The local media role in boosting the social peace building

Analytic Research

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Practical Research

Abstract:

It is crucial to focus on coexisting and building the societal body to get out of the exceptional situation that Yemen is going through. And by virtue of the importance of the media's direct role in forming people's orientations towards various cases, the significance of the current research lies on analyzing the role of media in raising collective awareness, building foundations for societal coexistence and promoting peace building in Yemen under its current conditions. This research is divided into two main parts, theoretical and practical. The researcher analyzed in the first part previous studies that were about the role of media in promoting social peace building in order to verify the research hypotheses. While he designed in the second part a questionnaire to measure the role of local media in promoting social peace building in Yemen, as a basic tool in order to achieve the research objectives. And by using the analytical approach, the most prominent results of this research was a weakness in the role of the local Yemeni media in promoting social peace building. The research was concluded with a set of recommendations that will enhance the role of the local media in coexistence and building social peace. The keywords of this research:

Local media – Social peace – Peace building process – Promoting peace building

Introduction

The media has become an important means for both building and destroying, where those in control are becoming capable of manipulating people's thoughts and minds. That's why a lot of social and psychological studies have been conducted on the role that the media can play in shaping the members of the population, and their ability to alter their orientations, behaviors and cultures. The local media in Yemen and all its outlets and channels are of special interest to the population in Yemen and the region, as its message may seem to be effective and remarkable in some of its characteristics and in some other cases, it may lack capabilities. In many political, economic and social situations, it has also kept up with many diverse and unsteady historical stages.

Since 2015 AD, the media outlets such as satellite channels, local radio stations and websites have increased in number. These means have been used and exploited in conflicts and each party has had its own media resources and all their forms. These media outlets have pursued the same war approach, as each part of the civil war had a so-called war media or moral media. This research also explores the role of the various Yemeni local media, in boosting social peace building and reveals the barriers that keep the media from playing this role.

It was therefore important to shed light on this significant part of the Yemeni community life by studying the role that the local media is capable of playing through its different means in boosting and establishing a culture of social peace building within the community.

Based on the fact that the media dominates the community's orientation and is indispensable, and given the events and conflicts that the Yemeni community is going through that have negatively affected all aspects of life, and more significantly peace which represents a crucial pillar in maintaining the community's entity, cohesion and stability, it may thus be said that the current research issue, there is a big question mark on the role played by the local media in building the societal body despite the various media outlets. So he focused his research on the role played by the local media in boosting social peace building among the members of the Yemeni community through evaluating the influence of

the role of the Yemeni local media in boosting social peace building in Yemen during the last five years between 2015 AD and 2020 AD.

Research topic

This research focuses on assessing and recognizing the effect of the Yemeni local media role in boosting social peace building in Yemen over the past five years and shedding the light on the significance of the role that the local media is capable of playing in boosting social peace in Yemen.

Research terms and concepts

- **Local media:** It refers to the various official media that broadcast within Yemen, mainly targeting the Yemeni population, such as: (the radio, newspapers, TV stations, and electronic news websites.)
- **Social peace:** A term meant for a state of consensus and comfort that exists between two parties or a coalition of parties in a manner that achieves peace and prevents enmity. Hardo Center (2018) A Call to Peace, page 17, Cairo, Egypt. Among its essential human values are growth, culture, freedom, justice, equality, environment preservation, development of Yemeni's women and families on the cultural and intellectual levels, while rejecting violence and terrorism in all its forms and styles.
- **Peace building process:** Peace is a state of calm and serenity. The term "peace" is used as a contradiction to war and violence between various races or different social classes or competing nations. Even in times of peace, people are involved in disputes such as political campaigns, debates, opposing views, etc.
- **Boosting peace building:** It is intended to support and sustain the social coexistence culture as a primary step to build social peace within the Yemeni population.
- **Role:** They are the roles that the media plays.

Research problem

Based on the fact that the media is one of the factors that affects the community's orientation and is indispensable, and given the events and conflicts that the Yemeni community is going through that have negatively affected all aspects of life, and more significantly social coexistence and peace which represents a crucial pillar in maintaining the community's entity, cohesion and stability, it may thus be said that the research issue has led to an emphasis on the role played by the local media in building the societal body and boosting social peace building among the members of the Yemeni community. So, by reviewing the research issue, the ultimate purpose of the research is to explore the role of the local media in boosting social peace building within the community.

Research goal

The research aims to recognize the role of the Yemeni local media in boosting social peace building in Yemen.

Research hypotheses

1- There is a connection between the news outlets that are preferable to follow and the information received on social peace issues.

2- There is a connection between the media and the most relevant outlets of information on peace.

3- There is a connection between the local media and the most critical problems raised in the field of social peace.

4- There is a connection between media forms and presenting topics and issues of social peace.

Research methodology

This research depends on the descriptive and systematic approach to the achievement of its goals, since this approach is one of the scientific methods followed in the gathering of

the necessary data for the topic to be studied where he describes the social phenomenon in a scientifically and accurate manner.

Research information sources

The researcher used two primary sources of information:

Secondary sources:

The researcher tended to address the theoretical context of his research to secondary data sources which are represented in relevant Arabic and foreign books and references, periodicals, articles, reports, previous researches and studies on the subject of study, in addition to researching and reading on various websites.

Primary sources:

In order to answer the analytical aspects of the research topic, the researcher used the specially developed questionnaire as a key research instrument to gather primary data and distributed it to a number of respondents (60% males and 40% females) in the Governorate of Aden.

First: Previous studies or Office study:

The researcher has observed the researches and studies related to this research with interest and he found a broad variety of studies in the media field with its various means and techniques; at the same time, however, it was far from the field around which this study is conducted, or more specifically, to notice the lack of researches and studies dealing with the media and its role and function in the field of social peace, despite the great importance of the media in this field. Nevertheless, a number of studies, close or similar to the topic of this research, have been obtained and the most significant ones focused on the following:

(Al-Nahari study 2017): Media and Political Modernity in Yemen - Analysis of political elites' speeches on issues of national dialogue on Yemeni satellite channels.

The study was interested in learning about the essence of the media's role in political modernity in Yemen, and the political trends of elites' discourses on political modernity, including the media techniques used in political programs following the extensive national debate, as well as the review of media and political discourses on the political issues addressed by the dialogue conference, and the study used the media survey tool to evaluate a selection of political talk shows dedicated to accompanying and addressing topics of extensive national dialog on Yemeni governmental and civil/partisan satellite channels, represented by: (Yemen Satellite channel, Suhail channel, Yemen Today channel, and Al Masirah channel).

And this study reached a set of results, the most important of which are:

- That there are two levels of political debates in relation to political modernity. The first is a discourse linked to the traditional conflict, and the second is a discourse linked to the struggle between tradition and modernity, and that the media has played a significant role in both the replication and the revival of traditional values and in boosting the values of political modernity in opposition to the political tradition.

- Those roles were linked to the media owned by the government or the parties and civic groups - and to ideological references, current political interests, and political conflicts influenced by internal and external factors, whereas the role of the new satellite TV channels in boosting the values and directions of a substantive national dialogue in its contents and general trends was confirmed.

- The media, in particular the new satellite TV channels, played a significant role in boosting the values of the political modernity in Yemen in the immediate term by consecrating the values and practices of the democratic transition on the one hand, and on the other hand, establishing and boosting the values and issues of the national dialogue, and in the long term, by consecrating the political modernity culture and its ethical structure and mechanisms for addressing current political and social issues.

(Mutahhar's study 2007): The radio and television role in shaping the knowledge and orientations of the Yemeni elites towards political issues.

The study was interested in knowing the relationship between the way the Arab satellite channels and international radio stations are dealing with prominent Arab and international political issues, the context for news reporting on these issues and their awareness and assessment by the Yemeni elites, as well as studying the factors and variables that promote or undermine the formation of their knowledge and orientations towards the Arab and international political issues under study. And the research was based on the survey approach and the sample of the analytical study was newscasts on the Al-Jazeera and Al-Arabiya channels, London and Sawa radio stations, and the Yemeni elites as a sample from the public.

This study has provided a series of results, the most important of which are:

- The existence of differences in the respondents' orientations towards the main political issues under study across the various frameworks for the news coverage of these issues in both Arab TV satellite channels and international radio stations.
- The research sample have adopted the news frameworks that are provided by the means of which they primarily rely to receive information on prominent political issues, compared to the ones presented by other media.

(Saad's study2000): The use of the media by the Yemeni public during the electoral campaigns and the gratifications achieved.

The study sought to establish the reasons for the use of media by the Yemeni public during the electoral campaigns and the gratifications achieved from this use, and the researcher used the survey approach in his study on a sample of the public that consists of 500 respondents from the cities of Sana'a and Aden, and achieved a set of results, of which the most significant justification for the study sample to increase its exposure to media is to save time and effort in collecting information. And the study has shown that the contents to which the sample is exposed

are news bulletins and political statements in all means; its results have also shown that the utilitarian justification has outperformed, in terms of seriousness, the motives of the reassurance of the country's stability and getting to know current events, and the most serious justification is the interaction with the community and its issues, and spending time.

(Abu Shanab's study 2007): The role of the media in boosting civil peace in the Palestinian society.

This research is considered as a descriptive one and it seeks to recognize the obstacles and threats to civil peace in the Palestinian society. The results of the study include that the threats to civil peace are: the absence of the judicial authority and the law, the failure of the Palestinian authorities in controlling the Palestinian territories, power struggles between the presidency and the government, the overlapping of powers between the security services, and religious fanaticism. Moreover, the media of the Palestinian factions hasn't shown any interest in promoting civil peace, particularly the Hamas and Fateh media.

(Muhammad's research 2016): The role of the media in shaping political elites after 2011, and its issue has been crystallized in the following question: What is the extent of the media power in forming political elites after 2011, and the perception of the official and private media role in the formation of political elites? The results of the research have also clarified the role of the media in the possibility of shaping young political elites working on stability within the society, away from the division and fragmentation of the official media discourse.1

(Al-Muhaisin's research 2010 AD): the role of youth in achieving sustainable peace. The goal of this study was to recognize the role of Jordanian youth in achieving sustainable peace and it reached many results, the most important of which are:

- Building societies and engaging in their defense falls on the shoulders of young people eligible for this role through direct involvement in the consolidation of the values of the community participation and contact with previous generations, to benefit from their experiences and practical and field expertise that they

have acquired over the years to improve the society's situation and developing its various fields.

- The nations rise with the spirit of their youth. They are the builders of sustainable peace and they are knights at the same time. Their young arms are constructing factories, farms, highways, tunnels, bridges, places of worship and culture. They are the safety valve of peace for every nation pursuing stability, freedom, development, growth and sustainability. They possess the present with all its components and they are the future with all its hopes and they are the nation's spirit and hope for advancement, growth and continuity. That is why the country, with all its bodies and institutions, must take care of this community and provide the elements of human welfare for the youth in terms of work, health, education, training, and life skills so that they can carry out their duties and assume their responsibility with full capacity and dedication.

(Al-Hijali's study2017 AD): The role of youth in social peace building in Arab societies. This study aimed at recognizing the role of Arab youth in building social peace. It has provided many results, the most important of which are: the culture of arms has on a dominant role in most developing countries, and especially in the Middle East, which threatens the future of youth who deserve a better quality and peaceful life, which necessitates the creation of a culture of peace and a free environment for dispute settlements. This is the area in which youth can play a significant role, in promoting a culture of "change" through shifting their attitudes towards people, traditions, religion and belief, and by combining their enthusiasm and patience and realizing the value of living together and being responsible for defending the boundaries of peace and violence.

The following has been noticed while reviewing past studies:

1. These studies have shown the significance of the role that the media plays in changing, creating, forming and shaping the opinions and orientations of the individuals towards social, political, cultural, economic issues etc.

2. The studies have confirmed the role of the satellite media first, then the radio then the journalistic in the cultural and political growth and public education, as well as their impacts on all facets of the human being such as his values, preferences, morals, orientations, ethics and persuasions.

3. These studies handled many issues based on the two questionnaire tools, the content analysis, the public study and the communicator.

4. Previous studies have reflected the essence of the confrontation and divisions between intellectual and cultural currents towards many societal issues.

5. The presence of differences in the respondents' orientations towards the prominent political issues under study in the various frameworks of news analysis for these issues in both Arab satellite channels and international radio stations.

6. The respondents have followed the news frameworks provided by the means of which they primarily rely to gain information on prominent political issues in conjunction with the frameworks presented by other media.

7. No studies have dealt with the role of the local media in boosting social peace building in Yemen. Accordingly, this research is considered as one of the first researches to discuss a new problem.

Benefiting from previous studies:

The theoretical framework of previous studies will be benefited from, especially in recognizing the role of the media in boosting peace building, and the way the media is participating in the peace building process. The approach used in those studies has also been of use as well as the results and recommendations.

Field study

Research community

The research community is the population of Aden Governorate, as it is one of the most important Yemeni governorates after the capital, Sana'a, and because of the population density that distinguishes it, and the diversity of its community members that are from the various Yemeni regions.

Study sample

The study sample consists of 110 randomly selected respondents from the Governorate of Aden, and an exploratory sample of 23 questionnaires was provided by the researcher to test the internal accuracy of the questionnaire as well as to measure its consistency. And 150 questionnaires were distributed to the study sample after verifying the validity and safety of the questionnaire for the test, and 110 questionnaires were collected, with a recovery rate of 73%.

Description of the study tool (questionnaire)

The questionnaire was entitled "The Role of the Local Media in Boosting Social Peace Building in Yemen, Aden Governorate."

The questionnaire consists of two main sections:

A. Section 1 (Characteristics of the researched community)

This section dealt with the respondent's general information, as it contained four variables (gender, age, level of education, occupation, and the extent to which the respondent follows-up local media.)

B. Section 2 (Questionnaire inquiries)

This section included all 35 dependent variables, split into 5 main axes, as seen in the table below:

Table 1: The names of the study tool axes and the number of dependent variables in each axis

Axle number	The role of microfinance institutions	The number of variables dependent on the axes
1	The media that you choose to follow to gain information on social peace	**6**
2	Your most important sources of information regarding social peace	**8**
3	The most important topics addressed by the local media regarding social peace	**7**
4	Media methods in which social peace topics and issues are addressed	**8**
5	How to overcome the factors that obstruct the media from playing its role in creating peace	**6**
#	Total	**35**

In the above table, we notice that the study tool dealt with the role of the local media in building social peace from five facets (the preferred media outlets to obtain information on social peace issues, the media as a medium of social peace information, the media coverage of social peace issues, the media methods that cover social peace issues, the means of overcoming the factors that prohibit the media from playing its role in building social peace). There were a number of dependent variables in each of these facets, which are indicators to measure this role and its implications in answering the inquiries of this study and evaluating its hypotheses.

In the first and fourth axes, the quadripartite Likert scale was used to measure the response of the respondents to the questionnaire items (dependent variables), while the fifth axis used the "yes" or "no" response as shown in the table below:

Table 2: Description of the respondents' degrees of response used in the study axes

Axis 1 (quadripartite Likert)		Axis 2 to Axis 4 (quadripartite Likert)		Axis 5	
Response description	Degree	Response description	Degree	Response description	Degree
Strongly Disagree	0	Never	0	Yes	1
Disagree	1	Rarely	1	No	0
Agree	2	Often	2		
Strongly Agree	3	Always	3		

Regarding the Likert scale, the researcher used the degree (0) for the "Strongly Disagree" response or the "Never" response, so the relative weight in this case will be 0% which suits this response, instead of the relative weight of 25% if the response is expressed with a degree of (1).

Statistical methods used in the research

The researcher unpacked and evaluated the questionnaire by using the Statistical Package for the Social Sciences (SPSS), and the non-parametric statistical tests, since the Likert scare is an ordinal scale, and the following statistical tools were used:

1. Percentages, frequencies, arithmetic average, and relative arithmetic average: this command is mostly used for the purpose of understanding the frequency of a variable's category, and it is helpful for the researcher to describe the study sample.
2. Cronbach's Alpha evaluation to assess the stability of the questionnaire's paragraphs.
3. Spearman Correlation Coefficient to measure the degree of correlation. This test is used to study the relation between variables in the case of nonparametric data.
4. Sign Test to see whether or not the overall response degree has reached a neutral degree of 1.5 or not.

Questionnaire credibility:

The questionnaire's reliability is intended to assess its inquiries as to what they were supposed to measure, and the researcher has checked the questionnaire's credibility in two ways:

Arbitrators credibility:

The questionnaire was sent by the researcher to a group of arbitrators composed of 10 experts in various humanitarian specialties. The researcher responded to the arbitrators' opinions and took into consideration the suggestions submitted to make the necessary deletions and amendments. Thus, the questionnaire came out in its final version – See the appendix attached.

Measure credibility

Internal Validity

The internal validity authenticity means the extent of which each paragraph of the questionnaire is consistent with the unit that this paragraph or the variables related to it belongs to. The researcher has calculated the internal validity of the questionnaire by calculating the correlation coefficients between each paragraph of the questionnaire axis and the total degree of the axis itself, and here we will calculate the internal validity according to each axis of the questionnaire.

A. The internal Validity of the paragraphs and elements of the first axis (your preferred media to obtain information about peace issues)

The table below contains the results of Spearman's test for the correlation between the paragraphs or variables of the first axis of the media preferred to follow in order to obtain information on social peace issues with the total degree of the axis and here we note that all the variables or paragraphs are statistically significant (Sig. = 0.000) at the level of the significance of $\alpha = 0.01$. Thus, this axis (the first axis) is considered authentic to what was measured.

Table 3: Spearman's correlation coefficient between the total degree of the first axis and between each of its paragraphs

	Paragraphs of the first axis (The preferred media to follow to obtain information on peace issues)	Spearman's Correlation Coefficient	Statistics
1	TV channels	.481**	0.000
2	Radio stations	.863**	0.000
3	Newspapers and magazines	.767**	0.000
4	websites	.674**	0.000
5	Posters and newsletters	.860**	0.000
6	Billboards. (across streets and avenues)	.823**	0.000

** *Correlation is statistically significant at the level of significance 0.01.*

B. Internal validity of the paragraphs and elements of the second axis (your most important sources of information on social peace)

The table below contains the results of Spearman's test for the correlation between the paragraphs or variables of the second axis of your most important sources of information on social peace with the total degree of the axis. Here we note that all the paragraphs are statistically significant (Sig. = 0.000) at the level of significance α=0.01 and thus the second axis is authentic to what was measured.

Table 4: Spearman's correlation coefficient between the total degree of the second axis and between each of its paragraph

	Paragraphs of the second axis (your most important sources of information on social peace)	Spearman's Correlation Coefficient	Statistics
1	Newspapers and magazines	.849**	0.000
2	Flyers and posters	.799**	0.000
3	Official and private radio stations	.764**	0.000
4	Yemeni TV channels	.866**	0.000
5	websites	.829**	0.000
6	Humanitarian organizations	.780**	0.000
7	Documentaries	.706**	0.000
8	Facebook	.739**	0.000

*** Correlation is statistically significant at the level of significance 0.01*

C. Validity of the paragraphs and elements of the third axis (The most important topics addressed by the local media regarding social peace)

The table below contains the results of Spearman's test for the correlation between the paragraphs of the third axis for the most important topics addressed by the local media regarding social peace with the total degree for the third axis. Here we note that all the paragraphs or variables are statistically significant at the level of significance $\alpha=0.05$ and thus the third axis is considered authentic to what was measured.

Table 5: Spearman's correlation coefficient between the total degree of the second axis and between each of its paragraph

	Paragraphs of the third axis The most important topics addressed by the local) (media regarding social peace	Spearman's Correlation Coefficient	Statistics
1	The importance of social peace in the population's life	.196*	0.042
2	Focusing on fighting violence and terrorism	.834**	0.000
3	Equality - Social Justice - Freedom - Security	.718**	0.000
4	General information on peace and peaceful coexistence.	.801**	0.000
5	Ensuring the rights of women and children	.815**	0.000
6	The call to end the conflict in Yemen	.816**	0.000
7	Urging to avoid hatred and enmity among members of society	.766**	0.000

***Correlation is statistically significant at the level of significance 0.01,*

The level of significance 0.05.

D. Internal validity of the paragraphs and elements of the fourth axis (Media methods through which topics and social peace issues are addressed)

The table below contains the results of Spearman's test for the correlation between the paragraphs or variables of the fourth axis of the media methods through which topics and issues of social peace are presented in the total degree of the axis. Here we note that all the paragraphs are statistically significant (Sig. = 0.000) at the level of significance α=0.01.

Thus, the fourth axis is considered authentic to what was measured.

Table 6: Spearman's correlation coefficient between the total degree of the fourth axis and between each of its paragraph

#	Paragraphs of the fourth axis (Media formats through which topics and social peace issues are addressed)	Spearman's Correlation Coefficient	Statistics
1	Dialogue and interviews	.763**	0.000
2	News	.683**	0.000
3	Documentaries	.746**	0.000
4	Cartoons	.856**	0.000
5	Songs	.745**	0.000
6	Drama	.790**	0.000
7	ads	.765**	0.000
8	TV and press investigations	.807**	0.000

***Correlation is statistically significant at the level of significance 0.01*

Structure Validity

The structure validity is one of the metrics of the tool validity, which measures the extent to which the goals that the tool aims to obtain are accomplished and it indicates the degree to which each field (axis) of the study fields corresponds to the overall degree of the questionnaire paragraphs (dependent variables).

The table below shows that all correlation coefficients for all fields of the questionnaire are statistically significant (Sig. = 0.000) at a significant level of $\alpha = 0.01$, and thus all domains (axes) of the questionnaire are considered authentic to what they are measured.

Table 7: Spearman correlation coefficient between each axis of the resolution with the total degree of the axes (for the questionnaire)

	Questionnaire axes	Spearman's Correlation Coefficient	Statistical significance
1	The media that you prefer to follow to obtain information about social peace issues	.812**	0.000
2	Your most important sources of information on social peace	.794**	0.000
3	The most important topics addressed by the local media regarding social peace	.348**	0.000
4	Media methods through which topics and social peace issues are addressed	.883**	0.000

***Correlation is statistically significant at the level of significance 0.01.*

Reliability

The stability of the questionnaire means that the questionnaire should give the same results if it was redistributed more than once under the same circumstances and conditions, or in other words, the reliability of the questionnaire indicates the stability in its results without any significant changes if it was redistributed several times on the sample members during a certain period of time.

The researcher tested the stability of the study questionnaire by measuring the Cronbach alpha coefficient where there parameter value ranges between (0 and 1) where the number zero indicates that the questionnaire is totally unstable, and the number one indicates that the questionnaire is fully stable. When the Cronbach alpha coefficient value is greater than 0.6 or 60 percent, the questionnaire and the results of the Cronbach alpha coefficient values are given in the following table:

Table 8: The values of the Cronbach alpha coefficient to measure the reliability for each of the axes of the questionnaire and the stability of the questionnaire in general

Axe	Axes and fields	Cronbach alpha coefficient %	Stability and constancy
1	The media that you prefer to follow to obtain information about social peace issues	90%	Stable and steady
2	Your most important sources of information on social peace	94%	Stable and steady
3	The most important topics addressed by the local media regarding social peace	85%	Stable and steady
4	Media methods through which topics and social peace issues are addressed	95%	Stable and steady
All fields of the questionnaire		70%	Stable and steady

It is obvious from the results of the table above that the value of the Cronbach alpha coefficient is high, greater than 60% for each field, and that the value of the Cronbach alpha coefficient is also higher than 60% for all the paragraphs of the questionnaire, which implies that the coefficient of reliability is high and therefore, the questionnaire in the appendix is indeed distributable.

Thus, the researcher has maintained the internal and constructive validity in addition to the consistency of the study questionnaire, which makes him totally assured of the questionnaire's validity and authenticity to evaluate the results and respond to all the study questions and test its hypotheses.

Field research results review

Characteristics of the study community

The figures below display the characteristics of the researched community in terms of gender, age, educational level, profession and also in terms of the extent of the research sample's follow-up to local media. The research community size is 110 respondents, where males represent

60% of 66 respondents, and females represent 40% of 44 respondents.

Figure 1: The researched community by type

In the first place, the research sample in the age group (less than 30 years) were represented by 39% of the total sample size and in the second place the research sample in the age group (from 30 years to less than 40 years) were represented by 24% of the total sample size. The age group (from 40 years to less than 50 years) ranked third with 23% of the total sample size and the research sample (above 50 years) ranked fourth with 14% of the total sample size.

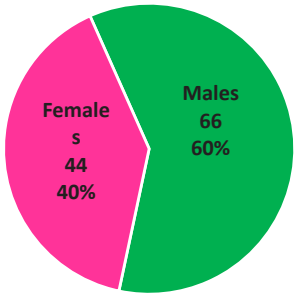


Figure 2: The researched sample according to age

As for the characteristics of the researched community in terms of educational status, the percentage of the targeted research sample with a graduate degree has reached 45% of the total sample size, and the percentage of the research sample with a diploma certification has reached 24% of the total sample size. Also, the percentage of research sample with a postgraduate degree (higher education) has reached 19% of the total sample size, and the percentage of the research sample with a general secondary certification has reached 12% of the total sample size.

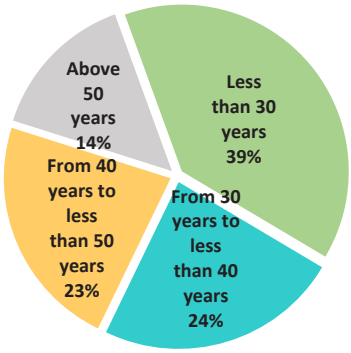
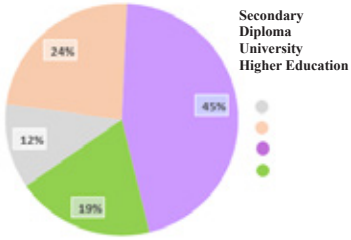


Figure 3: Representation of the researched community based on the academic qualifications



The research sample were divided into three groups according to the occupation, where the percentage of the research sample who have governmental jobs (employees in the public or private sector with regular salaries) has reached 39% of the total sample size, and the percentage of the research sample who are freelancers (private jobs, craft occupations or daily-paid workers) has reached 35% of the total sample size, whereas the percentage of the research sample who does not have a profession (unemployed) has reached 25% of the total sample size.

Figure 4: Distribution of the study community based on the profession

The following figure shows the extent of the research community's follow-up to the local media, where 47% of the total sample size permanently follows the local media, 35% of the total sample size most frequently, whole 14% of the total sample size occasionally follows the local media and 4% of the total sample size does not follow the local media at all.

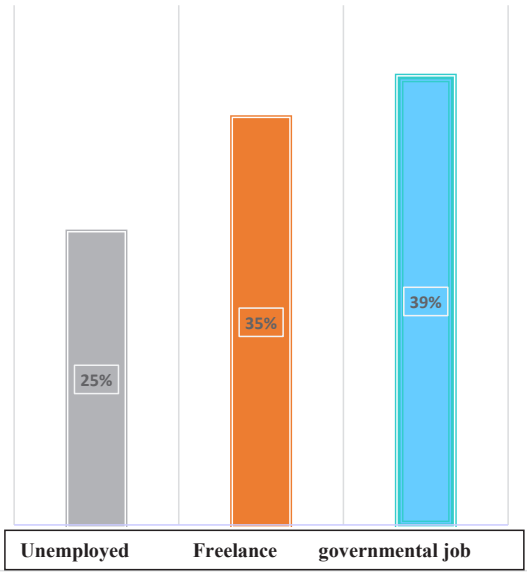
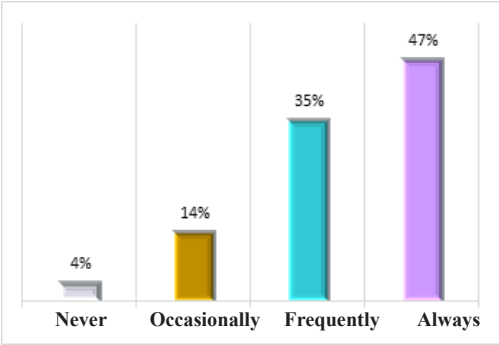


Figure 5: The extent to which the study community follows the local media



Testing the study hypotheses and measuring the researched responses

A. The process of measuring the respondents' response from the neutrality level.

As we stated previously, the degree of neutrality is (1.5), and the One Sample T-test will be used here to figure out the degree of response if it has achieved the degree of neutrality and based on this test, we will have two hypotheses (the null hypothesis and the alternative hypothesis).

- **The null hypothesis:** The average degree of response is 1.5.
- **The alternative hypothesis:** Average response degree that is not equal to 1.5.

If the Sig. (P-value) is higher than the level of significance (according to the results of the SPSS program), so it is not feasible to reject the null hypothesis, and in this case, the average viewpoint of the sample participants does not differ fundamentally from the degree of neutrality, which is 1.5. If the Sig. (P-value) is less than the level of significance $\alpha = 0.05$, then the null hypothesis is rejected and the alternative hypothesis that recognizes that the average opinions of the study participants differ fundamentally from the degree of neutrality is accepted. In this case, it can be determined if the average answer is significantly greater or less than the degree of neutrality, through the test value and so if the sign is positive, then it means that the respondents' average response increases with the degree of neutrality (1.5), but if it is negative, then it means that the respondents' average response decreases at the degree of neutrality (1.5)

B. Description of the respondents' response using Likert intervals.

The researcher has used the quadripartite Likert scale and the answers of the respondents were described from zero to three in order to find the neutrality area within Likert quadripartite scale. The extent of the response in quadripartite Likert scale must be divided into five intervals and the table below clarifies these intervals where the average period to the neutral one will be considered as the respondents' response.

Table 9: Intervals of Likert measure according to the measure points used in the study

Likert measure points	The duration in degree	The duration of the period in percentage	Description	
0 - 3	0 – 0.59	0% - 19.9%	Strongly disagree	Never
	0.60 – 1.19	20% - 39.9%	Disagree	Occasionally
	1.20 – 1.79	40% - 59.9%	Neutral	Neutral
	1.80 – 2.39	60% - 79.9%	Agree	Frequently
	2.40 – 3.00	80% - 100%	Strongly agree	Always

In the previous table, the quadripartite Likert measure points were distributed within five intervals and that in order to count the research sample's response accurately as follows:

- If the average response of the research sample to any of the questionnaire paragraphs falls within the period (0.00 - 0.59) or within the relative importance (0% - 19.0%), then the general response of the sample at the level of the paragraph B is classified as "**Strongly disagree**" or "**Never**".
- If the average response of the research sample to any the questionnaire paragraphs falls within the period (0.60 – 1.19) or within the relative importance (20% - 39.9%), then the general response to the sample at the level of the paragraph B is classified as "**disagree**" or **"rare**".

- If the average response of the research sample to any of the questionnaire paragraphs falls within the period (1.20 - 1.79) or within the relative importance (40 – 59.9%), then the general response to the sample at the paragraph B level is classified as" **neutral** ".
- If the average response of the research sample to any the questionnaire paragraphs falls within the period (1.80 – 2.39) or within the relative importance (60% - 79.9%), then the general response to the sample at the paragraph B level is classified as" **agree** "or" **often** ".
- If the average response of the research sample to any of the questionnaire paragraphs falls within the period (2.40 – 3.00) or within the relative importance (80% - 100%), then the general response of the sample at the paragraph B level is classified as" **strongly agree** "or" **always** "

C. Measure of the research sample's response

In this part, the process of the two previous paragraphs (A and B) will be implemented at the purpose of describing the direction of the research sample's response and define it clearly through two stages:

The first stage: knowing the distribution of the research sample's average response to the degree of neutrality (1.5) using the signal test.

The second stage: measure and description of the research sample's response using the relative importance.

Therefore, we need to review the results of the paragraphs of each axis in terms of frequencies, percentages, average, relative importance, and the value of the T-test for one sample (the reference test).

First: The media that you prefer to follow to obtain information on social peace issues (axis 1)

Table 10: (T) test for one sample about the degree of neutrality (1.5), the average response and the relative importance of the first axis and its components

#	Paragraph	Criterion	Response Degree				Total	Arithmetic average	Relative importance	(t) test value	Moral level	Deducted general response
			Strongly disagree	Disagree	Agree	Strongly agree						
1	TV channels	Repetition	9	11	11	54	85	2.294	76%	6.934	0.000	agree
		%	10.6	12.9	12.9	63.5	100.0					
2	Radio stations	Repetition	35	12	8	19	74	1.149	38%	-2.384	0.020	disagree
		%	47.3	16.2	10.8	25.7	100.0					
3	Newspapers and magazines	Repetition	37	9	9	13	68	0.971	32%	-3.611	0.001	disagree
		%	54.4	13.2	13.2	19.1	100.0					
4	Websites	Repetition	23	7	27	42	99	1.889	63%	3.240	0.002	agree
		%	23.2	7.1	27.3	42.4	100.0					
The overall response of the axis								1.091	36%	-4.924	0.000	disagree

From the table above, we notice as follows:

From the first paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.000), and this value is less than the level of statistical significance $\alpha = 0.05$. So, this paragraph is considered a statistical function at a significant level $\alpha = 0.05$. Therefore, we reject the null hypothesis stating that "the average response degree is equal to 1.5" and we accept the alternative hypothesis stating that "the average response degree is not equal to 1.5". We also note that the value of the t-distribution test is equal to (t = 6.934), which is a positive value, from which we conclude that the degree of response exceeds the degree of neutrality, either "**agree** or **strongly agree**". To determine the actual response of the paragraph, we will use the relative importance of this paragraph as it reached about 76%. Returning to Likert's table of intervals, this value belongs to the period (60% - 79.9%), which is the limit of the response period "**agree**", and therefore we can say that the general response to this paragraph by the researched group was "**agree**".

From the second paragraph, we note that the statistical value of the (t) distribution test for one sample concerning the degree of neutrality (1.5) is equal to (Sig. = 0.020), and this value is less than the level of statistical significance $\alpha = 0.05$. So, this paragraph is considered a statistical function at a significant level $\alpha = 0.05$. Thus, we reject the null hypothesis that states that "the average response degree is equal to 1.5" and we accept the alternative hypothesis stating that "the average response degree is not equal to 1.5". We also note that the value of the t-distribution test is equal to (t = 2.384), which is a negative value, from which we conclude that the degree of response is less than the degree of neutrality, either "**disagree** or **strongly disagree**". To determine the actual response of the paragraph, we will use the relative importance of this paragraph as it reached about 38%. Returning to Likert's table of intervals, this value belongs to the period (20% - 39.9%), which is the limit of the response period "**disagree**", and therefore we can say that the general response to this paragraph by the researched group was "**disagree**".

From the third paragraph, we note that the statistical value of the (t) distribution test for one sample concerning the degree of neutrality (1.5) is equal to (Sig. = 0.001), and this value is less than the level of statistical significance $\alpha = 0.05$. So, this paragraph is considered a statistical function at a significant level $\alpha = 0.05$. Thus, we reject the null hypothesis that states that "the average response degree is equal to 1.5" and we accept the alternative hypothesis stating that "the average response degree is not equal to 1.5". We also note that the value of the t-distribution test is equal to (t = -3.611), which is a negative value, from which we conclude that the degree of response is less than the degree of neutrality, either "**disagree** or **strongly disagree**". To determine the actual response of the paragraph, we will use the relative importance of this paragraph as it reached about 32%. Returning to Likert's table of intervals, this value belongs to the period (20% - 39.9%), which is the limit of the response period "**disagree**", and therefore we can say that the general response to this paragraph by the researched group was "**disagree**".

From the fourth paragraph, we note that the statistical value of the (t)

distribution test for one sample concerning the degree of neutrality (1.5) is equal to (Sig. = 0.002), and this value is less than the level of statistical significance $\alpha = 0.05$. So, this paragraph is considered a statistical function at a significant level $\alpha = 0.05$. Thus, we reject the null hypothesis that states that "the average response degree is equal to 1.5" and we accept the alternative hypothesis stating that "the average response degree is not equal to 1.5". We also note that the value of the t-distribution test is equal to (t = 3.240), which is a positive value, from which we conclude that the degree of response exceeds the degree of neutrality, either "**agree** or **strongly agree**". To determine the actual response of the paragraph, we will use the relative importance of this paragraph as it reached about 63%. Returning to Likert's table of intervals, this value belongs to the period (60% - 79.9%), which is the limit of the response period "**agree**", and therefore we can say that the general response to this paragraph by the researched group was "**agree**".

From the total degree of the axis (for all the paragraphs of the axis), we note that the statistical value of the (t) distribution test for one sample concerning the degree of neutrality (1.5) is equal to (Sig. = 0.000), and this value is less than the level of statistical significance $\alpha = 0.05$. So, this axis is considered a statistical function at a significant level $\alpha = 0.05$. Thus, we reject the null hypothesis that states that "the average response degree is equal to 1.5" and we accept the alternative hypothesis stating that "the average response degree is not equal to 1.5". We also note that the value of the t-distribution test is equal to (t = -4.924), which is a negative value, from which we conclude that the degree of response is less than the degree of neutrality, either "**disagree** or **strongly disagree**". To determine the actual response of the paragraph, we will use the relative importance of this paragraph as it reached about 36%. Returning to Likert's table of intervals, this value belongs to the period (20% - 39.9%), which is the limit of the response period "**disagree**", and therefore we can say that the general response to this paragraph by the targeted group was "**disagree**".

From the previous points (1-4) and from the results of the analysis of the overall response of the axis in point (5), where the general response of the study community was "disagree," we can judge "that there is no

relation between the preferred media in terms of follow-up and obtaining information on social peace issues."

Your most important sources of information about social peace (Axis 2)

Table 11: (t) test for one sample about the degree of neutrality (1.5), the average response and the relative importance of the second axis and its components

#	Paragraph	Criterion	Response Degree				Total	Arithmetic average	Relative importance	(t) test value	Moral level	Deducted general response
			Never	Occasionally	Frequently	Always						
1	Newspapers and magazines	Repetition	38	8	12	14	72	1.028	34%	-3.280	0.002	occasionally
		%	52.8	11.1	16.7	19.4	100.0					
2	Flyers and posters	Repetition	37	13	12	14	76	1.039	35%	-3.395	0.001	occasionally
		%	48.7	17.1	15.8	18.4	100.0					
3	Official and private radio stations	Repetition	39	11	8	17	75	1.040	35%	-3.197	0.002	occasionally
		%	52.0	14.7	10.7	22.7	100.0					
4	Yemeni TV channels	Repetition	28	5	10	35	78	1.667	56%	1.079	0.284	neutral
		%	35.9	6.4	12.8	44.9	100.0					
5	Websites	Repetition	31	4	28	31	94	1.628	54%	0.988	0.326	neutral
		%	33.0	4.3	29.8	33.0	100.0					
6	Humanitarian organizations	Repetition	41	5	12	15	73	1.014	34%	-3.317	0.001	occasionally
		%	56.2	6.8	16.4	20.5	100.0					
7	Documentaries	Repetition	40	12	10	22	84	1.167	39%	-2.390	0.019	occasionally
		%	47.6	14.3	11.9	26.2	100.0					
8	Facebook	Repetition	29	12	11	40	92	1.674	56%	1.265	0.209	neutral
		%	31.5	13.0	12.0	43.5	100.0					
The overall response of the axis								0.963	32%	-6.275	0.000	occasionally

From the table above, we notice as follows:

From the first paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.002), and this value is less than the level of statistical significance $\alpha = 0.05$. So, this paragraph is considered a statistical function at a significant level $\alpha = 0.05$. Therefore, we reject the null hypothesis stating that "the average response degree is equal to 1.5" and we accept the alternative hypothesis stating that "the average response degree is not equal to 1.5". We also note that the value of the t-distribution test is equal to (t = -3.280), which is a negative value, from which we conclude that the degree of response is less than the degree of neutrality, either "**occasionally** or **never**". To determine the actual response of the paragraph, we will use the relative importance of this paragraph as it reached 34%. Returning to Likert's table of intervals, this value belongs to the period (20% - 39.9%), which is the limit of the response period "**occasionally**", and therefore we can say that the general response to this paragraph by the researched group was "**occasionally**".

From the second paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.001), and this value is less than the level of statistical significance $\alpha = 0.05$. So, this paragraph is considered a statistical function at a significant level $\alpha = 0.05$. Therefore, we reject the null hypothesis stating that "the average response degree is equal to 1.5" and we accept the alternative hypothesis stating that "the average response degree is not equal to 1.5". We also note that the value of the t-distribution test is equal to (t = -3.395), which is a negative value, from which we conclude that the degree of response is less than the degree of neutrality, either "**occasionally** or **never**". To determine the actual response of the paragraph, we will use the relative importance of this paragraph as it reached 35%. Returning to Likert's table of intervals, this value belongs to the period (20% - 39.9%), which is the limit of the response period "**occasionally**", and therefore we can say that the general response to this paragraph by the researched group was "**occasionally**".

From the third paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.002), and this value is less than the level of statisti-

cal significance $\alpha = 0.05$. So, this paragraph is considered a statistical function at a significant level $\alpha = 0.05$. Therefore, we reject the null hypothesis stating that "the average response degree is equal to 1.5" and we accept the alternative hypothesis stating that "the average response degree is not equal to 1.5". We also note that the value of the t-distribution test is equal to (t = -3.197), which is a negative value, from which we conclude that the degree of response is less than the degree of neutrality, either "**occasionally** or **never**". To determine the actual response of the paragraph, we will use the relative importance of this paragraph as it reached 35%. Returning to Likert's table of intervals, this value belongs to the period (20% - 39.9%), which is the limit of the response period "**occasionally**", and therefore we can say that the general response to this paragraph by the researched group was "**occasionally**".

From the fourth paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.284), and this value exceeds the level of statistical significance $\alpha = 0.05$. So, this paragraph is not considered a statistical function at a significant level $\alpha = 0.05$. Therefore, we reject the null hypothesis stating that "the average response degree is equal to 1.5" and the alternative hypothesis stating that "the average response degree is not equal to 1.5". Therefore, the response is at the degree of neutrality. On another hand, we note that the value of the relative importance reaches 56%. Returning to Likert's table of intervals, this value belongs to the period (40% - 59.9%), which is the limit of the response period "**neutral**", and therefore we can say that the general response to this paragraph by the researched group was "**neutral**".

From the fifth paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.326), and this value exceeds the level of statistical significance $\alpha = 0.05$. So, this paragraph is not considered a statistical function at a significant level $\alpha = 0.05$. Therefore, we accept the null hypothesis stating that "the average response degree is equal to 1.5" and we reject the alternative hypothesis stating that "the average response degree is not equal to 1.5". Therefore, the response is at the degree of neutrality. On another hand, we also note that the value of the relative

importance reaches about 54%. Returning to Likert's table of intervals, this value belongs to the period (40% - 59.9%), which is the limit of the response period "**neutral**", and therefore we can say that the general response to this paragraph by the researched group was "**neutral**".

From the sixth paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.001), and this value is less than the level of statistical significance $\alpha = 0.05$. So, this paragraph is not considered a statistical function at a significant level $\alpha = 0.05$. Therefore, we reject the null hypothesis stating that "the average response degree is equal to 1.5" and we accept the alternative hypothesis stating that "the average response degree is not equal to 1.5". We also note that the value of the t-distribution test is equal to (t = -3.317), which is a negative value, from which we conclude that the degree of response is less than the degree of neutrality, either "**occasionally** or **never**". Therefore, the response is at the degree of neutrality. To determine the actual response of the paragraph, we will use the relative importance of this paragraph as it reached about 34%. Returning to Likert's table of intervals, this value belongs to the period (20% - 39.9%), which is the limit of the response period "**occasionally**", and therefore we can say that the general response to this paragraph by the researched group was "**occasionally**".

From the seventh paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.019), and this value is less than the level of statistical significance $\alpha = 0.05$. So, this paragraph is not considered a statistical function at a significant level $\alpha = 0.05$. Therefore, we reject the null hypothesis stating that "the average response degree is equal to 1.5" and we accept the alternative hypothesis stating that "the average response degree is not equal to 1.5". We also note that the value of the t-distribution test is equal to (t = -2.390), which is a negative value, from which we conclude that the degree of response is less than the degree of neutrality, either "**occasionally** or **never**". To determine the actual response of the paragraph, we will use the relative importance of this paragraph as it reached 39%. Returning to Likert's table of intervals, this value belongs to the period (20% - 39.9%), which is the limit of the response

period "**occasionally**", and therefore we can say that the general response to this paragraph by the researched group was "**occasionally**".

From the eighth paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.209), and this value exceeds the level of statistical significance $\alpha = 0.05$. So, this paragraph is not considered a statistical function at a significant level $\alpha = 0.05$. Therefore, we accept the null hypothesis stating that "the average response degree is equal to 1.5" and we reject the alternative hypothesis stating that "the average response degree is not equal to 1.5". Therefore, the response is at the degree of neutrality. On another hand, we also note that the value of the relative importance reaches 56%. Returning to Likert's table of intervals, this value belongs to the period (40% - 59.9%), which is the limit of the response period "**neutral**", and therefore we can say that the general response to this paragraph by the researched group was "**neutral**".

From the total degree of the axis (for all the paragraphs of the axis), we note that the statistical value of the (t) distribution test for one sample concerning the degree of neutrality (1.5) is equal to (Sig. = 0.000), and this value is less than the level of statistical significance $\alpha = 0.05$. So, this axis is considered a statistical function at a significant level $\alpha = 0.05$. Thus, we reject the null hypothesis that states that "the average response degree is equal to 1.5" and we accept the alternative hypothesis stating that "the average response degree is not equal to 1.5". We also note that the value of the t-distribution test is equal to (t = -6.275), which is a negative value, from which we conclude that the degree of response is less than the degree of neutrality, either "**occasionally** or **never**". To determine the actual response of the paragraph, we will use the relative importance of this paragraph as it reached 32%. Returning to Likert's table of intervals, this value belongs to the period (20% - 39.9%), which is the limit of the response period "**occasionally** ", and therefore we can say that the general response to this paragraph by the targeted group was "**occasionally**".

From the previous points (1-8) and from the results of the analysis of the overall response of the axis in point (9), where the general response of the study community was "occasionally" we can judge "that the local media occasionally is or represents an importance of obtaining information on social peace issues."

The most important topics addressed by the local media regarding social peace(Axis 3)

Table 12: (t) test for one sample about the degree of neutrality (1.5), the average response and the relative importance of the third axis and its components

#	The paragraph	Criterion	Degree of response				Total	arithmetical average	relative importance	t) test) value	moral level	The deducted General response
			never	occasionally	frequently	always						
1	The importance of social peace in the populations' lives	repetition	5	10	68	25	108	2.046	68%	7.935	0.000	frequently
		%	4.6	9.3	63.0	23.1	100.0					
2	Focusing on fighting violence and terrorism	repetition	37	8	33	17	95	1.316	44%	-1.535	0.128	neutral
		%	38.9	8.4	34.7	17.9	100.0					
3	Addressing the social peace values as : (equality- social justice- freedom- security)	repetition	40	11	16	24	91	1.264	42%	-1.772	0.080	neutral
		%	44.0	12.1	17.6	26.4	100.0					
4	General information on peace and peaceful coexistence	repetition	47	12	13	9	81	0.802	27%	-5.828	0.000	occasionally
		%	58.0	14.8	16.0	11.1	100.0					
5	Ensuring the rights of women and children	repetition	52	8	13	9	82	0.744	25%	-6.302	0.000	occasionally
		%	63.4	9.8	15.9	11.0	100.0					
6	The call to end the conflict in Yemen	repetition	49	13	13	10	85	0.812	27%	-5.845	0.000	occasionally
		%	57.6	15.3	15.3	11.8	100.0					
7	Urging to avoid hatred and enmity among members of society	repetition	51	13	14	13	91	0.879	29%	-5.224	0.000	occasionally
		%	56.0	14.3	15.4	14.3	100.0					
The total response for the axis								**0.956**	**32%**	**-8.219**	**0.000**	**occasionally**

We notice from the table above as follows:

1. From the first paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.000), and this value is less than the level of statistical significance $\alpha = 0.05$. So, this paragraph is not considered a statistical function at a significant level $\alpha = 0.05$. Therefore, we reject the null hypothesis stating that "the average response degree is equal to 1.5" and we accept the alternative hypothesis stating that "the average response degree is not equal to 1.5". We also note that the value of the t-distribution test is equal to (t = 7.935), which is a positive value, from which we conclude that the degree of response exceeds the degree of neutrality, either "**frequently or always**". To determine the actual response of the paragraph, we will use the relative importance of this paragraph as it reached 68%. Returning to Likert's table of intervals, this value belongs to the period (60% - 79.9%), which is the limit of the response period "**frequently**", and therefore we can say that the general response to this paragraph by the researched group was "**frequently**".

2. From the second paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.128) and this value is greater than the level of statistical significance. Therefore, this paragraph is not considered statistically significant at a level of significance $\alpha = 0.05$, and so we accept the null hypothesis stating that "the average degree of response is equal to 1.5" and we reject the alternative hypothesis stating that "the average response degree is not equal to 1.5", thus, the response is at the degree of neutrality. We also note that the relative importance is equal to 44%. Returning to Likert's table of intervals, we notice that this value belongs to the period (40% - 59.9%), which is the limits of the response period "**neutral**", and thus we can say that the general response for this paragraph by the researched group was "**neutral**".

3. From the third paragraph, we note that the statistical value of (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.080) and this value is greater than the level

of statistical significance $\alpha = 0.05$. Therefore, this paragraph is not statistically significant at a significant level $\alpha = 0.05$, so we accept the null hypothesis stating that "the average degree of response is equal to 1.5" and we reject the alternative hypothesis stating that "the average degree of response is not equal to 1.5", thus the response lies at the degree of neutrality. We also note that the relative importance is equal to 42%. Returning to the table Likert intervals, we notice that this value belongs to the period (59.9% - 40%), which is the limits of the response period "**neutral**". Therefore, we can say that the general response to this paragraph by the studied group was "**neutral**".

4. From the fourth paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.000) and this value is less than the level of statistical significance $\alpha = 0.05$. Therefore, this paragraph is considered a statistical function at a significant level $\alpha = 0.05$, thus we reject the null hypothesis stating that "the average degree of response is equal to 1.5" and we accept the alternative hypothesis stating that "the average degree of response is not equal to 1.5". We also note that the value of the test of the t-distribution is equal to (t = -5.828), which is a negative value from which we conclude that the degree of response is less than the degree of neutrality, either "**occasionally or never**". And to determine the actual response to the paragraph, we will use the relative importance of this paragraph as it reached 27%. Returning to Likert's table of intervals, this value belongs to the period (20% - 39.9%) which is the limits of the response period "**occasionally**"**.** Therefore, we can say that the general response to this paragraph on the part of the researched group was "**occasionally**".

5. From the fifth paragraph, we note that the statistical value of (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.000) and this value is less than the level of statistical significance $\alpha = 0.05$. Therefore, this paragraph is considered a statistical function at a significant level $\alpha = 0.05$, thus we reject the null hypothesis that states that "the average response score is

equal to 1.5" and we accept the alternative hypothesis stating that "the average response score is not equal to 1.5". We also note that the value of the t-distribution test is equal to (t = -6.302) which is a negative value from which we conclude that the degree of response is less than the degree of neutrality, either "**occasionally or never**", and to determine the actual response to the paragraph, we will use the relative importance of this paragraph as it reached 25%. Returning to Likert's table of intervals, this value belongs to the period (20% - 39.9%) which is the limits of the response period "**occasionally**". Therefore, we can say that the general response to this paragraph on the part of the researched group was "**occasionally**".

6. From the sixth paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.000) and this value is less than the level of statistical significance $\alpha = 0.05$. Therefore, this paragraph is considered a statistical function at a significant level $\alpha = 0.05$.Thus, we reject the null hypothesis stating that "the average response score is equal to 1.5" and we accept the alternative hypothesis stating that "the average response score is not equal to 1.5". We also note that the value of the T-distribution test is equal to (t = -5.845), which is a negative value, from which we conclude that the degree of response is less than the degree of neutrality, either "**occasionally or never**", and to determine the actual response to the paragraph, we will use the relative importance of this paragraph as it reached 27%. Returning to Likert's schedule, this value belongs to the period (20% - 39.9%), which is the limits of the response period "**occasionally**", and therefore we can say that the general response to this paragraph on the part of the researched group was "**occasionally**"

7. From the seventh paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.000) and this value is less than the level of statistical significance $\alpha = 0.05$. Therefore, this paragraph is considered a statistical function at a significant level $\alpha = 0.05$.Thus, we reject the null hypothesis stating that "the average response score is equal to 1.5" and we accept the alternative hypothesis stating that

"the average response score is not equal to 1.5". We also note that the value of the T-distribution test is equal to (t = -5.224), which is a negative value, from which we conclude that the degree of response is less than the degree of neutrality, either "**occasionally or never**", and to determine the actual response to the paragraph, we will use the relative importance of this paragraph as it reached 29%. Returning to Likert's schedule, this value belongs to the period (20% - 39.9%), which is the limits of the response period "**occasionally**", and therefore we can say that the general response to this paragraph on the part of the researched group was "**occasionally**".

8. From the total score of the axis (for all paragraphs of the axis), we note that the statistical value of the (t) distribution test for one sample around the degree of neutrality (1.5) is equal to (Sig. = 0.000) and this value is less than the level of statistical significance $\alpha = 0.05$ Therefore, this axis is considered statistically significant at a significant level. Thus, we reject the null hypothesis stating that "the average response score is equal to 1.5" and we accept the alternative hypothesis stating that "the average response score is not equal to 1.5". We also note that the value of the T-distribution test is equal to (t = -8.219), which is a negative value from which we conclude that the degree of response is less than the degree of neutrality, either "**occasionally**" or "**never**". To determine the actual response, we will use the relative importance of this paragraph as it reached 32%. Returning to Likert's table of intervals, this value belongs to the period (20% - 39.9%) which is the limits of the response period "**occasionally**". Accordingly, we can say that the general response to all paragraphs of this axis by the targeted group was "**occasionally**".

From the previous points (1-7) and from the results of the analysis of the overall response to the axis in point (8), where the general response of the study community was "occasionally," with which we can judge, "local media occasionally raise important issues that promote social peace building."

Media formats through which topics and social peace issues are addressed (Axis 4)

Table 13: The (t) test for one sample about the degree of neutrality (1.5), the average response and the relative importance of the fourth axis and its components

#	The paragraph	Criterion	Degree of response				Total	arithmetical average	relative importance	(t) test value	moral level	The deducted General response
			never	occasionally	frequently	always						
1	The dialogue and interviews	repetition	24	8	22	35	89	1.764	59%	2.018	0.050	neutral
		%	27.0	9.0	24.7	39.3	100.0					
2	News	repetition	22	3	20	44	89	1.966	66%	3.553	0.001	frequently
		%	24.7	3.4	22.5	49.4	100.0					
3	Documentaries	repetition	37	14	23	15	89	1.180	39%	-2.619	0.010	occasionally
		%	41.6	15.7	25.8	16.9	100.0					
4	Cartoons	repetition	42	15	5	16	78	0.936	31%	-4.155	0.000	
		%	53.8	19.2	6.4	20.5	100.0					
5	Song	repetition	42	12	9	20	83	1.084	36%	-3.003	0.004	
		%	50.6	14.5	10.8	24.1	100.0					
6	Drama	repetition	41	14	9	16	80	1.000	33%	-3.723	0.000	
		%	51.3	17.5	11.3	20.0	100.0					
7	Ads	repetition	38	14	5	22	79	1.139	38%	-2.489	0.015	
		%	48.1	17.7	6.3	27.8	100.0					
8	TV and press investigations	repetition	33	12	14	17	76	1.197	39.9%	-2.159	0.034	
		%	43.4	15.8	18.4	22.4	100.0					
The total response for the axis								0.987	33%	-5.785	**0.000**	

From the table above, we notice as follows:

1. From the first paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.050), and this value is equal to the level of statistical significance $\alpha = 0.05$. So, this paragraph is not considered a statistical function at a significant level $\alpha = 0.05$. Therefore, we

accept the null hypothesis stating that "the average response degree is equal to 1.5" and we reject the alternative hypothesis stating that "the average response degree is not equal to 1.5". Therefore, the response is at the degree of neutrality. On another hand, we also note that the value of the relative importance reaches 59%. Returning to Likert's table of intervals, this value belongs to the period (40% - 59.9%), which is the limit of the response period "**neutral**", and therefore we can say that the general response to this paragraph by the surveyed group was "**neutral**".

2. From the second paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.001), and this value is less than the level of statistical significance $\alpha = 0.05$. So, this paragraph is considered a statistical function at a significant level $\alpha = 0.05$. Therefore, we reject the null hypothesis stating that "the average response degree is equal to 1.5" and we accept the alternative hypothesis stating that "the average response degree is not equal to 1.5". We also note that the value of the t-distribution test is equal to (t = 3.553), which is a positive value, from which we conclude that the degree of response exceeds the degree of neutrality, either "**frequently** or **always**". To determine the actual response of the paragraph, we will use the relative importance of this paragraph as it reached about 66%. Returning to Likert's table of intervals, this value belongs to the period (60% - 79.9%), which is the limit of the response period "**frequently**", and therefore we can say that the general response to this paragraph by the surveyed group was "**frequently**".

3. From the third paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.010), and this value is less than the level of statistical significance $\alpha = 0.05$. So, this paragraph is considered a statistical function at a significant level $\alpha = 0.05$. Therefore, we reject the null hypothesis stating that "the average response degree is equal to 1.5" and we accept the alternative hypothesis stating that "the average response degree is not equal to 1.5". We also note that the value of the t-distribution test is equal to (t = - 2.619), which

is a negative value, from which we conclude that the degree of response is less than the degree of neutrality, either "**occasionally** or **never**". To determine the actual response of the paragraph, we will use the relative importance of this paragraph as it reached about 39%. Returning to Likert's table of intervals, this value belongs to the period (20% - 39.9%), which is the limit of the response period "**occasionally**", and therefore we can say that the general response to this paragraph by the surveyed group was "**occasionally**".

4. From the fourth paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.000), and this value is less than the level of statistical significance $\alpha = 0.05$. So, this paragraph is considered a statistical function at a significant level $\alpha = 0.05$. Therefore, we reject the null hypothesis stating that "the average response degree is equal to 1.5" and we accept the alternative hypothesis stating that "the average response degree is not equal to 1.5". We also note that the value of the t-distribution test is equal to (t = - 4.1552), which is a negative value, from which we conclude that the degree of response is less than the degree of neutrality, either "**occasionally** or **never**". To determine the actual response of the paragraph, we will use the relative importance of this paragraph as it reached about 31%. Returning to Likert's table of intervals, this value belongs to the period (20% - 39.9%), which is the limit of the response period "**occasionally**", and therefore we can say that the general response to this paragraph by the surveyed group was "**occasionally**".

5. From the fifth paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.000), and this value is less than the level of statistical significance $\alpha = 0.05$. So, this paragraph is considered a statistical function at a significant level $\alpha = 0.05$. Therefore, we reject the null hypothesis stating that "the average response degree is equal to 1.5" and we accept the alternative hypothesis stating that "the average response degree is not equal to 1.5". We also note that the value of the t-distribution test is equal to (t = - 3.723), which is a negative value, from which we conclude that the degree of re-

sponse is less than the degree of neutrality, either "**occasionally** or **never**". To determine the actual response of the paragraph, we will use the relative importance of this paragraph as it reached about 33%. Returning to Likert's table of intervals, this value belongs to the period (20% - 39.9%), which is the limit of the response period "**occasionally**", and therefore we can say that the general response to this paragraph by the surveyed group was "**occasionally**".

6. From the sixth paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.015), and this value is less than the level of statistical significance $\alpha = 0.05$. So, this paragraph is considered a statistical function at a significant level $\alpha = 0.05$. Therefore, we reject the null hypothesis stating that "the average response degree is equal to 1.5" and we accept the alternative hypothesis stating that "the average response degree is not equal to 1.5". We also note that the value of the t-distribution test is equal to (t = - 2.489), which is a negative value, from which we conclude that the degree of response is less than the degree of neutrality, either "**occasionally** or **never**". To determine the actual response of the paragraph, we will use the relative importance of this paragraph as it reached about 38%. Returning to Likert's table of intervals, this value belongs to the period (20% - 39.9%), which is the limit of the response period "**occasionally**", and therefore we can say that the general response to this paragraph by the surveyed group was "**occasionally**".

7. From the seventh paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.034), and this value is less than the level of statistical significance $\alpha = 0.05$. So, this paragraph is considered a statistical function at a significant level $\alpha = 0.05$. Therefore, we reject the null hypothesis stating that "the average response degree is equal to 1.5" and we accept the alternative hypothesis stating that "the average response degree is not equal to 1.5". We also note that the value of the t-distribution test is equal to (t = - 2.159), which is a negative value, from which we conclude that the degree of response is less than the degree of neutrality, either "**occasionally** or

never". To determine the actual response of the paragraph, we will use the relative importance of this paragraph as it reached about 31%. Returning to Likert's table of intervals, this value belongs to the period (20% - 39.9%), which is the limit of the response period "**occasionally**", and therefore we can say that the general response to this paragraph by the surveyed group was "**occasionally**".

8. From the total degree of the axis (for all the paragraphs of the axis), we note that the statistical value of the (t) distribution test for one sample concerning the degree of neutrality (1.5) is equal to (Sig. = 0.000), and this value is less than the level of statistical significance $\alpha = 0.05$. So, this axis is considered a statistical function at a significant level $\alpha = 0.05$. Thus, we reject the null hypothesis that states that "the average response degree is equal to 1.5" and we accept the alternative hypothesis stating that "the average response degree is not equal to 1.5". We also note that the value of the t-distribution test is equal to (t = - 5.785), which is a negative value, from which we conclude that the degree of response is less than the degree of neutrality, either "**occasionally** or **never**". To determine the actual response of the paragraph, we will use the relative importance of this paragraph as it reached 33%. Returning to Likert's table of intervals, this value belongs to the period (20% - 39.9%), which is the limit of the response period "**occasionally** ", and therefore we can say that the general response to this paragraph by the targeted group was "**occasionally**".

From the previous points (1-8) and from the results of the analysis of the overall response of the axis in point (9), where the general response of the study community was "occasionally" we can judge "that the local media occasionally is or represents an importance of obtaining information on social peace issues."

Study hypotheses test results

The researcher assumed four hypotheses to find out the existence of a relation between the local media and the role of boosting social peace building, and the following table reviews these hypotheses and the results of the research sample response.

Table 14: The results of the study in view of the study hypotheses

	study hypotheses	Study Sample Response				
		Average overall response	Relative importance	(t) test value	Moral level	Results of respondents' response
1	There is a relation between the preferred media in terms of follow-up and obtaining information on social peace issues.	1.09	36%	-4.924	0.000	disagree
2	There is a relation between the media outlets and the most important sources from which information about peace is obtained.	0.96	32%	-6.275	0.000	occasionally
3	There is a relation between the local media and the most important issues raised in the field of social peace	0.95	32%	-8.219	0.000	occasionally
4	There is a relation between media methods and the addressed topics and issues on social peace.	0.98	33%	-5.785	0.000	occasionally
The overall response to the questionnaire (The role of local media in boosting social peace building)		**0.99**	**0.99**	**-8.673**	**0.000**	**Occasionally or disagree**

The previous table summarizes the response of the researched sample in view of the study hypotheses, and based on the table we conclude the following points:

1. The respondents 'response on "**disagree**" focused on "the existence of a relation between the preferred media in terms of follow-up and obtaining information on issues of social peace."
2. The respondents' response on "**occasionally**" focused on "the existence of a relation between the local media outlets and the most im-

portant sources from which information about peace is obtained."

3. The respondents' response on "**occasionally**" focused on "the existence of a relation between the local media and the most important issues raised in the field of social peace."

4. The respondents' response on "**occasionally**" focused on "the existence of a relation between media methods and the addressed topics and issues of social peace."

In general, and at the level of all the axis of the questionnaire, the research sample's response focused on "**occasionally**" or "**disagree**" on "the existence of a role for local media in boosting social peace building."

11. General deduction (of the study field results)

The local media outlets have no role in boosting social peace building in Yemen.

Discussing the results

The research aimed at knowing the role of the local media in its various forms in promoting social peace building in Yemen

The result of the first hypothesis

The field study concluded that there is no there is a relation between the preferred media in terms of follow-up and obtaining information on social peace issues, as the response of the sample at the axis level was "I disagree."

And by checking the components of this axis, we cannot generalize this result to all media means and methods, because the response of the research sample was "I agree" with regard to television channels and websites, and so we can conclude the following:

There is a relationship between TV channels, the favorite websites of the research sample and obtaining information on peace issues.

The result of the second hypothesis

The field study concluded that there is a weak relation between the media outlets and the most important sources from which information about peace are obtained.

The field study gives a clearer picture. The local Yemeni media outlets with its various forms rarely represent an important source from which we can extract information about peace. The response of the research sample differed according to the media outlets as follows:

Regarding TV channels, websites and Facebook, the response of the research sample was "neutral" and this response is inconclusive, as it was distributed on both sides of Likert line in an almost equal manner.

With regard to other media outlets such as radio stations, magazines and films, the response was "rarely"

The result of the third hypothesis

The field study concluded that there is a weak relation between the local media and the most important issues raised in the field of social peace.

The field study reflected peacebuilding issues and conflicts and their relationship with the media in its various forms, and the following results emerged:

The response of the research sample, when responding, focused mostly on the relation of covering the topic which is "The importance of social peace in peoples' lives" and between the various forms of local media.

The research sample could not determine the relation between covering the topic "Focusing on fighting violence and terrorism, and "Addressing the Values of Social Peace," and the various local media outlets where the total response of the respondents was neutral (the response of the research sample was distributed almost equally between the two sides of the Likert scale).

There is a weak relation between covering the rest of the other topics on peace ("general information about peace and peaceful coexistence", "ensuring the rights of women and children", "calling for an end to the conflict in Yemen", "urging to avoid hatred") and the various forms of local media outlets. .

The result of the fourth hypothesis

The field study concluded that there is a great relation between the local media and the most important issues raised in the field of social peace.

The response of the research sample varied on determining the existence of this relation, and summarized it as follows:

There is a relation between "the news" in terms of its presentation of topics and issues of social peace, where the response of the research sample was often "frequently".

The research sample could not determine the relation between "dialogue and interviews" in terms of presenting topics and issues of social peace, as the general response was "neutral".

As for the relation with the rest of the media methods in terms of their presentation of peace topics and issues, they are considered rare, because the general response of the respondents was "rarely" for each media form.

Conclusion

The general result of the field study confirmed the existence of a weak relation between the roles of the local Yemeni media in building and promoting social peace in Yemen. Also, the results of the discussion in the previous paragraph indicated this fact.

The reason for the media's weak role in building peace is due to the power of the political acquisition of various media outlets, as most of them follow political factions and work according to their agendas and programs. According to the response of the research sample, we can rarely rely on the media to obtain information on peacebuilding, as it rarely present issues and topics that promote social peace building in Yemen.

And I confirm that the research results were logical and reflect the reality of the role of the local media in promoting social peace building in Yemen as this role was rare.

The research sample recommendations

The research sample recommended that a number of measures be taken in order to overcome the factors that hinder the media from carrying out a role in boosting social peace building. Figure (6) illustrates these recommendations.

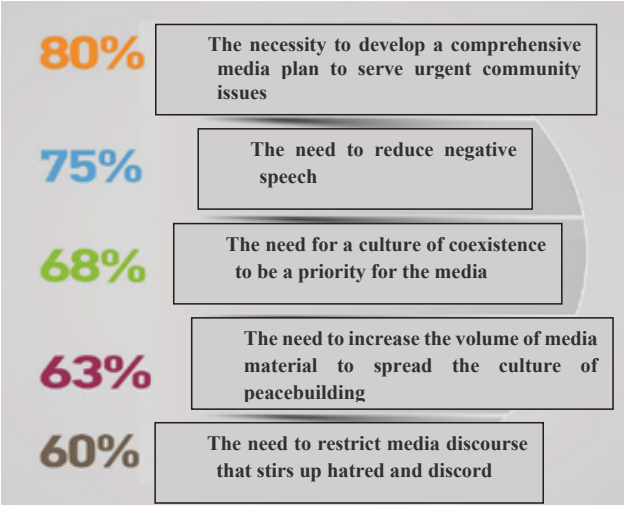


Figure 6: Means of overcoming media obstacles that prevent them from playing their role in promoting peace building

Where 80% of the total sample size agreed on the necessity to develop a comprehensive media plan to serve urgent community issues, and also in the second place came the recommendation of the research sample for the necessity of limiting the negative and pessimistic discourse of the media with a consensus of 75% of the total sample size and in the third place 68% of the total sample size agreed on The necessity for the culture of coexistence to be the priority of the media, and in the fourth place, 63% of the total sample size agreed on the necessity to increase the volume of media material that disseminates the culture of peace-building, and in the fifth place 60% of the total sample size agreed on the necessity to restrict the media discourse that stirs hatred and discord among members of society.

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