

"The relationship between the qualification of students of mass communication in American universities and the requirements of the labor market in the era of digital transformation - a field study on a sample of postgraduate students at Suffolk University, USA."

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Introduction:

The academic qualification of American Mass Communication departments and faculties students is the first building block for the graduation of communicators in various journalistic, radio and television, public relations, advertising, marketing, websites and social media platforms majors.

Many view public relations as a tactically oriented profession. These individuals equate public relations with publicity activities - writing news releases, pitching news stories, dealing with the media and coordinating special events. Although practitioners must use these tactical tools successfully, particularly in entry level positions, they must also provide counseling services to upper management. At the senior level of management, a knowledge of public relations, communication theories, business and marketing principles are critical to the ability of a practitioner to offer sound counsel based on scientific thinking.

This knowledge must be balanced with hands-on application if professors intend to graduate students equipped to successfully function on either the tactical or management level of public relations¹.

Public relations education in the United States reflects the field as a whole in that it is continuing the high-growth patterns of the last two and a half decades. Both nationally and internationally, public relations education is being called on more and more to provide strategic, international, ethical, and research methods training and

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leadership. One of the most important forces generating this change is the increasing role of public relations which is driven largely by the influence of new information technologies and globalization, and the increasing role of public relations managers as strategic planners and advisors. The areas of study and practice influenced by information technologies include online communications, viral marketing and new frontiers in strategic and evaluative research. Among the new areas of study and practice opened up by globalization are international marketing, public diplomacy and nation building².

Like many other professional programs in higher education, including business, law, and the health professions, public relations are both an applied and theoretical discipline. To prepare students, “the most desirable teaching strategies and assignments are those which

enable students to put theory into practice recommended that universities teach the fundamental science as a foundation; show how basic research, generally in conjunction with partner disciplines, leads to useful outcomes; and finally, teach applications, not promissory notes³.

The increasing demand for, and change in the role of, mass communication practitioners forces the field to confront the question of how well undergraduate curricula are keeping up with these changes and whether graduate curricula are preparing students to help lead mass communication into what many believe will be a golden age for the field. mass communication education should reflect solely what practitioners or academics want, but rather that a disciplined and ongoing give-and-take between leading practitioners and academics benefits both participants and is the best way to assure that we meet the needs of our students⁴.

The mass communication profession has changed tremendously within the last years. mass communication practice has become more management driven, moving into an interdisciplinary mix that requires business and marketing knowledge. The practice also

reflects societal advancements in technology and international business.

Students should learn these changes in the classroom in order to stay on the cutting edge. A periodic assessment of the learning community we provide for students ensures that they receive needed skills to remain competitive in the professional arena⁵.

Literature review:

1-The gap between theory and practice in mass communication studies.

(1998), Survey research is used to answer the following question: What teaching methods and curricula work most effectively for public relations faculty and students, to prepare undergraduate students for a career in public relations? At the senior level of management, a knowledge of public relations and communication theories and business and marketing principles is critical to the ability of a practitioner to offer sound counsel based on scientific thinking. The curriculum of the Public Relations Student Society of America is compared with an independent curriculum in an attempt to determine which curriculum better prepares students for public relations careers. Both PRSSA and non-PRSSA programs focus their teaching on practical application of public relations principles. PRSSA respondents recommended a 50/50 split of theory/practice; non-PRSSA schools prefer a 30/70 split. It is concluded that lecture is the preferred format for lower level public relations classes and that group or individual case studies work best for teaching the practice of public relations to upper level students⁶.

(2012), This study measures the significance of factors used by minority students in their selection of universities/colleges. This web survey was conducted mainly on 778 students enrolled in journalism/mass communication courses representing five historically black colleges and universities (HBCUs) and twelve other universities. Differences were found among and between criteria favored by students of various ethnicities, minority, and

majority students at public and private universities, and students at HBCUs and their counterparts at white majority institutions. Two factors, a university's academic reputation and the availability of financial assistance, emerged as most important among all respondents. Beyond that, however, the survey found differences between majority and minority students, for example, in their rankings of the presence of minority faculty and intercollegiate athletic programs, among others⁷.

(2013), Public relations continue to play an essential and changing role in society, requiring the regular reassessment of the education of future public relations practitioners. Academics and practitioners often differ in how they view the public relations field, how they define the discipline, and how they view the major pedagogical approaches. This paper explores the impact of integrating three different perspectives in public relations education, including practitioner perspective, client perspective, and the evidence-based perspective. Results from students' reaction papers and an online questionnaire suggests that integrating an evidence-based approach improves the competence and clarity of communications provided counseling by aspiring practitioners⁸.

(2013), The study asks whether universities should educate public relations students with a focus more on traditional skills or new technical skills. Results of a survey of 113 public relations professionals show that, while new technical skills are seen as increasingly important, professionals still value traditional skills more. Within the new technical skills, professionals emphasized the latest trends. Professionals expect educators to be on top of these technological changes and show students how to use them properly in the field of public relations. Professors and departments must continually update their classes and curricula, keeping up with professional expectations and graduating competitive and knowledgeable students that are up-to-speed with the innovations in their profession, while continuing to maintain focus on the traditional fundamental skills⁹.

(2015), Just as the advertising and public relations industries are evolving due to the development of new technology and communication tools, so are the demands of education. Through in-depth interviews with 29 executives working in both advertising and public relations agencies in the U.S., this study identifies the core skills and competencies needed to have successful careers in this new media landscape. While writing and presentation skills remain foundational, employers also are seeking math and data analysis skills associated with new jobs in social media listening and analytics. Meanwhile, some advertising executives lack the skills in issues and crisis management associated with online community management. Professionals in both disciplines also bemoan the lack of business literacy among communication majors and support situated learning opportunities to address these deficiencies¹⁰.

(2015), A survey of 61 master's degree advertising programs reveals significant trends in program titles, curriculum design, course delivery, and students served. The results provide insight for current and planned master's degree programs as research predicts a continued increase in demand for master's education over the next decade. Survey results are compared against overall education trends such as the growth of non-traditional students, increase in online education delivery, and the increase of for-profit universities¹¹.

(2017), Public relations is well known for its adaptability through continual change, and as a result, public relations master's programs have been re-conceptualized to remain rigorous and competitive. To further assess both the state and changes of these programs, 20 in-depth interviews were conducted with administrators of public relations master's programs. Findings highlighted that although many programs have evolved their curricula to meet industry demands toward a more interdisciplinary identity, there are still programs that still model recommendations from the Commission on Public Relations Education (CPRE). These findings could be used to better ground the discipline by ensuring a stronger cohesiveness within public relations master's education¹².

(2019), This study describes the characteristics of fully online public relations and strategic communication master's programs offered by regionally accredited nonprofit and public universities in the United States. A website analysis of 53 programs reveals the types of institutions and academic units offering these programs, degrees offered, program names, and basic program requirements. In-depth interviews with 27 program directors provide further insight into the types of students served, overall focus of program curricula, distinguishing program features, and successes and challenges. Despite growth in online education, this appears to be the first study of online master's programs in public relations and strategic communication¹³.

(2020), Broadcast journalism writing and reporting classes are designed to help students develop writing skills for multiple platforms, but many television news professionals think student writing and other necessary skills for the industry need improvement. Television news anchors, reporters, producers, and news directors who completed an online survey found many students need improvement in areas including writing skills, finding story ideas, storytelling, and writing to deadline. Survey participants also identified the need for robust internships and instructors with relevant skills and training. The purpose of this essay is to explore the survey comments which offer suggestions for both the academy and industry to improve multimedia student outcomes¹⁴.

(2022), This study seeks to bridge the gap between education and practice by conducting qualitative research with hiring managers at legacy media companies. Semi-structured, in-depth interviews were conducted with 15 media managers on the East and West coasts of the United States to understand how to prepare students for a dynamic media industry. The study identified themes related to experience, resume writing, successful interning, showing passion, interviewing, self-branding, and advice for educators. It is recommended that educators and media programs provide students with a broad overview of the media landscape, more skills-based classes, and a strong connection to the industry¹⁵.

2-Faculties majors for mass communication programs in the age of digital transformation.

(1999), A survey of 258 public relations educators and practitioners examined the state of public relations education across five dimensions: general perceptions of public relations, education, desired educational outcomes for both students and practitioners, assessment of student outcomes and learning, elements of public relations curricula, and teaching practices. Results indicate educators and practitioners agree that public relations education is on track and that systematic assessment is an important feature of public relations education. They also agreed on how public relations education should be structured and demonstrated a high degree of similarity in their preferences for teaching methods and techniques¹⁶.

(1999), A hopeful picture of public relations pedagogy emerged from the data and discussions. Current pedagogy places an emphasis on active learning, an important strength in the delivery of course material. But the picture includes weaknesses, too. Public relations educators are rather slow to utilize new technology in the classroom. Moreover, public relations as a field has not given enough attention to pedagogy. Research of public relations pedagogy is sparse, pedagogical tools are weak and teacher training is minimal. Placing more emphasis on public relations pedagogy will help to overcome these weaknesses and build on its strengths¹⁷.

(2005), The article deals with some informational aspects of human sciences cooperation and conflicting interests in media education amplification. The purpose of authors is to show application of journalism and communication studies interdisciplinary conjunction for media competence fostering during academic curricula courses in journalism departments, which face numerous restrictions and limitations. Extension of notion “media” under conditions of new media and digitalization is pinpointed. The scheme of media text characteristics, based on the journalistic vision of media education mission, is reevaluated and propounded; texts analysis methodology adapted for pedagogical tasks of mass media actors is highlighted. The conclusions are drawn about

ambivalent gist of “mediality problem” (media module in cultural context) and the idea that different professional shops in media education can cooperate only by taking into account the strictness of cross- disciplinary demarcation lines¹⁸.

(2010), This study examined the present state of teaching ethics in university public relations departments in the U.S. and abroad. The results of this online survey indicated that PR teachers (N = 249) perceived ethics instruction in PR education to be essential, and they believed in a close tie between general morality and professional ethics. However, the results also showed that the higher the participants' academic rank, the less favorable attitude they held toward the value of ethics education to students¹⁹.

(2015), The paper considers tendencies of journalistic education development in higher education institutions under conditions of journalist profession transformation caused by increasing influence of social and technology factors. In order to be successful on the media market the modern journalist should know ever-changing information legislation and be able to apply corresponding knowledge in practice; to master defense skills against aggressive media influence, media violence and manipulations and initiation of communication in interactive environment; to properly perceive and understand the reality around and consequently create media texts adapted to the needs and capacities of different publics. The essential condition for competence-based model of students' training is stability of educational process ideology based on acknowledgement of journalist's high social and occupational status²⁰.

(2017), This essay presents data from a census of statistics requirements and offerings at all 4-year journalism programs in the United States (N = 369) and proposes a model of a potential course in statistics for journalism majors. The author proposes that three philosophies underlie a statistics course for journalism students. Such a course should (a) represent a statistics course with journalism, not a journalism course seasoned with a few statistics;

(b) encourage awareness of error and skepticism of omniscience of official figures; and (c) cultivate statistical enthusiasts, not formulae repositories. Findings report students in just one fifth of U.S. journalism programs are required to take statistics, and none of those programs offer a course within their own academic unit that fulfills a traditional statistics requirement²¹.

In (2018) This article examines the extent to which the terms and processes associated with reflective practice are formally included in the contents of a range of widely used and well-regarded public relations textbooks. The aim is to provide insight into the significance (or lack of it) of reflective practice in contemporary public relations curricula. Given that textbooks are highly influential teaching media that both reflect and shape curricula, conclusions about the emphasis of reflective practice in public relations teaching can be drawn as a result of this analysis. The findings indicate that – based on the content of the textbooks analysed – reflective practice is not formally included in the public relations teaching curriculum. Further research is needed to determine whether this omission also reflects the situation in public relations practice. This research has relevance for public relations educators given that they play a significant role in influencing future generations of public relations professionals. It concludes with a call for a shift in public relations education that includes greater emphasis on reflective practice²².

(2021) The study aims to identify the teaching content of Public Relations and Advertising courses in Mass Communication departments and colleges in the Egyptian and Gulf Universities and its relationship to students' evaluation of the educational quality process, the researcher analyzed the content of public relations and Advertising courses in Gulf and Egyptian universities, , applying to an available sample 214 students during the second semester of the academic year 2018-2019. The study results that Mass Communication departments and colleges in the Egyptian and Gulf Universities were interested in practical courses that improve students' skills and support their experiences to market needs,

compared to theoretical courses. public relations and advertising courses were concerned with developing the personal and professional skills of students, developing professional training tools in the department's studios and laboratories, improve communication skills to be able to work with various institutions using modern communication technologies²³.

(2022), The study sought to identify the attitudes of students of journalism departments towards digital transformation in the Egyptian media environment and their relations to academic qualification within media faculties, institutes and departments, by monitoring the areas of agreement or difference between students of the fourth year in journalism departments within the faculties and departments of journalism under study, and their attitudes about the number of application A number of standards for the quality of student services and the extent of their conformity with technological developments, the requirements of digital transformation and the journalistic labor market, through the application of a questionnaire form to a sample of (200) students of the fourth year of journalism departments. The study found that the students' attitude towards the qualification and training courses they received and their ability to qualify them towards electronic transformation and the use of electronic applications (neutral) came in the first place with a percentage of (62.5%), then the positive trend came in the second place with a percentage of (23.5%), while the negative trend came in the third place by (14.0%)²⁴.

3-Qualifying mass communication students for the labor market in the era of digital transformation.

(2006), An online survey was administered to 209 junior and senior public relations majors at nine U.S. universities. Students affirmed skills and understandings identified in previous studies as important to the practice of public relations. When asked about their preparedness in the same areas, their responses differed significantly suggesting at least some feelings of lack of preparation for professional practice in some areas. Pedagogical

implications, including an increased emphasis on business concepts and crisis planning, are discussed.

The results revealed that students appear to have a slightly stronger sense of preparation in understandings and leadership than they do in several tactics. However, they do feel quite prepared in basic computer and writing areas²⁵.

(2008), The UK Government is calling upon higher education students to see their learning as an investment that will give them direct benefits in the labor market. At the same time, the relationship between educational credentials and their returns in labor market has been changing in recent times. Based on a qualitative study with 53 final-year undergraduate students in a pre-1992 university, this article examines the way higher education students understand the role of their educational credentials in relation to their future employability. It shows that students perceive their academic qualifications as having a declining role in shaping their employment outcomes in what is perceived to be a congested and competitive graduate labor market. While academic credentials are still seen as a significant dimension of their employability, students increasingly see the need to add value to them in order to gain an advantage in the labor market²⁶.

(2009), A survey of 312 public relation executives and educators examined how well practitioners and instructors perceive public relations students to be prepared for the practice, the content and value of public relations curricula and, the future of public relations education in the United States. Results are largely consistent with those from a slightly smaller 1998 survey, suggesting that the views of both groups are consistent over time and providing the first two data points in what it is hoped will develop into a longitudinal line of research addressing public relations education. Judgments regarding the desired characteristics among job applicants and essential curriculum content were extremely similar between the practitioner and educator groups with both wanting more emphasis on research, ethics and strategic planning as the field moves from a

low-paid technical emphasis toward a much better paid strategic planning and research emphasis²⁷.

(2011), Internships are seen as valuable learning experiences for students by the public relations academy, including the Commission on Public Relations Education, the Public Relations Society of America, and the Accrediting Council on Education in Journalism and Mass Communication. This study focused on this interrelationship as a means of understanding underlying expectations so that internship experiences can be improved. In order to understand the underlying expectations and perspectives of the internship experience for the two groups of participants – 223 public relations interns and 183 of their site supervisors – a phenomenological method of inquiry was used. When comparing results, students wanted more skill development and hands-on training, while site supervisors saw their role as more holistic by exposing students to the public relations field²⁸.

(2012), A revolution in delivery methods for news and information has created an urgent need for journalism educators to define critical skills for success in the profession. A content analysis was conducted over three-month periods in 2008 and 2009 for all employment opportunities posted by the top ten American newspaper and broadcast journalism companies. More than fourteen hundred postings were coded to determine the most desirable skills and attributes for job candidates. Researchers identified important changes from year to year, including an increased emphasis on Web/multimedia skills for broadcast newsrooms and the emergence of social media and mobile content delivery as desired skills²⁹.

(2015), New journalism and mass communication curricula must prepare students to lead the media revolutions of the twenty-first century. Journalism, public relations, and advertising are being transformed by new media platforms and entrepreneurship, and these fields are now defined by rapid, radical change. Yet, the corresponding—and urgent—need to incorporate *leadership*

education has not been widely articulated as a curricular priority. Leadership education would help students develop the *knowledge and skills* to lead dynamic industries and a *leadership mindset* oriented to innovation. Leadership education would be especially beneficial for female students entering fields in which women are underrepresented in senior leadership³⁰.

(2018), Journalism programs working to stay current with industry practice often struggle to do so without forgoing traditional journalism skills and attributes. This longitudinal study involves content analysis of more than 1,800 jobs posted in either 2010 or 2015 by companies listed among the top 10 newspaper and broadcast journalism companies in the United States. The researchers found an increased demand for employee skills in social media and audience engagement, and a significant trend toward seeking candidates that exhibit web/multimedia skills, teamwork, and the ability to work under pressure and tight deadlines³¹.

(2018), Public relations remains a popular major at the undergraduate level; faculty want to provide the best educational experience for their students to help them secure jobs. This research explores entry-level employment ads in public relations as a way to understand what skills employers want and expect new graduates to have. A content analysis of 199 entry-level employment ads posted to the Public Relations Society of America Job Center was conducted. Major findings include the need for graduates to possess not only hard skills such as writing but also soft skill abilities, such as time management, deadline orientation, and collaboration. In addition, it was found that few job ads specifically request that future employees have a public relations degree. Finally, although many of the ads that were examined call for a future employee to have the skills traditionally associated with the technician role, the authors suggest a new practitioner role has come into existence. This role, which bridges the technician and manager, is called the manager's apprentice, and it requires knowledge of tactics and

writing, as well as familiarity with measurement, social media strategy, and data collection³².

(2019), This study, which belongs to the descriptive studies, is concerned with the academic journalism training sector, specifically at the University of Baghdad/Faculty of Information because it is the oldest media college in Iraq. The study dealt with the problem of academic preparation in the light of digital media witnessing momentary changes and a practical market that required press skills to enable him to compete and prove existence. The study focused on the focus of the study of the reality of academic journalism and the influencing factors, and ways to upgrade it so that the data of the academic training journal correspond to the needs of the labor market through the use of the questionnaire designed to know the views of the university media teaching media, media students in postgraduate studies, media students in the preliminary study with a sample available in the Faculty of Information, in postgraduate studies, and students in preliminary studies³³.

(2021), The study is a descriptive research and relied on the sample survey method for the community of students and graduates of the Egyptian governmental and private Mass Communication departments and faculties and the community of experts and workers in the Mass Media field. The total sample of respondents reached 620 respondents, including 363 students, 156 graduates, and 101 experts covering all media fields. The results showed the great importance of mastering technology as the most important skill required for the labor market in the digital age, and that the new specifications for Mass Communication graduates include the necessity of mastering the use of communication technology in the media field and familiarity with the needs and changing requirements of the new media job market³⁴.

Commenting on previous studies:

After reviewing previous studies, a number of indicators can be drawn as follows:

1- Most of the previous studies tended to employ the quantitative approach through the use of questionnaires, and there were not enough studies that used the qualitative method. In the researcher's opinion, this is somewhat shortcoming, as the qualitative method provides a lot of information and details that cannot be accessed through the quantitative method only.

2- Previous studies tended to collect their data from surveys and research conducted annually, and part of the data was taken from them, meaning that they were not originally intended for the purposes of the study on qualifying mass communication students for the labor market, which greatly affected the depth and accuracy of the scale.

The Problem Statement

The problem of the study is to identify the extent of academic qualification for mass communication students at the postgraduate level, in the College of Arts and Sciences at Suffolk University, USA, and to determine its suitability for the requirements of the American labor market in the era of digital transformation, and then to conclude proposals to update the media academic regulations in order to reach a graduate who is able to keep pace with the labor market within the framework of the clear change in the form of media. the emergence of mobile media, Public relations in the digital age, The nature of digital advertising, New trends in integrated marketing communications, citizen journalism, and social networking media, and with the increasing competition of human artificial intelligence in media work.

Based on the above, the researcher formulated **the study problem in the following question**

What is the academic qualification of mass communication students at the postgraduate level in the College of Arts and Sciences at Suffolk University, USA, and what is its suitability for the

requirements of the American labor market in the era of digital transformation?

The importance

The importance of the study is due to the importance of the subject itself, i.e., the importance of identifying paths through which the relationship between the academic qualifications of students of mass communication and the requirements of the labor market can be bridged, in addition to the importance of a theoretical approach between the reality of practicing mass communication , and the ability of mass communication studies to qualify media professionals who are able to practice media work in line with the requirements of the labor market.

The results will also help in identifying the strengths and weaknesses of mass communication studies and the degree of their suitability for mass communication labor market in USA, thus taking the necessary measures to bridge the gap between the academic side and mass communication practice.

As for its practical importance, it is represented in an attempt to present a scientific proposal that helps reach a media graduate who is able to compete efficiently in the American labor market and its changing requirements in the digital age.

Theoretical framework of the study:

This study is based on

The dual labor market theory:

The primary and secondary segments, to use the terminology of dual labor market theory, are differentiated mainly by stability characteristics. Primary jobs require and develop stable working habits; skills are often acquired on the job ; wages are relatively high; and job ladders exist., Secondary jobs do not require and often discourage stable working habits; wages are low; turnover is high; and job ladders are few. Secondary jobs are mainly (though not exclusively) filled by minority workers, women, and youth.

Within the primary sector we see a segmentation between what we call "subordinate" and "independent" primary jobs. Subordinate primary jobs are routinized and encourage personality characteristics of dependability, discipline, responsiveness to rules and authority,

and acceptance of a firm's goals. Both factory and office jobs are present in this segment. In contrast, independent primary jobs encourage and require creative, problem solving, self-initiating characteristics and often have professional standards for work. Voluntary turnover is high and individual motivation and achievement are highly rewarded³⁵.

Apply the dual labor market theory to the subject of the study:

Some systemic forces have intensified fragmentation within institutions in the primary sector of advertising and public relations as well as marketing, with technological development; Primary workplaces tend to reinforce the distinction between jobs that require general and specific skills. As new technologies emerged that replicated these differential skill requirements, employers found that they could train mass communication learners more easily for specific jobs than those workers who had already developed those different types of communication skills. With the development of high-tech integrated public relations and marketing communications jobs to comply with the requirements of the American labor market in the era of digital transformation; Employers have found that they can get the most out of those who have already developed these traits.

Methodology

Research objectives:

the main objective of the study was determined to monitor the opinions and interactions of postgraduate students in mass communication with the American curricula at Suffolk University, and their suitability for the requirements of the labor market in America, and the suitability of mass communication majors for the

era of digital transformation, as well as identifying the gap that students suffer from between theoretical approaches and their applications in the American labor market.

We also aim to monitor the demographic and psychographic variables and the original cultural origins of these students, and the extent of their impact on qualifying them to suit different jobs in the era of digital transformation.

Research Questions:

1-What is the attitudes of mass communication students at the American University of Suffolk towards the level of academic qualification offered to them?

2 – What is the students' opinions about the quality of the courses of mass communication and the methods of teaching and training provided to them?

3- What is the extent of the completion of the vocabulary of the curriculum of the mass communication according to the views of the respondents?

4- What is the requirements of the competence of the teaching staff matches the vocabulary of the mass communication curriculum?

5- What is the extent to which mass communication courses meet the requirements of the new American labor market in the era of digital transformation.

6- What is the appropriate extent of the classrooms in mass communication for Academic Qualification in terms of preparation of students, means of clarification and communication techniques according to the opinions of the respondents?

7- What is the extent to which mass communication courses keep pace with modern technological developments in the media industry?

8- What is the extent to which the mass communication curriculum is consistent with recent developments in communication and information sciences according to the views of the respondents?

9- What is the opinions of students of mass communication regarding deficiencies during their academic studies?

10-What is the adequacy of the academic training of students for vocational rehabilitation, and reasons for inadequacy, according to the views of the respondents?

11-What is the Diagnosis of the adequacy of the academic training of students for vocational rehabilitation, and reasons for inadequacy, according to the views of the respondents?

12- What is the extent where the mass communication curriculum meets the needs of the labor market according to the views of the respondents?

13-What is the degree of satisfaction with the level of academic qualification in mass communication according to the views of the respondents?

14- What is the extent of participation of respondents in mass communication courses established by specialist centers?

15- What is the extent to which mass communication students practice work during postgraduate studies at Suffolk University, USA?

16-What is the extent between mass communication studies, in accordance with its human, material and technical potential, can prepare students for the American labor market according to the views of the respondents?

17-What is the suggestions of the respondents regarding the development of the academic training in mass communication in the era of digital transformation?

18 - What is the proposals to develop and update the academic regulations for mass communication in order to reach a graduate able to keep pace with the American labor market in the era of digital transformation?

Research type:

This study belongs to the ethnographic studies that depend on describing, analyzing and interpreting the phenomenon according to the data that it collects through a different set of tools that complement each other to reach a model for the study. This model can study social and behavioral interactions and find different and new concepts within a group of individuals or societies. They share a set of features.

The main objective of this type of studies is to reach a comprehensive and clear vision of the views of mass communication students at the American University of Suffolk and their relationship to the requirements of the American labor market in the era of digital transformation, in addition to that they will not forget the nature of the environment in which students live, which ethnographic studies consider to be one of the most important influences.

Perhaps intensive interviews and observation were the most important tools of ethnographic research, but this methodology is also distinguished by the possibility of introducing all the tools that the researcher is exposed to during his study, whether writings, comments, or even gestures³⁶.

This study is also considered within the descriptive and interpretive research that aims to describe (Describe) and analyze (Interpret) a specific subject as it is in the current reality in terms of the general and detailed characteristics of the subject, including variables,

elements, relationships and influences, using the scientific method in all research procedures.

Research Approach

For an in-depth understanding and a comprehensive description of the study, the researcher adopted mainly the qualitative approach through explanation and analysis, as well as collecting information and achieving a better understanding of it.

According to the researcher's explanation and interpretation of how to employ the theoretical and explanatory frameworks used in this study, based on the goals she seeks to achieve and in order to answer her questions, the researcher adopted what she calls the "integrated approach" that combines several methods.) and research methods (Techniques), as follows:

1- Ethnographic research:

Ethnographic research depends on the concept of involving the beneficiaries and presenting their point of view in a comprehensive and effective way. The course of the research and its questions are not derived from the researcher's vision and his cultural and intellectual background. ideas and proposals. The methodology of ethnographic research is also characterized by flexibility, as there is no unified mechanism for collecting and analyzing information, as it provides general methodological frameworks from which the researcher can start and add to it through his creative vision. Objectivity is not the main criterion in it, so the researcher does not claim to be neutral towards the subject of the research, as happens in quantitative research, whose goal is generalization, while the goal of ethnographic research is to describe and interpret the unit under study in its cultural, spatial, psychological and social framework, by studying behavior and understanding it in its actual, natural, unregulated contexts. without control or control, and this is achieved through the use of less formal tools such as participatory observation³⁷.

2- Systematic comparison method.

It mainly aims to compare (Comparison) between two or more aspects, and there are many topics for comparison, it may be a comparison between individuals, groups, societies, behaviors, attitudes, time periods, media, or otherwise. The study relies on the unrestricted method of comparison, which is concerned with comparing two or more groups in terms of characteristics or behavior at the present time. In this study, the comparison method was used on two levels (horizontal - vertical) in order to subject the research phenomenon as a whole to comparison processes.

3- Case study method.

In a case study, the researcher collects extensive data about the case he is studying, through all the tools and means that can be used, as collecting detailed information about the case enables the researcher to express the case itself, and collecting detailed information about the contexts of the case can be the researcher is able to in-depth description and correct interpretation, and to know the limits of the research results. Case study research is characterized by focus, descriptive, inductive, and exploratory.

In this study, the researcher seeks to answer the questions of the study and achieve its objectives by examining the rehabilitation of students of mass communication. Within the framework of the case study method, **the analysis of data in this study and its specific case is based on the following procedures:**

A-Organizing and tabulating data, by selecting a sample of students who represent graduate students in mass communication studies at Suffolk University, USA; It covers all prevailing ideological trends and different cultural origins.

B- Interpreting the significance of the data, by comparing, interpreting, and clarifying the significance of some information and data. Interest in monitoring and analyzing the latent meaning and interpreting its significance enables one to know and determine the relationship between the extent of qualifying mass communication students and the requirements of the American labor market.

C- Coming up with an integrated vision and a comprehensive perception of the suitability of mass communication disciplines for the era of digital transformation, and identifying the gap that students suffer from between theoretical curricula and their applications in the American labor market, by drawing results, presenting them, and ensuring their conformity.

Study community:

The study population is represented by graduate students of mass communication at the American University of Suffolk, and it was chosen as a study community due to my two-year master's study, and therefore the possibility of conducting the study and achieving its objectives, and also due to the cultural diversity of the students.

The study sample:

The field study is applied to a sample of postgraduate students in mass communication at the College of Arts and Sciences at Suffolk University, USA, and it is 30 students.

The study is conducted on them, and it is deliberately chosen, aiming to be representative of all different cultural patterns from the United States of America, Canada, South America, Europe, Asian countries, and African countries.

Data collection tools:

The in-depth interview, participatory observation and case study tools were employed as tools to collect the required data, through the direct field interview, the researcher relied on them to reach what achieves the objectives of the current study by collecting predetermined data from the sample, **as follows:**

In-depth interview guide. It is suitable for exploratory research, and the interview begins with the researcher identifying the heads of partial topics and leaving the respondent to express his opinion without interruption or objection. This interview is characterized by relative flexibility as questions can be modified or added during the interview time. This tool is used to conduct a number of in-depth interviews with a group of postgraduate students in mass communication at Suffolk University, USA. This is to monitor and analyze their views and interactions with the curricula, and the

limits of their suitability to the requirements of the American labor market.

Measure of validity and reliability:

Honesty means the validity of the method or data collection tool to measure what was set to measure it, and thus the high level of confidence in the results of the study and the reproducibility of scientific findings and discoveries, so that it is possible to move to generalization.

The experts judged the data collection tool (the ethnographic interview form), who examined it and assessed its validity and identified the extent to which it covers aspects of the phenomenon, and in the light of their directives, some questions were modified and others were added, and thus the apparent validity of the data was achieved.

To ensure the validity of the study tool, several professors who have extensive research practices reviewed it, verified its validity, and judged its validity for application.

The Terminology

Academic qualification: Qualifying mass communication students in academic institutions, and providing them with the necessary knowledge, information and skills to practice mass communication, through curricula that depend on two aspects: the first one is a theoretical-cognitive which provides theoretical and scientific information on mass communication, and the second: a practical aspect related to the practical skills acquired from training and the application of knowledge acquired by students during their study period.

Results and discussion

It is known that the ethnographic approach must have a small number of cases due to its special nature in handling and treatment, but in order for the subject to be fit as a scientific study, we have increased the number of the sample taken to reach 30 students, and we have taken into account that it is representative of different cultural patterns, which In turn, they represent different cultural tributaries to include the United States of America, Canada, South

America, European countries, Asian countries, African countries, and the following lines explain this in detail.

1- American students (5): there are 3 girls Alexis, Meagan, Michael and 2 boys James, Scott

Alexis: American girl, married during the master, 30 years, having her own advertising company. She worked for years then she retired to make her own business and study this master degree to increase her ability, and in the mean time she was preparing to establish her own advertising company.

Alexis believes that the competition has become intense to get a good job in the field of mass communication. After years of work, she discovered that she needed more study in the field of advertising, so that she could establish her own company on a scientific basis in order to achieve the success she wished for. She confirms that the faculty members were highly qualified and exerted their maximum energy in the teaching process, and she was assigned many practical duties that served as a link between the theoretical aspect she studied and the applied aspect, especially in the field of digital advertisements. With regard to the American labor market, she says, "I have benefited a lot from the courses offered in the master's program here at the university because they tried to link the nature of the current jobs and the skills they require for the graduate, and they tried to make us able to understand reality to a large extent." One of the problems she faced during her studies was her desire to enroll in many additional training programs, but she could not because of the large study loads and the required research.

While **James**, 23 years old, is a recent graduate, he holds a Bachelor's degree in Business Administration from Suffolk University, and he wants to work in the field of public relations, which made him study a master's degree in mass communication.

James joined a year ago to work in an insurance company, and found himself dealing a lot with the public due to the nature of his work, and here he felt the necessity of scientific study of the field of public relations, in order to excel in his field. James says, "My

dreams are many and my ambition has no limits. Perhaps my father is the inspiration for me, because he is a successful scientific figure and a member of the board of trustees at Suffolk University. How happy I was in my master's graduation ceremony day, when I saw him sitting on the stage, he got up and embraced me after I was honored by the president of the university". He believes that the university is trying to provide many opportunities for training students in various institutions, but it still needs to offer more opportunities for internships, especially in the summer.

Megan, 25 years old, is an athletic girl and competes in athletics. She works in the field of marketing in an American company, and she wanted to acquire more information, especially recent trends in the field of electronic marketing. Megan says, "I am completely satisfied with the level of study in the master's degree that I obtained, the curricula, training courses were of a high level of quality, and kept pace with modern technological developments in the field of marketing. The study focused on the practical side in a large way, with the help of many realistic examples from the reality of real practice in the field of marketing, for example in the course of integrated marketing communications, we made an individual project and chose a real brand to lead a marketing campaign for it from its inception, being just an idea and passing through all steps from studying the market, choosing the logo, slogan, and even measuring the audience's reaction to indicate the extent of success or failure of the campaign marketing". Megan adds, "How difficult it was to do this research project, because it required a lot of scientific research through the data and reports published in the library's database, in order to get to see real facts and figures about the reality of marketing this product, but I realized in the end the great benefit that came to me, I have meticulously trained all the steps of the marketing process, which has greatly benefited me in my current field of work." Megan believes that the problem she faced during the study was the large number of students in some courses, which made it difficult to fully interact with the professor in questions related to the practical side of the course, and believes

that registration must be closed at 15 students at most, in order to ensure full interaction with the professor.

As for **Scott**, he is 32 years old, and he works in the field of public relations in a multinational company, and despite his great experience in his field of work, however, due to the intense competition in the labor market, it has become necessary for him to obtain a master's degree in his field of specialization in order to advance in the company he works for. Scott says, "Studying at Suffolk is very special, as a result of focusing on the practical side of the study, and preparing a graduate who is familiar with everything new in the field of public relations, and what the American labor market needs in terms of skills and requirements for today's graduate, and this is what makes a Suffolk graduate It has a distinguished position because companies are eager to hire them before even completing their studies."

He adds, "The study focused on the practical side in a large way, with the use of many realistic examples from real practice in the field of public relations, for example in the course of crisis management; we studied many crises faced by international companies such as Chanel, Dior, Dove, and what they did These companies took successive steps in order to face the crisis and get out of it safely, and even to return stronger than the company was before the crisis, which had the greatest impact on their knowledge in the practical sense of how the Public Relations Department confronts the crises that companies are exposed to.

Michelle, 28 years old, was one of the distinguished students in the master's program, as she was a very social person, and she made great efforts to arrange many meetings between us outside the university, in order to have drinks or to meet at a group dinner. Which had the greatest impact on our closeness to each other, and spread the spirit of intimacy and affection among us, being of different nationalities, which helped us in the work of joint research projects, and the convergence of points of view between us. Michelle was working as a public relations employee in an American company; She was specialized in communicating with

the media. Michelle says, "I benefited a lot from my studies in the master's program because it focused on the applied side of public relations, which greatly benefited me in my work. For example, I studied in one of the courses the nature of the relationship that binds me as a public relations employee with the media; and how to succeed in organizing various events such as organizing press conferences." And the secrets of success in communicating with journalists and media men in order to represent the company in which I work. Michelle added, "I was able to learn about my rights and duties in my work, and the caveats of working with media men, because it is full of dangers and is not easy at all because I represent the organization in which I work in the media, and any mistake in wording a story or a statement about it may lead to a major disaster, as a result of which I will lose my job.

In the end, Michelle confirms her great happiness to study the MA in Mass Communication because it was an opportunity to get acquainted with different and diverse cultures through students coming from all over the world, and she wished to continue studying, as she came out with many friendships that she cherished among classmates.

2-Canada: (2) girls Victoria and Pratt

From Canada there were 2 girls, **Victoria**, 23 years old, a recent graduate, she completed her undergraduate studies in Toronto, Canada, and applied online at Suffolk University, due to its good reputation, and came to Boston to study a master's degree in advertising. Victoria says, "It was not difficult to move to live in Boston, due to its cultural proximity to Toronto, and also close in the nature of the atmosphere, which made it easy for me to adapt quickly to university life, and it was one of my dreams to complete my university studies in one of the prestigious universities in the United States of America, which will open many job opportunities for me in Canada."

Victoria was also keen to enroll in an internship during the summer in a large advertising company, and about this experience she says, "It was a wonderful experience that taught me a lot in the field of digital advertising industry in the modern era, such as social media

ads, because it is the field that I intend to specialize and work in after completing my studies.”

She expressed her admiration for the teaching and training methods provided to her, and the means of clarification, and how happy she was when she noticed that the advertising courses that she obtained kept pace with modern technological developments in the mass communication industry.

Victoria adds, “During my studies, I noticed that the university organized many meetings that were attended by some companies to offer job opportunities to university graduate, I was hoping to succeed in obtaining a job opportunity in one of these companies, but I was not lucky”.

As for **Pratt**, she is a 26-year-old girl from Canada, who used to work in the field of customer service in a company in Montreal, Canada. When she succeeded in enrolling in a master's program at Suffolk University, she quit her job and came to Boston to study. She explained that the level of the study exceeded all her expectations in terms of high quality and the great skill of the teachers who taught it, and she says, “How pleased I was to know these great professors who have been of assistance to us since the beginning of the study, and they were cooperating with me and helped me a lot with all humility and love to clarify all the ambiguous points, Especially with regard to research projects and presentations in various academic courses”.

Pratt has benefited greatly from her study of various and varied courses, especially with regard to the field of customer service, in which she has worked for several years. It was an opportunity to learn a lot of information about this specialization, especially with regard to the ethical and legal aspects in the era of information technology and modern technological developments.

Pratt adds, “I took some of the training courses offered by the university during the semester, and I benefited a lot from them because they focused on the practical side of public relations, and dealt with live experiences from the reality of international companies around the world, which added a lot to my professional training as a customer service employee”.

3-South America (5): Joana, Dilbar girls originally from Argentine, Akeem boy from Dominican Republic 2 girls from Brazil Carreiro, Stoebner

Joanna is a 38-year-old girl. Since childhood, she immigrated from Argentine to America with her family. She is married and works in the field of marketing. She has moved around working between companies. Currently, she works part-time for an American company in the field of electronic marketing.

Joanna was a nice girl and loving to her colleagues, and she always cooperated with us on joint research projects; so, she works hard and diligently until the work is done to the fullest, she was a beloved personality for her kind heart and elegant dealings in various situations. She has a high degree of intellectual and cultural maturity, and she says, “It was not easy to go back to study again and join the university again after all these years, but my husband, mother and father encouraged me to take this step. I felt that my classmates were younger than me, and I was afraid. I didn't want to blend in with them, but they were so caring and I really enjoyed studying with them”.

Regarding the difficulties she faced during her studies, she lived in a city about 3 hours away from Boston by car. She used to drive the car for an hour and a half, then park it at the metro station, then take the metro to the university, she did that 4 days a week for two years, and therefore she suffered a lot during her studies to be available on time for the courses.

Joanna believes that we are in the age of information technology, with which it is impossible to work without sufficient academic qualification, hence the importance of postgraduate studies, to refine information and study different experiences from the reality of marketing in different companies. The competition has become fierce in the American labor market, and whoever does not fortify himself with abundant knowledge and accumulated work experience will not find a suitable place for him to work in!

Dilbar is a 25-year-old girl with roots in Argentina, and she immigrated to America with her family ten years ago. She worked for a while after graduating from the university, then joined the Mass Communication Program at Suffolk University.

Dilbar was working in the design of advertising campaigns in an advertising company, and she combined work and study, because the program was specially designed for working students in different jobs, therefore this was considered that the lectures were in the evening, they began at five in the evening until nine at night.

Dilbar says, “I did not expect that the study would be strong and with such a high level of perfection, and keep pace with the latest research trends in the field of advertising in particular, because it is my focus in my work, I have benefited a lot from studying advertising courses, especially with regard to designing advertising campaigns, which I have been working on for years”.

Dilbar was pleased with this unique experience, given the diverse nationalities that brought them together to study for a master's degree, which led to intellectual richness and research diversity in the preparation of research programs and projects.

She believes that it is necessary to increase the training dose provided by the university for the courses, because of the nature of her work, she needs more focus on practical training in various international advertising companies.

Akeem, a 23-year-old man, originally from the Dominican Republic in Central America. He joined the master's program to study public relations.

Akeem was very happy with his studies because he aspires to work in the field of public relations, he believes that recent technological changes have cast a shadow over the nature of work in most companies, and the recent graduate faces many challenges in order to find a suitable job opportunity that guarantees him a decent life. He was keen to complete his university studies and obtain a master's degree in mass communication.

It is worth noting that Akeem feels proud to have an academic qualification of a distinguished level in all its aspects; From high-level professors, teaching methods and high-quality training that he obtained, means of clarification and communication techniques keeping pace with modern technological developments.

Akeem says, “Writing for public relations is one of the most important disciplines that influenced me a lot on the personal and

professional levels. We have been trained on how to write specialized in all kinds and forms of public relations. We have also analyzed and studied a lot of what is published by various institutions, which made me think about trying to get a job in This field, because I feel that I will excel in it and be unique in working in it in the near future”.

As for **Carrero**, she is a 26-year-old girl whose origins are in Brazil, and she immigrated to America with her family years ago. She works in the field of public relations crisis management in an American company in Boston. From the beginning, she was keen to enroll in the mass communication program at Suffolk University, due to the university's good reputation at the level of the state of Massachusetts. Carrero faced some difficulties until she got this job, so she thought of completing her master's degree in order to expand her knowledge in the field of crisis management.

Carrera says, “I was happy with the experience, despite the extreme exhaustion, as a result of my work during the day and my studies at night. When the weekend comes, I do research and study assignments as well as buy my own things. In one of the courses, the professor assigned us to deal with a realistic crisis that one of the international institutions went through, in order for us to study and analyze it in all its aspects, and in the end, we make a comprehensive evaluation of the organization’s reaction in all stages of the crisis (before the crisis - during the crisis - after the crisis),

I noticed that there were many mistakes, I learned that even with international companies, the reaction of public relations crisis management can help the company get out of the crisis with the least losses, and even return stronger than it was before the crisis. While in other cases, the reaction of crisis management could destroy the company's reputation and eliminate it completely; We studied some models for both cases”. One of the biggest difficulties that Carrera faced during his studies was the large number of assignments and required research, which sometimes he did not find time to finish, yet he did his best to succeed and obtain the highest grades.

Stoebner is a young man in his 30s, originally from Brazil, and has been living in America for a long time. He joined the mass communication program to study marketing, as he works in marketing in an American company. Stoebner says, “When I joined the study, I thought the subject was easy, but with time I discovered how difficult it is, and the need for intense focus to complete assignments and research projects, as the study requires continuous follow-up to complete homework on a weekly basis. Professors follow up on it periodically, we are required to upload it to the university website so that they can evaluate and give grades. In addition, some of them require us to make a Power Point to present it to our colleagues during the lectures, and to open the discussion and questions afterwards”.

Stoebner sees the need to prepare more advanced training programs for students in order to hone their talents, develop creative thinking in the field of marketing, and the ability to purposeful criticism. Which will have the greatest impact in making a valuable scientific addition to them to prepare them professionally for the American labor market in the era of digital transformation.

4-Asia(8):

-South Korea (4): 2 girls Cindy and Dai, **2 boys** Bodziewski and Nguyen

Cindy and Dai are two 23-year-old girls who completed their university studies in South Korea, then succeeded in obtaining a partial scholarship (as there is no full scholarship and the largest scholarship amounts to an exemption from half of the tuition fees) to study a master's degree at Suffolk University in America.

They came to Boston with big dreams inside them to study and work in the land of dreams, indeed they settled in a room for rent near the university, and began their university studies.

About the study experience, Cindy says, “It was not easy at first to adapt to Boston, because it is very different from my city in South Korea. At first, we were impressed by the distinguished study system at all levels. For example, full preparations for lecture halls, their technical equipment, projection screens and computer labs”.

Day continues by saying, “The university's library is one of the largest libraries I have seen in my life. It has a large database and all peer-reviewed scientific periodicals in all disciplines of mass communication and media”.

Cindy and Day tried to get a job while studying, but they weren't lucky, and after completing their studies, they wish they could work in America and realize their dream.

Bodziewski and Nguyen, two guys from South Korea, 25 years old,

They won a scholarship to study mass communication at Suffolk University in Boston. They were working in the field of marketing in their country before coming to study, but poor income and bad conditions made them try to get an opportunity in a rich, high-income country like America. So how happy they were when they succeeded in passing the qualifying exams for master's studies.

Bodziewski says, “The mass communication program has a high level of skill and mastery, in order to make the graduate highly qualified, so that he can get a job in the field of specialization, how wonderful it was, it gives us the opportunity to freely choose the specialization that we want to delve into; whoever would have preferred a field of Public relations, the academic supervisor directs him to study the courses that qualify him for that.

As for those who want to focus on advertisements, they are also directed to study courses that deal with advertising in all its forms. While whoever wants to study marketing should study specialized courses”.

Nguyen added, “We have been well qualified for a job opportunity, and I hope to be able to work in one of the respected companies in America, so that I can live after my study visa ends”.

-Indea (2): girls Nayanika and Shana are two girls from India, 25 years old, recent graduates, and were able to pass admission to study at Suffolk University in Boston.

Both of them are happy with this unique experience of residency and study in America, and see it as a lifetime opportunity that will

open new horizons for them of excellence, personal and professional development.

Nayanika says, “How wonderful life is in Boston, and we enjoyed a lot walking around with friends, and studying in a distinguished field that we hope to work in in the future. Our chances of working in a good company in America or India have increased”.

Shana adds, “We came to search for new ideas in a new country, and indeed, the professors were at a high level of skill. They helped us a lot with humility and kindness, and they were of great help to us throughout our study period. We participated in specialized training courses in marketing through the university, and we benefited from them a lot.

We were also able to get an internship at a powerful firm in Boston over the summer.”

However, they emphasize their failure to obtain a job in their field of specialization during their studies, but they will try after completing their studies.

- **Taiwan: 1 boy** Takegami

- **Vietnam: 1 girl** Lou

Takegami and Lou, a young man and a girl from Taiwan and Vietnam at the age of 25, came to Boston for a scholarship at Suffolk University, all hoping to build a distinguished future in one of the most powerful countries in the world.

They both worked in the field of public relations, after graduating from university, each in his own country.

Takegami says “Studying mass communication at the university was one of the most wonderful experiences in my life, due to the great focus on the practical side;

We studied the course of research methods in public relations, and we did all the stages of scientific research that research centers carry out in the public relations departments of different companies, starting with it being just an idea. We have covered all the steps since choosing the product that we will study, and going through the research methodology”.

Lou adds: “We designed sets of questions for focus group discussions, as a means of collecting study information. It is

interesting that we formed focused discussion groups in the lecture hall, we exchanged roles among ourselves to ask questions and collect research data. It was a new and enjoyable experience at the same time, through which we trained on the technique of working these groups, and how to manage the discussion to achieve the results of the research, and reach the results.

We also designed a questionnaire through the Qualtrics program and sent it to friends in America to fill it out, and after completing the required number, we began to do statistical work, tables, and then finally formulate the results of the study”.

They expressed the extent of the great scientific benefit for them from this course, to the extent that it made them think of searching for a job opportunity in the field of public relations research, but they have not had any luck so far.

And about the advantages of the study; They think that the professors had a high level of skill and great field experience, as a result of most of them working in the field of public relations, before joining the university.

5-Euorop (8)

-Delya is a beautiful girl from Greece, at the age of 23, she came on a scholarship to study masters at Suffolk University in Boston. She is a wonderful, social girl, loving her colleagues, cooperative, so she was a beloved person by everyone.

Delya says, “The study was at the best level, especially with regard to the level of teachers, hall equipment, and means of explanation. The courses keep up with modern technological developments in the field of advertising, and the training programs offered to us. I got some training programs in advertising in specialized centers through the university, in fact. I learned a lot.

I was able to get a job opportunity within the university, to help me with the high living expenses in Boston”.

Delia hopes that she will be able to get a job opportunity in America, because she has been qualified in a manner commensurate with the requirements of the American labor market in the era of digital transformation, especially with the academic training she received in various courses, with professors who have

great experience working in the field of advertising, And they have a great deal of knowledge about the nature of advertising companies at the present time, the conditions they set for hiring new employees. So they try to cover all these important elements during the process of training students, so that they can get a job after completing their master's degree.

Monika, a beautiful 26-year-old girl from Italy, received a scholarship to study for a master's degree at Suffolk University. She was a quiet girl, silent most of the time, not interacting with the group, and tended to be isolated. She worked in marketing before coming to Boston. She wanted to increase her knowledge of it by studying mass communication.

Monica dreams of working and settling in America because she considers it the land of dreams. Studying there is a dream for many around the world. This is due to the distinguished skill level, the superior quality of the education system, and the fact that most of the universities that come in the global ranking of universities are in America.

Especially since the two most powerful universities in the world are here in Boston (Harvard University, Massachusetts Institute of Technology)

She believes that the practical training in the field of marketing is of a high degree of quality. The professors are distinguished by their abundant knowledge, great humility in dealing with students, and answering all questions with kindness and love. She says, "Professors have a role model in dealing that I have not seen before, a peak in humility, ethics, respect, and cooperation. They are an example taught anywhere else."

Spain: 3 girls Chantal, Natalia, Maya

Chantal, Natalia, and Maya, three girls from Spain, came on a scholarship to study Mass Communication at Suffolk University.

They were girls who tended to be quiet and isolated, as they were always with each other, rarely spoke to their colleagues, and they spoke together in Spanish.

They tried to work while studying in their field of specialization, but they were unable to do so, and they had to work in other fields, in order to help them with the cost of living in Boston.

Chantal joined working at the university as a research assistant, she says, “It was a wonderful experience, and I benefited a lot from it, because I got a great idea about scientific research in public relations, the techniques, and the tools used. It is considered the latest trends, keeping pace with the latest technological developments in mass communication”.

Natalia continues, “I wished there would be more students from my country, because I feel psychological and emotional compatibility with them, but I got to know many of them in other departments and majors at the university. This is considered one of the most important advantages of studying in Boston; a large number of universities gather in all branches of science. And the presence of a large number of students coming from all European countries, particularly from Spain”.

As for **Maya**, she says, “I wanted to study for a master's degree in order to support my skills and abilities to work in the field of public relations, because there is intense competition for the large number of graduates, so I hope that this study will support our position and increase our chances of obtaining a suitable job in the field of public relations”.

Vladyslav is a young athlete from Ukraine at the age of 28. He came on a scholarship to obtain a master's degree from Suffolk University.

He was calm, not mixed with his colleagues, had a bit of arrogance, and he used to work with one of the sports teams, as he was a champion in swimming.

Vladyslav expressed his happiness for completing his master's studies, and he hopes to get a better job in the field of public relations. He expressed his admiration for the level of academic qualification he obtained, the teaching system, the quality of the courses, the means of explanation, communication techniques, and the means of presentation.

He believes that it is necessary to reduce the number of students enrolled in each course, in order to facilitate communication with the professors, interact with them during lectures and training workshops, because the large number reduces the teacher's ability to interact adequately with all students!

He also believes that academic training must be further developed to suit the era of digital transformation.

He tried to get a job in his field of specialization, which is public relations, but he failed to do so far, and he hopes that he will be able to get a good job in the future, after completing his master's degree.

Sophia is a 23-year-old girl who came from Germany on a scholarship to study for a master's degree at Suffolk University in America. She was an arrogant girl, isolated from the rest of her classmates, uncooperative, not responding to them in various activities, not talking to anyone, so she was not loved by everyone. She tried to work in the field of advertising, but she failed, and justified that because she is not American, and because she is from another country, she saw that there is prejudice and bias from the American society in dealing with them!

There is clear intolerance in dealing with them, there is no equal opportunity, and equality in job opportunities offered in the American market.

Therefore, she will not be able to work, so she decided to return to her country again, after completing her studies, for work and life, where she feels the comfort and familiarity that she could not feel in Boston.

Sule is a 25-year-old Muslim girl from Turkey. She received a scholarship to study at Suffolk University. She was a calm girl and relatively cooperative with her colleagues, but she was very busy with her work outside the university, which was reflected in her interest in teamwork in order to complete assignments and research projects.

Soli says, "Studying in America is a dream of every young man and woman around the world. How happy I was to come and get a

master's degree in public relations. One of the courses I benefited most from is web design. I learned how to design a website,

It was a very interesting experience using the Adobe program, the course teacher was very cooperative with us to help us understand and assimilate all the small details, because it is a unique material, it was the first time that I taught it, and the course teacher had a great deal of scientific mastery and skill”.

Sule tried to get a job opportunity in her field of specialization, but she did not succeed in that, and she hopes to work in the field of marketing in the future in a company in America.

She asserts that the fact that she does not hold US citizenship reduces her chances of obtaining a good job in the field of specialization.

6-Africa (2): Lamia a girl from Morocco

Lamia is a 23-year-old Muslim girl from Morocco. She came on a scholarship to study mass communication in Boston.

Lamia says, "I am happy with the experience of studying in America, and I benefited a lot from it. The teachers were at a high level of skill, and mastered the scientific material. They helped us a lot in overcoming many difficulties related to scientific research and various assignments. I believe that I have become scientifically qualified in a distinguished way that matches the requirements of the American labor market, so I hope to succeed in obtaining a job opportunity in the field of public relations, because I love the field, I want to work and be creative in it."

Lamia adds, "The level of study was outstanding, with a high level of quality and proficiency. The focus was on intensive practical training, which in my view achieved the maximum benefit, and contributed to making this master's degree effective on the practical and academic levels."

Lamia confirms that it is difficult to obtain a suitable job opportunity in the field of specialization, because she is not an American citizen, or at least she has a Green Card, so this requires her a lot of effort in order to be able to work in the land of dreams.

Andro is a 28-year-old from South Africa who received a scholarship to study for a master's degree at Suffolk University in Boston.

He was a quiet young man, loving his friends, collaborating with classmates on research projects and various assignments.

Andrew says, "I spent interesting years of study here, made many friendships, and benefited greatly scientifically from the distinguished academic program of mass communication, such as lecture halls, presentation facilities, computer labs, and the level of distinguished professors, especially since they are at the top of humility in their dealings with us,

We did not feel that they were university professors, but rather they dealt as if they were our friends, a relationship that was all about brotherhood, love, and respect.

They welcomed all questions with open arms, and helped us a lot while we carried out all the stages required to complete scientific research and various field exercises.

He adds, "I hope to work in America in the field of advertising after completing my studies, so that I can get a suitable job."

Conclusion

We note from the results of the ethnographic study on students of the Master of Mass Communication at Suffolk University; The university has granted many of them partial scholarships to obtain a master's degree - some scholarships have reached exemption from half of the tuition fees -.

This is a great advantage for Suffolk, because the cost of a master's degree in it exceeds fifty thousand dollars!

Therefore, this scholarship has encouraged students to come from different countries of the world to study in the land of dreams, aspire to obtain a suitable job opportunity, and then complete their lives in America.

Most of the students agreed on the high teaching efficiency of the teachers, their outstanding scientific ability, their scientific mastery, in addition to their distinguished personal qualities such as

humility, respect, cooperation, simplicity, affection, and dealing with students as friends with the utmost love.

Their desire to assist students in all forms in carrying out scientific research and various training assignments.

In my opinion, this is considered a model that must be followed by all university professors in various universities, because the personal characteristics and the way professors deal with students has a great impact on the success of the educational process, and is reflected in achieving the desired goal of university study.

We also note the praise for the standard of the lecture halls, the means of presentation, the computer laboratories, the cleanliness of the university, and the distinguished level of the university library.

The university focuses heavily on training programs in all academic courses, organizing various courses in all branches of mass communication.

American students:

We note that the students' opinions were a clear reflection of the American culture, as they worked since they were university students very seriously in various fields.

It seemed clear that the main reason for their enrollment to study a master's degree in mass communication at Suffolk University in Boston; It is the desire to refine their knowledge and experience in public relations, advertising, and marketing so that they can obtain a suitable job opportunity in the field of specialization.

We also notice that as a result of their being American citizens, it was easy for them to work in the same field of their specialization, and here the question arises: Is there a relationship between being American, and the opportunity for you to get a good job in your field of specialization? It seems that the answer we reached from this ethnographic study - with graduate students of mass communication at Suffolk University in Boston - is yes, because all the American students were working in their field of specialization.

The students' opinions were influenced by the social context of American society, where they interacted greatly with their classmates, and they had a great deal of cooperation, respect, love, affection, understanding, and simplicity, so this was reflected in

their desire to organize various events in which they meet to exchange ideas and experiences. This had a great impact on the distinction of this group in joint research work and training projects among them.

American culture and thought were also reflected in their opinions, ideas, evaluations, and proposals for the development of the mass communication program, as follows:

-the faculty members were highly qualified and exerted their maximum energy in the teaching process.

- they assigned many practical duties that served as a link between the theoretical aspects they studied and the applied aspect.

- the courses offered in the master's program tried to link the nature of the current jobs, the skills they require for the graduate, and they tried to make us able to understand reality to a large extent.

-They completely satisfied with the level of study in the master's degree that they obtained, the curricula, training courses were of a high level of quality, and kept pace with modern technological developments in the field of mass communication.

- The study focused on the practical side in a large way, with the help of many realistic examples from the reality of real practice in the field of mass communication.

-One of the problems they faced during the study was their desire to enroll in many additional training programs, but they could not because of the large study loads and the required research.

-Also, the large number of students in some courses, which made it difficult to fully interact with the professor in questions related to the practical side of the course, so registration must be closed at 15 students at most, in order to ensure full interaction with the professor.

-Canada: The students' opinions were influenced by the cultural and social context of Canadian society, which is largely close to American society, which facilitated the students' rapid adaptation to the education system and university life at Suffolk University.

They expressed their admiration for the teaching and training methods provided to them, the means of clarification, and how happy they were when they noticed that the advertising courses that

they obtained kept pace with modern technological developments in the mass communication industry. Also, the university organized many meetings that were attended by some companies to offer job opportunities to university graduate, they were hoping to succeed in obtaining a job opportunity in one of these companies, but they were not lucky”.

They confirmed that the level of the study exceeded all their expectations in terms of high quality and the great skill of the teachers who taught it. They took some of the training courses offered by the university during the semester, and they benefited a lot from them because they focused on the practical side of public relations, and dealt with live experiences from the reality of international companies.

South America: We note that the cultural, intellectual, and societal framework of South American students was clearly reflected in their opinions and evaluation of the Master's Program in Mass Communication. They were at the height of kindness, cooperation, and love with their classmates, which was reflected in the completion of joint projects with ease.

They emphasized the idea of the American dream; The desire to work and settle in America, the first country in the world!

One of the benefits that, the program was specially designed for working students in different jobs, therefore this was considered that the lectures were in the evening, they began at five in the evening until nine at night. They were pleased with this unique experience, given the diverse nationalities that brought them together to study for a master's degree, which led to intellectual richness and research diversity in the preparation of research programs and projects. One of the biggest difficulties that they faced during their studies was the large number of assignments and required research, which sometimes they did not find time to finish. They believe that it is necessary to increase the training dose provided by the university for the courses.

Asia:

We note that the cultural, intellectual, and societal framework of the students of the Asian continent was clearly reflected in their opinions and evaluation of the Master's Program in Mass Communication. They were at the peak of activity, work proficiency, keenness to excel, and completion of assignments in a timely and diligent manner.

The nature of Asian societies in terms of seriousness in performance, exerting the utmost effort, has made them innovate in various courses, keen on excellence, and forming positive impressions of the study experience.

The university's library is one of the largest libraries they have seen in their life. It has a large database and all peer-reviewed scientific periodicals in all disciplines of mass communication and media”.

they tried to get a job while studying, but they weren't lucky, and after completing their studies, they wish they could work in America and achieve their dream. They think that the professors had a high level of skill and great field experience, as a result of most of them working in the field of public relations, before joining the university.

they emphasize their failure to obtain a job in their field of specialization during their studies, but they will try after completing their studies.

-Euorop: We note that the cultural, intellectual, and societal framework of the students of the continent of Europe was clearly reflected in their opinions and evaluation of the Master's Program in Mass Communication.

They tended to be quiet - silence, lack of conversation with others, isolation, affected their lack of cooperation with their colleagues in scientific projects and research assignments.

It also affected their evaluation of work in the field of specialization with racism, and the lack of a job opportunity in America, as a result of the fact that they are not American citizens or residents.

Africa: We note that the cultural, intellectual, and societal framework of the students of the African continent was clearly reflected in their opinions and evaluation of the Master's Program in Mass Communication.

they were dominated by the American dream; The desire to work and settle in America,

It also affected their evaluation of the mass communication program at Suffolk University, and they were really impressed with the distinguished academic level, the creative professors, and the distinctive historical university buildings.

Recommendations:

The MA Program in Mass Communication at Suffolk University in Boston; It is a model of unparalleled success, an example that must be followed in our Arab universities, so that we can reach this level of success, excellence, and leave a distinctive mark with the students.

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Study supplements

Unstructured ethnographic interview guide

First: the basic data of the respondents:

- 1- The name
- 2- The age
- 3-Sex
- 4- Place of birth
- 5- Nationality
- 7- Original nationality
- 8- Profession
- 9- Academic qualification
- 10- Social status
- 11- The average income
- 12- Sources of income

Secondly, the gap between theory and practice in mass communication studies.

- 1- What is your attitude towards the level of academic qualification offered to you?

- 2 – What is your opinion about the quality of the courses of mass communication and the methods of teaching and training provided to you?

- 3- What is the extent of the completion of the vocabulary of the curriculum of the mass communication according to your view?

- 4- What is the appropriate extent of the classrooms in mass communication for Academic Qualification in terms of preparation of students, means of clarification and communication techniques according to your opinion?

- 5- What is the extent to which mass communication courses keep pace with modern technological developments in the media industry?

6- What is the extent to which the mass communication curriculum is consistent with recent developments in communication and information sciences according to your view?

7- What is your opinion regarding deficiencies during your academic studies?

Thirdly: Faculties majors for mass communication programs in the age of digital transformation

1- What is the requirements of the competence of the teaching staff matches the vocabulary of the mass communication curriculum?

2-What is the degree of satisfaction with the level of academic qualification in mass communication according to your view?

3- What is the extent of your participation in mass communication courses established by specialist centers?

4-What is your suggestions regarding the development of the academic training in mass communication in the era of digital transformation?

Fourth: qualifying mass communication students for the American labor market in the era of digital transformation

1- What is the extent to which mass communication courses meet the requirements of the new American labor market in the era of digital transformation?

2-What is the adequacy of the academic training of students for vocational rehabilitation, and reasons for inadequacy, according to your view?

3-What is the Diagnosis of the adequacy of the academic training of students for vocational rehabilitation, and reasons for inadequacy, according to your view?

4- What is the extent where the mass communication curriculum meets the needs of the labor market according to your opinion?

5- What is the extent to which mass communication students practice work during postgraduate studies at Suffolk University, USA?

6-What is the extent between mass communication studies, in accordance with its human, material and technical potential, can prepare students for the American labor market according to your opinion?

7 - What is the proposals to develop and update the academic regulations for mass communication in order to reach a graduate able to keep pace with the American labor market in the era of digital transformation?

Footnotes

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