the absence of information, and the study recommended the need to provide the necessary protection for journalists to avoid risks, and give the reporter considerable freedom to be able to communicate information without harassment.

c) **The third study:** (Hussein, 2010) The study aimed to accurately identify the factors affecting the work of correspondents and delegates, and to know the political pressures that correspondents and delegates are exposed to. It also aimed to know the legislative environment and its availability to ensure the rights of correspondents. The researcher used the survey method, and applied it to a random sample of (106) correspondents of Arab and foreign stations operating in Iraq. The study reached a number of results, the most important of which is the lack of space for correspondents and delegates to work in Iraq, as well as their lack of access to sources of information. Reporters and delegates suffer from the absence of a law that protects their lives

and preserves their dignity. The study also found a strong impact of bribery on the work of correspondents and delegates.

د) **The fourth study:** (Fadel, Wissam, 2010) The forces and factors affecting the work of Iraqi satellite correspondents. The study aimed to identify the priorities adopted by the correspondents in dealing with events and highlighting them, the considerations in that coverage and its relationship to administrative, political and professional references, and to identify the sources of fear and anxiety that correspondents feel when they produce their news reports and wait for the reaction from those who do not like the reports. This research reached the most important results: the dependence of correspondents in Iraqi satellite channels on government sources to extract news in an attempt to compliment those sources, which is central in the news industry through what news managers deem suitable for coverage, and the narrow margin of freedom of correspondents to make a decision to cover events away from the centralization of managers and media officials, and that the most prominent source of fear of dissatisfaction with news coverage of events stems primarily from concern of dissatisfaction with the channel, which reflects the fear of losing work or administrative punishment.

**2. Field study:** The study relied on the (questionnaire) as a basic tool for collecting data from the respondents, and it included questions divided into several axes that covered all aspects that the study seeks to identify, according to the questions of the study and its objectives.

No.	Occupational Stress	Agree	%	I agree to the Somewhat	%	Disagree	%
9	The pressure and volume of work affects the professional performance of the reporter	27	56.25	3	6.25	18	37,5
10	Channel management requirements put significant pressure on the professional performance of the reporter	31	.564	5	10.4	12	25
11	Working long hours affects a reporter's professional performance	2	4.1	17	35.4	29	60.4
12	The volume of technical capabilities and auxiliary cadres affects the work of the TV reporter	47	97.9	1	2.8	-	-
13	The professional performance of the correspondent is affected by the system of salaries, incentives	48	100	-	-	-	-

	and rewards in the channel						
14	Employment equity and equal promotion affect a reporter's professional performance	48	100	-	-	-	-
15	Training has a significant impact on reporter performance	47	97.9	1	2.0	-	-
16	Appreciating the channel management and praising the work of the reporter improves the professional performance of the reporter	48	100	-		-	-

Table (2) shows the extent to which professional pressures affect the performance of correspondents

The detailed data of the previous table on the extent to which professional pressures affect the performance of the reporter are as follows:

- **First:** The above table data shows that work pressure and size vary in its impact on the work of the television reporter, as the highest approval came at a rate of 56.26%, and this shows that work pressure may be a strong factor in influencing the reporter's career, followed by 37.5% for those who do not agree that work pressure affects the professional performance of the reporter, and the percentage of those who agree to some extent is at least 6.25%.

- **Second:** The detailed data of the table shows that 56.4% of the respondents agree that the channel requirements constitute a pressure tool on the reporter, followed by 25% for those who disagree, while 10.4% agreed to some extent that the channel requirements can constitute a pressure tool on the reporter.

- **Third:** The statistics in the above table indicate that 60.4% did not agree that working long hours may affect the performance of the reporter, and they saw that working for a long time provides an opportunity to obtain more information, and to give development and timeliness to events, while 35.4% agreed to some extent, and in a negligible percentage 4.1% of the respondents agreed that working long hours affects the performance of the reporter.

- **Fourth:** The above table data showed that 97.9% agree that the size of the technical channel's capabilities and the supporting cadres significantly affect the performance of the TV reporter, followed by 2.8% who agree to some extent.

- **Fifth:** The detailed data of the above table indicates the agreement of 100% of the respondents that the performance of the correspondent is directly and significantly affected by the system of salaries, incentives and bonuses adopted by the channel.

- **Sixth:** The table data shows that 100% of the respondents support the idea that the performance of the reporter is greatly affected according to the employment justice and equality pursued by the channel.

- **Seventh:** The above table data showed that 97.9% of the respondents agree that training is an important basis for the performance of the reporter, while the percentage of those who support the idea to some extent is 2.8%.

- **Eighth:** The above table data indicate that 100% of the respondents believe that the channel's appreciation and praise of the reporter and his work contribute greatly to improving his professional performance.

**Table (3) shows the impact of the political, legal and legislative system on the work of the correspondent**

No.	Influence of the prevailing political, legal and legislative system	Agree	%	I agree to the Somewhat	%	Disagree	%
17	The suitability of the existing political system in Sudan for the work of the correspondent	5	10.41	5	10.41	38	79.16
18	Legislation and laws in force in Sudan facilitate the work of the correspondent	11	22.9	9	18.75	28	58.3
19	Supports the change of	48	100	-	-	-	-

	some laws and legislation in order to facilitate the work of the correspondent						
20	There are many obstacles in Sudanese law that limit the work of the reporter	45	93.75	3	6.25	-	-
21	Some of these obstacles have been imposed by the current security situation	3	6.25	6	12.5	39	81.25
22	Absence of laws supporting media freedom	39	81.25	7	14.58	2	4.16

23	Overlapping decisions between different security and military systems affect the work of the reporter	45	93.75	3	6.25	--	-
----	---	----	-------	---	------	----	---

The detailed data of the previous table indicate the extent to which the political, legal and legislative system affects the performance of the correspondent, and they are as follows:

- **First:** The above table data shows that the percentage of respondents who disagree that the political system in Sudan is suitable for the work of the reporter reached 79.16%, while the percentage of those who agreed to some extent and those who agreed with the suitability of the political system for the work of the reporter reached 10.14%.
- **Second:** The detailed data of the above table indicates that the percentage of those who disagree that legislation and laws facilitate the work of the reporter came as the highest percentage of 58.3%, followed by the percentage of those who agree with 22.9%, and the percentage of those who agree to some extent reached 18.75%.
- **Third:** The table data showed that 100% support changing some laws and legislations to facilitate the work of the correspondent.
- **Fourth:** The table data indicated that 93.75% of the respondents believe that the obstacles in Sudanese law are multiple and affect the performance of the reporter, while 6.25% agreed to some extent.
- **Fifth:** The table data shows that 81.25% of the respondents do not agree that these obstacles are imposed by the reality in the country, but are laws and regulations in Sudanese

legislation and laws, followed by 12.5% for those who agree to some extent, and in a percentage of 6.25% the respondents agreed that the conditions of war led to the imposition of these laws and legislations required by the current stage.

- **Sixth:** The data of the above table showed that the percentage of those who see the absence of laws supporting media freedom reached the highest 81.25%, followed by the percentage of those who agree to some extent 14.58%, while those who disagree reached 4.16%.

- **Seventh:** The data of the table indicated the agreement of the correspondents by 93.75% that the overlap in decisions between the security and military systems affects the work of the correspondent, followed by the percentage of those who somewhat agree by 6.25%.

**Table (4) shows the impact of regulations and laws on information sources**

No.	Access to information sources and their speed of transmission	Agree	%	I agree to the Somewhat	%	Disagree	%
24	Sudanese laws and regulations help in accessing information sources	3	6.25	14	29.16	31	64.58
25	Different information and statements from their sources	39	81.25	9	18.75	-	-

	affect the work of the reporter						
26	The reporter has freedom of movement to access sources of information.	3	6.25	5	10.41	40	83.33
27	The lack of information on the Internet limits the work of the reporter	23	47.9	21	43.75	4	8.33
28	Bureaucratic procedures significantly hinder access to information	32	66.66	15	31.25	1	2.08
29	Interruption or weakening of communications and the Internet affects the work of the reporter	48	100	-	-	-	-
30	The speed of transferring	45	93.75	3	6.25	-	-

	<p>the event and making it attractive is one of the biggest challenges facing the reporter in light of the flow of information to users of social networks</p>							
--	--	--	--	--	--	--	--	--

The detailed data of the previous table indicate the extent of the impact of regulations and laws on information sources, and they are as follows:

- **First:** The above table data showed that the percentage of those who disagree with the Sudanese regulations and laws helps in accessing information is 64.58%, which is the highest among the percentages, followed by the percentage of those who agree to some extent 29.16%, while the percentage of those who agree with the least was 6.25%.
- **Second:** The table information also showed that the percentage of those who agree that the difference in information and statements from its sources affects the work of the reporter amounted to 81.25%, while it agreed to some extent of 18.75%.
- **Third:** The data in the above table indicate that those who do not agree with the respondents that the reporter enjoys freedom of movement to access information sources by 83.33%, while 10.41% agreed to some extent, and a percentage agreed that the reporter enjoys freedom of movement and access to information is very weak, reaching 6.25%.
- **Fourth:** The percentages in the above table show that the percentage of those who agree that bureaucratic procedures hinder access to information reached 66.66%, followed by the

percentage of those who agree to some extent 31.25%, while those who agreed with this variable reached 2.08%, which is almost negligible compared to previous percentages.

- **Fifth:** The detailed data of the table indicated that 100% of the respondents agree that the interruption and weakness of communications and the Internet directly affect the performance

No.	Motivations to work in conflict and conflict zones	Agreed.	%	I do not agree.	%	Neutral	%
31	Channel Scoop	48	100	-		-	
32	Achieving professional gains on a personal level	23	47.9	11	22.9	14	29.16
33	Financial gain	16	33.3	29	60.4	3	6.25
43	Believing in your profession as a reporter	48	100	-		-	

of the correspondent of his task as required, and this hinders obtaining information or sending it to the television channel.

- **Sixth:** The data of the table indicate that 93.75% of the respondents agree that the speed of transferring the event and making it attractive is one of the biggest challenges facing the reporter in light of the flow of information to users of social networks, while the percentage of those who agreed reached a limit of 6.25%, and the percentage of those who disagreed was absent from the respondents.

**Table (5) shows the motives for working in conflict and conflict areas**

The detailed data of the previous table on knowing the motives of the reporter to work in conflict areas are as follows:

- **First:** The above table data indicate that scooping is the biggest motivation for a reporter to work in conflict areas, at 100%.
- **Second:** The table data showed that the highest percentage of those who agree that the motives of their work in conflict areas are to achieve professional gains at the personal level, reaching 47.9%, followed by a neutral percentage, reaching 29.16%, while the percentage of those who disagree with this motive reached 22.9%, which is the lowest percentage.
- **Third:** The table data indicated that the percentage of those who do not agree that the material gain is the motive for work in conflict areas amounted to 60.4%, which was the highest percentage, followed by the percentage of those who agree that the material gain is the motive for work in conflict areas amounted to 33.3%, and in a lower percentage of 6.25% for those who are neutral of the respondents.
- **Fourth:** The table data showed the motivation of the respondents in the conflict areas based on their belief in their profession by 100%.

**Table (6): Challenges facing reporters in conflict zones**

Number	Challenges facing the reporter in conflict zones	Agree	%	Somewhat Agree	%	Disagree	%
35	Internet speed and accessibility	48	100	-	-	-	-
36	Strict and strict laws that relate to media institutions	44	91.66	4	8.33	-	-
37	Restriction of freedoms on the media imposed by politicians in conflict areas	48	100	-	-	-	-
38	Exposure to aggression by the security forces	48	100	-	-	-	-
39	The possibility of being subjected to arrest	48	100	-	-	-	-
40	Directing charges in cases you did not participate in, and the possibility of denying you the right to defend yourself	48	100	-	-	-	-

The detailed data of the previous table on knowing the magnitude of the challenges facing the reporter in the conflict areas are as follows:

- First: The above table data indicate that the respondents agree 100% that the biggest challenge they face in performing their work in conflict and conflict areas is the speed of the Internet and the ease of access to it.
- Second: Table data showed that 91.66% of the respondents recount that strict and strict laws related to media institutions represent the biggest challenge in conflict areas, followed by a percentage. 8.33% agree to some extent.
- Third: Restriction of freedoms on the media imposed by politicians in conflict areas is one of the challenges facing the television reporter in conflict areas, with 100% approval.
- Fourth: The detailed data of the table indicate that 100% of the respondents agreed that being attacked by the security forces is one of the great challenges faced by the sender, and this is consistent with the study of (Awad Al-Bari, Jihan, 2022), and that most correspondents are subjected to threats and arrests.
- Fifth: The table shows the approval of the sample by 100% that the arrest is one of the challenges facing the reporter in his work in conflict and conflict areas.
- Sixth: The data of the table showed the approval of the sample by 100% that directing the charges in cases in which he did not participate and the possibility of depriving him of defending himself from the challenges facing the performance of his work in conflict and conflict areas.

### 3. The results of the study:

#### The study reached a number of results, the most important of which

- a) The pressure of work, its size and the requirements of the channel affect the professional performance of the reporter.
- b) Technical places and auxiliary cadres affect the work of the reporter.
- c) The study confirmed that the channel's policy in recruitment and equality in promotion affects the performance of the reporter.
- d) The training greatly affects the performance of the reporter.

- e) The inadequacy of the existing political system in Sudan for the work of the correspondent.
- f) The study confirmed that the legislation and laws in force in Sudan do not facilitate the work of the correspondent.
- g) The study concluded that there are many obstacles in Sudanese law that affect the performance of the reporter and the need to change some laws and legislation to facilitate his work.
- h) The study confirmed that the obstacles in Sudanese law were not imposed by the security conditions in which they live.
- i) One of the results of the study was the absence of laws supporting media freedom.
- j) The study concluded that the overlap in decisions between the various security and military systems affects the work of the reporter.
- k) The study confirmed that Sudanese laws and regulations do not help in accessing information sources.
- l) One of the results of the study is that the difference in information and statements from their sources affects the work of the reporter.
- m) The study concluded that the reporter does not have freedom of movement to access information sources.
- n) The study confirmed that the lack of information on the Internet limits the work of the reporter.
- o) The study confirmed that bureaucratic procedures significantly hinder access to information, which affects the performance of the reporter.
- p) The study concluded that the interruption or weakness of communications and the Internet affects work.
- q) The study confirmed that the speed of transferring the event and making it attractive is one of the biggest challenges facing the reporter in light of the flow of information to users of social networks.
- r) The study came out with the results of the most important that the press scoop is the main motivation for the work of the reporter in conflict and conflict areas by 100%.

- s) The study concluded that one of the motives that make a journalist work in conflict and conflict areas is to achieve professional gains at the personal level.
- t) The study confirmed that the financial gain is one of the motives of the reporter's work in conflict and conflict areas.
- u) The study found that the reporter's belief in his profession is the main motivation in his work in conflict areas.
- v) The study confirmed that the speed of the Internet and the ease of access to it are among the challenges facing the reporter in conflict and conflict areas.
- w) The study confirmed that strict and strict laws related to media institutions are among the most important challenges facing the reporter.
- x) The study concluded that the restriction of freedoms on the media imposed by politicians in conflict areas is the biggest challenge for the reporter to do his work.
- y) The study concluded that exposure to aggression by the security forces is the biggest challenge facing the television reporter.
- z) One of the most important findings of the study is that the place of the reporter's arrest is one of the challenges he faces in conflict areas.
- aa) The study confirmed that directing accusations in cases in which he did not participate and the possibility of depriving him of defending himself is a major challenge to the correspondent in conflict areas.

#### 4. FINDINGS:

- a) The television channels must realize that the importance of the reporter is no less important than the broadcaster.
- b) Make efforts and provide the necessary support to reporters to carry out their tasks efficiently.
- c) The need for governments to enact laws that support media freedom and free access to information, especially in conflict areas.
- d) Researchers should pay attention to the TV reporter and conduct more studies that shed light on his issues.

## 5. REFERENCES:

### 5.1. Books:

- a) Abu Bakr, Mustafa Mahmoud, and Al-Lahlah, Ahmed Abdullah, Scientific Research Methods, New University House, Alexandria
- b) Hussein, Samir, (1976), Media Research Foundations and Principles, People's House Foundation, Egypt
- c) Mahjoub, Wajih, (1993), Methods and Methods of Scientific Research, Dar Al-Hikma for Printing and Publishing, Baghdad.
- d) Qandilji, Amer Ibrahim, (2018), Scientific Research and the Use of Traditional and Electronic Information Sources, Al-Yazouri Publishing and Distribution, Beirut, Lebanon

### 5.2. Scientific research:

- a) Al-Bari, Jehan Awad, (2022), The Attitudes of the Academic Elite towards the Reality of the TV Reporter, Algerian Journal of Communication, p. 24
- b) Fadel, Wissam, (2010), Strengths and factors affecting the work of Iraqi satellite correspondents, University of Baghdad, PhD thesis.
- c) Hussein, Nasser Hussein, (2010), Factors influencing the work of correspondents of radio and television stations operating in Iraq, PhD thesis, University of Baghdad, Iraq.
- d) Maan, Mohammed Al-Jabour, (2022), Factors Affecting the Work of Arab and Foreign Satellite Channels Correspondents Operating in Jordan, East Central University, Jordan, Master Thesis.

### 5.3. Internet sites:

- a) <https://ar.wikipedia.org/wiki>.
- b) <https://www.tanqeeb.com/career/job-descriptio>
- c) [www.for9a.com/careers/%D9%85%D8%B1%D8%A7%D8%B3%D9%84-%D8%B5%](http://www.for9a.com/careers/%D9%85%D8%B1%D8%A7%D8%B3%D9%84-%D8%B5%)



The role of the media in promoting the knowledge economy in light of the current crises

## دور الإعلام في تعزيز اقتصاد المعرفة في ظل الأزمات الراهنة

Dr. Salima Hassan Zeidan - Amna Abdel Razek Al-Sousaa (University of Benghazi, Libya)

د. سليمة حسن زيدان - أمينة عبد الرازق سوساع (جامعة بنغازي، ليبيا)

### مستخلص:

تستكشف هذه الدراسة العلاقة بين الإعلام وتعزيز اقتصاد المعرفة. ونظرًا لكون الإعلام من الأدوات الحيوية في نشر المعرفة والتكنولوجيا، فإنه يُسهم في بناء مجتمع قائم على الابتكار والمعرفة.

وبناءً على ذلك، هدفت الدراسة إلى رصد مدى مساهمة الإعلام في تعزيز مفهوم اقتصاد المعرفة ونشر ثقافته لدى الجمهور، ورصد التحديات التي تواجه الإعلام في أداء هذا الدور، لا سيما في ظل الأزمات الراهنة، ومن ثم طرح وتطوير استراتيجيات إعلامية مبتكرة تُعزز فاعلية الرسائل الإعلامية المتعلقة باقتصاد المعرفة.

اعتمدت الدراسة على المنهج الوصفي باستخدام البحث النوعي، واستمارة المقابلة لجمع بيانات الدراسة. وخلصت الدراسة إلى أن الأزمات الراهنة -كالأزمات الصحية والاقتصادية- قد أثرت سلبًا على قدرة وسائل الإعلام على نشر المعرفة، مما يتطلب استجابة سريعة من المؤسسات الإعلامية، وأن للإعلام دورًا كبيرًا وجوهريًا في تعزيز اقتصاد المعرفة في ظل الأزمات المختلفة. ويتراوح هذا التأثير بين الإيجابي والسلبي تبعًا لأساليب تسخير الإعلام ومصداقية ودقة المعلومات المقدمة. كما أكدت الدراسة على أهمية الإعلام الرقمي وتطبيقات الذكاء الاصطناعي كأدوات تقنية تعزز هذا المفهوم.

الكلمات المفتاحية: الإعلام؛ اقتصاد المعرفة؛ الأزمات الراهنة؛ الذكاء الاصطناعي؛ المؤسسات الإعلامية.

**Abstract:**

This study explores the relationship between media and the promotion of the knowledge economy. As media is one of the vital tools in the dissemination of knowledge and technology, it contributes to building a society based on innovation and knowledge.

Accordingly, the study aimed to monitor how the media contributes to enhancing the concept of the knowledge economy and spreading its culture among the public, and to monitor the challenges facing the media in performing this role, especially in light of the current crises, and then put forward and develop innovative media strategies that can enhance the effectiveness of media messages related to the knowledge economy.

The study relied on the descriptive approach using qualitative research and using an interview form to collect the study's data. The study concluded that the current crises -such as health and economic crises - have negatively affected the ability of the media to disseminate knowledge, which requires a rapid response from media institutions, and that the media has a great and essential role in promoting the knowledge economy in light of different crises. This impact ranges between positive and negative depending on the methods of harnessing the media and the credibility and accuracy of the information presented. The study also stressed the importance of digital media and artificial intelligence applications as technical tools that enhance this concept.

**Keywords:** media; knowledge economy; current crises; artificial intelligence; media organizations.

**Introduction:**

In light of the current global political, economic, social and health crises, such as epidemics, diseases, armed conflicts, climate change and social, behavioral and cultural changes, which pose great challenges to society at the level of individuals on the one hand and at the level of decision makers on the other hand, the knowledge economy has become one of the most important paths that contribute to enhancing the capabilities of countries to adapt, grow, sustain and employ

knowledge and innovation for the benefit of societies. The media comes through its traditional and digital means to represent a tributary that contributes to the adaptation of societies to changes and to the effects of crises.

Accordingly, it plays a pivotal role in guiding public opinion and transferring the necessary knowledge to meet these challenges. Based on this, we seek through this study to monitor and explore the role that the media can play in promoting the knowledge economy and advancing sustainable development in light of the challenges that have been generated by the current crises.

### 1.1. Study problem:

At a time when the pace of economic and social transformations is accelerating, the role of the media is emerging as a key tool in promoting the knowledge economy, which depends mainly on knowledge and technology. Despite this importance, there are still major challenges facing the media in achieving this role.

Accordingly, this study comes to shed light on the relationship between the media and the knowledge economy, and how the media can contribute to enhancing the concepts and practices of the knowledge economy in society on the one hand and monitor the challenges facing the media in spreading and promoting the culture of the knowledge economy in light of the current crises and how to confront them on the other hand, and then put forward innovative media strategies that make the media more effective in promoting the knowledge-based economy, and contribute to influencing decision makers in adopting economic policies that support the knowledge economy.

#### The questions of the study:

- a) How can the role of the media be in disseminating knowledge and promoting innovation?
- b) How do the media contribute to building a knowledge-based society through the dissemination of information and innovative ideas?
- c) What is the impact of the media on decision-makers in adopting economic policies that support the knowledge economy in light of the crises?

- d) What are the optimal media strategies that can be adopted to promote the knowledge economy?
- e) What is the role of the media in the knowledge economy industry in light of the current political and economic crises?
- f) What is the impact of the current crises on the role of the media in the knowledge economy industry?
- g) What are the most prominent challenges facing media professionals in their roles in the knowledge economy industry during the current crises and what are the ways to overcome them?

### 1.2. Aims of study:

- a) Analyze the role of media in disseminating knowledge and promoting innovation.
- b) To know how the media contributes to building a knowledge-based society through the dissemination of information and innovative ideas.
- c) Studying the impact of the media on decision-makers in adopting economic policies that support the knowledge economy in light of the crises.
- d) Propose media strategies to promote the knowledge economy.
- e) Knowing the role of the media in the knowledge economy industry in light of the current political and economic crises
- f) Reveal the impact of the current crises on the role of the media in the knowledge economy industry.
- g) Identify the challenges facing media professionals in performing their roles in the knowledge economy industry during the current crises and ways to overcome them.

### 1.3. Study methodology:

The descriptive approach and the use of qualitative research were relied upon by surveying the media environment and interviewing media experts and academics for their opinions on best media practices.

#### 1.4. Tools for data collection:

**The personal interview with the study sample was based on:**

- a) Dr. Abeer Zuhri is a faculty member in the Department of Public Relations and Advertising at the Faculty of Media at the University of Benghazi.
- b) Dr. Mai Abdelghani, Faculty Member, Department of Journalism, Faculty of Media, Benghazi University
- c) Dr. Khaled Isbeita is a faculty member in the Department of Public Relations and Advertising at the Faculty of Media at the University of Benghazi
- d) Abdullah Appadha Faculty Member, Department of Media, University of Sirte
- e) Ammar Milad Nasr is a researcher and academic at the Libyan Authority for Scientific Research
- f) Ibtisam Aghfer, Editor-in-Chief of Al-Libi Al-Youm electronic newspaper
- g) Tarek Al-Houni, Editor-in-Chief of the Libyan Cloud News Agency
- h) Dr. Mohammed Al-Majbari is a faculty member in the Department of Public Relations and Advertising at the Faculty of Media at the University of Benghazi
- i) Dr. Yassin Al-Hassouni is a faculty member at the Higher Institute of Tourism and Hospitality Technologies
- j) Mr. Ahmed Al-Naeli is a faculty member in the Department of Public Relations and Advertising at the Faculty of Media at the University of Benghazi
- k) Dr. Huwaida Ali Mohamed Moawad, Faculty Member, Omar Al-Mukhtar University
- l) Abdullah Al-Zaidi is a journalist at the General Press Authority.

#### 2. Previous studies:

- a) The study of Susan Galloway and Stewart Dunlop on cultural industries and creative industries and their relationship to knowledge economies from the perspective of public policies (2007). This study aimed to provide a critical view on this subject based on the premise that there is a clear confusion between researchers and official institutions about these two concepts in Britain and the United States of America. The researchers concluded that the new digital economies have witnessed a tremendous and remarkable development through the adoption of

the system of commodification of services and information, digitizing the system of trade and markets and linking them to the Internet, in addition to benefiting from technological innovations in the establishment of a new knowledge economy. (1)

b) Andy C. Pratt's study on new media and knowledge economics (2008). This study sought to identify the impact of societal factors, foremost of which are the current technological developments, and the nature of the transformations in the prevailing economic system to the pattern of the digital economy on the economics of the new media by analyzing the communication environment in American society. All these analyses resulted in results, most notably the media industry benefiting from the developments in the economic system by shifting from the industrial economic system to the pattern of cultural economies or knowledge economies. The new communication media began to adopt a dual-market strategy through the application of the two models of providing media services and the e-commerce model.(2)

c) Mehrez Mohsen Ghali's study on the experts' vision of the role of the media industry in promoting the model of knowledge economies in Arab societies and their tendencies towards it as one of the sources of soft power in these societies (2020), applying to media experts from practitioners and academics in Egypt, Saudi Arabia, the UAE and Kuwait, this study found that the media industry seeks to develop itself within the framework of the knowledge economy model despite the challenges it faces from political and economic pressures and circumstances.(3)

d) Hinda Qandil Abu Bakr's study on new media and the employment of knowledge economy values is an analytical study (2020). The researcher analyzed a sample of programs for Arab channels on YouTube (National Geographic Channel), specifically the Simple Science Program. After conducting a content analysis of this program, the researcher reached various results, the most prominent of which is that audience interaction and participation can be employed, which are the most important features of new media in the production of scientific programs that will consolidate the values of the knowledge economy, as audience interaction is employed as a key element to produce programs and achieve impact through messages supported by audience interaction.(4)

e) The study of Sanaa Pushuk and others on the role of ICT in the transition towards a knowledge economy (2020), and the most important findings of researchers that ICT is the main

engine of economic growth and job creation in many areas at the same time as the knowledge economy in which the production, distribution and use of knowledge is the main engine of the process of sustainable growth and wealth generation.(5)

f) The study of Nirvana Hussein Mohammed Al-Sabri on societal changes in light of crises The study of distance education and the knowledge economy as a model (2021), and the main objective of this study was to reveal the effects of societal changes in light of emerging crises, and to know the nature of the relationship and impact between technological progress in information and the strengthening of the knowledge economy in light of the economic crises facing the world, and the study concluded the need to create a scientific and educational climate using all educational and media means to create educated young people and invest their energies and capabilities to employ the values of work and transactions and train them on production and not consumption to face all current or potential economic crises (6) .

g) The study of Hajar Ali Al-Shibli and Muhammad Tawfiq Al-Jayer on the reality of the Libyan state in the transition towards a knowledge economy (2022). The researchers found that Libya is striving to shift towards a knowledge economy through scientific research and development, promoting a culture of technology and developing entrepreneurship. However, there is still a rise in the knowledge gap between Libya and other Arab countries as a result of the current political and economic conditions experienced by Libya. On the other hand, there is an absence of a culture of knowledge production and reliance on a culture of consumption of goods and services.(7)

### 2.1. Previous studies and current study:

All previous studies agreed on the importance of consolidating the values of the knowledge economy, and harnessing all theoretical, technical and practical efforts and possibilities so that the media can root the values of the knowledge economy among the public all over the world. They also all stressed the existence of challenges facing the media to consolidate these values, and it is imperative for countries and the Arab region in particular to intensify their efforts to overcome these challenges.

This is consistent with the pillars and results of the current study, but what distinguishes the current study from previous studies is that the two researchers addressed ways to strengthen the media for the knowledge economy, especially in light of the current crises that the Arab region and Libya suffer from various crises. If the values of the knowledge economy are established among the Arab peoples, these values will contribute to overcoming these crises and reducing their impact on the Arab region, and to reach more in-depth and useful results for the subject of the study. They applied the study by conducting interviews with academics and media professionals who presented the outcome of their knowledge, experience and experience of crises to provide the two researchers with information on the subject of the study.

### 3. Conceptual Framework of the Study:

The knowledge economy is one of the most prominent recent trends that reflect the transformation of societies towards the investment of knowledge as a key element in production and development. The knowledge economy depends on the exploitation of knowledge, innovation and technology to achieve sustainable development and increase competitiveness.

It is an economic system that relies mainly on knowledge and innovation as main sources of value. This economy is represented in the production of knowledge, the development of new ideas and innovations, their distribution and dissemination of information through various media, and their application in various sectors to enhance efficiency and productivity. Media comes to play a vital role in this context through the transfer of information, the promotion of education, and the facilitation of communication between various actors.

#### 3.1. The concept of knowledge:

Knowledge can be defined as: "The final stage of the transformation of data into information, which in turn turns into knowledge by providing a possible cognitive environment for this transformation with the need for an organic correlation between data, information and knowledge" (8).

### 3.2. The concept of knowledge economy:

The OECD defines a knowledge-based economy as “an economy in which the production, distribution and use of knowledge is the primary driver of growth, wealth creation and employment opportunities” (9).

The term knowledge economy appeared and was circulated globally for the first time in the 1950s in light of the growing development of some emerging economic sectors and the gradual rise of their contribution to GDP (10).

111

### 3.3. The importance of the knowledge economy:

The importance of the knowledge economy emerges from the role it plays, and the results it produces contribute to the achievement of many advantages. The importance of this economy is represented in several aspects, if scientific and practical knowledge is the basis for the generation and accumulation of wealth, in addition to providing many job opportunities within the fields of communication and information technology and logistics, and providing the necessary environment to attract and expand investment, which contributes to building financial resources that enhance the production of knowledge and contribute to the innovation, creativity and innovation, and thus the sustainability and sustainability of economic activities according to the following: (11).

a. Wealth generation: The knowledge economy relies on scientific and practical knowledge as key factors in the production of wealth through the investment of knowledge, and high added values can be achieved that lead to an increase in national income.

b. Job opportunities: The knowledge economy creates a variety of employment opportunities in the fields of information and communication technology, which contributes to reducing unemployment and providing new jobs that require high skills.

c. Attracting investment: An environment conducive to the knowledge economy, such as good technical and educational infrastructure, provides an attractive climate for investments, which enhances the flow of capital and stimulates innovation.

d. Enhancing human capital: The knowledge economy encourages the development of skills and knowledge, which leads to building strong human capital, and this enhances efficiency and productivity in various sectors.

e. Innovation and innovation: Innovation is an essential part of the knowledge economy, and the focus on research and development contributes to the improvement of products and services, which enhances competitiveness.

f. Sustainability of economic activities: The knowledge economy contributes to the sustainability of economic activities by providing strong foundations for sustainable growth, as well as helping to achieve economic diversification and reduce dependence on limited resources.

g. Enhancing international interaction: The knowledge economy allows countries to interact more with the global economy, contributing to the transfer of knowledge and technology and the exchange of ideas.

### 3.4. Trends in the shift towards knowledge economies:

The path of transformation towards knowledge economies requires a number of dependencies, including:

a) The need to disseminate information widely among people within the framework of the information society.

b) The need to use information as an economic resource so that institutions have to develop information and increase its efficiency.

In order to ensure this, a basic and necessary factor must be provided, which is the empowerment factor that is achieved through communication channels, perhaps the most important of which is the media.

### 4. The role of the media in promoting the knowledge economy:

Information and communication technology is an essential factor for creating a knowledge-based global economy, so that it can contribute to accelerating growth, eradicating poverty and promoting sustainable development. **Recent studies indicate** that the production and use of information and communication technology contributes effectively to new economic growth,

and this technology is an effective tool to promote growth and sustainable development (11). The economics of the media industry and communication technology represent one of the tributaries of information economics in the world (12).

The media industry is considered one of the most powerful industries in the world, and its power is not limited to the huge funds it invests, but rather to the power of influence it produces as a result of the information it provides. The role of media and communication in this context can be divided into several axes:

a) Disseminating knowledge and educating the public through the dissemination and fair distribution of knowledge among all groups of society so that everyone can keep pace with the transformations and even narrow the knowledge gap between individuals. Whereas the pivotal and effective role of the media is to disseminate the information that resulted from the process of interpreting and analyzing data based on specific theories and methods (13) This contributes to building a knowledge economy based on effective scientific foundations.

b) Supporting innovation by covering innovations and highlighting new innovations and inventions that contribute to driving the knowledge economy, in addition to providing platforms for dialogue on future trends and innovations, which facilitates the exchange of ideas and experiences.

c) Facilitating communication between actors and linking media institutions with knowledge society institutions such as universities, research centers, and companies, which enhances cooperation and increases the effectiveness of knowledge exploitation. Some studies have indicated the importance of using all traditional and digital means of communication in raising awareness of the importance of innovation, pumping information and knowledge about smart projects, and increasing awareness of the returns of smart cities on the individual and society (14).

d) Building trust and credibility by providing reliable information about innovations and economic trends, combating misinformation and countering false news and misinformation that may negatively affect the development of the knowledge economy. To avoid this, the media contributes a positive role by publishing counter-content to prevent the occurrence of ambiguity, disorder and information chaos that undermine the establishment of development projects

based on false and deficient information broadcast through the media, which helps to enhance confidence in the market (15).

### 5. Collecting study data:

The data of this study were collected through in-depth personal interviews, and only open-ended questions were relied upon, because this fits with the subject and objectives of the study. Interviews were conducted with faculty members specialized in media and media, and the two researchers believed that their information and experience in this field could be used.

The interviews with each respondent lasted between fifteen minutes to twenty minutes, and objective analysis was used and the interviews were recorded, after which they were classified into categories and titles according to the interview questions and the final form of the study was extracted, and then the answer of each respondent in each category was presented in the categories classified according to the interview questions. Each respondent's answer was presented in order of interview.

### 6. Analysis and interpretation of the results of the study:

The results of the study reached by the two researchers will be presented based on the qualitative approach, where the results were extracted that clarify the role of the media in promoting the knowledge economy in light of the current crises as seen by the respondents. The following is a presentation of the results of the study according to the interview questions and the answers of the respondents to each of the questions.

#### 6.1. First: The role of the media in promoting the knowledge economy in light of the crises:

The respondents' answers indicate that the media is a major source of information and is a double-edged sword. Sometimes it provides us with real and honest information that is committed to the principle of objectivity, and sometimes it does not seek accuracy and objectivity in the presentation, especially with regard to the knowledge economy that depends on intellectual capital.

The respondents agree on the important role of the media in promoting the knowledge economy based on the fact that it is one of the sources of access to information, and many studies have proven that the media are the most important sources of information for the public.

The answers of the respondents also indicate that the media has a positive role, as this type of economy contributes to providing insights based on in-depth research and solid experience in the field of dealing with crises and keeps institutions away from confusion, randomness and improvisation in resolving crises. They also add that the role of the media is embodied in providing information, news and documents to entities and institutions both inside and outside the country due to the great role of this information in enhancing the knowledge economy. It also plays a positive role by providing the correct information and providing the public with facts, but they do not understand that the negativity of the media is manifested by providing false information and incorrect data, as well as the fifth respondent says.

Therefore, the abundance and volume of information provided by the media undoubtedly plays a pivotal role in promoting the knowledge economy, because the media itself is an information-based science, especially with the tremendous technological development, and the accompanying huge information explosion. The value of knowledge in times of crises is great value, and based on it crises are resolved or mitigated. If the media is used wisely and studied, it will play a positive role in promoting this economy, but if it is used randomly or according to a certain agenda, it will certainly reflect the negative role.

The respondents add that: The media has a prominent and important role in promoting all concepts in light of crises, whether this role is positive or negative, and this role varies from one environment to another, so we find countries that rely on investment in human resources and intellectual capital, marketing this approach through the media so that it becomes a tributary complementary to that policy, unlike countries that disrupt their human wealth and that anesthetize and distract their people with content that is far from knowledge and closer to superficiality and ignorance.

The summary of the opinions of the respondents indicates that the media has a great role in supporting the knowledge economy in all circumstances, especially in crises, as the role of the

media in this regard is focused on providing information quickly, directing public policies of institutions and governments, encouraging innovation and development in times of economic crises, presenting information and data about economic crises and how to address these crises and presenting successful proposals by hosting experts and specialists in the field of economics in order to provide solutions and proposals that contribute to developing solutions to these crises.

116

This reflects the benefit of the knowledge economy and the possibility of employing it better during the crisis, and contributes to supporting the new ideas and new information and introducing their sources, and disseminates all information and ideas that contribute to overcoming the crisis.

The summary of the opinions of the respondents is also embodied in the fact that the media plays an active role in reducing the spread of rumors and misinformation. This enhances the knowledge economy during crises by presenting the views of economic analysts, raising awareness of the importance of innovation and investment in the knowledge sectors and economic education, highlighting modern technologies such as artificial intelligence, and using it as a tool to create awareness of the importance of the knowledge economy.

## **6.2. Second: Media tools or techniques that respondents believe enhance the knowledge economy and examples of their use in crises**

The respondents agreed that one of the most important of these tools is traditional media and digital media in its multiple media, and some of them added artificial intelligence applications. The following is a presentation of media forms and contents and examples of the use of these tools in different crises:

a) The first research explained that the media tools that are relied on vary according to the crises. For example, China relied on the strategy of breaking the meaning in the face of the collective meaning that is formed on Twitter, which negatively affected the Chinese government. However, despite sending a large group of electronic army to maintain the national spirit and to confront the destructive meanings set by a group of Twitter users, they failed to overcome them.

b) The second research explained: One of the most prominent technical tools is social networking sites and mobile journalism. An example of this is the public's reliance on both social networking sites and mobile journalism during the coronavirus crisis.

c) The third study added strategies that can be relied upon: enhancing confidence in research centers, consolidating research culture, deepening faith that science is an important way to solve societal problems, focusing on raising awareness of the development of production and services through the development of quality standards based on solid scientific studies, and expanding the use of modern and advanced communication technologies and making them part of the culture of education and society. One of the most important examples is the use of digital media platforms in distance education during the Corona pandemic.

d) The fourth researcher added: Among the media tools and technologies are news portals and pages, media production companies and applications for viewing media content being one of the tributaries of the knowledge economy, in addition to huge databases, digital libraries, press websites, news agencies and others.

e) The fifth researcher emphasized all digital platforms.

f) The sixth research added that the digital media is the closest to the recipient or user who does not leave his mobile phone around the clock. It has not only become a means of entertainment, but also receives from it various information, including the correct, erroneous and misleading. The closest example of this is what happened in Hurricane Daniel. Despite the terrifying night that the population lived, we did not feel the magnitude of the disaster and their horror until after the Internet returned and videos, photos and audio were published.

g) The seventh researcher stressed the need to strengthen the professionalism of media institutions, provide communication and information technologies and applications, computers, software and databases, and provide good training to access and use these tools, representational reasoning and promos.

h) The eighth researcher added: Artificial intelligence applications, podcasts, virtual blogs, data analysis applications and other applications that provide knowledge and educational content to the public.

i) The ninth researcher said: The promotion of the knowledge economy comes through the provision of specialized programs in the field of economics, as well as the provision of specialized bulletins in the economy and the hosting of specialists and experts in the field of economics.

j) The tenth respondent said: These tools are represented in television - YouTube podcasts – bloggers – specialized electronic magazines – Telegram – social media. An example of this is when YouTube is used to provide a video on how to treat the economic crisis that the world was exposed to in 2008 or to present a new method in treating agricultural pests of a common crop.

k) The eleventh research finds that the tools are artificial intelligence to analyze big data, social media platforms to exchange ideas and to access information, as well as computing to store and easily access them, and the most prominent example is the analysis of the global economic situation during the Corona pandemic.

l) The twelfth researcher explained that educational programs, especially those focusing on young innovation owners, and serious and long-term awareness campaigns to diversify the economy and not rely on natural resources alone.

### **6.3. Third: The mechanism of the media's contribution to raising public awareness and enhancing community participation in the knowledge economy:**

a) The first research confirmed that one of the most important of these mechanisms is the allocation of spaces for the presentation of the knowledge dimensions of sustainable development related to the concepts of establishing small business projects that contribute to raising the economies of developing countries.

b) The second research said that the production of media content is diverse in form and content and commensurate with the age groups that make up society. Provides opportunities to enable knowledge economy concepts.

c) The third researcher explained that he can contribute by developing a strategy represented in developing awareness, educational and even educational programs at the community level, introducing the concept of education for the citizen outside the educational institution, activating the role of the media in educational institutions, integrating all students in

the communication process, knowing the use of modern technical methods of communication, and encouraging individuals to make knowledge content and circulate it widely., in addition to integrating modern means of communication into the educational process.

d) The fourth researcher stressed the establishment of awareness programs, whether for the public or for the institutions covered by the state, to be a tributary to support the knowledge economy.

e) While the fifth researcher stressed the importance of organizing conferences, seminars, workshops and dialogues, in addition to disseminating information and data about them to form a general culture about knowledge economics.

f) The sixth research said: Through the development of programs that focus on the knowledge economy in its entirety, and the transfer of successful experiences to us, it will achieve awareness of this economy.

g) This is consistent with what was explained by the seventh researcher: through the preparation, selection, implementation and delivery of meaningful content and improving the ways and means of presentation and marketing of this content.

h) From the point of view of the eighth researcher, highlighting the activities, seminars, scientific conferences, their results, recommendations and everything related to scientific research, innovation and development, as well as conducting scientific interviews with experts and specialists in all fields and fields of knowledge contributes significantly to raising awareness and community participation.

i) From the point of view of the ninth researcher: The provision of information and data and the allocation of specialized programs in the economy provide the public with economic information and data that contribute to raising awareness among the public, allowing the participation of the public in discussing these crises and presenting some solutions.

j) The tenth topic considers: Adopting an enlightenment and awareness strategy, creating interaction with the public, providing a solid opinion and reliable information, disseminating new and innovative methods, and not spreading outdated and harmful ideas to the environment contribute greatly to enabling the concepts of the knowledge economy.

k) From the point of view of the eleventh researcher, hosting economic experts to disseminate their experience and analysis of economic conditions and provide correct information away from rumors contributes to the dissemination of the concept of the knowledge economy and enhances its importance.

l) While the twelfth researcher believes that the awareness of the management of the institution or the media of this role and directing its content to spread awareness of the importance of the knowledge economy provides opportunities to enhance this concern and contributes to the realization of its importance among members of society.

#### **6.4. Fourth: The impact of the media on decision-makers in adopting economic policies that support the knowledge economy in light of the crises:**

a) The first research confirmed that the media has a great role in guiding and guiding mature minds, capital owners and interest groups by providing real models that have succeeded and achieved radical changes in societies that have gone through stages until they have achieved a competitive advantage at the local, regional and international levels.

b) The second study considers that the media provides decision-makers with information about the reality of the public's use of information during crises, as it provides them with the correct information issued by decision-makers and helps them to make appropriate decisions during the crisis, and it may also provide them with facts on the ground, which helps them to develop policies that limit the effects of the crisis and its repercussions.

c) The third study stressed: the importance of this type of economy, which is formed in the interest of documentation and information centers, and focus on the production of knowledge bases that represent a reference that can be resorted to in times of crisis and used in issuing decisions, in addition to developing the work of public opinion centers and public opinion polls on various topics, as well as establishing monitoring institutions in all topics of interest to state institutions.

d) The fourth researcher says: Decision makers in societies have a great role in supporting the transition towards the knowledge economy through digital transformation, whether for

government agencies or by supporting the archiving of information, laws, books, research and others.

e) The fifth study explained that it contributes to providing them with facts that support and promote positive decision-making to confront and address crises.

f) The sixth research stressed: The importance of the media and the strength of its impact cannot be denied, but if it is optimally exploited and faith in its impact on change for the better, decision-makers are aware of the strength of the impact and the speed of change, but they do not rely much on it to support the knowledge economy. The media is able to direct public opinion towards the crisis and how to manage it. A good example of this is what happened during the crisis of Hurricane Daniel, and how the media played a major role in directing attention towards the reconstruction of the city after the disaster.

g) The seventh study showed that it has a direct and indirect impact, the first by presenting topics, axes and experiences that affect the knowledge economy and addressing them from all aspects, including specialists and the extent to which they are inherent in the local environment, the second by highlighting the executive steps followed with the concerned authorities, highlighting what has been achieved, and revealing the miracle and its causes.

h) The eighth researcher stressed the impact that the media can have on decision-makers by persuading them to cooperate with them to promote trends that support the knowledge economy and develop joint plans between the responsible authorities in the state and the media that serve this field.

i) The ninth researcher narrates: The media provides accurate and reliable information that enables decision-makers to make informed decisions on the adoption of economic policies and contributes to addressing economic crises.

j) The tenth topic considers: through the strategy of persuading of the importance of the knowledge economy and its importance in providing job opportunities and upgrading the development of society.

k) The eleventh study considers that the media has a strong influence on decision-makers in adopting economic policies that will support the concept of the knowledge economy in light

of the crises by shaping public opinion, providing platforms for economists to provide successful models in this field and creating an environment that supports digital transformation.

l) The twelfth study considers that the impact is strong if economic journalists contribute to the development of programs related to this aspect.

#### 6.5. Fifth: The importance of cooperation between the media, the private sector and the academic sector in promoting the knowledge economy:

a) The first study believes that this depends greatly on enhancing the spirit of citizenship of capital owners and the moral responsibility related to the moral behavior of decision makers. This is what James Grunge stressed in his article on the ethical problems of public relations, where he stressed that the moral behavior of decision makers, the choice of society, the public, social networking sites and the level of elite thinking greatly affect the development of societies.

b) In the opinion of the second researcher: It is possible through the integration of these two sectors, as both the public and private sectors provide the legislative and funding incubator for the production and dissemination of knowledge through the media. The academic sector represents the cornerstone of the media industry that promotes the knowledge economy.

c) The third topic lays out reasons for the importance of this cooperation:

- Work in various sectors cannot be separated from the task of the media. All institutions have to know what surrounds them and what they want to report or communicate to others.

- Universities, academic and research institutions need to generalize knowledge and even profit from its production.

- The need to develop the concept of information security because it is what enables us to maintain this type of economy and does not waste opportunities to benefit from it.

d) The fourth researcher believes: It lies in the conclusion of agreements for the exchange of knowledge and information because they are important tributaries of the knowledge economy, and the fifth researcher summarized them in: The continuous exchange of data and information.

e) The sixth research confirms that the media is now the main pillar in everything. What if the knowledge economy depends on the word and information, and here there is no choice for different sectors to choose to cooperate with the media or not, but they have to cooperate with the media, if we look at the current era as the information age.

f) The seventh researcher says: The private sector has an importance in promoting the values and concepts of the knowledge economy because it is more liberal, bold and flexible in presentation, handling and editorial policy, as well as the academic sector, which is a means and a crutch on which the knowledge economy is based and part of it, and therefore the knowledge economy can also be part of the academic educational curriculum in practice.

g) The eighth researcher emphasizes that there should be an integrative relationship between the public and private sectors and the media, which should focus on the various innovations and developments that occur in both sectors, and focus on economic technological developments and seek to develop and develop various human skills through training, awareness and education through cooperation between the public and private sectors and the media.

h) The ninth study considers: This cooperation between these parties contributes significantly to the creation of economic knowledge and contributes to the development of solutions and proposals that will contribute to solving economic crises.

i) The tenth researcher says: Through the role of the media in being a means of communication, support and dissemination of all the knowledge product that is presented and produced in the public and private sectors.

j) The eleventh study considers that cooperation between these sectors is very important in order to build a society more prepared to face economic transformations, to stimulate innovations, and to spread awareness and knowledge during scientific research to achieve long-term economic growth.

k) The twelfth study confirms that cooperation between these sectors is pivotal and necessary.

## **6.6. Sixth: The Impact and Contribution of Digital Media in Disseminating Knowledge and Promoting the Knowledge Economy in Light of the Crises and Associated Risks:**

a) The first researcher said that the digital media contributed to the rapid arrival of information in its first revolution of digital communication and then achieved instant interaction, which in turn contributed significantly to the opening of cloud companies, the opening of the door of e-commerce and many applications that brought distances closer and achieved several successes. However, the existence of penetrations and the inability to achieve cybersecurity so far makes reliance on the digital revolution as a single and basic pillar impossible. All communication companies recognized that it is difficult to provide 100 percent secure communication lines because they are often exposed to piracy, and this subject is considered a pattern of great risk in relying on it as an important element in the process of the knowledge economy, which assumes guiding individuals and societies towards a sustainable and safe economy.

b) The second researcher's answer explained that it has a great impact in light of the escalation of the spread of digital media among the public and that the public has been able to produce media content and the great speed in disseminating and circulating information among the public. The risks are represented in the false information that these means can contain, and that their speed in transmitting information on the basis of which the public may act wrongly.

c) The third respondent says: Yes, it contributes significantly, as it is the container that contains all kinds of knowledge, but we can now only access knowledge through our ability to use digital media, often free of charge, and there are risks in seeking to penetrate these means.

d) The fourth researcher believes that digital media plays a major role in the ease of providing information, which is considered the most important component of the knowledge economy. The risks are related to the incorrectness of information and lie in the ease of disseminating positive and negative information, whether about individuals or about institutions.

e) The fifth researcher says: A positive impact and achieves a knowledge culture. The risks are represented in the possibility of spreading misleading information from fake digital platforms of unknown source.

f) The sixth research explains that digital means took the functions of traditional media in addition to their new functions, and contributed a lot to solving many crises or directing opinion

about them, and the closest example of the boycott campaign led by the world towards products that support the Zionist entity, but what disturbs this effect is the risks associated with it, namely misleading, false and false information, despite the emergence of scrutiny of information adopted by many media outlets in the world before publishing their information.

g) The seventh study finds: Media and digital platforms of all kinds have become the first number and the main means of effective economies and countries whose policy is based on the knowledge economy. The impact and interest are multiplied with economic crises, especially the Asian tiger boom. This is not without risks, as any digital technology is vulnerable to electronic threats and breaches. The issue of zero is the beginning of the current decade and the recent pager explosions.

h) The eighth study confirms that the media and the knowledge economy affect each other, as the public around the world depends on the media as a source of information and knowledge.

i) The ninth researcher says: Digital media is the master of the media arena in this era and contributes greatly to the dissemination of economic knowledge due to the characteristics that distinguish digital media from other means. It has a great impact on the public, especially the young generation, through which the public can know the economic and other crises and the reasons that led to these crises and how to address them. Digital media has also led to the emergence of the temporary jobs economy, where individuals can provide services such as taxi services, food delivery and independent work through digital platforms. This has created new employment opportunities for individuals. There are risks associated with digital media, which are the lack of credibility in the presentation of information and data, as well as the lack of knowledge of the sources of this information and data, which is usually intended to create confusion and spread misleading news.

j) The tenth researcher asserts: social media has a fundamental and important role in order to increase the number of its users annually and to have an interactive feature, and it increases the power of the knowledge economy through the speed of dissemination and interaction of the knowledge product in society and leads to its development, and one of the potential risks is not to investigate honesty and accuracy or deliberately lying in publishing.

k) The eleventh researcher said that this contribution occurs by adapting to challenges, providing information, enhancing community awareness and directing towards innovation. She mentioned that the most important risks include the spread of misinformation, the occurrence of the digital divide between societies, and excessive reliance on technology.

l) From the point of view of the twelfth researcher: The Internet has made the media more able to reach people, and even more influential, and it provides guidance and provides a knowledge environment for the exchange of ideas and the development of projects.

#### **6.7. Seventh: The respondents' vision for the future of the media in enhancing the knowledge economy and their expectations for future trends:**

a) The first research believes that the media today is working alongside the concept of artificial intelligence, which provides all information, and relies on large databases and a network that has removed many barriers. Despite the dark view of some scientists that it has reduced the base of employees and achieved tangible success in displacing many jobs and reducing the burden on companies in paying more salaries to workers, it is possible to benefit from it in the media in researching and developing new and innovative ideas in the media sector that help to identify the economies of countries and the most important projects that depend on them and how they have achieved their sustainable development projects.

b) The second research says: The future will witness a significant escalation of the growth of the knowledge economy in light of the rapid scientific and technological developments, and the future trend is reflected in the increasing investment in industries related to the production of knowledge to form one of the resources that the state depends on to support its general economy.

c) The third study sees: It will depend on this type of economy completely. The strength of countries is now measured by the size of their knowledge and the number of scientists and researchers they have. As for their orientations, they will be to own modern technologies and control their industry and their permanent development in terms of cultural specificity. It also shows that there is a tendency for this technology to be used for cognitive, cultural, scientific and research control over peoples in addition to the form of education. It will change significantly as

the virtual content will be relied on across geographical borders and nationalities will be canceled in the face of the influence of science and science and knowledge will be the new power in the world.

d) The fourth study shows that the future lies in the media's transition towards digitization and reliance on artificial intelligence algorithms, which are an important tributary for easy access to information.

e) The fifth respondent says: Increased interest in this activity in addition to government support for it.

f) The sixth research says: The answer may be closer to applying it to our local reality. If the media is exploited as required and its real concept is identified, far from mixing it with citizen journalism, I believe that it has a great role and greater impact in strengthening the knowledge economy in Libya, and that future trends must include plans to pay attention to and support the media in this direction.

g) The seventh researcher confirms that the media does not promote the knowledge economy, but rather it is one of its conditions and effective tools, and it is generalized and strengthened only by it. I expect the renaissance of some countries through the orientation and focus on the knowledge economy and human development and the exploitation of its wealth through it.

h) The eighth researcher believes that if any country or institution relies on digital media with its various applications, it will have a vital and influential role in enhancing the knowledge economy. Through these applications, it will achieve rapid access to the public and their access to information, enhance their knowledge and reduce the knowledge and cultural gap. It also ensures immediate and direct interaction with the public.

i) Topic 9: Digital media has dramatically changed the way businesses operate and communicate, resulting in a profound impact on the economy. It has revolutionized industries, created new business models, and opened up opportunities for global trade and job creation. One of its main effects on the economy is its role in expanding global reach and increasing consumer access to products and services through digital platforms, where companies can reach a wider audience outside their local markets. This has enabled small businesses and startups to

compete with larger companies on a global scale, which has led to equal opportunities and enhanced entrepreneurship. Moreover, digital media has facilitated e-commerce, allowing consumers to shop online and access products and services from anywhere in the world.

j) The tenth researcher explained: The relationship between the media and the knowledge economy is an integrative and mutually beneficial relationship. The media benefits from knowledge development (the product of the knowledge economy) in developing its profession. The knowledge economy publishes and helps society adopt knowledge products. Therefore, the dependence of the knowledge economy on the new media will increase. New trends in this context include increasing reliance on the new media and the emergence of new applications that will focus on the interactive feature. The active recipient of independent intellectual individualism will continue to emerge.

k) The eleventh study considers: The future of the media in relying on advanced technology represented in artificial intelligence and wide dissemination of information, and the transformation of societies towards the digital economy. As for the trends, they indicate that the media will become more specialized, interactive and transparent, in addition to the digital transformation and cooperation between all media and technological academic institutions.

l) The twelfth researcher says: There will be a tendency in my estimation to be important economic educational resources, especially for innovative young people.

#### **6.8. Eighth: The most prominent challenges facing the media in promoting the knowledge economy and ways to overcome them:**

a) The first study considers that there are many factors and challenges, namely, policies based on the media, their orientations and trends, their supporters, those in charge of the media, their cultural references, their social identity, and their negative impact on their level of thinking and their real desire for change. We also do not forget the impact of advertising agencies and those who support them financially and the extent of their interest in such topics and their real desire for development and change.

b) The second research says: The weakness of the technical structure, the existence of a knowledge gap with regard to the production and distribution of knowledge, the weakness of the culture of consumption of knowledge among the public, and it can be overcome: by developing

legislation and policies that reduce the knowledge gap, improve the purifying evidence and raise awareness among members of society.

c) The third study adds: The control of major powers over technology and not granting it to poor countries and high rates of security in the third world, and resistance to change in the field of education and scientific research.

d) In the opinion of the fourth study: The absence of government and private support and the lack of desire among communicators to move towards the knowledge economy and benefit from it in material terms, and can be overcome by providing material capabilities, supporting the qualified human element and providing modern technology.

e) The fifth topic is summarized as follows: Absence, accuracy, credibility and overcoming them by clearly identifying the source.

f) The sixth research shows: The most prominent challenges from its point of view are convincing decision-makers of the importance of the media and its role in public policy-making, and directing it towards knowledge and clarifying its importance. It is the future on which many countries began to rely.

g) The seventh topic focuses on: the basic and legislative structure and the political will of States.

h) The eighth researcher explained that these challenges are represented in two aspects. The first aspect is the lack of infrastructure for digital media, while the second aspect is the lack of interest of the public in the contents and contents of digital media, specifically the knowledge content. And He sees

i) The ninth study: The most important of these challenges are the weakness of professional performance and the lack of qualified cadres in the field of economic media and in the management of economic crises, the lack of reliable sources of information for media professionals, the lack of coordination between government ministries when dealing with economic media with a particular crisis, the quality and nature of the specific and inflexible economic media policy, and can be overcome through the academic and professional preparation of journalists. The journalist should also be a specialist in his field, as well as the

preparation and training of economic editors who use the news method to publish economic topics in various traditional and digital media, as well as the decision-maker to provide the media with information and data related to economic crises so that the media can present and discuss them with experts and specialists in the field of economics in order to develop solutions and contribute to solving them.

j) The tenth researcher says: In the event of the emergence of a scientific cognitive development in the future that weakens and limits the power of the media, in other words, when the media turns from a collective workmanship to an individual workmanship, and this is still far from being achieved in the foreseeable future.

k) The eleventh research agrees with its predecessors that the lack of technology infrastructure, the lack of media skills, the lack of funding and the spread of misleading and false news are the most prominent challenges, and it shows that these challenges can be overcome by training media professionals in the field of technology, providing support and funding in all its forms, providing mechanisms to verify misleading news, and the media investing in technology.

l) The twelfth researcher believes: What most faces this type of media message is the formulation of the form of presentation or the idea that reaches the public, that the economic aspects in the media are perceived by the general public as dry or unpleasant, and its formulation in attractive and influential templates for the public is a great challenge in fact.

#### **6.9. Ninth: Advice and suggestions provided by the respondents to the media and practitioners in this field to promote the knowledge economy:**

a) The first study provided various advice and suggestions focused on preparing more research and studies to explain the topic to all groups of society and to present the topic to the elite and decision makers by submitting proposals followed by real models and experiences of countries that have passed several stages in sustainable development and human capital development, in addition to including the course of human resources development in the academic stages and teaching them theoretically and practically.

b) The second research focused on training on the media industry, whose investment lies in the knowledge economy.

c) The third topic emphasizes: the necessity of integrating electronic communication media with professional practices, in addition to continuous training on all technical developments, and holding partnerships with institutions interested in science and scientific research.

d) The fourth study considers the need to keep abreast of technological development in the media field and to keep abreast of progress in devices and equipment.

e) The fifth topic focuses on: Facilitating access to data and information and presenting them clearly without ambiguity.

f) The sixth research says: Perhaps the question can be asked in a different way. What advice or suggestions can you provide to media institutions in their various disciplines to promote the knowledge economy, because the media is an employee within a cadre and a larger editorial policy set by the institution, and it only has to be applied, so if the plan that is adopted by media institutions takes into account the promotion of the knowledge economy, it can certainly guide the media to implement, publish and develop this plan.

g) The seventh topic focuses on: keeping abreast of technology and art and benefiting from the experiences of developed countries in the field and training on this, and reflecting it on the local reality and the specificity of each society, while contributing to the creation of the legislative and knowledge environment and investing in it.

h) The eighth subject mentioned: Multiple suggestions represented in focusing on scientific research and studies and their results and taking these results into account ,and not projecting the experiences of other countries in this field on Libyan society, and finally encouraging innovation and development and focusing on modern achievements in society and on scientific conferences and organizing workshops that enhance the knowledge economy, and exchanging experiences and cooperation between educational institutions, especially higher education institutions, and finally expanding the use of digital media applications and artificial intelligence.

i) The ninth topic focuses on the communicator. His academic and professional preparation is one of the ways to qualify him to deliver a deep and influential message, as well as the preparation and training of economic editors who use the news method in publishing economic topics in various traditional and digital media.

j) The suggestions of the tenth researcher are embodied in: Reviewing all the new media methods and applications, and specializing in one of the scientific and cognitive fields, so that the media specializes in following up information technology, medicine, or agriculture, and it is not permissible to be a specialist in more than one field, knowing the taste of the public accurately and the previous ideas it carries towards the ideas and issues we put forward, and following the method of simplification as much as possible in presenting the knowledge media material, and the media is not satisfied with the local knowledge product in a specialization, but must be aware of the same specialization in the world, in addition to mastering a live language such as English and French.

k) The eleventh research presented several tips represented in developing the use of digital skills, adopting professional honesty, using mechanisms to verify misinformation and false news, using advanced data analysis tools, and specializing in the field of knowledge economy.

l) The twelfth study suggests: Relying on the simplification of this economic material as much as the place in order to be influential.

## 7. Overall Findings

The study reached a number of results to the effect that the respondents agreed that the media has a major and essential role in promoting the knowledge economy in light of various crises. This impact ranges between positive and negative depending on the methods of harnessing the media and the credibility and accuracy of the information presented. All of them also stressed the importance of digital media and artificial intelligence applications as technical tools that enhance this concept.

One of the most prominent examples mentioned was the use of digital media during the spread of the Corona pandemic, whether to provide information to the public or for e-learning and to promote ways and methods of remote work, marketing and e-commerce, as well as their use by China following a strategy of breaking meaning to confront collective meaning on Twitter. These media were also used at the local level during Hurricane Daniel in Badranah.

The respondents also agree that all methods of communication, whether traditional or modern, must be harnessed to increase their contribution to raising awareness and community

participation, and the need for cooperation between all private and public sectors and media institutions to spread this concept. This is due to the influence and impact of the media on decision makers and officials in directing their attention towards promoting this concept, as well as the need for media institutions to develop a general framework and laws and provide the capabilities to qualify them to publish and broadcast contents that establish the knowledge economy at all times.

The respondents consider that the dissemination of information and education about this concept and the presentation of the experiences of other countries are among the mechanisms that contribute to its consolidation. One of the most prominent risks is the spread of misleading and misleading information significantly. One of the challenges faced by the media in this context is the lack of modern technologies and basic infrastructure, and the lack of public policies adopted by officials.

The most important suggestions and advice were to train media professionals on modern technologies, provide them with information about this concept and consolidate it within the general plans of the media sector, and cooperation between all educational and cultural institutions to spread this concept.

## 8. Recommendations of the study

a) The authorities responsible for the media sector in the Arab countries adopt policies and plans that will enhance the role of traditional and modern media in disseminating the concept of the knowledge economy.

a) Training media professionals on the use of modern digital media, providing them with information on this concept and training them on how to prepare media content specialized in this field.

b) Cooperation between all media, educational, cultural and economic institutions to spread and promote this concept in different societies.

c) Educating and raising awareness - whether for the media or the receiving public - about ways and mechanisms to verify false, misleading and misleading news in this field.

- d) The study aims to enhance cooperation between media institutions and educational and research bodies to develop integrated knowledge content.
- e) Employing technology and using modern technology in designing innovative media campaigns targeting different groups and dedicating their knowledge economy culture.
- f) Evaluate the ongoing impact of media messages on audience behavior and attitudes towards the knowledge economy.

### 9. REFERENCES:

- 1- Susan Galloway & Stewart Dunlop, (2007), critique of definition of the cultural & creative industries in public policy, international journal of cultural policy, vop 13, No 1.
- 2- Andy c. Pratt, (2008), new media the new economy & new space, the version available in lse research online September.
- 3- Ghali, Mahrez Mohsen, (2020), The Experts ' Vision for the Role of the Media Industry in Promoting the Model of Knowledge Economies in Arab Societies and Their Attitudes Towards It, 1st Edition, Egypt: Al-Arabi.
- 4- Abu Bakr, Huneida Qandil, (2020), New Media and the Employment of Knowledge Economy Values: An Analytical Study, Arab Journal of Child Media and Culture, Volume 3, Issue 1 April.
- 5- Pushuk, Sanaa et al., (2020), The Role of ICT in the Transformation towards a Knowledge Economy, Journal of Studies in Economics, Trade and Finance, Volume 4, Issue 1.
- 6- Al-Sabri, Nirvana Hussein Muhammad, (2021), Societal Changes in the Shadow of Crises: The Study of Distance Education and the Cognitive Economy as a Model, Middle East Journal of Social Sciences and Humanities, Volume 1, Issue 1.
- 7- Al-Shibli, Hajar Ali, and Al-Jayer, Muhammad Tawfiq Waqiq, (2022), The Libyan State in the Transition towards a Knowledge Economy, University, No. 35.
- 8- Bakr, Samer, (2021), Knowledge Economy, Abu Dhabi, Arab Monetary Fund

9- Alyan, Ribhi Mustafa, (2012), Knowledge Economy, Dar Al-Safaa Publishing and Distribution, Amman

10- Sami Bakr: previous reference 6.

11-Gulf Research Center: Knowledge Economy, available at [https://www.cfk.gov.sa/Documents/The\\_Knowledge\\_Economy.pdf](https://www.cfk.gov.sa/Documents/The_Knowledge_Economy.pdf) Date of entry 3/10/2024.

12- Sultan, Mohamed Sayed, (2016), Information and Communication Technology & the Achievement of the Knowledge Economy: Mechanisms of Integration & Requirements for Knowledge Growth, Fourth Annual Media Forum, Riyadh.

13- Ghali, Mehrez Hussein, (2019), Experts' vision of the role of the media industry in promoting the model of knowledge economies in Arab societies and their orientation towards it as one of the sources of soft power in these societies, Egyptian Journal of Media Research.

14-Abu Jamea, Mona Eid, Sustainable Arab Media and the Knowledge Economy: Reality and Expectations, Arab Journal of Literature and Human Studies

15- Al-Ghamrawi Raja, (2022), The Role of Media in Raising Public Awareness of Smart Cities to Promote Sustainable Development, Egyptian Journal of Media Research, Issue 80 July/September.

16-Amer, Fathi Hussein, (2012), Electronic Public Opinion, University Publishing House, Cairo.





DOI Prefix:10.33685/1316

جميع الحقوق محفوظة © مركز جيل البحث العلمي