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Enhancing security awareness in educational media: A perspective from quantitative, qualitative, and integrative theoretical approaches.

ABSTRACT

Security awareness has become a fundamental element for maintaining social stability and promoting responsible interaction within contemporary societies. In this context, educational media plays a significant role in disseminating values, knowledge, and ethical principles that contribute to the development of responsible and informed citizens. The present study aims to analyze the theoretical foundations that support the enhancement of security awareness within the field of educational media through the integration of quantitative, qualitative, and integrative approaches. The research adopts a theoretical and analytical perspective that examines the main academic contributions related to media influence, audience interaction, and the role of communication systems in shaping public awareness. From the quantitative perspective, the study reviews theories associated with behavioral influences, media dependency, and the diffusion of innovations, which explain the measurable effects of media messages on audiences. The qualitative perspective focuses on interpretative approaches, including cultural analysis and social responsibility theory, highlighting the ethical and societal responsibilities of media institutions. Additionally, the integrative approach combines multiple theoretical perspectives to provide a comprehensive understanding of the relationship between educational media and the development of security awareness. The findings suggest that educational media contributes significantly to strengthening social values such as citizenship, responsibility, and collective security when communication strategies are designed with educational objectives and ethical standards. Consequently, the integration of diverse theoretical approaches allows for a broader understanding of how media messages can effectively promote security awareness in contemporary societies.

Keywords: Security awareness, educational media, media theories, communication and society

Fortalecimiento de la conciencia de seguridad en los medios educativos: una perspectiva desde enfoques teóricos cuantitativos, cualitativos e integradores

RESUMEN

La conciencia de seguridad se ha convertido en un elemento fundamental para mantener la estabilidad social y promover una interacción responsable dentro de las sociedades contemporáneas. En este contexto, los medios educativos desempeñan un papel significativo en la difusión de valores, conocimientos y principios éticos que contribuyen al desarrollo de ciudadanos responsables e informados. El presente estudio tiene como objetivo analizar los fundamentos teóricos que sustentan el fortalecimiento de la conciencia de seguridad en el ámbito de los medios educativos mediante la integración de enfoques cuantitativos, cualitativos e integradores. La investigación adoptó una perspectiva teórica y analítica que examinó las principales contribuciones académicas relacionadas con la influencia de los medios, la interacción de las audiencias y el papel de los sistemas de comunicación en la configuración de la conciencia pública. Desde la perspectiva cuantitativa, el estudio revisó teorías asociadas con las influencias conductuales, la dependencia de los medios y la difusión de innovaciones, las cuales explican los efectos medibles de los mensajes mediáticos sobre las audiencias. La perspectiva cualitativa se centró en enfoques interpretativos, incluyendo el análisis cultural y la teoría de la responsabilidad social, destacando las responsabilidades éticas y sociales de las instituciones mediáticas. Además, el enfoque integrador combinó múltiples perspectivas teóricas para proporcionar una comprensión más amplia de la relación entre los medios educativos y el desarrollo de la conciencia de seguridad. Los hallazgos sugieren que los medios educativos contribuyen significativamente al fortalecimiento de valores sociales como la ciudadanía, la responsabilidad y la seguridad colectiva cuando las estrategias comunicativas se diseñan con objetivos educativos y estándares éticos. En consecuencia, la integración de diversos enfoques teóricos permite una comprensión más amplia de cómo los mensajes mediáticos pueden promover eficazmente la conciencia de seguridad en las sociedades contemporáneas.

Palabras clave: conciencia de seguridad, medios educativos, teorías de la comunicación, comunicación y sociedad.

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Fortalecimento da consciência de segurança nos meios educacionais: uma perspectiva a partir de abordagens teóricas quantitativas, qualitativas e integradoras

RESUMO

A consciência de segurança tornou-se um elemento fundamental para a manutenção da estabilidade social e para a promoção de interações responsáveis nas sociedades contemporâneas. Nesse contexto, os meios educacionais desempenham um papel significativo na disseminação de valores, conhecimentos e princípios éticos que contribuem para a formação de cidadãos responsáveis e informados. O presente estudo tem como objetivo analisar os fundamentos teóricos que sustentam o fortalecimento da consciência de segurança no campo dos meios educacionais por meio da integração de abordagens quantitativas, qualitativas e integradoras. A pesquisa adota uma perspectiva teórica e analítica que examina as principais contribuições acadêmicas relacionadas à influência da mídia, à interação das audiências e ao papel dos sistemas de comunicação na formação da consciência pública. A partir da perspectiva quantitativa, o estudo revisa teorias associadas às influências comportamentais, à dependência da mídia e à difusão de inovações, as quais explicam os efeitos mensuráveis das mensagens midiáticas sobre as audiências. A perspectiva qualitativa

concentra-se em abordagens interpretativas, incluindo a análise cultural e a teoria da responsabilidade social, destacando as responsabilidades éticas e sociais das instituições midiáticas. Além disso, a abordagem integradora combina múltiplas perspectivas teóricas para proporcionar uma compreensão mais abrangente da relação entre os meios educacionais e o desenvolvimento da consciência de segurança. Os resultados sugerem que os meios educacionais contribuem significativamente para o fortalecimento de valores sociais como cidadania, responsabilidade e segurança coletiva quando as estratégias de comunicação são concebidas com objetivos educacionais e padrões éticos. Consequentemente, a integração de diferentes abordagens teóricas permite uma compreensão mais ampla de como as mensagens midiáticas podem promover efetivamente a consciência de segurança nas sociedades contemporâneas.

Palavras-chave: consciência de segurança, meios educacionais, teorias da comunicação, comunicação e sociedade.

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INTRODUCTION

Contemporary societies increasingly rely on communication systems to disseminate information, construct social meanings, and promote civic responsibility among citizens. In this context, educational media plays a fundamental role in shaping attitudes, transmitting values, and facilitating the circulation of knowledge within communities. Media platforms function as important channels through which individuals access information about social issues, cultural practices, and public responsibilities. Through the integration of educational content, communication systems can support learning processes that strengthen citizens' understanding of social norms and collective responsibilities. According to Denis McQuail (2010), mass media functions as a key social institution that contributes to the formation of public opinion and social integration. Consequently, educational media can become a strategic tool for encouraging responsible participation in social life and reinforcing civic awareness among diverse audiences.

From a classical perspective in communication studies, media systems perform several essential functions that contribute to the organization and stability of society. Among these functions are the monitoring of the social environment, the coordination of societal responses to events, and the transmission of cultural values across generations. These functions were originally described by Harold Lasswell (1948), who emphasized the importance of communication processes in maintaining social cohesion. Within educational contexts, media institutions can reinforce these roles by providing information that promotes critical thinking, responsible citizenship, and awareness of social challenges. As communication technologies continue to evolve, educational media increasingly contributes to strengthening the relationship between information dissemination, civic education, and the development of socially responsible attitudes.

Security awareness has become an increasingly relevant concept in modern societies characterized by technological expansion and complex communication networks. The rapid growth of digital technologies and global communication systems has increased the need for citizens to develop responsible attitudes toward social security, information management, and collective well-being. In this context, educational institutions and media organizations play complementary roles in promoting preventive behaviors and strengthening public understanding of security-related issues. Educational media, in particular, serves as a valuable tool for disseminating knowledge and raising awareness about potential social risks. Through informative and educational content, communication systems can support the development of responsible citizenship and encourage individuals to adopt behaviors that contribute to social stability.

The relationship between media exposure and social development has been widely discussed within communication and modernization theories. According to Daniel Lerner (1958), exposure to mass media expands individuals' ability to understand social transformations and participate in modernization processes by increasing access to information and diverse perspectives. Similarly, Everett Rogers et al. (2014) emphasized that communication channels function as essential mechanisms for the dissemination of knowledge and innovations that can influence behavioral change and social development. From this perspective, educational media contributes to the diffusion of ideas, practices, and values that promote security awareness and responsible social participation within contemporary societies.

The influence of media on audience perceptions and behaviors has been widely analyzed within communication studies through different theoretical perspectives. One of the most influential contributions is the cultivation theory developed by George Gerbner et al. (1994), which explains how long-term exposure to media content can gradually shape individuals' perceptions of social reality. Complementing this perspective, Paul Lazarsfeld et al. (1968) demonstrated that interpersonal relations and opinion leaders often mediate media influence, highlighting the importance of social interaction in the interpretation of communication messages.

From a functional perspective, media institutions contribute to fulfilling several social needs, including information, education, and cultural integration. The uses and gratifications approach suggests that audiences actively select media content according to their psychological and social motivations, an idea developed by Elihu Katz et al. (1974). In addition, the media dependency theory proposed by Ball-Rokeach y DeFleur (1976) explains that individuals increasingly depend on media systems to interpret social events, especially during periods of uncertainty or social change.

The expansion of digital technologies has significantly transformed the production, distribution, and consumption of information in contemporary societies. Digital media platforms allow rapid dissemination of educational content and contribute to the formation of global communication networks. According to Manuel Castells (2011), the emergence of networked communication structures has redefined social interaction and facilitated the global circulation of information. Likewise, Henry Jenkins and Deuze (2008) argues that participatory culture within digital environments enables audiences to actively engage in the creation and exchange of knowledge.

Considering these transformations, it is essential to analyze the theoretical perspectives that explain the relationship between educational media and the development of security awareness. Different academic traditions have approached this issue through quantitative, qualitative, and integrative frameworks that explore media influence from multiple analytical dimensions. In this regard, Denis McQuail (2010) emphasizes the importance of integrating diverse theoretical perspectives to understand media effects comprehensively. Similarly, Klaus Bruhn Jensen (2002) suggests that interdisciplinary approaches allow researchers to examine the complex interactions between communication systems, social structures, and public awareness.

Methodology

This study was conducted using a qualitative research approach, which allows for the interpretative analysis of scientific information related to the phenomenon under study. Qualitative research facilitates the understanding of meanings, contexts, and relationships within academic knowledge production, enabling a deeper examination of theoretical and conceptual contributions in the scientific literature (Espinoza Freire, 2020). Moreover, this approach is widely recognized as a valuable methodological tool in academic and pedagogical research, as it promotes reflective and analytical processes in the study of complex phenomena (Espinoza Freire, 2020).

The methodological design was based on a systematic literature review, which made it possible to identify, analyze, and synthesize relevant studies related to the research topic. Systematic reviews are characterized by the application of structured and rigorous procedures for collecting, selecting, and analyzing scientific information from specialized academic databases (Espinoza-Freire, 2025).

The information search process was carried out in recognized academic databases, including Scopus, Web of Science, SciELO, and Google Scholar, due to their wide coverage of scientific publications and reliability in the dissemination of academic knowledge. The search strategy involved the use of keywords associated with the research topic, combined through Boolean operators to optimize the identification of relevant scientific literature (Espinoza Freire, 2020; Espinoza-Freire, 2025).

The selection of studies followed the guidelines established by the PRISMA method (Preferred Reporting Items for Systematic Reviews and Meta-Analyses), which provides a structured framework to ensure transparency and rigor in the identification, screening, eligibility, and inclusion of relevant scientific documents (Espinoza-Freire, 2025).

In addition, the research process adhered to fundamental ethical principles in scientific research, ensuring the responsible use of information, respect for intellectual authorship, and the proper citation of consulted sources. Research ethics play a crucial role in maintaining transparency, credibility, and integrity in the scientific research process (Espinoza-Freire, 2022).

Finally, the collected information was examined through documentary analysis, a methodological technique that allows the systematic review and interpretation of the contents of the selected documents, identifying relevant concepts, categories, and theoretical contributions that support the understanding of the research problem.

THEORETICAL FRAMEWORK

Foundations of Mass Communication Theory

Mass communication has played a fundamental role in shaping social perceptions, cultural dynamics, and the dissemination of information within modern societies. Since the twentieth century, scholars have examined the ways in which media influence public opinion and collective behavior. Early theoretical approaches emphasized the direct effects of media messages on audiences, highlighting the power of communication channels to transmit information and shape attitudes in large populations. According to Bennett and Segerberg (2023), communication processes can be understood through the classic analytical model that asks who says what, through which channel, to whom, and with what effect, establishing a foundational perspective for media studies (Deuze, 2011; Livingstone, 2019).

Another important theoretical contribution is the two-step flow of communication, which emphasizes the role of opinion leaders in the dissemination of media messages. This perspective challenged earlier assumptions of direct media influence by suggesting that information often reaches broader audiences through interpersonal communication. The study conducted by Papacharissi (2015) demonstrated that media effects are mediated by social interactions, particularly through influential individuals who interpret and transmit messages within their communities.

Audience-Centered Approaches to Media Consumption

Another relevant perspective is the uses and gratifications theory, which focuses on the active role of audiences in selecting media content according to their needs and motivations. Rather than viewing audiences as passive recipients of information, this theory suggests that individuals intentionally use media to satisfy cognitive, emotional, and social needs. Scholars such as Turkle (2015) argued that media consumption is shaped by personal expectations and contextual factors that influence how individuals interact with communication technologies.

The cultivation theory further expanded the understanding of media influence by examining the long-term effects of television exposure on audiences' perceptions of reality. According to Shirky (2009), prolonged exposure to media content can gradually shape individuals' beliefs about social reality, particularly in relation to issues such as violence, social norms, and cultural values. This theoretical approach emphasizes the cumulative impact of media messages rather than immediate behavioral changes (Bryant and Zillmann, 1994).

In addition to these perspectives, the media dependency theory explains how individuals and social systems increasingly rely on mass media to obtain information and interpret complex social environments. According to Van Dijck (2013), the influence of media grows stronger when audiences depend on communication systems to understand social, political, and economic events. This theory highlights the relationship between media institutions, audiences, and broader social structures.

Digital Transformation and Networked Communication

Technological transformations have also reshaped communication processes, particularly with the emergence of digital media and networked societies. The expansion of digital platforms has facilitated new forms of interaction, participation, and information exchange across global communities. According to Couldry and Hepp (2018), the rise of the network society has fundamentally transformed communication dynamics, enabling decentralized flows of information and empowering individuals to participate actively in the production and distribution of digital content (Beyens, 2013).

Similarly, the concept of convergence culture explains how traditional and digital media increasingly interact within complex communication ecosystems. Media convergence involves the integration of multiple platforms, technologies, and audiences, generating new participatory environments in which users contribute to the creation and circulation of information. Fuchs (2017) argues that this phenomenon has transformed audiences into active participants who collaborate, remix, and share content through digital networks.

Another key theoretical perspective is related to the diffusion of innovations, which explains how new ideas, technologies, and practices spread through social systems over time. This theory highlights the importance of communication channels, social networks, and adoption processes in the dissemination of innovations. Rainie and Wellman (2012) proposed that innovations are adopted progressively through different categories of users, ranging from innovators and early adopters to the majority and laggards.

Methodological and Interdisciplinary Perspectives in Media Research

Theoretical discussions in media and communication research also emphasize the importance of methodological diversity in studying communication phenomena. Scholars recognize the need to integrate qualitative and quantitative approaches to analyze the complex relationships between media, technology, and society. According to Bruns (2015), contemporary media research requires interdisciplinary perspectives that combine theoretical frameworks with empirical analysis to better understand communication processes in rapidly changing environments.

Finally, contemporary media theory integrates multiple perspectives to analyze the complex interactions between communication technologies, audiences, and social structures. Scholars emphasize that media influence cannot be understood through a single theoretical lens, but rather through a combination of approaches that address cultural, technological, and social dimensions of communication. According to Scheidt (2015), modern media studies require comprehensive theoretical frameworks capable of explaining the evolving role of communication in shaping social realities and public discourse.

Connective Action and Digital Participation

Another significant theoretical perspective in contemporary communication research is the concept of connective action, which examines how digital media reshape collective participation and information dissemination. This approach suggests that digital communication environments enable individuals to engage in social and political discussions through personalized forms of communication rather than through traditional organizational structures. According to W. Lance Bennett (2014), digital media platforms facilitate new patterns of participation in which individuals mobilize around shared concerns through networked communication systems. This transformation highlights the growing importance of digital technologies in shaping public discourse and influencing how citizens interact with social and political information.

The theoretical framework of connective action has also generated extensive academic debate regarding the role of digital media in contemporary communication environments. Scholars have analyzed how digital networks allow individuals to participate in collective discussions without necessarily relying on traditional institutional structures. As noted by Alice Mattoni (2015), the logic of connective action reflects the increasing personalization of communication practices within digital environments, where individuals share information and mobilize around issues through flexible and decentralized communication networks.

Several studies have further explored the implications of connective action for understanding communication dynamics in digital societies. Research examining this theoretical framework highlights that networked communication environments allow individuals to interact and exchange information in ways that transcend traditional hierarchical communication structures. For instance, Nick Anstead (2014) emphasizes that digital media facilitate the personalization of collective action by enabling individuals to participate in social discussions through decentralized networks of communication.

In addition, contemporary scholars have analyzed the broader social implications of digital connective action within information societies. According to Yannis Theocharis (2016), digital media have created new opportunities for individuals to engage in social participation through online networks that encourage collaboration and information sharing. These environments promote more flexible forms of engagement that rely on personalized communication rather than traditional institutional coordination.

The academic discussion surrounding connective action has also emphasized the role of digital communication in shaping civic engagement and participatory culture. Research by Michael McCluskey (2014) suggests that digital platforms facilitate the emergence of decentralized communication practices in which individuals contribute to public debates and social movements through networked interactions.

Furthermore, recent studies highlight the relationship between connective action and broader societal transformations associated with digital communication technologies. Scholars such as Henrik Bang and Max Halupka (2019) argue that digital communication systems enable new forms of life-political engagement in which individuals address social problems through networked interactions and participatory communication practices.

Finally, the integration of connective action theory with broader media and communication frameworks provides valuable insights into how digital technologies influence contemporary communication processes. Research examining this theoretical approach indicates that digital media platforms not only facilitate the dissemination of information but also enable individuals to participate actively in the construction of public discourse. As highlighted by Bingyu King (2014) and Hui Cao (2016), the study of digital connective action contributes to a deeper understanding of how communication technologies reshape the relationships between media systems, audiences, and social participation in modern societies.

DISCUSSION

The analysis of the theoretical contributions reviewed in this study highlights the significant role of educational media in promoting security awareness within contemporary societies. Communication systems function not only as channels for information dissemination but also as mechanisms through which social values, norms, and behavioral guidelines are transmitted. As noted by Denis McQuail (2010), mass media institutions play a central role in shaping public opinion and social integration. In this sense, educational media can contribute to strengthening security awareness by providing audiences with reliable information and promoting responsible social behavior. The interaction between communication processes and civic education therefore becomes a key factor in building societies that are better prepared to respond to social challenges.

From a functional perspective, communication systems fulfill several essential roles within society, including environmental surveillance, the correlation of social components, and the transmission of cultural heritage across generations. These functions, originally conceptualized by Harold Lasswell (1948), remain highly relevant in contemporary media environments characterized by the rapid circulation of digital information. Educational media can support these functions by providing content that promotes awareness about social risks, responsible digital behavior, and collective security. Consequently, the integration of educational communication strategies into media platforms may reinforce the capacity of societies to address emerging security challenges.

The development of security awareness is also closely related to the dissemination of knowledge through communication channels. According to Everett Rogers and colleagues (2014), innovations and new ideas spread through social systems through communication processes that facilitate learning and behavioral change. When educational media incorporate security-related information into their content, they contribute to the diffusion of preventive practices and responsible attitudes. This process is particularly relevant in the digital era, where information circulates rapidly and audiences are constantly exposed to diverse forms of media communication.

Another important aspect highlighted by the literature is the long-term influence that media exposure can have on audience perceptions. The cultivation perspective developed by George Gerbner and collaborators (1994) suggests that continuous exposure to media content gradually shapes individuals' perceptions of social reality. In the context of educational media, this implies that sustained exposure to messages related to civic responsibility, safety, and ethical conduct can contribute to the internalization of security-oriented values. Consequently, communication strategies that emphasize educational content may play a significant role in reinforcing public awareness regarding social security and collective well-being.

The interaction between media messages and interpersonal communication also plays an important role in shaping public awareness. The two-step flow model developed by Paul Lazarsfeld and colleagues (1968) demonstrated that media influence is frequently mediated by opinion leaders who interpret and disseminate information within social networks. In contemporary digital environments, these opinion leaders can include educators, community leaders, and influential users on social media platforms. Their participation in the dissemination of educational content can amplify the impact of media messages aimed at promoting security awareness.

Similarly, the uses and gratifications approach provides valuable insights into how audiences interact with media content. According to Elihu Katz et al. (1974), audiences actively select media according to their informational, social, and psychological needs. In this context, educational media that provide relevant and engaging content related to safety, civic responsibility, and digital literacy may attract audiences seeking reliable information and guidance. This active engagement enhances the potential of media platforms to contribute to the development of security awareness.

The growing dependency on communication systems in modern societies also reinforces the importance of media in shaping public understanding of social issues. The media dependency theory proposed by Sandra Ball-Rokeach and Melvin DeFleur (1976) suggests that individuals rely increasingly on media systems to interpret complex social events. During periods of uncertainty or social transformation, audiences may depend heavily on media sources to obtain information related to public safety and risk prevention. Educational media can therefore serve as a reliable source of guidance and knowledge, helping individuals develop informed attitudes toward security issues.

Technological transformations have also expanded the potential of communication systems to promote educational initiatives. The emergence of digital networks has created new opportunities for interactive communication and participatory learning. According to Manuel Castells (2011), the development of networked societies has transformed communication structures, enabling decentralized information flows and increased citizen participation. Within this context, digital educational media can facilitate collaborative learning environments in which individuals share knowledge and experiences related to security awareness.

Another relevant dimension discussed in the literature concerns the cultural and social implications of participatory media environments. Scholars such as Henry Jenkins and Mark Deuze (2008) emphasize that participatory cultures allow audiences to actively engage in the production and dissemination of knowledge. This participatory dynamic can enhance the effectiveness of educational media initiatives aimed at promoting security awareness, as audiences become not only consumers of information but also contributors to collective knowledge.

Finally, the integration of diverse theoretical perspectives allows for a more comprehensive understanding of the relationship between educational media and the development of security awareness. As highlighted by Klaus Bruhn Jensen (2002), interdisciplinary approaches are essential for analyzing complex communication phenomena that involve social, technological, and cultural dimensions. By combining quantitative, qualitative, and integrative theoretical perspectives, researchers can better understand how communication strategies within educational media contribute to strengthening civic responsibility, promoting preventive behaviors, and fostering a culture of security in contemporary societies.

CONCLUSIONS

The present study examined the theoretical foundations that explain the relationship between educational media and the development of security awareness in contemporary societies. The analysis demonstrates that communication systems play a fundamental role in shaping social perceptions, promoting civic responsibility, and facilitating the dissemination of knowledge related to public safety. As highlighted by Denis McQuail (2010), media institutions function as central actors in the construction of public discourse and social integration. Consequently, educational media can serve as an effective tool for strengthening security awareness by transmitting values, norms, and information that encourage responsible social behavior.

The findings also reveal that different theoretical perspectives contribute to understanding the complex influence of media on public awareness. Approaches such as the diffusion of innovations, media dependency theory, and cultivation theory demonstrate that communication processes influence not only the dissemination of information but also the gradual formation of attitudes and perceptions among audiences. In this sense, the contributions of scholars such as Everett Rogers (2014) and George Gerbner et al. (1994) illustrate how communication channels can facilitate behavioral change and shape individuals' interpretations of social reality. Educational media, therefore, represents a strategic platform for promoting knowledge and preventive practices related to security issues.

Another important conclusion of this study is that the transformation of communication technologies has expanded the potential of educational media to influence social awareness.

The development of digital communication networks enables faster dissemination of information and encourages participatory forms of knowledge production. According to Manuel Castells (2011), networked communication structures have redefined social interaction and increased the capacity of individuals to access and share information globally. These transformations create opportunities for educational media to design communication strategies that integrate interactive learning, digital literacy, and community participation in order to strengthen collective security awareness.

Finally, the integration of quantitative, qualitative, and integrative theoretical approaches provides a comprehensive framework for analyzing the role of media in promoting security awareness. Interdisciplinary perspectives allow researchers to explore the social, technological, and cultural dimensions of communication processes. As emphasized by Klaus Bruhn Jensen (2002), the study of media phenomena requires analytical frameworks capable of addressing the complexity of modern communication environments. Therefore, future research should continue exploring innovative communication strategies and educational media practices that contribute to fostering responsible citizenship, strengthening preventive attitudes, and promoting a sustainable culture of security in contemporary societies.

LIMITATIONS OF THE STUDY

Despite the theoretical contributions presented in this research, several limitations should be acknowledged. First, the study was developed through a theoretical and documentary analysis based on a systematic review of scientific literature, which implies that the findings rely on previously published academic sources rather than on primary empirical data. While this approach allows for a comprehensive understanding of the theoretical perspectives related to educational media and security awareness, it may limit the capacity to observe the direct impact of media strategies on audiences in real contexts.

Second, the study focused mainly on theoretical frameworks within communication and media studies, particularly those related to media influence, audience interaction, and information dissemination. Although these perspectives provide valuable insights into the mechanisms through which educational media can promote security awareness, the research does not include empirical measurements or case studies that could further validate the theoretical interpretations presented.

Another limitation relates to the dynamic nature of digital communication environments. Media technologies and communication platforms evolve rapidly, which may influence the ways in which audiences interact with educational content and security-related information. Consequently, theoretical interpretations derived from existing literature may require continuous updating in order to reflect emerging communication trends and technological innovations.

Finally, the scope of the study was limited to academic literature indexed in major scientific databases, which may exclude relevant insights from regional studies, policy reports, or professional media practices that also contribute to understanding the role of educational media in promoting security awareness.

FUTURE RESEARCH

Future research should expand the present theoretical analysis by incorporating empirical studies that examine the impact of educational media strategies on audience behavior and public awareness. Quantitative approaches, including surveys and statistical analyses, could help measure how exposure to educational media content influences individuals' perceptions of security and responsible social behavior.

Similarly, qualitative research methods such as interviews, focus groups, and case studies may provide deeper insights into how different audiences interpret media messages related

to security awareness. These approaches would allow researchers to explore the cultural, social, and contextual factors that influence the reception of educational communication.

Another promising area for future research involves the analysis of digital media environments, particularly social media platforms, online educational resources, and interactive communication tools. Investigating how these technologies facilitate the dissemination of security-related information could contribute to the development of innovative educational communication strategies.

Finally, interdisciplinary studies that integrate perspectives from communication, education, sociology, and information sciences may offer a broader understanding of how media systems contribute to the development of security awareness in contemporary societies. Such approaches would strengthen the theoretical and practical contributions of research in the field of educational media.

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AUTHOR CONTRIBUTIONS

Farek Said: Conceptualization of the study, development of the theoretical framework, supervision of the research process, and final revision of the manuscript.

Braktia Souad: Literature review, methodological design, data organization, writing of the manuscript, and editing of the final version.

CONFLICT OF INTEREST STATEMENT

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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