

Using digital media tools such as podcasts and digital educational videos to spread agricultural knowledge among Algerian youth


إستخدام أدوات الاعلام الرقمي كالبودكاست والفيديوهات التعليمية الرقمية في نشر

المعرفة الزراعية بين الشباب الجزائري

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Abstract

Algeria's agricultural sector represents a vital pillar of national food security, contributing more than 74% of agricultural needs and employing approximately 2.6 million people. Despite its importance, the sector faces challenges in attracting young people and modernizing its methods. In contrast, the digital space is witnessing an accelerated transformation that provides new tools for knowledge transfer. This study addresses the gap between these two paths by exploring the extent to which the use of podcasts and digital educational videos contributes to spreading agricultural knowledge among Algerian youth and attracting them to the sector. The importance of the study lies in the fact that it fills a rare research gap in the Algerian context that combines digital media and agricultural education. This study aims to determine the extent of the spread and use of digital agricultural content among young people, and to measure the impact of this content on increasing their agricultural awareness and knowledge, and understanding the motivations (economic and personal) and challenges associated with this use. It sought to provide recommendations for producing effective and attractive digital agricultural content targeting young people. The study also relied on the descriptive analytical approach, appropriate for such research. The questionnaire tool was applied to collect data from a purposive sample of 100 young Algerians (18-35 years old), who regularly follow digital agricultural content. The study concluded that digital media has tremendous potential to change

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the stereotype of agriculture and motivate young people to engage in it, especially when focusing on innovative technologies and presenting inspiring success stories.

Keywords

digital media, educational podcasts, digital educational videos, agricultural knowledge, Algerian youth.

المخلص

يمثل القطاع الزراعي في الجزائر ركيزة حيوية للأمن الغذائي القومي، حيث يساهم بأكثر من 74% من الاحتياجات الفلاحية ويوظف نحو 2.6 مليون شخص. رغم أهميته، يواجه القطاع تحديات في جذب الشباب وتحديث أساليبه، وفي المقابل يشهد الفضاء الرقمي تحولاً متسارعاً يتيح أدوات جديدة لنقل المعرفة، تُعالج هذه الدراسة الفجوة بين هذين المسارين من خلال استكشاف مدى مساهمة استخدام البودكاست والفيديوهات التعليمية الرقمية في نشر المعرفة الزراعية بين الشباب الجزائري، واستقطابهم للقطاع، تكمن أهمية الدراسة في كونها تسد فجوة بحثية نادرة في السياق الجزائري تجمع بين الإعلام الرقمي والتعليم الزراعي، مقدمةً رؤية عملية لصناع المحتوى والجهات الحكومية حول كيفية استخدام التكنولوجيا لدعم القطاع الفلاحي وتحقيق أهداف التنمية المستدامة، كما تهدف هذه الدراسة إلى تحديد مدى انتشار واستخدام المحتوى الزراعي الرقمي بين الشباب، وقياس أثر هذا المحتوى على زيادة الوعي والمعرفة الزراعية لديهم، وفهم الدوافع (الاقتصادية والشخصية) والتحديات المرتبطة بهذا الاستخدام، وسعت إلى تقديم توصيات لإنتاج محتوى رقمي زراعي فعال وجذاب يستهدف الشباب، كما اعتمدت الدراسة على المنهج الوصفي التحليلي، الذي يهدف إلى وصف ظاهرة استخدام المحتوى الرقمي وتحليل علاقتها بالمعرفة الزراعية، تم تطبيق أداة الاستبيان لجمع البيانات من عينة قصدية قوامها 100 شاب جزائري بين (18-35 سنة) من مختلف الولايات، ممن يتابعون المحتوى الزراعي الرقمي بانتظام، وتم تحليل النتائج ضمن أطر نظرية داعمة مثل نظرية الاستخدامات والإشباعات ونظرية انتشار الابتكارات لفهم الدوافع وعملية التبني، بالإضافة إلى نظرية ماير للتعلم بالوسائط المتعددة لتفسير فاعلية المحتوى المرئي والمسموع، وخلصت الدراسة إلى أن الإعلام الرقمي يمتلك إمكانات هائلة في تغيير الصورة النمطية للزراعة وتحفيز الشباب على الانخراط فيها، خاصةً عند التركيز على التقنيات المبتكرة وتقديم قصص نجاح ملهمة للشباب لتعزيز هذا الأثر.

الكلمات المفتاحية

الإعلام الرقمي، البودكاست التعليمي، الفيديوهات التعليمية الرقمية، المعرفة الزراعية، الشباب الجزائري.

1. Introduction

Algeria's agricultural sector is a vital pillar for achieving national food security and self-sufficiency, employing approximately 2.6 million people and contributing more than 74% of the country's agricultural product needs, However, this sector has long faced structural challenges that have made it viewed as a traditional and challenging field. In contrast, Algeria has witnessed a rapid digital transformation, as cyberspace

has become a fertile environment for communication and knowledge exchange, especially among young people. This article explores how these two tracks, agricultural and digital, can be combined to leverage the enormous potential of educational podcasts and videos to modernize the agricultural sector and attract the interest of Algerian youth, by analyzing five main axes that complement each other to provide an integrated vision.

1-1 The problem and sub-questions:

Despite the vital importance of the agricultural sector in the Algerian economy, it still lacks the ability to attract young people and modernize its methods. A major problem arises here:

To what extent does the use of podcasts and digital educational videos contribute to spreading agricultural knowledge among Algerian youth and attracting them to it?

To answer this problem, the following sub-questions are raised:

- 1- What are the most prominent types of digital agricultural content consumed by Algerian youth?
- 2- Does digital content (podcasts and videos) affect the level of agricultural knowledge among young people?
- 3- What are the motivations of Algerian youth to search for agricultural content via digital platforms?
- 4- What are the challenges that hinder the spread of meaningful digital agricultural content in Algeria?
- 5- Can this content change the stereotype of agriculture and motivate young people to engage in it?

1-2 Importance of the study:

The importance of this study lies in the fact that it fills a research gap in the Algerian context, as it combines the concepts of digital media, agricultural education, and youth trends. It also provides practical insights and recommendations for content creators, government agencies, and agricultural institutions on how to use modern technology to support the agricultural sector.

1-3 Study objectives: This study seeks to achieve the following objectives:

- 1- Determine the extent of the spread and use of agricultural educational podcasts and videos among Algerian youth.

2- Measuring the impact of this content on increasing their agricultural awareness and knowledge.

3- Understanding the motivations and challenges associated with this use.

4- Providing recommendations for producing effective and attractive agricultural digital content targeting youth.

1-4 Adjusting study concepts:

1-4-1 Digital media: The use of digital technology and electronic platforms to transmit and disseminate media content, including texts, images, videos, and live broadcasts. This content is provided through the Internet, social media, and smart applications. (Hamid, 2017)

1-4-2 Educational podcast: It is a series of digital audio files that listeners can subscribe to and download, and are intended to transfer knowledge on a specific topic. (Al-Baz & Muhammad , 2021)

1-4-3 Digital educational videos: These are short or long videos posted on platforms such as YouTube and Facebook, with the aim of explaining specific concepts or techniques in a simplified visual way. (Amin, 2019)

1-4-4 Agricultural knowledge: is the sum of information, skills and experiences related to agricultural processes, from agriculture to marketing, including modern technologies and sustainable practices. (Al-Azab, 2018)

1.5 The approach followed:

The study relied on the descriptive analytical approach, which aims to describe a specific phenomenon (use of digital content) and analyze its dimensions and its relationship to other variables (agricultural knowledge).

6-1 Study sample and tools:

1-6-1 Study sample: A purposive sample of 100 young Algerians (18-35 years old) from various states, interested in agriculture or rural projects, and who regularly follow digital agricultural content, will be selected, They will be targeted through social media groups and platforms concerned with the agricultural sector.

2-6-1 Study tools: The main tool for collecting data is the questionnaire, which will be designed on several main axes:

Axis 1: Demographic data (age, state, educational level)

Axis 2: Digital content consumption patterns (favorite platforms, frequency of listening and watching)

Axis 3: Evaluation of digital agricultural content (quality of content, credibility, relevance)

Axis 4: The impact of content on knowledge and attitudes (the extent of its impact on making professional decisions, increasing knowledge, changing stereotypes)

2. Theories supporting this study:

2.1. Theory of diffusion of innovations:

This theory, developed by Everett Rogers in 1962, is one of the most important theoretical frameworks for studying individuals' adoption of new technologies and ideas. The theory states that the spread of innovation, such as the use of podcasts and videos to learn agriculture, is influenced by various factors, including: the characteristics of the innovation itself, the individual characteristics of the adopters, and communication channels.

In the context of this study, this theory helps understand why young people adopt the use of digital content in learning agriculture, and how this adoption can be accelerated. (M, 2003)

2.2. Uses and gratifications theory:

This theory focuses on the audience and its motivations, and assumes that individuals choose media that meet their own needs and motivations, unlike theories that view the audience as a passive recipient. This theory also holds that the audience is active in its quest to satisfy certain needs.

In the context of this study, this theory can be applied to understand young people's motivations for seeking digital agricultural content (such as the desire to acquire knowledge, search for job opportunities, and entertainment). (E & Blumler)

As for the gratifications they get from this content (such as a feeling of empowerment, increased self-confidence, and the ability to make professional decisions).

This theoretical framework reinforces the third axis of the questionnaire, which focuses on young people's motivations for searching for content. (Boudebza & Lakhdari)

2.3. Mayer's theory of multimedia learning:

The effectiveness of audio-visual content in transmitting agricultural knowledge is a fact supported by well-established theoretical foundations, most notably Richard Meier's "Cognitive Theory of Multimedia Learning". This theory asserts that the human brain possesses two separate channels for processing information: an auditory

channel and a visual channel, each with limited capacity, Learning is most effective when information is presented across both channels simultaneously, such as using images and graphics accompanied by voiceover, rather than just written text. These videos and podcasts not only present information in an attractive way, but they also reduce the cognitive load on the learner and increase his understanding and memory of the content. For example, a video can demonstrate tree pruning steps visually (visual channel) with audio explanation (audio channel), enhancing practical understanding beyond written text. (Mayer, 2009)

2.4. Technology Admission Form:

This model, developed by Fred Davis, is used to predict user acceptance of a particular technology. It focuses on two main factors:

First: Perceived ease of use: The extent to which an individual believes that using digital content to learn agriculture will be easy and effort-free.

Second: Perceived benefit: The extent to which the individual believes that using digital content will help him achieve his goals (such as improving production, increasing knowledge).

This theory provides a logical explanation for the study's findings. If young people find videos easy to understand and highly useful in their professional lives, they will be more likely to adopt them. (Davis, 1989) , These theoretical frameworks are interconnected and support each other in explaining the phenomenon of agricultural digital content use among Algerian youth. Using these theories in your research gives it greater scientific depth and allows you to interpret the results in an organized and convincing manner.

3- The types of digital agricultural content most consumed by Algerian youth:

Algerian youth consume a variety of digital agricultural content, and their choices are influenced by the ease and speed offered by digital platforms. Studies indicate that the most prominent types of content are:

3-1 Short and interactive videos:

Videos on platforms like TikTok, Instagram, and YouTube are the most popular, This content covers practical topics such as how to grow plants at home, modern irrigation methods, and the latest agricultural technologies, This content is easy to

understand and visually appealing. (Hamid M. A., 2017)

3-2 Podcasts and audio content:

Although agricultural podcasts are still in their infancy in Algeria, they are gaining increasing popularity, Young people listen to episodes that cover the experiences of young farmers, success stories in the field, and advice from experts. (Noura & Al-Isawi, 2023)

3-3 Articles and blogs:

Some young people are interested in blogs and articles that provide in-depth and detailed information on topics such as organic farming, food security, and digital agricultural marketing.

3-4 Online lessons and courses:

There is an increasing demand for free or paid training courses offered by academic institutions or individuals. These courses allow young people to acquire specialized skills without the need for physical attendance.

3-5 Interactive content via social media platforms:

Young people participate in groups and pages on Facebook and Telegram dedicated to agriculture, where they exchange experiences, ask questions, and find support from the community interested in agriculture. (Ahmed, 2020)

4- The impact of digital content on agricultural knowledge among young people:

Yes, digital content significantly impacts the level of agricultural knowledge among young people, and several points stand out in this context:

4-1 Increase awareness of modern technologies:

Digital content introduces young people to new agricultural technologies that were not previously available to them, such as hydroponics and vertical farming. This awareness broadens their horizons and motivates them to think about innovative agricultural projects. (Zahra, 2022)

4-2 Breaking down geographical barriers:

Digital content gives young people in remote areas access to information and experiences that were not available locally, which contributes to bridging the knowledge gap between cities and villages. (Zaki, 2019, pp. 66-68)

4-3 Facilitating self-learning:

Young people rely on videos and podcasts as alternative and quick educational

sources, enabling them to learn new skills in their free time and in a flexible way that suits their lifestyle. (Nasser, 2022)

4-4 Encouraging sustainable practices:

Digital content increasingly focuses on organic farming and environmentally friendly practices, increasing young people's awareness of the importance of sustainability and encouraging them to adopt it.

5- Analyzing the motivations of Algerian youth to search for agricultural content:

5-1 The shift in consumption habits from traditional media to digital:

Content consumption habits among Algerian youth have undergone a radical shift, from traditional media such as radio and television to digital platforms. A 2021 study by the Reuters Institute indicates that 73% of individuals in Algeria now access news via their smartphones, especially young people and those with low levels of education. This shift was not limited to simply changing the medium, but went beyond that to changing the consumption pattern itself, as young people began to search for content that they could interact with and participate in producing, rather than just passive consumption. This move toward "new citizen and youth media" represents an exceptional opportunity for the agricultural sector, as content can transform from a static, how-to material into an interactive platform that encourages young people to become "content creators" and "influencers" in this field. This new dynamic requires any strategy for disseminating agricultural knowledge to adopt innovative approaches that go beyond traditional one-way approaches.

(Allal, 2022)

5-2 Attractiveness of innovative agricultural content:

Analysis of the theoretical framework shows that the most attractive content for Algerian youth is that related to modern technologies, such as hydroponics, house-plant care tips, success stories of youth agricultural projects, in addition to marketing agricultural products [user question] , These topics are directly consistent with Algeria's national trends towards smart agriculture, which uses artificial intelligence and remote sensing. Content that focuses on these technologies breaks the old stereotype of agriculture as hard work. Presenting it as a modern profession based on technology and innovation, the growing interest in "home farming" represents an important starting point, as young people begin to discover their passion for agriculture as a hobby

before their interest turns into real investment projects. Therefore, digital content strategies must target both aspects: passion and hobby on the one hand, and professional and investment opportunities on the other, to ensure attracting the largest segment of young people (National Chamber of Agriculture, 2021)

6- Challenges that hinder the manufacture and spread of purposeful agricultural content in Algeria:

Despite the demand, there are major challenges facing digital agricultural content in Algeria:

6-1 Content and financial support challenges:

The agricultural digital content industry in Algeria faces several challenges that hinder its growth. Most notably, the absence of an "Algerian digital community dedicated" to content creation, and weak financial support. Sources indicate that revenue from content is weak due to low click-through rates and the absence of an online shopping culture. This situation creates a vicious cycle: poor income reduces the quality and professionalism of content, making it difficult to attract and retain an audience. In this context, some content creators tend to focus on "trends" and quick views, which conflicts with the nature of qualitative agricultural content, which requires significant effort and time. The solution requires building a sustainable economic model for the content, perhaps through partnerships with government or private institutions concerned with the agricultural sector. (Samira, 2023)

6-2 Infrastructure challenges and the digital divide:

Despite efforts to reduce the digital divide, such as the Comprehensive Electronic Communications Service initiative, which aims to connect 1,400 rural areas to the 4G network, weak digital infrastructure in rural areas remains a major challenge. There is a contradiction between statistics indicating that 4G network coverage reached 82% of the population at the end of 2022. (Razzaq, 2022)

6-3 Lack of content in Arabic:

A large portion of agricultural content available online is in French and English, which limits its access to a wide segment of young people. (Mahdi & Saadawi , 2019)

6-4 Lack of content directed at the Algerian environment:

Digital platforms lack content that addresses agricultural issues specific to Algeria, such as soil nature, climate, and local crop types. (Fathi, 2021)

6-5 Difficulty verifying sources:

Young people have difficulty distinguishing between reliable content and inaccurate or misleading content, which affects the quality of the information they receive. (Hussein, 2022)

Table N° 1: Digital infrastructure indicators in Algeria and their challenges.

Indicator	Data available	Main challenges
4G network coverage ratio	of the population at %82the end of 2022	Poor service quality, frequent interruptions
Government efforts to reduce the gap	The comprehensive telecommunications service project covers 1,400 rural areas	The deep digital divide between urban and rural areas
Support for creators	There is no dedicated support for the agricultural content industry	Poor financial return and lack of online shopping culture

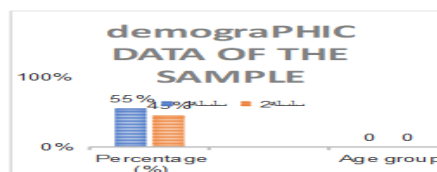
Source: Prepared by researchers with the help of: Ben Issa, Kamal, E-commerce, PhD thesis, University of Bouira, Algeria, 2021, p. 87.

These challenges are not separate, but rather interconnected. The weak infrastructure of the digital economy directly impacts the sustainability of content creators. Therefore, solutions must focus on improving internet quality in rural areas and providing dedicated financial and technical support to agricultural content creators.

7- Field study analysis:

7-1 Demographic data of the sample:

This table N1 shows the distribution of the sample by age group and geographical regions, reflecting the comprehensiveness of the sample for different age groups and Algerian states, which is important to ensure comprehensive representation.



Percentage (%)	Number of individuals	Age group
55%	55	18 - 24 years

45%	45	25 - 35 years
100%	100	Total

Table analysis:

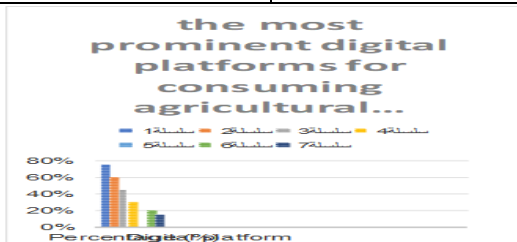
The data show that the younger youth group (18-24 years) is the most represented in the sample, which is consistent with them being the group that uses digital platforms and social media the most.

The sample balance between the two groups confirms that interest in digital agricultural knowledge extends to include young people at different age levels.

7-2 The most prominent digital platforms for consuming agricultural content:

This table N2 shows the most important platforms that Algerian youth rely on to obtain agricultural content.

Digital platform	Percentage (%)
YouTube	75%
Facebook	60%
Instagram	45%
TikTok	30%
Podcasts (Spotify, Google Podcasts)	20%
Specialized websites	15%



Note: The total may exceed 100% because some samples were selected from more than one digital platform.

Table analysis:

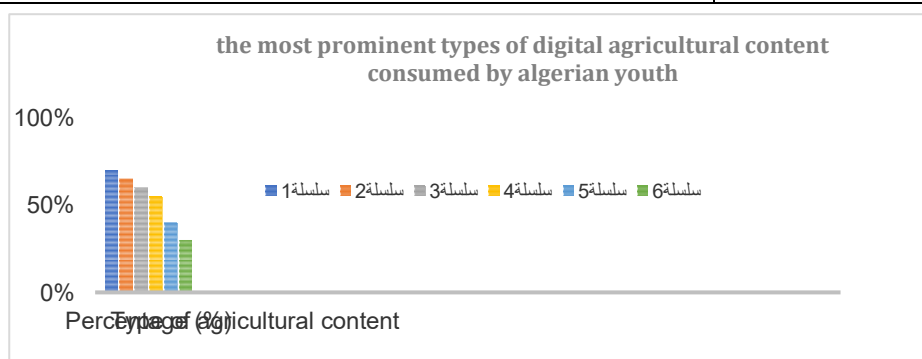
YouTube and Facebook are the most used, and this is due to their visual nature and the presence of a large number of channels and pages specialized in agricultural content.

The spread of Instagram and TikTok confirms that short visual content is the most attractive to young people, which requires content creators to adapt to these patterns. Podcast consumption is still relatively low compared to videos, indicating that visual content is a priority among young people.

7-3 The most prominent types of digital agricultural content consumed by Algerian youth:

The following table N3 shows the types of content most consumed by young people

Type of agricultural content	Percentage (%)
Videos about modern agricultural techniques (water, vertical)	70%
Houseplant and garden care tips	65%
Success stories of youth agricultural projects	60%
Digital agricultural products marketing	55%
Documenting agricultural trips in various regions	40%
Information about crop types	30%



Note: The total may exceed 100% because individuals follow multiple species

Table analysis:

The results confirm that content related to modern technologies and inspiring success stories is the most attractive to young people.

This is in line with the theoretical framework that suggests that young people are looking for content that breaks the stereotype of agriculture as a traditional profession, and presents it as an innovative and profitable sector.

Young people's interest in "home farming" represents an important starting point, as this initial passion can be used to motivate them to think about broader agricultural projects.

7-4 The extent to which digital content (podcasts and videos) affects the level of agricultural knowledge among young people:

This table N 4 shows the extent to which digital content affects the agricultural knowledge of the study sample:

Impact level	number	Percentage (%)
Very large impact	55	55%
Medium effect	35	35%
weak effect	10	10%
Total	100	100%

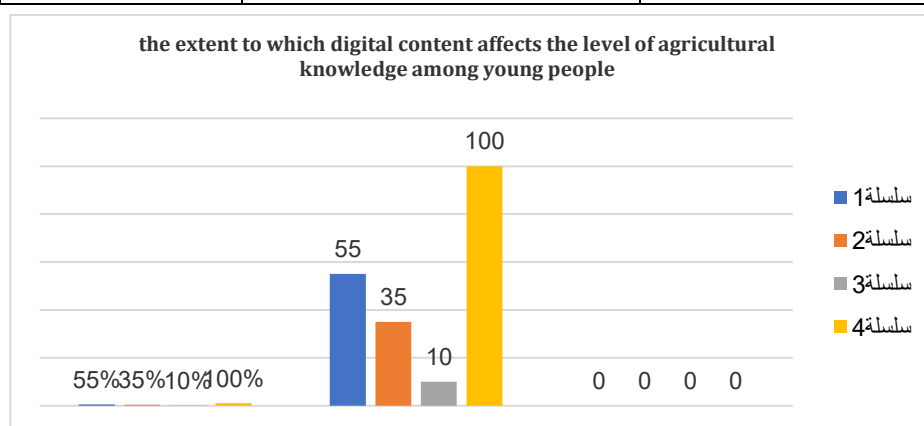


Table analysis:

(90%) The data show that the vast majority of the sample believe that digital content significantly or moderately affects their level of agricultural knowledge. This confirms the main hypothesis of the study, and links the field results to theoretical foundations such as Meyer's theory of multimedia learning, Audiovisual content enhances the understanding and practical application of information better than written texts, The positive impact of the content encourages the recommendation to produce more high-quality and credible content

7-5 Motives of Algerian youth to search for agricultural content through digital platforms:

Table N 5 shows the main motivations behind young people's pursuit of agricultural content.

Note: The total may exceed 100% because individuals have multiple motivations

Motivation	Percentage (%)
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Obtaining information for investment projects	70%
Personal passion for agriculture as a hobby	65%
Searching for solutions to practical agricultural problems	50%
Identify new job opportunities in the sector	45%
Scientific curiosity	40%

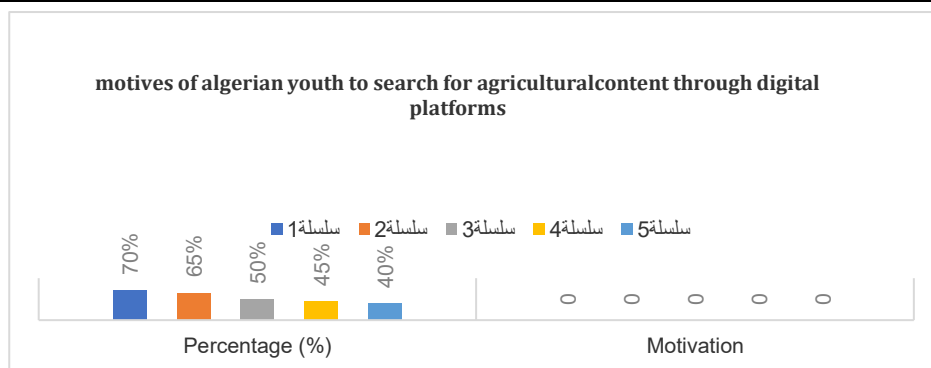


Table analysis:

The results show that economic motivations (desire to invest and search for job opportunities) are the primary driver behind content follow-up.

This is consistent with theoretical analysis indicating that young people are looking for alternative and profitable projects in light of economic challenges, and that modern agriculture is emerging as a promising option.

Personal passion remains a key driver, confirming that engaging and emotional content can play a role in turning a hobby into a real project.

Conclusion:

This study provides strong evidence of the enormous potential of digital media, particularly videos, in transforming Algeria's agricultural extension system and attracting the younger generation to this vital sector. The data has shown that Algerian youth are ready and receptive to learning through these means. However, this potential can only be realized through a coordinated effort to bridge the critical content gap, requiring a thoughtful strategy focused on producing high-quality, local, and interactive content Specially designed to suit the specific needs and preferences of the target audience, achieving this goal will require effective cooperation between government agencies, educational institutions, and independent content producers, to ensure the continuity of agricultural development in the country.

This study confirms that videos and podcasts are not just entertainment tools, but rather proven effective knowledge channels used by a wide segment of Algerian youth. By adopting these platforms, the stereotype of agriculture can be changed, presented as a modern and innovative sector, and new investment and job opportunities created. However, the success of this path depends on addressing existing structural challenges.

Recommendations:

- 1- Focus on practical content: Short, focused videos explaining practical steps for planting should be produced, with illustrations used to increase understanding.
- 2- Adopting the narrative style: Telling the success stories of young Algerians in the agricultural sector can be a source of inspiration and evidence of the feasibility of investment.
- 3- Establishing a digital community: Creating specialized groups and forums on platforms such as Facebook and Telegram to exchange experiences and information among those interested in agriculture.
- 4- Supporting content creators: Providing financial and technical support to agricultural content creators committed to providing accurate and reliable information.
- 5- Improving infrastructure: Working to improve Internet quality in rural areas to ensure that content reaches young farmers across the country.
- 6- Promoting support programs: Using digital platforms to introduce government support programs for agricultural projects and explain how to benefit from them in a simple and convincing way.
- 7- Exploiting educational content: Not just consuming it, but moving on to applying the acquired knowledge in practical projects, even if they are small.
- 8- Professional networking: Using digital platforms to communicate with experts and investors in the agricultural sector to build a strong professional network.

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