

Students' attitudes towards digitization measures approved by the Ministry of Higher Education in Algeria -A field study of a sample of students of the Faculty of Humanities and Social Sciences at Saida University –

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Abstract

This study aimed to find out the attitudes of students towards the digital transformation of higher education in Algeria, to determine the nature of students' attitudes, a questionnaire was built that measures their attitudes towards the following dimensions (digitization of teaching methods, digitization of the library, digitization of services, digitization of administration), and presenting it to a sample of university students at Saida University, where the sample included 90 students, and the study found that there are positive trends towards digitization in the teaching process and digitization of university libraries and towards digitization of services and digitization of university administration, And activating the continuous training of all actors in the higher education system (professors, students and administrators) to achieve effectiveness in digital transformation, while providing the necessary physical and technological infrastructure to achieve this goal.

Keywords: digitization of higher education, digitization of administration, digitization of services, digitization of teaching methods, digitization of the university library.

Introduction

The trends of digitization of higher education in Algeria emanate from the Algerian government's orientation towards embodying the concept of electronic administration, as it was necessary for the various ministries in the state, including the Ministry of Higher Education and Scientific Research, to work on creating a digital environment under (Ministerial Resolution No.

102/2010, 2010), In order to promote and modernize higher education, in light of its orientation towards the concepts of e-learning and virtual universities, where training is one of the seven fields stipulated in the National Observatory for Quality Assurance.

This is the trend sought by the Ministry of Higher Education and Scientific Research through the issuance of (Resolution No. 167, 2010) which includes the establishment of a national committee to implement the quality assurance system in higher education and scientific research.

And (Resolution No. 201, 2011) establishing the National Committee for E-Learning, which emerged as one of the new and modern modes of education.

The Ministry did not only activate e-learning, but also moved towards digitizing the management of the higher education institution within the framework of technical support for the process of digitizing the Department of Higher Education and Scientific Research and promoting the use of digital means in management by providing it with applications and software that enhance the process of electronic management, the Ministry of Higher Education and Scientific Research has issued several decisions and procedures in this context, including:

Ministerial Decision Establishing a Committee in charge of Technical Support for the Digitization of the Department of Higher Education and Scientific Research, (Resolution No. 50, 2018) which has been transferred to it several powers, including supporting and accompanying every organizational endeavor taken regarding the development and access to digitization, propose all measures to assess the progress of the processes put in place for the mainstreaming of e-governance, and a training programme has been developed for the leader of the users in charge of digitization. (Bouzaib, 2022) Algeria has worked to embody several measures within its universities to create a secure digital environment, as the Ministry issued the commandment (Instruction No. 20/56/ SG, 2019) emphasizes the need to use digitization means in the management of universities through simple procedures such as not using fax and replacing it with e-mail, as well as converting periodicals and bulletins to digital format to reduce printing costs, and not buying periodicals and magazines available online and viewing them through the digital portal of the Research and Development Center Cerist, and university presidents have issued courses (Decision No. 09/QQ/2019, 2019) it requires the establishment of local leadership committees to digitize the university institutions they head, as well as supporting the field of

education, research and training through the digital platform that allowed the establishment of an independent communication space, and allowed the availability of information anytime and anywhere quickly and accurately (Aqabi & Bouterfa, 2021, p. 4).

The preliminary draft of the Higher Education Directive Law 2020, Article 41, also sets out the proposed legal framework that allows higher education institutions to join the digital age, by developing its use in most of its administrative and pedagogical functions as an effective element in the education and training of the student, the draft law also proposed several systems to support digital transformation, which are: Securing an integrated media system to encourage the emergence of an appropriate digital work environment for the public higher education facility (Preliminary draft, 2020).

Disseminating education through a digital platform as a pedagogical tool that accompanies students and encourages training to use modern academic and research methods, and this is done according to a controlled national plan.

Develop pedagogical and scientific digital services and resources at the disposal of the users of the public facility of higher education, its management and the training it guarantees.

Modernization of educational and training curricula through the universalization of the use of appropriate digital means without prejudice to intellectual property rights (Preliminary draft, 2020), Article 42.

Orientation towards developing information systems for the higher education and scientific research sector and doubling the uses of digital technologies in management, training and research (Resolution No. 201, 2011) it requires the completion of several digital applications, to meet all the situations included in the sector, whether administrative or pedagogical (Bouterfa & Aqabi, 2021, pp. 6-8) in this regard, 35 of the 42 digital platforms programmed to embody the sector's digital masterplan were launched, where:

- **Digitization of university registrations:** The Ministry of Higher Education and Scientific Research has allocated unified sites for all new successful students in the baccalaureate to provide initial registration services, direct them to university institutions, view the results of guidance, receive and study appeals, and finally end the final registration process with its confirmation (Publication No. 01, 2019), the national digital platform PROGRES has also

been allocated for the registration of students who have obtained a bachelor's degree and wish to register in the master's training, and to receive applications for candidacy for the doctoral competition.

- **Digitization of university libraries and the national documentation system:** Based on the use of digital technology and then rehabilitation by digitizing their documentary inventory, to ensure its digital exploitation within the library or remotely, facilitate access to national documentary resources, and create a network that allows remote communication with libraries and facilitates their interconnection and interaction; In order to allow the exchange of services between them while linking them to the national university network, and trying to send a virtual university library, the ministry, with the help of its Research Center in Scientific and Technical Information CERNST, sought to embody a national system for digital documentation SNDL, which allows researchers at the level of Algerian universities to access a significant digital information base that includes books, theses and scientific journals, and electronic portals have been established such as the university libraries portal BIBLIOUNIV, the national portal for notifications for theses, and the Algerian portal for scientific periodicals ASJP for the purpose of Protecting researchers and protecting their intellectual product.
- **The digitization of pedagogical management and the management of university services:** Where the follow-up of students' tracks, the administration of examinations, the issuance of certificates and their supplements are carried out through digitization at the level of all national institutions of higher education and scientific research; the management of university services, including accommodation, food and transportation, has also been digitized, and a website has been dedicated to registering new students wishing to benefit from these services.
- **Digitization of pedagogical production:** Efforts have been made to invest in the renewal of pedagogical content, teaching methods and curricula, and the trend towards digital and interactive pedagogical content, in order to support in-person training in universities, national schools and higher institutes; through online digital lessons for regular students who enjoy automatic registration on the university website, enabling them to access and exploit the digital pedagogical resources placed online (Ministerial Instruction No. 416 / A.K.F, 2020).
- **Digitization of the administration of the higher education institution:** The Ministry issued a ministerial decision (Resolution No. 50, 2018) to establish a committee in charge of technical support for the process of digitizing the administration and expanding its powers to

include supporting and accompanying every organizational endeavor taken regarding development and access to digitization, and proposing measures that allow evaluating the progress of operations, in order to generalize electronic administration, and also encourage every process aimed at modernizing governance, after all these procedures, we now wonder about:

What are the attitudes of students towards digitization measures approved by the Ministry of Higher Education in Algeria?

Where this main question can be divided into a set of sub-questions:

1. What are their attitudes towards the digitization of teaching methods?
2. What are their attitudes towards digitizing university libraries?
3. What are their attitudes towards the digitization of services (transportation, accommodation, and grant)?
4. What are their attitudes towards digitizing university administration?

Hypotheses of the study

1. The attitudes of Algerian university students towards the digitization measures approved by the Ministry of Higher Education in Algeria are positive in their entirety.
 - 1.1. Their attitudes towards the digitization of teaching methods are positive.
 - 1.2. Their attitudes towards the digitization of university libraries are positive.
 - 1.3. Their attitudes towards the digitization of services (transfer, accommodation, and grant) are positive.
 - 1.4. Their attitudes towards the digitization of university administration are positive.

The importance of the study

The importance of the study stems from the importance of its topic "e-learning", which the world has turned towards at a rushed pace, so it has become a requirement imposed by the necessity of the digital age in which we live, as both the British National Council and the US Presidential Committee considered educational technology as the media that are used for educational purposes as it is a systematic way to plan, implement and evaluate the overall processes of education and teaching, with the aim of obtaining more effective education (Ben Jeddou, 2014, p. 4) being a creative curriculum well designed to focus on the learner, it is

according to Badrul Huda Khan interactive and facilitates the learning environment for anyone, anywhere, anytime, using various digital technology features and resources with other forms of educational materials, to suit an open and flexible learning environment (Badrul, 2005) This is what educational systems in most countries of the world seek towards, unlike classical learning systems that no longer suit all spectrums of learners, and in the same context and because the success of digitization requires the support of all actors in the system for this path, especially university students, their acceptance of the digitization policy is important for its success as a project adopted by the state and the guardian ministry, from here emerged the importance of knowing the attitudes of students towards what has been achieved so far in the path of digitization.

Objectives of the study

The study aims to know the nature of the attitudes of Algerian university students towards the digitization procedures approved by the Ministry of Higher Education in Algeria, by knowing their attitudes towards: Digitization of teaching methods - digitization of university libraries - digitization of services (transfer, accommodation, grant) - digitization of university administration, as this can be useful in the process of evaluating the progress and success of the digitization project in higher education.

Previous studies

- **Driss Iman Study (2020):** The study aims to shed light on the reality of digitization and technological transformations in university life from the point of view of students of Larbi Al-Tibsi University, based on the main question: What is the reality of digitizing university life between advantages and obstacles from the point of view of university students? The sample was used, and the study sample consisted of 33 students using that form to collect data and the following results were reached: - It was highly appreciated by the new students for reducing the documents on them and facilitating the registrations without any complications or difficulties.
- It is to shorten the effort and time and eliminate the maximum degrees of nepotism and democracy within some university institutions.
- While some students believe that it is a very complex information system, and that the university must be supported in designing and controlling all data, it has several

disadvantages such as weakness and interruption of the Internet, hacking operations and the creation of fake hobbies (Driss, 2020).

- **Qalamin Dunia Study (2022):** It aims to identify the impact of digitization in raising the degree of educational achievement, by conducting a field study on a sample of students at Mohamed Bou Diaf Messila University, to find out the extent to which students rely on digital learning sites as a means to raise the level of educational achievement, and also to provide resources in the completion of scientific research, based on the descriptive approach and the questionnaire tool to collect the necessary information, on an intentional sample of 60 students, where the data was processed using the SPSS program, the study finally reached a number of results that confirmed the extent to which students rely on digital platforms to raise their educational achievement (Qalamin, 2022).
- **Study of Mustafa Ahmed Amin (2018):** With the aim of studying how digital transformation in Egyptian universities contributes to achieving the knowledge society, using the descriptive approach, where the study relied on designing a questionnaire to determine the requirements and mechanisms of digital transformation in universities to achieve the knowledge society, where the questionnaire was presented to a group of faculty members in some faculties of Egyptian universities (Damanhour, Alexandria, Tanta, and Mansoura) numbering 67 individuals, she concluded that digital transformation is not a substitute for the current system; it is a new method and pattern based on the use of knowledge management, the wide participation of students and the accumulated experiences in enriching the current education environment, with modern capabilities, techniques and means, provided by information and communication technology in the education environment. Digital transformation must include all administrative and educational aspects, such as: digital programs and courses, digital learning resources, and digital educational tools in the classroom, and the results concluded that digital transformation will not cancel or dispense with the experiences enjoyed by members, the digital transformation process must be phased in a gradual and streamlined manner and synchronized with the speed of achievement, the current faculty are the basis in the digital transformation process, digital transformation in universities depends mainly on the principle of collective participation Interactivity in the management and education processes, the need for digital transformation to new systems and methods in providing services and student examination systems (Amin, 2018).

- **The study of Belabbes Fouad and Ahmed Mourad (2019):** aimed to find out the extent to which the application of electronic management contributes to improving the quality of educational service, and the descriptive analytical approach was used, and the data was collected based on the questionnaire, which targeted the professors of the Faculty of Economic, Commercial and Management Sciences at the University of M'sila under study, who numbered (181) individuals, where (90) questionnaires were retrieved, the most important results that the level of application of electronic administration is an average level with a statistically significant relationship that highlights the contribution of electronic administration applications to an average degree on the quality of educational service in its four dimensions (faculty, curricula, educational administration, scientific research) in improving the performance of the college under study, and the majority agrees that the generalization of its application will be in the short term and with high quality (Mourad & Belabbas, 2019).
- **Study of Salma Mohammed Shaat (2012):** aimed to assess the digital gap in public and public university libraries operating in the Gaza Strip, and to identify the different ways that help to bridge it, represented the study population in the students of public and public universities in the Gaza Strip, which numbered (55824), on a random sample, and the descriptive analytical approach was relied on, and on the questionnaire as a main tool for data collection, as (404) questionnaires out of (420) questionnaires were retrieved, with a recovery rate, The results of the study showed the existence of a digital divide in the libraries of the universities under study, but in varying proportions, as it appeared in the results of the analysis that: the efficiency of the human element working in libraries in the field of information and communication technology, technical support for university libraries, appropriate cultural content (scientific references), digital content of information (providing references electronically), strategies and plans for developing dealing with libraries, are available in the libraries of the universities under study, but in a good (medium) manner, meaning that they need The study came out with several recommendations aimed at bridging the digital divide in university libraries and the services they provide, among the most important of them is the need to focus on enhancing the skills of the human element working in university libraries, especially those related to information and communication technology, and working to develop the information technology infrastructure, with a focus on updating that structure to keep pace

with the times, and paying attention to concluding cooperation agreements between local university libraries and university libraries outside the borders of the country (Shaat, 2012).

Methodological procedures of the study

Methodology used

The descriptive analytical methodology was relied upon.

Population and sample

The study population are students of Dr. Moulay Tahar University - Saida - Department of Humanities and Social Sciences, while the sample included 90 students who were randomly selected regularly.

Sample characteristics

– **In terms of the gender variable**

Table (1) shows the characteristics of the sample according to the gender variable

| Gender | Frequencies | Percentages |
|---------------|--------------------|--------------------|
| Male | 34 | 38% |
| Female | 56 | 62% |
| Total | 90 | 100% |

We note that most of the sample members are from the female category 62%, and this stems from the reality of the university, as the majority of students are females, especially in some disciplines such as humanities and social sciences because of the tendency of females to them and their desire to complete their university studies compared to males who may have other benefits.

– **In terms of academic level**

Table (2) shows the characteristics of the sample according to the variable of the academic level

| Specialization | Frequencies | Percentages |
|-----------------------|--------------------|--------------------|
| Bachelor | 44 | 49% |
| Master | 32 | 35% |
| Doctor | 14 | 16% |
| Total | 90 | 100% |

We note that most of the sample members are bachelor's and master's students by 84% compared to 16% of doctoral students, and this is due to the fact that most students tend to complete the first and second level before heading to professional life and a small category of

communication to the post-graduation stage, which is the only one who meets a set of conditions and criteria for completing the third phase.

Study Tool

The questionnaire tool was used to measure the variables of the study: students' attitudes towards digitization measures approved by the Ministry of Higher Education in Algeria, where its items were based on the theoretical heritage and previous studies, such as the study of Driss Iman (2020), the study of Qalamin Donia (2022), the study of Mustafa Ahmed Amin (2018), the study of Belabbas Mourad Ahmed (2019), and the study of Salma Mohamed Shaat (2012), so that the tool becomes ready, and it includes 40 items distributed on four dimensions, as follows:

Table (3) shows the tool in its initial form and dimensions

| Dimensions | Paragraphs |
|---|-------------------|
| Digitization of teaching methods | 01 - 09 |
| Library digitization | 10 - 18 |
| Digitization of services (transportation, accommodation, grant) | 19 - 28 |
| Management digitization | 29 – 40 |

The triple Likert scale was relied upon, which gives three responses to each of the questionnaire phrases that determine their level of approval with them, and gives the answers numerical weights representing the degree of answer to the statement, where it is in order 1.2.3 in the case of positive items as represented by the following table:

Table (4) represents the categories of the Likert pentagonal scale

| Significance | I agree | Neutral | Disagree |
|---------------------------|----------------|----------------|-----------------|
| Value | 3 | 2 | 1 |
| Degree of approval | High | Medium | Low |

Statistical tools used

In order to analyze the data obtained from the members of the study sample and to test the hypotheses, some statistical measures were used using the Statistical Packages for Social

Sciences (SPSS) program, which are: arithmetic mean, standard deviation, Cronbach alpha coefficient, Pearson correlation coefficient.

The results of the study

Validity of the tool

Table (5) represents the results of the Pearson coefficient test for the axis of digitization of teaching methods

| N | Correlation coefficient with dimension | Correlation coefficient with the questionnaire | Deleted phrases |
|---|--|--|-----------------|
| 1 | 0.281 | 0.298 | X |
| 2 | 0.289 | 0.077 | X |
| 3 | **0.602 | **0.583 | Do not delete |
| 4 | *0.451 | 0.346 | |
| 5 | **0.507 | 0.353 | |
| 6 | **0.630 | **0.488 | |
| 7 | **0.701 | 0.354 | |
| 8 | *0.417 | **0.546 | |
| 9 | **0.642 | **0.466 | |

It is clear from the above table that the values of the correlation coefficient for each phrase of the axis of digitization of teaching methods for the dimension and the questionnaire as a whole were different, as the statements No. (9,8,6,3) were positive and correlated with the average of the total dimension and questionnaire statements at a significant level (0.05 and 0.01).

While statements No. (4,5,7) were positive and related with their axis only at a significant level (0.05 and 0.01) while statements No. (1,2) were not related to either of them (average of the sum of dimension statements / average of the total statements of the questionnaire) and therefore we deleted them.

Table (6) represents the results of the Pearson Lab test for the digitization of the university library

| N | Correlation coefficient with dimension | Correlation coefficient with the questionnaire | N | Correlation coefficient with dimension | Correlation coefficient with the questionnaire |
|----|--|--|----|--|--|
| 10 | **0.554 | **0.483 | 15 | *0.410 | 0.220 |
| 11 | *0.369 | -0.039 | 16 | **0.737 | *0.430 |
| 12 | **0.557 | 0.234 | 17 | *0.410 | **0.555 |
| 13 | **0.616 | *0.455 | 18 | **0.610 | *0.364 |
| 14 | **0.678 | 0.289 | | | |

It is clear from the above table that the values of the correlation coefficient for each of the phrases of the library digitization axis for the dimension and the questionnaire as a whole were different, as the statements No. (10,13,16,17,18) were positive and associated with the average of the total dimension and questionnaire statements at the level of significance (0.05 and 0.01), while the statements No. (11,12,14,15) were positive and associated with the average of the total dimension phrases only at the level of significance (0.05 and 0.01).

Table (7) represents the results of the Pearson coefficient test for the axis of digitization of university services

| N | Correlation coefficient with dimension | Correlation coefficient with the questionnaire | N | Correlation coefficient with dimension | Correlation coefficient with the questionnaire |
|----|--|--|----|--|--|
| 19 | **0.610 | *0.398 | 24 | **0.514 | *0.396 |
| 20 | **0.760 | **0.532 | 25 | **0.741 | **0.740 |
| 21 | **0.667 | **0.556 | 26 | **0.542 | *0.396 |
| 22 | **0.558 | *0.398 | 27 | **0.641 | **0.521 |
| 23 | **0.615 | *0.433 | 28 | **0.502 | *0.432 |

It is clear from the above table that all the values of the correlation coefficients of the phrases of the digitization of university services axis relative to the average of the sum of the dimension statements and the questionnaire as a whole, were positive and correlated at a significant level (0.05 and 0.01).

Table (8) represents the results of the Pearson coefficient test for the axis of digitization of management

| N | Correlation coefficient with dimension | Correlation coefficient with the questionnaire | N | Correlation coefficient with dimension | Correlation coefficient with the questionnaire |
|----|--|--|----|--|--|
| 29 | **0.689 | **0.703 | 35 | **0.576 | **0.503 |
| 30 | **0.623 | **0.664 | 36 | **0.579 | **0.466 |
| 31 | **0.672 | **0.621 | 37 | **0.702 | **0.574 |
| 32 | *0.420 | 0.290 | 38 | **0.627 | **0.568 |
| 33 | **0.595 | **0.464 | 39 | **0.570 | *0.407 |
| 34 | **0.504 | 0.342 | 40 | **0.686 | **0.553 |

It is clear from the above table that all the values of the correlation coefficients of the statements of the digitization axis of management relative to the average sum of the dimension and questionnaire statements were positive and correlated at a significant level (0.05 and 0.01) except for statement No. 34, which was associated with the average of the sum of the dimension statements only.

Accordingly, we acknowledge the existence of a positive and moral link between most of the statements of the questionnaire with the axis to which they belong as well as with the questionnaire as a whole, and therefore the questionnaire is characterized by constructive honesty.

Stability of the questionnaire

Table (9) represents the results of the Cronbach alpha test

| Variables | Number of phrases | Alpha Cronbach | Split Half |
|---|--------------------------|-----------------------|-------------------|
| Digitization of teaching methods | 9 | 0.702 | 0.662 |
| Library digitization | 9 | 0.723 | |
| Digitization of services | 10 | 0.819 | |
| Management digitization | 12 | 0.939 | |

The stability of the study tool means obtaining almost the same results if the questionnaire was applied to the same population under the same conditions (Obeidat, Abu Nassar, & Mubaydeen, 2009, p. 54), through the above table, we note that the stability coefficient of Cronbach alpha has reached a value greater than 0.70, where its value ranged between (0.702 and 0.939) by the Cronbach alpha method and 0.662 by the half-fractionation method, which indicates a high degree of stability and stability, meaning that the tool is valid for what it was prepared for.

Presentation and discussion of results

1. The text of the first hypothesis: **"The attitudes of Algerian university students towards the digital transformation of the university are positive in their entirety"**

To verify this hypothesis and its parts:

- 1.1.Their attitudes towards digitization in the teaching process are positive.
- 1.2.Their attitudes towards the digitization of university libraries are positive.
- 1.3.Their attitudes towards digitizing services (transfer, accommodation, grant...) are positive.
- 1.4. Their attitudes towards digitizing university administration are positive

We calculated the arithmetic averages in order to compare them with the theoretical averages as shown in the following table:

Table (10) shows the hypothetical and arithmetic averages of the tool and its dimensions

| Dimension / Questionnaire | Standard deviation | Arithmetic mean | Mean assumption | Student Orientation |
|---|-------------------------------|----------------------------|----------------------------|--------------------------------|
| The questionnaire as a whole | 13.088 | 83.86 | 76 | Positive |
| Digitization of teaching methods | 3.405 | 15.60 | 14 | Positive |
| Library digitization | 3.924 | 18.64 | 18 | Positive |
| Digitization of services | 4.937 | 21.78 | 20 | Positive |
| Management digitization | 5.366 | 27.83 | 24 | Positive |

- As for the questionnaire as a whole, we note that the arithmetic average (83.86) is greater than the hypothetical average (76), which means that students have positive attitudes towards the digital transformation of the university.
- As for the dimension of digitizing teaching methods, we note that the arithmetic average (15.60) is greater than the hypothetical average (14), which means that students have positive attitudes towards the digital transformation of the university with regard to the part of digitizing teaching methods (lectures, applied work, supervision, assignments... etc.).
- As for the dimension of digitization of the library, we note that the arithmetic (18.64) and hypothetical (18) averages are approximately equal, which means that students' attitudes are a middle ground between positive and negative towards the digital transformation of the university with regard to the part of digitizing the university library.
- As for the dimension of digitization of services, we also note the equality of the arithmetic (21.78) and hypothetical (20) averages with a slight difference in favor of the arithmetic mean, which means that students' attitudes are acceptable towards the digital transformation of the university with regard to the part of digitizing the university library.
- As for the dimension of digitization of management, we note that the arithmetic mean (27.83) is greater than the hypothetical average (24), which means that students have positive

attitudes towards the digital transformation of the university with regard to the part of digitization of management.

Students' attitudes towards digital transformation in university life can be arranged according to their arithmetic averages as shown in the following table:

Table (11) shows the order of dimensions according to their arithmetic averages

| N | Dimension | Arithmetic mean |
|----------|---|------------------------|
| 1 | Digitization of university administration | 27.83 |
| 2 | Digitization of services (transportation, accommodation, grant) | 21.78 |
| 3 | Digitization of the university library | 18.64 |
| 4 | Digitization of teaching methods | 15.60 |

This means that students have a positive trend towards the digital transformation of the Algerian university, which is especially evident in their attitudes towards digitizing the administration, which greatly eased them from the burdens and hardships of moving to the university every time and reduced them to many administrative processes that required effort and time from the student, despite the reservations expressed by students about the need to form a human cadre based on digital management, as for the digitization of services and the digitization of the library, although their trends were positive to reflect average satisfaction with digital services in these two areas because they still did not reach the level of student aspirations, especially with regard to the university library, whose digital services are still weak, then in last place came the average after the digitization of teaching methods, which students believe were also positive, but they still did not reach the required level, especially in some issues related to evaluation methods and lessons. Interactive on platforms ... etc.

- These results agreed with several other results of other researchers, including the study of Qalamin Dunia (2022), which confirmed the extent of students' great dependence on digital platforms in raising their educational achievement, and also agreed with the study of Belabbas Mourad Ahmed (2019) in that the level of application of electronic administration is an average level with a statistically significant relationship that highlights the contribution of electronic administration applications to a medium degree on the quality of educational service in its four

dimensions (faculty, teaching curricula, educational administration, scientific research) in improving the performance of the college the object of study, the majority agrees that the generalization of its application will be in the short term and with high quality, and with the study of Idris Iman (2020), which considered that digital transformation was highly appreciated by new students for reducing documents for them and facilitating registrations without any complications or difficulties, as it is a shortcut to effort and time and eliminating the maximum degrees of favoritism and bureaucracy within some university institutions, while some students see it as a very complex program, and it also has negatives such as weakness and disconnection to the network The Internet is piracy and the creation of fake hobbies, while Mustafa Ahmed Amin (2018) considered digital transformation as not a substitute for the current system, rather, it is a new method and pattern that depends on the use of knowledge management and modern capabilities, techniques and means, thus will not cancel or dispense with the experiences enjoyed by faculty members, as he stressed the need for digital transformation to new systems and methods in providing services, student examination systems and the principle of interactive participation and that it must include all administrative and educational aspects, such as: Digital programs and courses, digital learning resources, digital educational tools in the classroom Finally, the study of Salma Mohammed Shaat (2012), which recognized the efficiency of the human element working in libraries in the field of information and communication technology, technical support for university libraries, appropriate cultural content (scientific references), digital content of information (providing references electronically), and strategies and plans for developing dealing with libraries, but in a good way (to medium), meaning that they need more attention and development.

Conclusion

The university has moved towards digital transformation, especially after the period of the spread of the Corona epidemic and the quarantine that accompanied it, and this received a great response from students, who considered it a positive thing, despite recording some shortcomings and not entering into digitization completely, in addition to some of the obstacles that still prevent this, students are open to this digital transformation of the university and consider it to keep pace with the times, as the current generation and future generations are open to digitization par excellence, as it is no longer only a necessity or an inevitability for management in all institutions, but has become the language of the times.

By virtue of the fact that the university is not isolated from its social and cultural environment, but it is connected to it to keep pace with it, it is the one that leads the wheel of change as an institution for higher training of cadres to keep pace with the developments of the world and science, and although the entry into digitization is still partially incomplete in the field of administration and the university library, but the students' trends were encouraging for the university in order to complete the rest of the stages of digitization, which saved students a lot of effort and trouble, especially for resident students, where the university is far from Their place of residence.

But it is necessary to bridge the digital divide through training and take several measures to enhance the skills of the human element, especially those skills related to technology, information and communication, as well as work to develop the infrastructure of information technology, with a focus on modernizing that structure to keep pace with the times, and interest in concluding cooperation agreements between our universities and universities outside the country with regard to exchanging experiences and benefiting from their experiences, the need to consolidate digital culture, spread awareness of the importance of distance education, and allocate an adequate budget for its dissemination and development.

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