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- لا ترد الأبحاث المنشورة إلى أصحابها.... وتحفظ المجلة بكافة حقوق النشر، ويلزم الحصول على موافقة كتابية قبل إعادة نشر مادة نشرت فيها.
- تنشر الأبحاث بأسبقية قبولها للنشر.
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● **The Role of Podcasts in Shaping Cognitions
and Attitudes of UAE University Students:
A Media Dependency Perspective**

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● **دور البودكاست في تشكيل معارف واتجاهات طلاب الجامعات في دولة
الإمارات العربية المتحدة: من منظور الاعتماد على وسائل الإعلام**

● د / غادة صالح - أستاذ مشارك كلية ليوا

د / رانية دفع الله - أستاذ مساعد كلية ليوا

Abstract

The study explores the role of podcasts on university students in the United Arab Emirates, in shaping cognitive, skill, emotional, and behavioral aspects. Data from 124 students was collected through a descriptive survey. Results showed podcasts enhance cognitive functions like information acquisition, critical thinking, and cultural awareness. They also contribute to skill development, like listening, problem-solving, and emotional intelligence. Positive behavioral roles included improved communication, teamwork, and decision-making skills. Statistical analysis revealed significant differences in podcast effects based on gender, age, and university affiliation. This study explores the role of podcasts on academically specialized youth in the Arab World, focusing on their technical and communicative nature. The findings have significant implications for educators, media professionals, and policymakers in the UAE, offering insights into the potential of podcasts to enhance learning outcomes and shape socio-cultural behaviors among university students. Further research is needed to explore the long-term effects of podcasts and develop strategies for maximizing their educational and societal benefits.

Keywords: Digital Media, Podcasts, Social Audio Blogging, Digital Media Outlets, Media Dependency

ملخص الدراسة

تستكشف الدراسة دور البودكاست على طلاب الجامعات في دولة الإمارات العربية المتحدة في تشكيل الجوانب المعرفية، والمهارية، والعاطفية، والسلوكية. جُمعت بيانات من 124 طالباً من خلال مسح وصفي. أظهرت النتائج أن البودكاست يُعزز الوظائف المعرفية، مثل اكتساب المعلومات والتفكير النقدي والوعي الثقافي. كما يُساهم في تنمية مهارات، مثل الاستماع، وحل المشكلات، والذكاء العاطفي. وشملت الأدوار السلوكية الإيجابية تحسين مهارات التواصل والعمل الجماعي واتخاذ القرار. وكشف التحليل الإحصائي عن فروق ذات دلالة إحصائية في تأثيرات البودكاست بناءً على الجنس والعمر والانتماء الجامعي. وتستكشف هذه الدراسة دور البودكاست على الشباب الأكاديميين المتخصصين في العالم العربي، مع التركيز على طبيعته التقنية والتواصلية. ولنتائجها آثارٌ بالغة الأهمية على المعلمين والإعلاميين وصانعي السياسات في دولة الإمارات العربية المتحدة؛ حيث تُقدم رؤىً ثاقبة حول إمكانات البودكاست في تعزيز مخرجات التعلم وتشكيل السلوكيات الاجتماعية والثقافية لدى طلاب الجامعات. هناك حاجة إلى مزيد من البحث لاستكشاف الآثار طويلة المدى للبودكاست ووضع استراتيجيات لتعظيم فوائدها التعليمية والمجتمعية.

الكلمات المفتاحية: الوسائط الرقمية، البودكاست، التدوين الصوتي الاجتماعي، منصات الإعلام الرقمي، الاعتماد على وسائل الإعلام.

Introduction

Podcasts have swept the media landscape as a modern, highly popular communication medium, penetrating various social strata with exceptional reach (Amaro & Reis, 2023). Podcasts are a contemporary media communication practice that focuses on forming strong connections with users through innovative and creative production styles, attracting audiences via virtual platforms accessible on all smart devices. Understanding its cognitive, creative, and behavioral roles is crucial for effective communication (Amaro & Reis, 2023).

Podcasts are a unique and multidimensional medium, requiring evaluation from multiple perspectives. The United Arab Emirates is a hub for the podcast revolution in the Middle East, Arab, and Gulf regions, requiring a comprehensive understanding and analysis of sustainable strategies for decision-makers (Malik, 2023).

Podcasts, particularly for youth aged 45 and above, significantly influence trends, attitudes, opinions, and behaviors. They serve as a new forum for the youth to exchange ideas, establish contacts, and receive education. Further study is needed (Noori et al., 2023).

This study contributes to media studies and benefits media practitioners and researchers by understanding podcasts' cognitive, skillful, emotional, and behavioral roles. This knowledge allows media institutions to design content that aligns with the targeted audience, enhancing the quality of podcasts (Tan & Quang, 2023).

This study explores the role of podcasts on young media students in the United Arab Emirates, focusing on patterns, trends, and effects contributing to the rapidly evolving field of media studies.

Zehra Hasnain's (2023) work, this research examines the ethical implications of entertainment media on youth, focusing on podcasts' role and the

challenges faced by audiences in the digital environment, aiming to advance media research and study paths.

1.1 Statement of the Problem

The digital media landscape has undergone a significant transformation in recent years, particularly with the emergence of podcasts as a popular form of media consumption among university students. The United Arab Emirates (UAE) has witnessed an increase in podcast listenership, yet limited empirical research has been conducted on how university students in the region engage with this medium. Podcasts serve as an alternative source of information, education, and entertainment, offering a flexible and on-demand listening experience. However, despite the increasing reliance on podcasts, there is a lack of scientific studies examining their role in shaping students' knowledge acquisition and attitudinal development within the UAE's higher education context.

Media Dependency Theory suggest that individuals rely on media platforms based on their perceived ability to satisfy cognitive and affective needs. Given that university students represent a key demographic for digital media consumption, understanding their dependency on podcasts for knowledge, social engagement, and attitudinal shifts is crucial. The primary gap in existing literature is the absence of research exploring how students utilize podcasts as a tool for cognitive engagement, critical thinking, and cultural awareness. Moreover, the specific factors that influence podcast dependency, such as content type, credibility, and listening motivations, remain underexplored in the UAE context.

This study seeks to bridge this research gap by analyzing the extent to which UAE university students depend on podcasts as a primary media source and how this reliance influences their knowledge acquisition, perceptions, and engagement with socio-cultural topics. By examining these relationships, this research provides insights for media professionals, educators, and policymakers, contributing to a more nuanced understanding of the evolving digital media habits of university students in the Arab world

1.2 The Study Significance

The significance of this study lies in its contribution to understanding how podcasts shape the knowledge, critical thinking, and behavioral patterns of university students in the United Arab Emirates (UAE), particularly within

the framework of Media Dependency Theory. As podcasts become an increasingly prominent digital medium, their role in academic learning, media literacy, and personal development remain underexplored, especially in the UAE context. This study addresses this gap by analyzing the cognitive, attitudinal, and communicative influences of podcast consumption among media students, offering insights into how they rely on podcasts for educational enrichment, professional growth, and cultural awareness. Furthermore, the study provides empirical evidence on digital media dependency patterns, contributing to scholarly discourse on emerging media technologies and their social role. By examining podcast usage trends and their relationship to students' learning experiences, this research offers valuable implications for educators integrating digital media into curricula, media professionals tailoring content for student audiences, and policymakers shaping media literacy initiatives in higher education. Ultimately, this study enriches academic discussions on digital media engagement, providing a foundation for future research on the evolving landscape of media consumption in Arab societies.

1.3 The Study Objectives

The study has the following objectives:

- To analyze the extent to which university students in the UAE rely on podcasts for acquiring knowledge about social and cultural issues, within the framework of Media Dependency Theory.
- To examine how podcast consumption contributes to the formation of students' perceptions and attitudes toward various topics.
- To investigate the relationship between podcast listenership and knowledge acquisition, focusing on its role on critical thinking and media engagement.
- To explore the role of mediating variables (such as podcast content type, credibility, and listening motivations) in shaping students' knowledge and attitudes toward digital media

1.4 Study Question

1. To what extent do Emirati university students rely on podcasts as a source of information and knowledge?

2. How does podcast consumption effect knowledge acquisition and cognitive engagement among university students?
3. What is the relationship between podcast listenership and students' perceptions of social and cultural issues?
4. How podcast consumption patterns vary do based on demographic variables (gender, age, and university affiliation)?
5. What factors (e.g., content type, podcast credibility, and listening motivations) contribute to students' reliance on podcasts as an informational and educational resource?
6. How does podcast consumption relate to students' engagement with critical thinking, problem-solving, and communication skills within the framework of Media Dependency Theory?

7. Study Hypotheses

- H1: There is a statistically significant relationship between podcast consumption and students' knowledge acquisition and cognitive engagement.
- H2: There is a statistically significant association between podcast listenership and students' attitudes toward social and cultural issues.
- H3: Students' podcast consumption habits vary significantly based on demographic factors such as gender, academic level, and university affiliation.
- H4: The perceived credibility and content type of podcasts significantly affect students' dependency on podcasts as an educational and informational source.
- H5: There is a statistically significant relationship between podcast listenership and the development of students' communication, critical thinking, and problem-solving skills.

2.Literature Review

2.1 The Rise of Podcasts as a Digital Media Tool

Podcasts have emerged as a powerful alternative to traditional media, offering an on-demand, flexible, and mobile-friendly format for content consumption. Globally, podcast listenership has increased due to the shift in

audience preferences toward digital platforms (Newman & Gallo, 2019). In the Arab world, the adoption of podcasts has followed a similar trajectory, though studies focusing on Arabic-language podcast consumption remain limited (Hashem & Abdul Rahman, 2023). While Western research on podcasts focuses on their use as a news, entertainment, and educational tool, Middle Eastern studies suggest a growing reliance on podcasts as an alternative information source in regions with media censorship or restrictions (Al-Shaibani, 2022). Given the rapid digital transformation in the UAE, particularly in higher education, there is a need for more research on how Emirati university students engage with podcasts for learning and knowledge acquisition.

2.2 Podcast Consumption and Cognitive Engagement

Research on podcast consumption patterns suggests a strong relationship between auditory media engagement and cognitive development. Tobin and Guadagno (2022) found that podcast listeners are more likely to engage in deep cognitive processing compared to those who consume visual media. While their findings emphasize the role of personality traits (openness and curiosity) in predicting podcast usage, other studies (Olmsted & Wang, 2020) argue that content relevance and perceived credibility play a more significant role in determining audience engagement. In contrast, studies on media consumption in the UAE suggest that digital media reliance is influenced more by accessibility and social trends rather than cognitive motivations (Al-Omari & Hassan, 2021). This raises an important question: Are Emirati students turning to podcasts primarily for cognitive enrichment, or is their engagement driven by social influence and digital media habits? The current study aims to explore this issue by analyzing the key factors influencing podcast reliance among university students in the UAE.

2.3 The Role of Podcasts in Higher Education

Podcasts have gained increasing recognition in higher education settings, particularly as a supplementary learning tool. Research indicates that students use podcasts to enhance comprehension, retain knowledge, and engage in self-directed learning (Shahin, 2022). A study by Peters et al. (2021) found that integrating podcasts into university curricula significantly improved student engagement and performance. Similarly, Shahin (2022) demonstrated that students who used educational podcasts performed better in academic assessments compared to those who relied solely on

traditional lectures. However, most research on educational podcasts has been conducted in Western contexts, where podcast integration in academia is more widespread. Middle Eastern universities, including those in the UAE, have only recently begun to explore the use of podcasts as an instructional tool (Al-Ma'awali, 2021). While some studies suggest that Emirati students are highly receptive to digital learning tools, there is little research on whether podcasts are perceived as an effective medium for knowledge acquisition. This study seeks to fill this gap by examining how podcast consumption influences students' learning experiences in UAE universities.

2.4 Podcasts and Social & Cultural Awareness

Beyond education, podcasts also serve as a platform for social awareness and cultural discourse. Research suggests that podcast content can shape listeners' attitudes, beliefs, and knowledge about societal issues (Radjagukguk & Pradana, 2020). This aligns with the agenda-setting function of digital media, where media exposure influences public perceptions of important issues (McCombs & Shaw, 1972). In the UAE, where traditional media is highly regulated, digital platforms—including podcasts—offer an alternative space for social discourse and engagement. However, the extent to which Emirati students rely on podcasts for understanding cultural and social issues has not been extensively studied. While studies in the West highlight the use of podcasts for political awareness and social activism, the role of podcasts in shaping attitudes and perceptions in Arab societies remains an open question (Yeromin, 2021).

2.5 Media Dependency Theory and Podcast Usage

The Media Dependency Theory (Ball-Rokeach & DeFleur, 1976) provides a framework for understanding how individuals rely on media based on their informational and psychological needs. According to this theory, audience dependency on a medium increase when alternative sources of information are limited or when media consumption aligns with personal goals. Several studies (Grant et al., 2015; Dylko & McCluskey, 2012) have applied this theory to television and social media, but few have examined its relevance to podcast consumption. Given the emergence of podcasts as an independent media category, researchers have debated whether podcast audiences exhibit the same levels of media dependency as traditional media consumers.

In a study conducted in Saudi Arabia, Al-Shaibani (2022) found that young audiences increasingly rely on podcasts for entertainment and knowledge acquisition, particularly due to the on-demand nature of podcasting. However, little research has been done to determine whether the same patterns hold true for university students in the UAE. This study aims to explore whether Emirati students are becoming increasingly dependent on podcasts for academic and cultural knowledge, contributing to the broader understanding of podcast dependency in higher education.

2.6 Main Research Trends in Podcast Studies

Trend 1: Content and Characteristics of Podcasts

A review of previous studies identifies four key research trends in podcast studies. The first trend focuses on podcast content and its characteristics, analyzing how format, style, and thematic elements shape listener engagement. Studies such as Hashem and Abdul Rahman (2023), Newman and Nathan (2020), and Al-Yaqoubi (2020) explore content diversity in Arabic-language podcasts and their growing role in news and entertainment. However, these studies primarily adopt a descriptive content analysis approach, providing limited insights into audience perceptions and engagement strategies. This highlights a research gap in understanding how university students interact with podcast content as an educational and cultural resource.

Trend 2: Motivations for Podcast Use

The second research trend investigates why people consume podcasts. Scholars such as Al-Shaibani (2022) and Olmsted and Wang (2020) have examined motivational factors such as entertainment, self-improvement, and knowledge acquisition. Their findings suggest that age, cultural background, and educational level significantly influence podcast consumption habits. However, most of these studies focus on general audiences, with limited research on university students as a distinct demographic. Given that students often seek educational and career-related content, there is a need to explore how podcast consumption aligns with their academic and professional aspirations.

Trend 3: Educational Applications of Podcasts

The third trend centers on podcasts as a learning tool in educational settings. Research by Shaheen (2022), Abu Zaidan et al. (2021), and Al-

Maawali (2021) indicates that podcasts can enhance comprehension, retention, and engagement in academic learning. Their findings align with theories of self-directed learning, suggesting that students who use podcasts as a study aid perform better than those who rely solely on traditional lectures. However, these studies are mostly conducted in Western and non-Gulf contexts, overlooking how podcast-based learning is integrated into Middle Eastern higher education. This highlights the need for research on how Emirati university students engage with educational podcasts and whether they perceive them as a reliable source of learning.

Trend 4: Psychological and Social Effects of Podcasts

The fourth research trend examines the psychological and social effects of podcast consumption. Tobin and Guadagno (2022), Al-Nabulsi (2021), and Yerumin (2021) investigate how podcast listening influences emotional intelligence, communication skills, and behavioral patterns. These studies suggest that personality traits and listening habits affect how individuals interpret and react to podcast content. However, there is limited research on how podcasts influence students' social and cultural attitudes, particularly in Arab societies, where digital media norms differ from Western contexts.

2.7 Methodologies and Theoretical Approaches

Podcast studies employ diverse research methodologies, reflecting the multifaceted nature of podcast consumption. Some studies adopt a descriptive survey approach (Al-Shibani 2022; Olmsted & Wang 2020), while others use experimental methods to assess podcast effects on learning outcomes (Shaheen 2022; Al-Maawali 2021). Additionally, content analysis (Hashem & Abdul Rahman 2023; Boujfouf 2018) has been widely used to study podcast structure, themes, and linguistic features.

Despite this methodological diversity, there remains a gap in theoretical application. While some studies rely on Uses and Gratifications Theory (Al-Shibani 2022), many lack a clear theoretical foundation, resulting in limited explanatory power. This study addresses this gap by applying Media Dependency Theory, offering a structured framework to understand how Emirati students depend on podcasts for knowledge and social engagement.

2.8 Geographical and Cultural Scope

Most podcast studies focus on specific geographical and cultural contexts, such as:

- Saudi Arabia (Al-Shaibani 2022)
- Egypt (Hashem & Abdul Rahman 2023; Shaheen 2022)
- Oman (Al-Maawali 2021)
- Nigeria (Abu Zaidan et al. 2021)
- United States (Olmsted & Wang 2020)

While this research enhances our understanding of podcast use across different regions, very few studies focus on the UAE, particularly among university students. Given that UAE students operate in a unique media and educational landscape, this study helps bridge the knowledge gap by exploring podcast dependency within an Emirati academic context.

2.9 Studied Samples and Target Groups

Podcast studies vary in sample size and demographics:

- Large samples: Tobin & Guadagno (2022) – 306 participants; Al-Shaibani (2022) – 220 respondents; Abu Zaidan et al. (2021) – 829 university lecturers.
- Small samples: Shaheen (2022) – 30 female students; Al-Maawali (2021) – 50 male students.

Target groups also vary, including school students, university students, educators, and general audiences. However, limited attention has been given to media-specialized university students, who are arguably the most engaged demographic in podcast consumption for academic and professional purposes. This study seeks to fill this gap by focusing on UAE university students in media-related disciplines.

2.10 Results and Interpretations of Previous Studies

Findings in previous research display significant variations and contradictions:

- Some studies (Shaheen 2022; Al-Maawali 2021) confirm that podcasts improve learning outcomes, while others (Abu Zaidan et al. 2021) report low acceptance of podcasts in educational contexts.
- Studies (Al-Shaibani 2022; Olmsted & Wang 2020) indicate that motivations for podcast use range from entertainment to knowledge acquisition, while others (Tobin & Guadagno 2022) link personality traits to podcast engagement.

These discrepancies highlight the complexity of podcast consumption, emphasizing the need for a more comprehensive study that integrates multiple variables, including demographic factors, media habits, and academic engagement.

2.11 Research Gaps and Future Directions

A critical review of previous studies reveals several key research gaps:

- Limited research on how podcasts shape knowledge and attitudes among Emirati university students.
- Underutilization of Media Dependency Theory in podcast research.
- Lack of integrated studies examining cognitive, skill-based, affective, and behavioral influences of podcasts.
- Scarcity of studies exploring the role of gender, age, and university affiliation on podcast dependency.

These gaps highlight important research opportunities for future studies, reinforcing the necessity of the current research.

3 Summary and Study Contribution

A critical analysis of previous studies shows that podcast research is still evolving, lacking a comprehensive theoretical model to explain its role. Despite methodological diversity, there is limited research on UAE students and their reliance on podcasts for academic and social engagement.

2.12 How This Study Differs from Previous Research

- **Comprehensive Framework:** Unlike previous research, this study integrates cognitive, skill-based, affective, and behavioral influences of podcast consumption.
- **Theoretical Foundation:** While many studies lack a structured framework, this study applies Media Dependency Theory to explain podcast reliance.
- **UAE Context:** Prior studies have overlooked Emirati students, creating a gap that this study aims to fill.
- **Demographic Analysis:** This study provides a detailed examination of gender, age, and university affiliation differences, an aspect rarely explored in podcast research.

- **Balanced Sample Size:** While some studies use very large or very small samples, this research employs a medium-sized sample (124 students), ensuring depth and analytical rigor.

By addressing these gaps, this study contributes to the broader discussion on podcast dependency and digital media consumption in higher education.

3.1 Approach

This study adopts a descriptive survey approach, which is commonly used in media studies to examine patterns, relationships, and perceptions related to digital media consumption. The survey method was chosen as it allows for the systematic collection of quantitative data on podcast dependency, attitudes, and usage patterns among university students.

A descriptive approach is particularly suitable for this research, as it provides a structured means of identifying trends, relationships, and variations in podcast consumption. By analyzing key variables such as academic specialization, listening motives, and demographic factors, this study aims to offer data-driven insights into how Emirati university students engage with podcasts for learning and media consumption.

3.2 Study Population and Sample

The study population consists of students enrolled in media colleges and departments across various universities in the United Arab Emirates. Given the nature of the study and its objectives, a non-probability purposive sample of 124 students majoring in media studies was relied upon.

Questionnaires were distributed to students present in classrooms at the targeted universities during the field study period (second semester of the academic year 2022/2023), and the response rate was 100%, as all distributed questionnaires were retrieved.

The characteristics of the sample are distributed as follows:

- **Academic specializations:** The study included students from the specializations of journalism, radio and television, public relations, new media, and electronic publishing.
- **Geographical distribution:** The sample represents students from 5 different universities distributed across 3 emirates (Abu Dhabi, Dubai, and Sharjah).

- Academic level: The sample included students from different academic levels (second, third, and fourth year).

3.3 Study Tools

The research resorted to designing a questionnaire sheet to measure the podcast's role on the respondents.

3.4 Tool Design

The study's population is drawn from students enrolled in media colleges at various universities across the United Arab Emirates. A comprehensive enumeration method was employed to select the study sample, resulting in 124 participants. The response rate for the returned questionnaires was 100%, which suggests the study's results are acceptable and potentially generalizable. This purposive, non-probabilistic sample includes 124 students specializing in media studies at the university level. These students are engaged in diverse areas of mass communication, including journalism, radio and television, public relations, new media, and electronic publishing. Geographically, they represent a range of universities and colleges throughout the UAE that offer media and mass communication programs. Their participation provides valuable insights into their perceptions and assessments regarding podcasts' cognitive, skill-based, behavioral, and emotional roles.

3.5 Questionnaire Structure

The Final questionnaire consisted of two sections

Section One: The primary data of the sample individuals

Section Two contains twenty-five statements. The study sample was asked to specify their responses to what each statement describes using a graduated scale consisting of three levels (agree, somewhat agree, and disagree). The statements were distributed across the study's axes. The responses of the participants were coded to facilitate their statistical processing. (table 1)

The three-point Likert scale was used in the study since it was thought to be more appropriate for modern problems and objects. This scale quantifies the degree of agreement, encompassing both extremes of agreement and disagreement, as well as a nuanced agreement with several meanings and

analytical interpretations. These interpretations are interpreted in the context of theories and earlier research findings.

In particular, the Likert scale elicited specific comments from the sample of young media students. Because they are familiar with the scale's replies, these people can guarantee that their answers are clear and free of any ambiguity or confusion.

The hypothetical mean equals $(3+2+1)/3 = 2$ (total weights / their count).

The hypothetical meaning compares the actual arithmetic mean of a statement, indicating respondents' agreement or disagreement with the statement. If the actual mean exceeds the hypothetical mean, it signifies agreement, while a lower mean indicates disagreement.

Study Terminology

A *podcast* is defined as an on-demand audio program or a pocket podcast. It is an audio program (audio or visual) produced by individuals or registered organizations and published online through dedicated applications and digital platforms. It can be in the form of standalone episodes or series, and users can subscribe to it and automatically download new episodes when they are released when connected to the internet. (Reem, Francomb, and Collins, 2022) (Perez et al., 2022)

The role of media is the power exerted by the media to change or reinforce the beliefs of individuals or audiences. These effects are measurable and arise from the role of media content or messages. When a media message influences any member of the audience, this influence is related to various factors, including the demographics and psychological characteristics of the audience (Fernandez-Luc et al., 2021; Mahidli and Fares, 2020).

The focus of the study is on a sample of university students majoring in various media fields.

They are *young people*, citizens and residents of the United Arab Emirates, studying. Although there is no universally agreed-upon definition of the age group of youth, the United Nations, for statistical purposes, defines "youth" as individuals between the ages of 15 and 24. This definition emerged in the context of the preparations for the International Year of Youth (1985), and all UN statistics related to youth are based on this definition (UN Expert Group Meeting on Youth). (The social and economic impacts of changing

population age structure, 2008). However, the intended sample includes university students who are over 45 years old.

4 Theoretical Framework

Media dependence theory proposes that individuals rely on media sources, a methodology used to study the influence of media on audiences and the interactions between media and social systems. The theory was introduced by American communication researchers Sandra Ball-Rokeach and Melvin DeFleur in 1976. According to the theory, media dependence is based on:

Media attracts individuals by providing content that satisfies the audience's needs for entertainment, information, or understanding (Ball-Rokeach & DeFleur, 1976).

There is a wide variation in the level of media dependence; cognitive motivations encourage individuals to maintain their level of interest, while affective motivations enhance their satisfaction with the media (Rubin & Windahl, 1986).

Cognitive and affective motivations work together to intensify audience engagement to maximize their information processing (Patwardhan & Yang, 2003).

The theory identifies a range of effects resulting from individuals' media dependence, categorized into cognitive, affective, and behavioral effects:

4.1 Cognitive Effects

- **Ambiguity:** This issue relates to the cognitive effects of media. Ambiguity arises either from a lack of information or from conflicting and contradictory information (Loges, 1994).
- **Attitude Formation:** A common cognitive role of those who rely on media is to use information to form attitudes toward controversial societal issues (McLeod et al., 1991).
- **Agenda Setting:** Media plays a role in prioritizing public awareness of salient issues and pressing problems among a variety of societal topics and issues (Grant et al., 2015).
- **Belief Expansion:** Media contributes to the expansion of beliefs held by the public (Skumanich & Kintsfather, 1998).

- Values: A set of shared beliefs that a group wishes to promote and maintain (Dylko & McCluskey, 2012).

4.2 Behavioral effects:

- Activation: refers to an action taken by an individual as a result of media exposure, linking cognitive effects to behavior (Jung et al., 2012).
- Deactivation: Deactivation refers to inactivity and avoidance of action. This type of behavioral role has not been widely studied (Carillo et al., 2017)

6. Methodological Procedures of the Field Study

6.1 Study Boundaries

- Subject Boundaries: The study addresses podcasts' cognitive, skill-based, and behavioral role on university students in media departments across universities in the United Arab Emirates.
- Human Boundaries: The study's human scope targets students in media colleges at universities in the United Arab Emirates.
- Spatial Boundaries: The media colleges at universities within the United Arab Emirates
- Temporal Boundaries: The study was conducted during the academic year 2023.

6.2 Statistical Methods Used

The research utilized SPSS (version 25), Statistical Package for the Social Sciences, and Microsoft Excel to craft the necessary graphical representations to fulfill the study's objectives and test its hypotheses. The employed statistical methods included frequency distribution and percentage analysis of responses and calculating weighted means and standard deviations."

6.3 Validity Tests for Apparent Scale Content

The content validity of the scale's statements was assessed by evaluating the concept's appropriateness and the clarity of its questions. This assessment considered potential variations in meanings due to cultural differences or translations from one language to another. The

questionnaire was presented to academic jurors and specialists in the study field from various functional positions and scientific disciplines. They analyzed the content of the scale's statements and determined the extent of alignment between the statements of each scale, leading to the acceptance and modification of some statements. After retrieving the questionnaire from the jurors, suggested modifications were implemented. Other jurors indicated that the questionnaire's current form sufficiently met the study's requirements.

6.4 Reliability and Internal Validity

Test reliability is defined as the consistency of a scale in producing similar results under repeated applications in comparable conditions. It implies that reapplying a test to the same group should yield consistent scores, reflecting the accuracy and consistency of the measurements. The most commonly used methods for estimating the stability of the scale are:

(a) Half-split method using the Spearman-Brown equation.

(b) The Cronbach alpha equation.

test-retest method

(d) Equivalent image method.

Validity, a measure of the truthfulness of respondents' answers on a scale, is often seen as the square root of the reliability coefficient, with values ranging from zero to one. Cronbach's alpha coefficient was calculated for all dimensions in the questionnaire, as shown in table 2.

It is clear from Table (2) that the (Cronbach's alpha coefficient) of the questionnaire statements amounted to 0.88 validity, that is, 0.94 stability of the study axes. This means that the scale gives the same results if used more than once under similar circumstances. This means that the questionnaire is valid for measurement.

7.1 Results

Table (3) The survey mostly included female media students (62.9%), with males at 37.1%. The largest age group was 18-28 years (50%), followed by 29-39 years (39.5%) and 40-45 years (10.5%). Whereas students of private universities in the UAE are between the ages of 18- 45 and more.

Most respondents resided in Abu Dhabi (67.7%), Dubai (10.8%) and the Northern Emirates (24.20%). Most were from Al Khwarizmi International College (62.9%), with others from Al Qasimia University, Liwa College, Ajman University and Al Ghurair University.

The sample of undergraduates surveyed confirmed their familiarity with podcasts, with 68.5% indicating that they knew this well. Another 28.2% had some knowledge of it, while a very small minority of 3.2% were unaware of the podcast, Table 4.

Table (5) Most of the sample, 59.7%, regularly followed the podcast, 26.6% listened occasionally, and 13.7% rarely participated in the podcast. This is in line with the indicators in the UAE podcast report, which indicate that the UAE is rapidly gaining momentum in the global podcast market. The UAE occupies a similar position to the UK and behind the US, which currently leads the global podcast market. In some indicators, the UAE is already ahead of global trends (Markettiers4DC, 2019).

The findings from these dimensions successfully address the first objective of the study, which is to understand the nature of the role of podcasts as a communication medium on university students in the UAE. The results highlight the growing reliance on podcasts for information, education, and entertainment, reinforcing the importance of analyzing their influence on cognitive and behavioral development among youth.

a. First Dimension: Cognitive Roles

Table 6 reveals varying levels of agreement among university students regarding the cognitive roles of podcasts. A majority (49.2%) somewhat rely on podcasts for acquiring information, with 37.9% affirming their strong reliability. The trust in podcast content was moderately high, with an average trust score of 2.56. Additionally, 66.9% of students agreed that podcasts effectively deliver scientific content, and 47.6% recognized their role in enhancing knowledge acquisition. Podcasts were also cited as a valuable medium for keeping students updated on technological advancements (48.4%) and cultural understanding (64.5%). Furthermore, students acknowledged podcasts as a tool for spreading arts awareness (64.5%) and delivering news updates (58.1%), demonstrating their significant cognitive influence in shaping university students' learning experiences.

b. The Second Dimension: Skill-Related Roles

Table 7 highlights the extent to which podcasts role various skills among university students. A substantial majority (74.2%) agreed that podcasts enhanced their listening skills, with a mean response of 2.72. Regarding critical thinking skills, 54.8% of students reported improvements, with a mean response of 2.51. Furthermore, 49.2% of students agreed that podcasts contributed to developing problem-solving skills (mean: 2.33), while emotional intelligence showed a moderate improvement (mean: 2.38). Public speaking skills were also influenced, with a mean score of 2.45, alongside life and home management skills (mean: 2.44). Content creation abilities were enhanced in 53.2% of students (mean: 2.42), and 68.5% of respondents acknowledged that podcasts contributed to personal skill development (mean: 2.64). However, perceptions of language skill improvements were neutral, with a mean response of 2.46. These findings highlight the diverse ways in which podcasts support skill-building among university students.

c. The Third Dimension: Behavioral and Affective Roles

Table 8 presents the behavioral and emotional effects of podcast consumption. 52.4% of students agreed that podcasts improved their communication skills, while 38.7% somewhat agreed, and only 8.9% disagreed. Similar trends were observed in teamwork enhancement, with 53.2% acknowledging the positive influence of podcasts on teamwork, 37.1% somewhat agreeing, and 9.7% disagreeing. The role of podcasts in critical and creative thinking development was recognized by 57.3% of students, with 37.9% indicating a moderate role. Regarding time management, 49.2% reported improvements, with 42.7% somewhat influenced. Decision-making abilities were supported by 41.9% of students, while 47.6% acknowledged a moderate influence. Additionally, planning skills were enhanced in 47.6% of students, with 40.3% reporting some influence. Podcasts also contributed to moral virtue development (54.8%), with 35.5% noting a moderate influence, and empathy was increased in 53.2% of students, while 37.1% somewhat agreed. These findings suggest that podcasts play a meaningful role in shaping students' behavioral and affective development, reinforcing their influence beyond information acquisition. Table 8

7.2 Research Hypothesis Testing

1. *Statistically Significant Differences Between Podcasts and Cognitive Roles by Gender, Age, and University*

The first hypothesis: There are statistically significant differences in shaping the knowledge of UAE university students about social and cultural issues based on their level of reliance on podcasts according to gender, age and university affiliation.

According to the type of variable:

From Table No. (9), it is clear that the value of the (T) test for the knowledge of UAE university students is equal to (12,818-) at a degree of freedom (122) and the probabilistic value (0.000) at a significant level (0.05), which means that there are statistically significant differences in the formation of UAE university students' knowledge about social and cultural issues based on their level of dependence on the podcast according to the gender variable.

According to the age variable:

From Table No. (10), it is clear that the value of the (One Way ANOVA) test for UAE university students' knowledge is equal to (318,141) at a degree of freedom (123) and the probabilistic value is (0.000) at a significant level (0.05), which means that there are statistically significant differences in the formation of UAE university students' knowledge about social and cultural issues based on their level of reliance on podcasts according to the age variable.

According to the university affiliation variable:

From Table No. (11), it is clear that the value of the (One Way ANOVA) test for UAE university students' knowledge is equal to (178.728) at a degree of freedom (123) and the probabilistic value is (0.000) at a significant level (0.05), which means that there are statistically significant differences in the formation of UAE university students' knowledge about social and cultural issues based on their level of dependence on the podcast according to the variable of university affiliation.

The second hypothesis: There are statistically significant differences in the formation of trends in the growth of UAE university students' skills in dealing with social and cultural issues based on their level of reliance on podcasts according to gender, age and university affiliation.

According to the type variable:

From Table No. (12), it is clear that the value of the (T) test for UAE university students' attitudes is equal to (10,826) at a degree of freedom (122) and the probabilistic value is (0.000) at a significant level (0.05), which means that there are statistically significant differences between a variable in the formation of UAE university students' attitudes about social and cultural issues based on their level of reliance on podcasts according to the gender variable.

According to the age variable:

From Table No. (13), it is clear that the value of the (One Way ANOVA) test for UAE university students' attitudes is equal to (832.286) at a degree of freedom (123) and the probabilistic value is (0.000) at a significant level (0.05), which means that there are statistically significant differences in the formation of UAE university students' attitudes about social and cultural issues based on their level of reliance on podcasts according to the age variable.

According to the university affiliation variable:

From Table No. (14), it is clear that the value of the (One Way ANOVA) test for UAE university students' attitudes is equal to (146.413) at a degree of freedom (123) and the probabilistic value is (0.000) at a significant level (0.05), which means that there are statistically significant differences in the formation of UAE university students' attitudes about social and cultural issues based on their level of dependence on the podcast according to the variable of university affiliation.

The third hypothesis: There are statistically significant differences in the formation of behavioral intentions of UAE university students on social and cultural issues based on their level of reliance on podcasts according to gender, age and university affiliation.

According to the type variable:

From Table No. (15), it is clear that the value of the (T) test for behavioral intentions of UAE university students is equal to (11,153-) at a degree of freedom (122) and the probabilistic value (0.000) at a significant level (0.05), which means that there are statistically significant differences in the formation of behavioral intentions of UAE university students on social and

cultural issues based on their level of reliance on podcasts according to the gender variable.

According to the age variable:

From Table No. (16), it is clear that the value of the (One Way ANOVA) test for behavioral intentions of UAE university students is equal to (1206.086) at a degree of freedom (123) and the probabilistic value is (0.000) at a significant level (0.05), which means that there are statistically significant differences in the behavioral intentions of UAE university students on social and cultural issues based on their level of reliance on podcasts according to the age variable.

According to the university affiliation variable:

From Table No. (17), it is clear that the value of the (One Way ANOVA) test for behavioral intentions of UAE university students is equal to (102.847) at a degree of freedom (123) and the probabilistic value is (0.000) at a significant level (0.05), which means that there are statistically significant differences in the behavioral intentions of UAE university students on social and cultural issues based on their level of dependence on the podcast according to the variable of university affiliation.

The fourth hypothesis: There is a statistically significant relationship between the type of content, the credibility of the podcast, and the formation of knowledge, attitudes, and behavioral intentions among UAE university students

Spearman test to find out the relationship between the type of content, the credibility of the podcast, and the formation of knowledge, attitudes, and behavioral intentions

From Table No. (18), it is clear to us that the value of the correlation of the type of content with the knowledge of students is (0.926) and trends (0.894) and behavioral intentions (0.907). As for the credibility of the podcast with the knowledge of students (0.813) and trends (0.774) and behavioral intentions (0.763), which means that there is a positive statistically significant relationship between the type of content and the credibility of the podcast, but there is a positive correlation between the two variables.

8. Discussions

Table 6 of this study, which examines the cognitive effects of podcasts on Emirati university students, uncovers key insights regarding students' reliance on podcasts as an alternative information source. Nearly half of the students (49.2%) somewhat rely on podcasts for information, while 37.9% affirm their strong reliability, indicating a growing shift towards podcasts as an alternative to traditional media. These findings align with Khattab (2017) and Tobin & Guadagno (2022), who emphasize the increasing role of podcasts in digital information consumption. Additionally, trust in podcast information was moderately high (mean score = 2.56), reflecting students' cautious yet growing dependence on this medium. A majority (66.9%) consider podcasts suitable for delivering scientific content, supporting Shahin's (2022) research on the effectiveness of podcasts in academic learning. Furthermore, 48.4% of students report using podcasts to stay updated on technological advancements, and 64.5% recognize their role in cultural awareness and arts engagement, findings that resonate with Radjagukguk and Pradana's (2020) study on the role of digital audio content in shaping cultural perspectives. Podcasts also serve as a valuable source for news updates (58.1%), reinforcing their expanding influence across multiple knowledge domains.

Table 7's analysis of podcasts' skill-related roles reveals a significant role in enhancing students' listening, thinking, and communication skills, aligning with media dependency theory. A majority (74.2%) acknowledged improved listening skills, a finding that corroborates Al-Ma'awali (2021) and Gonula (2020). Furthermore, 54.8% of students reported enhancements in critical thinking skills, supporting the growing academic discourse on podcast-driven cognitive engagement. Problem-solving skills were also positively influenced (49.2%), while emotional intelligence showed a moderate improvement (mean score = 2.38). Additionally, public speaking skills (mean = 2.45), life and home skills (mean = 2.44), and content creation abilities (53.2%) were significantly roleed, confirming previous findings by Aziz, Ashwaq, and Al-Zawawi Ahmed (2021). However, students remained neutral regarding language skill development (mean = 2.46), echoing S. Michael Putman and Tara Kingsley (2011), who found that podcast-based learning primarily enhances scientific vocabulary rather than linguistic fluency.

Table 8 examines the behavioral and affective roles of podcasts, further validating the media dependency framework. The study reveals that 52.4%

of students acknowledged podcasts as a tool for improving communication skills, with an additional 38.7% somewhat agreeing. Similarly, 53.2% of students recognized podcasts' role in fostering teamwork and collaboration, supporting findings by Tobin and Guadagno (2022) and Al-Nabulsi (2021). A majority (57.3%) credited podcasts with enhancing critical and creative thinking, reinforcing the argument that digital audio media play a catalytic role in shaping problem-solving abilities. Additionally, 49.2% of respondents agreed that podcasts improved their time management skills, while 41.9% found them beneficial for decision-making—factors strongly associated with digital self-directed learning. Notably, 54.8% of students perceived podcasts as enhancing moral virtues, while 53.2% recognized an increase in empathy, supporting research on the emotional engagement aspect of digital media consumption. These findings align with previous literature highlighting the diverse role of podcasts on student behaviors, emotions, and social skills, emphasizing their role in personal and academic development.

9. Conclusion

This study explored the role of podcasts in shaping the cognitive, skill-related, and behavioral development of university students in the United Arab Emirates (UAE), applying the Media Dependency Theory as a guiding framework. The findings highlight the growing reliance on podcasts as an alternative source of information and education, with students acknowledging their contributions to knowledge acquisition, cultural awareness, and scientific learning. Additionally, the study confirms that podcast consumption significantly enhances students' listening skills, critical thinking, problem-solving abilities, and personal skill development, reinforcing their role as a valuable educational tool.

Moreover, the analysis indicates that podcasts play a meaningful role in shaping behavioral and affective dimensions, including communication, teamwork, decision-making, and moral virtues. The results further reveal statistically significant differences in podcast dependency and role based on gender, age, and university affiliation, demonstrating the variability in how students engage with this digital medium.

While this study provides valuable insights, it also highlights areas for future research, such as longitudinal studies on podcast dependency patterns, in-depth qualitative analysis of student experiences, and further exploration of language and academic performance improvements. Given the increasing

integration of digital media into higher education, policymakers, educators, and media professionals should consider leveraging podcasts as an effective tool for student engagement and skill development. Ultimately, this research contributes to the broader academic discourse on digital media consumption trends in the Arab world, emphasizing podcasts as an emerging and influential communication medium.

10. Recommendations

Despite the methodological and scientific limitations associated with the nature of the sample, we offer some recommendations that may be useful within the specific context of the study:

- 1. Supporting young content creators:** Providing training programs and technical resources for young audio content creators, with a focus on developing production and editing skills within the Arabic podcast environment.
- 2. Media Education for Arab Children:** Developing media education initiatives targeting Arab children and adolescents, including the production of educational podcast content that takes into account the peculiarities and challenges of the Arab media environment.
- 3. Integrating podcast production into media education:** Updating the curricula in media colleges and institutes to include specialized courses in podcast production, while providing the necessary infrastructure for practical training.
- 4. Launching youth initiatives in digital media:** Encouraging youth projects in the field of digital media through competitions and support programs focusing on audio creative content that addresses societal issues.
- 5. Organize podcast content:** Developing guiding standards for Arabic podcast content that contribute to directing interests and aligning production plans with strategic and national directions.
- 6. Designing more specific future studies:** Narrowing the scope of future studies to focus on specific issues within the field of podcasts, while using diverse research methodologies and more representative samples to reach generalizable results

10.1 Challenges and difficulties

1. Methodological and procedural constraints

- **Limitations of the sample:** Its non-probability nature, limited size, and the bias of self-selection of participants limits the possibility of generalizing the results
- **Difficulties in collecting data:** Poor response rates from university youth, limitations of online questionnaires, challenges in verifying the accuracy of responses
- **Limited statistical analysis:** Difficulty conducting advanced analyses and determining causal relationships due to the nature of the sample and the cross-sectional design of the study

10.2 Cognitive and objective challenges

- **The novelty of the research field:** The scarcity of previous studies on podcasts as a means of communication in the Arab context, and the lack of specialized theoretical frameworks
- **Accelerated Phenomenon Evolution:** Continuous change in podcast consumption techniques and patterns makes it difficult to keep up with scientific research
- **Overlap with other media:** Difficulty separating the role of podcasts from that of other digital platforms and different cultural contexts

10.3 Determinants of application and continuity

- **The gap between theory and practice:** The difficulty of translating research findings into practical applications in the Arabic podcast industry
- **The speed of aging of results:** The likelihood of results losing their relevance due to the rapid change in the digital media landscape
- **Limited research resources:** Lack of funding and institutional support to conduct comprehensive and ongoing studies, and the difficulty of designing and implementing future longitudinal studies

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Conflict of Interests

The authors declare that there is no conflict of interest regarding the publication of the present paper.

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Table 1: Illustration of the Three-Point Likert Scale

Statement	Score
Agree	3
To Some Extent	2
Disagree	1

Source: Compiled by the researchers from the field study data, 2022.

Table 2. Reliability and Validity Statistics

Number of Phrases	Statements	Honesty
30	0.94	0.88

Source: Prepared by the researcher from the field study data, 2022.

Table 3. Geographic Characteristics of the Study Sample

Description	Frequency	Percentage (%)
Gender		
Male	46	37.10%
Female	78	62.90%
Total	124	100%
Age Range		
18 to 28	62	50%
29 to 39	49	39.50%
40 to 45	13	10.50%
Total	124	100%
Location		
Abu Dhabi	84	67.70%
Dubai	30	24.20%
Northern Emirates	10	8.10%
Total	124	100%
Educational Institution		
Al Khawarizmi International College	86	69.40%
Liwa College	9	7.30%
Al Qasimia University	29	17.70%
Ajman University	6	4.80%
Al Ghurair University	1	0.80%
Total	124	100%

Table .4 Demographic and Geographic Characteristics of the Survey Respondents

Statement	Frequency	Percentage (%)
Yes, I know it well	85	68.5%
I somewhat know it	35	28.2%
I do not know it	4	3.2%
Total	124	100%

Table .5 Levels of Familiarity with Podcasts among University Students

Statement	Frequency	Percentage (%)
Always	74	59.7%
Sometimes	33	26.6%
Rarely	17	13.7%
Total	124	100%

Table 6. Podcast Cognitive Trends on Youth

Term	I Agree		More or less.		I do not agree		Arithmetic Mean	Standard Deviation	Ferry Direction
	ك	%	ك	%	ك	%			
1/ Rely on podcasts for information	47	37.9%	61	2	16	12.9%	2.25	0.67	More or less.
2/ I trust the information provided by the podcast	38	30.6%	78	62.9%	8	6.5%	2.56	0.61	Approved
3/Podcasting can be one of the ways to communicate scientific content	83	66.9	39	31.5%	2	1.6%	2.65	0.51	Approved
4/ The podcast developed my body of knowledge	59	47.6%	62	50.0%	3	2.4%	2.45	0.54	Approved
5/The podcast introduced me to updates in the technological fields	60	48.4%	58	46.8%	6	4.8%	2.44	0.58	Approved
6/The podcast made it easy for me to learn about the culture of different communities	80	64.5%	41	33.1%	3	2.4%	2.62	0.53	Approved
7/ We briefed the podcast on the arts and their spread	80	64.5%	41	33.1%	3	2.4%	2.62	0.53	Approved
8/The bookcast enabled me to see the latest news	72	58.1%	40	32.3%	12	9.7%	2.48	0.66	Approved
The general direction of the first axis							2.51	0.53	Approved

Source: Prepared by researchers from field study data, 2022.

Table 7. Displays college students' skill growth trends from podcast exposure

Term	I Agree		More or less.		I do not agree		Arithmetic Mean	Standard Deviation	Ferry Direction
	ك	%	ك	%	ك	%			
1/ The podcast enhanced my listening skills	92	74.2	29	23.4%	3	2.4%	2.72	0.50	Approved
2/ Refine my podcast thinking skill	68	54.8%	51	41.1%	5	4%	2.51	0.57	Approved
3/The podcast taught me the problem-solving skill	52	41.9%	61	49.2%	11	8.9%	2.33	0.63	More or less.
4/ The podcast reinforced my emotional intelligence trends	60	48.4%	51	41.1%	13	10.5%	2.38	0.67	Approved
5/ The podcast developed my casting skills	64	51.6	52	41.9%	8	6.5%	2.45	0.61	Approved
6/ The podcast added life and home skills	62	50%	52	41.9%	10	8.1%	2.44	0.61	Approved
7/The podcast gave me content creation skills	66	53.2%	46	37.1%	12	9.7%	2.42	0.66	Approved
8/Podcast stimulates my self-skills	85	68.5%	33	26.6%	6	4.8%	2.64	0.57	Approved
9/ The podcast developed my language skills	65	52.4%	51	41.1%	8	6.5%	2.46	0.61	Approved
The general direction of the second axis							2.48	0.57	Approved

Source: Prepared by researchers from field study data, 2022.

Table Behavioral and Emotional Trends of Podcasts on University Students

Term	I Agree		More or less.		I do not agree		Arithmetic Mean	Standard Deviation	Ferry Direction
	ك	%	ك	%	ك	%			
1/Develop a podcast to communicate with others	65	52.4%	48	38.7%	11	8.9%	2.44	0.65	Approved
2/The podcast encouraged me to work within the group and team	66	53.2%	46	37.1%	12	9.7%	2.44	0.66	Approved
3/The podcast gave me the ability to think critically and creatively	71	57.3%	47	37.9%	6	4.8%	2.52	0.59	Approved
4/The podcast enabled me to organize the time and improve its division	61	49.2%	53	42.7%	10	8.1%	2.41	0.63	Approved
5/The podcast supported me in making decisions	52	41.9%	59	47.6%	13	10.5%	2.31	0.65	More or less.
6/The podcast supported me in planning	59	47.6%	50	40.3%	15	12.1%	2.35	0.68	Approved
7/ The podcast promoted my good manners	68	54.8%	44	35.5%	12	9.7%	2.45	0.66	Approved
8/ The podcast increased my empathy skills	66	53.2%	46	37.1%	12	9.7%	2.44	0.66	Approved
The general direction of the third axis							2.42	0.62	Approved

Source: Prepared by researchers from field study data, 2022.

Table No. (9) shows the formation of UAE university students' knowledge about social and cultural issues based on their level of reliance on podcasts according to the gender variable

Variable	My Comparison Group	Sample size	Arithmetic Mean	Standard Deviation	(T) value	Degree of freedom	P-value	Conclusion
Knowledge of UAE university students	Males	46	1.0217	0,04790	-12.818	122	0.000	Hypothesis acceptance
	Females	78	1.8301	0,42544				

Source: Prepared by researchers from field study data, 2022.

Table No. (10) shows the formation of UAE university students' knowledge about social and cultural issues based on their level of dependence on podcasts according to the age variable

Axis	Source of variance	Sum of squares	Degrees of freedom	Squares Mean	F value	Significance level	Decision
Knowledge of UAE university students	Between Groups	28.435	2	14.218	318.141	0.000	We accept the hypothesis
	Within Groups	4.415	121	0.037			
	Total	32.949	123				

Source: Prepared by researchers from field study data, 2022.

Table No. (11) shows the formation of UAE university students' knowledge about social and cultural issues based on their level of dependence on podcasts according to the university affiliation variable

Axis	Source of variance	Sum of squares	Degrees of freedom	Squares Mean	F value	Significance level	Decision
Knowledge of UAE university students	Between Groups	28.247	2	7.062	178.728	0.000	We accept the hypothesis
	Within Groups	4.702	121	0.040			
	Total	32.949	123				

Source: Prepared by researchers from field study data, 2022.

Table No. (12) shows the formation of trends in the growth of UAE university students' skills in dealing with social and cultural issues based on their level of reliance on podcasts according to gender.

Variable	My Comparison Group	Sample size	Arithmetic Mean	Standard Deviation	(T) value	Degree of freedom	P-value	Conclusion
Trends of UAE university students	Males	46	1.0000	0000,	- 10.826	122	0.000	Hypothesis acceptance
	Females	78	1.8234	0,51323				

Source: Prepared by researchers from field study data, 2022.

Table No. (13) Shaping the trends of the growth of UAE university students' skills in dealing with social and cultural issues based on their level of reliance on podcasts according to age

Axis	Source of variance	Sum of squares	Degrees of freedom	Squares Mean	F value	Significance level	Decision
Trends of UAE university students	Between Groups	37.195	2	18.597	832.286	0.000	We accept the hypothesis
	Within Groups	2.704	121	0.022			
	Total	39.898	123				

Source: Prepared by researchers from field study data, 2022.

Table No. (14) Shaping the trends of the growth of UAE university students' skills in dealing with social and cultural issues based on their level of reliance on podcasts according to university affiliation.

Axis	Source of variance	Sum of squares	Degrees of freedom	Squares Mean	F value	Significance level	Decision
Trends of UAE university students	Between Groups	33.160	4	8.290	146.413	0.000	We accept the hypothesis
	Within Groups	6.738	119	0.057			

Source: Prepared by researchers from field study data, 2022.

Table No. (15) shows the formation of behavioral intentions for UAE university students on social and cultural issues based on their level of reliance on podcasts according to the gender variable.

Variable	My Comparison Group	Sample size	Arithmetic Mean	Standard Deviation	(T) value	Degree of freedom	P-value	Conclusion
Behavioral Intentions of UAE University Students	Males	46	1.0000	0,0000	11.153	122	0.000	Hypothesis acceptance
	Females	78	1.9215	0,55942				

Source: Prepared by researchers from field study data, 2022.

Table No. (16) shows the behavioral intentions of UAE university students on social and cultural issues based on their level of reliance on podcasts according to the age variable

Axis	Source of variance	Sum of squares	Degrees of freedom	Squares Mean	F value	Significance level	Decision
Behavioral Intentions of UAE University Students	Between Groups	46.342	2	23.171	1206.086	0.000	We accept the hypothesis
	Within Groups	2.325	121	0.019			
	Total	48.667	123				

Source: Prepared by researchers from field study data, 2022.

Table No. (17) shows the behavioral intentions of UAE university students on social and cultural issues based on their level of reliance on podcasts according to the university affiliation variable.

Axis	Source of variance	Sum of squares	Degrees of freedom	Squares Mean	F value	Significance level	Decision
Behavioral Intentions of UAE University Students	Between Groups	37.748	4	9.437	102.847	0.000	We accept the hypothesis
	Within Groups	10.919	119	0.092			

Source: Prepared by researchers from field study data, 2022.

Table No.(18) shows the Spearman test to find out the relationship between the type of content, the credibility of the podcast and the formation of knowledge, attitudes and behavioral intentions

Variable	Correlation value			
Dimensions	Knowledge	Trends	Behavioral Intentions	ownerships
Content Type	0.926**	0.894**	0.907**	There is a positive correlation between the two variables
Credibility of the podcast	0.813**	0.774**	0.763**	There is a positive correlation between the two variables

The (*) indicates that the correlative value is a function below a significant level of 0.01

The (**) indicates that the correlative value is a function below a significant level of 0.05

Source: Prepared by researchers from field study data, 2022.

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