# The reality of adopting distance education in Algerian universities to activate digital transformation

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## Abstract

The current study aims to know the reality of Algeria's adoption of distance education in the light of digital transformation from the point of view of both University teachers and students. We followed the descriptive approach with building two measurement tools and verifying their psychometric characteristics. they were applied to sample of (40) teachers from technical and literary disciplines and (45) students

The results of the study show a high percentage of the importance of distance education, estimated at (57.14%), as well as manifestations of its use by teachers, at a rate estimated at (100%), which reflects their awareness of this type of education , With the presence of statistically significant differences in the averages of teachers' attitudes towards distance education due to the variable of specialization in favor of literary specialization, and the absence of differences in the attitudes of teachers towards distance education according to the variable of seniority. As for the challenges and problems facing Algerian students, they were expressed by (53.84%), which Medium percentage, and we found significant differences between the attitudes of teachers and students towards distance education

**Keywords** : distance education ; digital transformation; trends

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## I- Introduction :

Man has always been that investment for the countries of the world and the capital that seeks to develop it, especially since the world has recently been witnessing huge and rapid technological developments in various fields, which prompted Algeria to realize the importance of digital transformation and the need to keep pace with it in all aspects of life, especially the field of education, including higher education. Where Algeria has worked hard to digitize universities and develop education, which is that continuous and endless process in which information is renewed from time to time, especially in the light of population explosion, the witnessed knowledge flood, and the information revolution ‹What made both technology and digital transformation imposed through the emergence of new tecgniques and methods of education based on technological innovations that are considered a breakthrough that affected the educational systems, methods and objectives in order to achieve the required learning directed towards self-learning based on what is called distance learning, devlop an alternative to educational systems The need to resort to it has increased with the increase in the challenges and bottlenecks that most education systems face, especially in recent times, through which it guarantees the continuity of the educational process in all circumstances, even if exceptional, so that it would be an effective alternative to traditional education ‹Where it facilitates the availability of knowledge and information for both students and teachers alike to increase the development and prosperity of societies, the scientific and knowledge level of any country is a criterion by which the progress of other countries and the advancement of societies is measured.

Distance education takes a theoretical form represented in an educational method where the learner is far from the teacher in terms of space and time, as it represents the third generation in developments related to the field of technical developments and educational media to include video conferences, audio graphic communications and satellite programs, to represent a strategy and mechanism through which the possibility is available in Higher Education

Distance learning is a new development and innovation for formal education based on the use of communication media of all kinds, as it is the educational format that is concerned with the delivery of educational materials between the parties to the educational learning process on the basis of the distance between them. Therefore, distance education is considered one of the most effective methods in terms of providing educational opportunities for students and enriching their experiences through a philosophy that translates the right of individuals to access available educational opportunities that are characterized by flexibility to suit the nature of society and the aspirations of its members.

This confirms that digital transformation and activating distance education is an ideal option for the success of education in normal conditions and in the light of crises. By applying it, we not only ensure the continuity of education, but also go beyond it to secure a wide field for creativity and innovation, and encourage teachers and students to change and deal with different types of teaching and learning methods. This is due to the

results of studies and research on the reality of distance education in Algerian universities, such as the study of Ben Bouzid and Ben Seti (2021).

that show the lack of awareness of Algerian students of the importance of e-learning, and this low awareness affects the acquisition of culture towards distance education due to the weakness in the use of its technologies, which impedes the process of applying distance education, and the study of Adela Wejdi (2021), which confirm that distance education in Algerian Universities is slow relatively, This is due to the financing problem and the lack of strategies to introduce this new educational pattern. In the same context, several national and international forums and conferences were held, such as the international forum that was held in the second month of the year 2021 related to digitization, as a guarantee of the quality of higher education and scientific research and the achievement of sustainable development.

The affirmation of the National Forum marked by the establishment of ensuring the quality of higher education in Algeria in the light of the Covid 19 pandemic: the difficulties of reality and the challenges of the future, held in the twelfth month of the year 2021, on the need to generalize digitization in education to suit the needs of the times, while developing ways to benefit from the digital bank for lessons and scientific references in all Disciplines and levels of university education and the need to develop a future forward-looking project for the digital transformation process in the Algerian university. As well as group research, such as the joint book between a group of researchers working on the development of digitization and education in its electronic format, entitled The Impact of Digitization on Establishing Quality Assurance in Higher Education Institutions in Algeria and Al-Sadr in the third month of the year (2022), which was concerned with defining criteria for measuring digitization in higher education institutions and mechanisms The digitization used, the digital platforms for education and libraries, and the platforms for publishing scientific research.

And the results of the studies with the study in the study in the study in the study in the study, and helped the study in the field of study. Remotely in Algerian universities as an activation of digital transformation in normal situations and in light of crises.

Research questions:

1-What is the degree of awareness of university education teachers about distance education?

2-What is the importance of distance education in Algerian universities from the point of view of teachers?

3-What are the manifestations of its use by teachers in Algerian universities?

4-Are there differences between the attitudes of university education teachers towards distance learning according to the variables of specialization and seniority?

5-What are the total challenges and problems facing students?

6-Are there any differences between the attitudes of teachers and students towards distance learning?

In response to these questions, we used the analytical descriptive approach to identify the reality of distance education in Algerian Universities after the digital transformation, adopting the measurement tool of the questionnaire for university professors and the second for students.

**The importance of studying**:

The importance of the current study lies in the provisionel a database for university teaching staff about distance education and the possibility of adopting it as an effective alternative to traditional university education. Clarifying the roles of the teachers when adopting this type of education represented in guidance, counseling, and organization of experiences for good learning that carries a lot of educational and organizational quality.

We are also able to know students' attitudes towards distance education, and try to find solutions to the problems that hinder the progress of student learning in technical and literary disciplines.

**Definitions keys terms**:

**a)Distance education**: a flexible form of education aimed at providing students with knowledge, skills and attitudes using a range of technological media and making it available either synchronously or asynchronously.

**b)Digital transformation**: It is the sum of the measures implemented by Algerian universities to integrate digital technologies in all scientific disciplines, which leads to a radical change in how the teaching and learning process is implemented by the professor and the student.

**c)Attitudes**: It is the readiness of the university professor and the student after passing through an acquired experience and inclination that reflects the response of each of them towards distance education by accepting or rejecting its practice**.**

## I.1.Distance learning:

Distance education is not a modern technology, but there is, according to what Madani (2007) indicated, a great similarity between the patterns of Muslim education and distance education in terms of characteristics. And the teacher, as well as the appropriate time and number of attendance, where the learner accomplishes what he is assigned to individually, and this is what is considered a feature of distance education that does not mind the learner getting his livelihood. Then learning was defined by postal correspondence or other introductory formulas such as home study or study that appeared in England in 1840, where the learner receives the printed lessons sent by the education center by correspondence to him and the learner works to study and memorize them and solve their activities and send them again to the center to join the subsequent classes, as it also appeared Learning through radio, telephone, audio, television, or video as educational media. The curriculum were affected by it and the provision of knowledge services to the learners and the manufacture of that contemporary learner of his time by moving away from stagnation and indoctrination and the transition to vital learning based on discovery, investigation, analysis and conclusion. To deal with problems and solve them because this learning is centered on the learner .It is imperative to employ the latest technology and thus diversify the sources of knowledge and its forms by using computers and virtual classrooms.

Tony Dodds defined distance education as i realies "a system of teaching and learning in which the learners are away from their teachers for most of the period in which they

study and that it is in learning more, as the study takes place through correspondence or independent study using educational means that replace the learners." (Amer, 2007, 09)

Khafafi (2015, 14) added that it is a "successful method in providing educational opportunities and providing experiences for people who cannot leave their work and devote themselves to education, for those who were deprived of formal education, as it is a flexible method of studies via the Internet."

According to Al-Mulla (2016, 128), Greenberg defines distance education as "a planned teaching-learning experience that uses a wide range of technologies to reach learners in remote areas, while designing the experience to encourage learner interaction."

From the total definitions, it can be concluded that distance learning is a modern educational system or educational strategy, and a flexible method based on planned experiences represented in the transfer of knowledge and scientific material to all learners to their place of residence without exception, according to their different educational levels and ages, and at any time using multiple electronic media. What is commensurate with their aspirations and in accordance with the nature of the community's needs and philosophy to achieve the desired goals and increase educational opportunities while disseminating the benefits of the educational process.

From the foregoing, a set of distinguishing characteristics of distance education are evident:

Spatial and temporal divergence between the teacher and the learner, with the possibility of delivering the educational material to students in remote and isolated areas.

The multiplicity and diversity of technological and technical means of communication for information between the teacher and the learner.

Distance education using technological media provides two-way communication between the teacher and the students.

Providing freedom to educational institutions in terms of their use of new curricula and educational activities, with the flexibility of designing courses and defining evaluation methods.

Iinvolving the learner in a positive manner in the various stages of the educational process, being its focus and an active element in it, while making learning individual and subjective according to the abilities and preparations of each learner and the pace of his learning through the possibility of referring to the educational material at any time and place as soon as he needs it.

## I. 2. Distance education philosophy:

The philosophy of distance university education stems from the nature of individuals and their variation in terms of their capabilities, inclinations, aptitudes, and attitudes. This imposes differences between them in the learning process, so the pace and method of their learning varies accordiugly. This gives the individual a kind of freedom to choose the appropriate time and means to enrich his learning and even evaluate himself by himself, with what is known as the impact of learning. To reflect a kind of contemporary learning, which is self-learning . (Amer, 2007)

That all members of society have the right to education, regardless of their age, social and economic levels, as well as their geographical locations, with differences even in times to suit them in what is known as the principle of achieving equality; This is what limits its obstacles to the various technological media (audio, visual, printed), that is why distance education is considered a way to reduce the cost of education, unlike traditional university education.

University distance education is concerned with the feasibility of building infrastructure, libraries, clubs, management and other requirements of university education.

Distance education at the university level has become an opportunity or rather a set of additional new educational opportunities for individuals wishing to complete education or even obtain a new opportunity without taking a factor of their time to study, as it does not require traditional regularity in places of study and specific times for students, which attracts the interest of adults who They combine work and study by employing information and communication technologies that enrich their learning.

## I. 3. Digital transformation:

Digital transformation how ever adopts the latest educational images and media to get rid of traditional teaching methods that are no longer commensurate with the technological developments taking place.

### a) Digital transformation techniques:

The digital transformation techniques as "the organized interaction between each of the human element participating in the educational process, equipment, devices, and educational materials, with the aim of achieving specific educational goals or solving educational problems.

Khamis (2003) argues that the educational technological innovator is either an idea, process or application, or, it is something new that is adopted as a new alternative in an innovative solution to existing problems in the educational system

Al-Sharqawi (2003,32) was added another definition: "It is designing, producing, and then using everything new in distance education, with the aim of achieving maximum effectiveness in teaching and learning situations and solving educational specialization problems."

## I. 4. Distance learning by applying digital transformation techniques in Algerian universities:

Algeria has adopted distance education in university education, using the new technology, information and technological means, which are still modern in terms of use

and have not yet risen to double and group communication. Messages via e-mail did not exceed, or the placement of lectures by professors on electronic platforms that were established by the Ministry of Will. (Ministry of Higher Education and Scientific Research) as the Moodle digital platform, as it may be impossible for the student to access it sometimes; All this is due to the lack of awareness of this type of innovative education and its methods, nor how to use it, and therefore even the consequences of it if it is adopted.

Considering that distance education is a future project in Algeria, through which it kept pace with the developments taking place in the world, it was necessary to lay the foundations, ingredients, and even capabilities through which to write success for this type of education. And administrators according to their needs to facilitate the process of their access and use of this new type of education smoothly and efficiently, in addition to developing curricula and educational contents to be in line with the method through which it will be presented in order to achieve the goals and objectives of the supreme educational process.

## I. 5. Study Methodology:

The analytical descriptive approach was used to suit the topic of the current study, which requires a description of the phenomenon, as there is, in fact, an accurate description that expresses both quantitative and qualitative analysis.

## I.     6. The limits of the study:

a)**Temporal limits**: The study took place between 09/13/2022 and 11/30/2022
Spatial boundaries: The study covered the University of Sidi Bel Abbes, the Faculty of Humanities and Social Sciences and the Faculty of Literature and Languages. As for the Technical Universities, they were represented in the University of Tlemcen and the University of Sidi Bel Abbes for Technical and Electronic Sciences.
b)**population**: The study population consisted of higher education professors and students of humanities, social sciences, foreign languages and technology.
c)**Sampling**: The sample was taken from the cities of Sidi Bel Abbes and Tlemcen from the literary and technical disciplines, which consisted of University education professors, as it was estimated at 40 male and female professors. As for the student sample, it consisted of 45 male and female students, who were chosen randomly, stratified to provide lists.

Table 1. Shown for the distribution of the study sample of professors

| Variable | Data | Number | Percentages | Total |
|---|---|---|---|---|
| **Specialization** | technical | 20 | 50 | |
| | Literary | 20 | 50 | |
| **seniority** | Less than 5 years | 08 | 40 | |
| | More than 5-10 | 13 | 32،5 | 40 |
| | More than 10-15 | 09 | 22.5 | |
| | More than 15-20 | 04 | 10 | |
| | More than 20 or more | 06 | 15 | |

**Source:** Belhamissi &Tlemsani, 2023

Table 2. Shown for the distribution of the study sample of students

| Variable | Data | Number | Percentages | total |
|---|---|---|---|---|
| **Specialization** | technical | 21 | 46،66 | 45 |
| | Literary | 24 | 53،33 | |

**Source:** Belhamissi &Tlemsani, 2023

    e) **Tools used**: We developed two survey tools to collect data from the research sample, relying on the theoretical heritage and previous studies in this field, and what the results of the survey study revealed, and then preparing the two survey lists in their initial form to measure the research variables

As a second step, we verified the psychometric properties of both tools by testing the validity and reliability, as they were presented to specialists in the technical and educational field to ensure the wording and clarity of the paragraphs, which kept the questions of the two questionnaires and their dimensions. They consist of (7) questions, and the last dimension consists of (10) questions.

As for the questionnaire addressed to the students, it consisted of two dimensions, the first consisting of (14), and the second consisting of (13) questions with a total of (27) questions.

The validation test was conducted for the teacher-oriented study tool in its final form by calculating the Cronbach's alpha coefficient, which was estimated at (0.73), and the validity by calculating the validity of the internal consistency, which was estimated at

(0.69). The measurement tool used with students was the alpha coefficient. Cronbach's is estimated at (0.71), and the internal consistency of its vertebrae is estimated at (0.73). This confirms the possibility of using them in the current study.

## II- Results and discussion :

**Answer the first question:** What is the degree of awareness of teachers about distance learning?

Table 3. Shown for the distribution of the study sample of students

| Dimensi | Professor awareness | | of total scores | | mean | diviation | pedigree | |
|---|---|---|---|---|---|---|---|---|
| | big | medie m | low | No_existe nt | | | | |
| 01 | 136 | 110 | 42 | 32 | 4.55 | 21,95 | 62.5 | big |
| 02 | 154 | 122 | 38 | 04 | 3.69 | 23,22 | 100 | big |
| 03 | 176 | 142 | 72 | 50 | 4.59 | 30,09 | 70 | big |

**Source:** Belhamissi &Tlemsani, 2023

Through the table above showing the results of the general question, it is clear that the largest percentages were from the luck of the translated trend due to the presence of large trends for university education professors towards distance education, as they ranged between 62.5% and 100% using the weighted average and three categories derived from an artificial division that ranged between a weak and medium estimate. And a great appreciation for the trends of university higher education professors, as the first dimension was related to the importance of using university faculty members for distance learning in university programs, and it resulted in a great result estimated at 62.5%, which confirms a high appreciation towards the importance of distance education and the need to be applyi it in our university programs. current teachers and the same result for the second dimension, which is related to the manifestations of the university faculty members' use of distance learning in the university programs, as it concluded that 100% of the university professors' opinions towards distance education were available, which is a very large percentage. As for the third dimension, it showed 70%, which is related to the teaching staff's attitudes. At the University towards the possibility of using distance learning in the programs. This is in agreement with the

study of Al-Qartouti (2017), which also found a high presence of the attitudes of university education professors in Libyan colleges towards distance education.

Through the results related to the three dimensions of the questionnaire, it is clear that a positive increase in the teachers' appreciation towards distance education indicates the degree of their great awareness and the need to adopt this type of education at the level of our Algerian universities and use it after modifying the traditional education programs and trying to combine them to encourage self-learning and cooperative education, as it helps the teacher To apply the principle of individual differences between students, to communicate information, and to stimulate their motivation through a set of graphics, illustrations, audio-visual conversation programs, and the use of e-mail areas of their live.

**Answer the second question**: How important is distance learning for teachers?

Table 4. showing the importance of distance education for teachers

| Paragraph | big degree | | Medium degree | | a few degrees | | I do t agree | | mean | attitudes |
|---|---|---|---|---|---|---|---|---|---|---|
| | fre | % | fre | % | fre | % | fre | % | | |
| 01 | 12 | 30 | 10 | 25 | 10 | 25 | 08 | 20 | 2.65 | medium |
| 02 | 21 | 52.2 | 13 | 32.5 | 02 | 5 | 04 | 10 | 3.27 | big |
| 03 | 13 | 32.5 | 14 | 35 | 07 | 17.5 | 06 | 15 | 2.85 | medium |
| 04 | 14 | 35 | 19 | 47.5 | 05 | 12.5 | 02 | 5 | 3.12 | big |
| 05 | 11 | 27.5 | 18 | 45 | 09 | 22.5 | 02 | 5 | 2.95 | medium |
| 06 | 25 | 62.5 | 11 | 27.5 | / | / | 04 | 10 | 3.52 | big |
| 07 | 23 | 57.5 | 12 | 30 | 01 | 2.5 | 04 | 10 | 3.35 | big |

**Source**: Belhamissi &Tlemsani, 2023

Through the table above, it is clear to us that the total expressions of the dimension related to the importance of distance education were (07) with a weighted average for estimating the degree of importance that ranged between (2.65-3.35), i.e. between a high estimate and an average estimate of the importance of distance education for professors, but the trend The most dominant was with a high rate estimated at 57.14%. This indicates the teachers' awareness of the importance of using distance education at the level of academic programs.

These results agreed with the results of Miqdadi's study (2020), which showed a positive effect of the use of distance education in the Corona crisis, as well as the study of Al-Qartouti (2017), and the results of Mahdi's study (2021). Remotely and the need

to apply it, especially in the midst of bottlenecks and crises in the recent period, and that this type of education saves them effort and time and covers wide geographical areas, so the professor can deliver his lectures and the students have to follow them wherever and whenever they want, What facilitates and speeds up the education process at the university and works to provide opportunities for interaction between the student and the professor, and also contributes to the acquisition of both the professor and the student the skill of using communication and information technology, in addition to that distance education works to transform the student in the educational process and thus achieve the quality of the educational output through Developing skills, values and attitudes, deepening concepts and developing his basic skills.

**Answer the third question**: What are the manifestations of the use of distance education by university education professors?

Table 5. showing the manifistation of distance education for teachers

| Paragraph | big | degree | Mediu | degree | a few | degrees | I do t | agree | mean | attitudes |
|---|---|---|---|---|---|---|---|---|---|---|
| | fre | % | fre | % | fre | % | fre | % | | |
| 01 | 19 | 47.5 | 19 | 47.5 | 02 | 5 | / | / | 3.42 | big |
| 02 | 18 | 45 | 17 | 42.5 | 05 | 12.5 | / | / | 3.32 | big |
| 03 | 19 | 47.5 | 17 | 42.5 | 04 | 10 | / | / | 3.37 | big |
| 04 | 14 | 35 | 14 | 35 | 12 | 30 | / | / | 3.05 | big |
| 05 | 18 | 45 | 16 | 40 | 06 | 15 | / | / | 3.3 | big |
| 06 | 21 | 52.5 | 13 | 32.5 | 04 | 10 | 02 | 5 | 3.32 | big |
| 07 | 20 | 50 | 14 | 35 | 04 | 10 | 02 | 5 | 3.3 | big |

**Source**: Belhamissi &Tlemsani, 2023

It is clear to us through table above that the total expressions of the dimension related to the manifestations of the use of distance education by teachers ranged between (3.05-3.42), which are estimates in large proportions compared to the weighted average, which confirms the predominance of the trend related to the aspects of distance education from the point of view of the faculty in universities by 100 %, which reflects its positivity; And he assures us of the use of distance education by teachers and its adoption as soon as they deliver their lectures.

The results of this study are largely consistent with the results of the study of Al-Qartouti (2017) and differ with the results of the study of Mahdi (2021) and the study of

Al-Omari (2020) and the study of Kazem (2021), which showed an average use of distance learning by university professors

These results can be attributed to the teachers' attempts to encourage students to use the Internet and send assignments via e-mail to provide them with self-learning skills through re-viewing electronic contents, as well as independence in presenting their extracurricular activities on the one hand, and research, investigation and discovery on the other hand. In addition to opening the field of discussion for students and group and collaborative work, and thanks to distance education, teachers can view websites when preparing their lectures and even exchange experiences with fellow professors in the same field.

**Answer to the fourth question :** Are there differences between the attitudes of university education teachers towards distance learning according to the variables of specialization?

Table 6. shows the results of the t-test for differences

| Specialization | Professors | mean | diviation | T test | ddl | sig |
|---|---|---|---|---|---|---|
| **literary** | 20 | 76.1 | 11.12 | 0.81 | 31,92 | 0.41 |
| **Technical** | 20 | 73.27 | 6.96 | | | |

**Source:** Belhamissi &Tlemsani, 2023

Through the table above related to the results of the t-test for the differences of the specialization variable, it is clear to us that the average of the literary specialization amounted to (76.1) with a standard deviation of (11.12), which is higher than the average of the technical specialization of (73.27) with a standard deviation of (6.96); The result of the t-test (0.81) with a probability value of (0.04) is smaller than the level of significance (0.05). Therefore, we decide that there are statistically significant differences at the level of significance (0.05) in favor of the higher value of the arithmetic mean of the literary specialization, which reflects that the attitudes of university education teachers Towards distance education in the literary specialization is greater than that of technical university education professors, These results agreed with the study of Rabi`i (2017), which found differences between the attitudes of higher education teachers due to the variable of specialization; This is by virtue of the fact that the latter specialization depends on its composition on applied work, which is that vital aspect in technical standards, which requires a direct presence of both the student and the professor inside the private laboratories to develop the skill side of the student by conducting experiments directly on the one hand and providing feedback from the professor on the one hand. On the other hand , making sure that the student absorbs and

understands the parts and their relationship to the whole, this is what makes their attitudes positive towards distance education. As for the literary, human and languages specialization, it does not require the direct presence of the student, since most of the standards are rigid. Their content can be displayed in the form of files that the student receives and works on assimilating them without difficulty. The same applies to directed works, as they are works that are suggested to students and are sent by e-mail, which develops the student's independence.

**Answer to the fifth question :** Are there differences between the attitudes of university education teachers towards distance learning according to the variables of seniority?

Table 7. shows the results of the one-way variance test

| seniority | Professors | mean | diviation | Test f | sig |
|---|---|---|---|---|---|
| **Less than 5 years** | 05 | 74,33 | 8,47 | | |
| **Less than 25-35 years old** | 15 | 75,13 | 9,34 | | |
| **More than 35-45 years old** | 09 | 77,88 | 7,04 | 0,52 | 0,71 |
| **More than 45-55 years old** | 04 | 70 | 17.32 | | |
| **More than 55-65 years old** | 06 | 73.66 | 7.22 | | |
| **the total** | 40 | 74,9 | 9,23 | | |

**Source**: Belhamissi &Tlemsani, 2023

Through the table above and the recorded results, it is clear to us that the probability value of the F test is equal to (0.52), which is a greater value than the statistical significance relied upon (0.05), which confirms that there are no statistically significant differences between the attitudes of university education professors towards distance education due to the variable of seniority and years of service. This is consistent with the study of Al-Qartouti (2017), which found no differences between the attitudes of university education professors due to the variable of years of service and consistent with the study of Al-Omari (2020), which showed differences in the attitudes of university education professors due to the teaching experience variable; What dissolved the differences between the attitudes of teachers in terms of seniority is encouraging them to use distance education and trying to keep pace with technological developments to remove barriers and obstacles and reach education to all age groups as well as different areas of warriors and work to develop education and make it more modern and thus ,catch up with civilization. This is in addition to working on Reducing education

costs and spreading the culture of distance education, given that this type of education is one of the criteria for progress and modernity.

**The sexth question**: What are the total challenges and problems facing the university student?

Table 8. shows the challenges and problems that students face when using distance education

| Paragraph | Strongly | I agree | neutral | I do t agree | Strongly Disagre e | mean | presenc e |
|---|---|---|---|---|---|---|---|
|  | fre q | fre q | freq | freq | freq |  |  |
| 01 | 08 | 21 | 11 | 05 | / | 3.71 | big |
| 02 | 06 | 19 | 10 | 09 | 01 | 3.44 | medium |
| 03 | 06 | 23 | 07 | 06 | 03 | 3.51 | medium |
| 04 | 15 | 21 | 06 | 01 | 02 | 4.02 | big |
| 05 | 16 | 21 | 05 | 03 | / | 4.11 | big |
| 06 | 05 | 11 | 15 | 10 | 04 | 3.06 | medium |
| 07 | 09 | 13 | 17 | 04 | 02 | 3.51 | medium |
| 08 | 10 | 11 | 13 | 11 | / | 3.44 | medium |
| 09 | 11 | 18 | 10 | 04 | 02 | 3.71 | big |
| 10 | 06 | 16 | 10 | 10 | 03 | 3.26 | medium |
| 11 | 11 | 18 | 13 | 03 | / | 3.82 | big |
| 12 | 14 | 17 | 07 | 07 | / | 3.84 | big |
| 13 | 12 | 15 | 07 | 04 | 07 | 3.46 | medium |

**Source**: Belhamissi &Tlemsani, 2023

Through the results of the previous table, it is clear to us that the total number of items (13), the average of which ranged between (3.26-4.02), which is equivalent to a large and average presence of the challenges and problems facing the university student when using distance education.

These results agreed with the results of the study of Kazem (2021) and differed with the Al-Salman and Bawaana' s results (2020), which resulted in the Algerian student's struggle with a different set of challenges and problems that prevent him from keeping up with the requirements of his time and thus the inability to master the basics of this type of education. Contemporary The results of this study are due to the lack of financial

capabilities of Algerian families, which generates a kind of burden in terms of cost on parents, whether in terms of providing smart devices such as computers and electronic boards .. or the Internet with a large flow, while the students stressed that there is difficulty in accessing the electronic tasks that they need. The professor puts its content through websites and electronic platforms. Also, the biggest obstacle for students is the difficulty of using the computer, which is due to a lack of training and training in its use, which affects their efficiency and mastery of it, not to mention the students' lack of interaction between them and their teachers, which impedes their obtaining feedback in addition to their admission that advertisements work On their distraction and their distance from reaching the goals of distance education, and thus wasting and wasting time, there is definitely a low motivation for learning and achievement among students.

**The eighth question**: Are there any differences between the attitudes of teachers and students towards distance learning?

Table 8. shows the differences between the attitudes of teachers towards distance learning and students

| Specialization | Professors | mean | diviation | T test | ddl | sig |
|---|---|---|---|---|---|---|
| **Professors** | 40 | 30,07 | 4,62 | 5,17 | 57,61 | 0.00 |
| **students** | 45 | 40,22 | 12,21 | | | |

**Source**: Belhamissi &Tlemsani, 2023

Through the results of the above table, it is clear to us that there are statistically significant differences between the attitudes of professors in the humanities and social sciences and their students, as the value of the t-test was 5.17 at the level of significance of 0.00, which is less than 0.05. As for the students, the average of their attitudes towards distance education was estimated at (40.22), which confirms that the students' attitudes towards this type of education were stronger than the teachers' attitudes towards it.

The results of this study agree with the results of Al-Omari's study (2020) and differ with the results of Al-Qartouti's study (2017), which showed that there were no statistically significant differences between the attitudes of teachers and students.

These results can be attributed to the great desire and enjoyment of both teachers and students when using distance education, as the teachers see that distance education is one of the manifestations of quality in university education, as this type of education contributes to the development of twenty-first century skills of creative thinking. Problem solving, collaborative learning, and self-learning by increasing the information available on the websitesAs well as re-watching the lectures more than once, which increases their comprehension and understanding. Through distance education, the professor can keep abreast of recent developments in teaching without relying on the usual lecture and delivery method in the field of humanities and social sciences. This is

what pleases the students and makes them more comfortable, because the professor uses more than one method during the explanation other than recitation, but puts the professor in front of a task that is not easy, but in which his roles and responsibilities are multiplied, so he is the designer of the educational content and the supervisor of pouring it into the electronic platform and the corrector of assignments and extracurricular work, knowing that the electronic calendar It in itself is considered a challenge and a difficult obstacle for the professor to do.

What makes students not confident in the sincerity of the assessment in distance education is due to the lack of interaction between the teacher and the student and not expressing his opinion. They also see that distance education limits their thinking and does not make them feel comfortable when they are assigned non-classroom duties due to the lack of direct feedback from the teacher.

## II- Conclusion:

In the current study, we tried to see the reality of distance education in the new points digital transformation from professors and students in the cities of Sidi Belabas and Talmsan, where the degree of awareness of university education professors towards distance education was shown and its importance in recent times to facilitate the process of education and learning In addition to the need to use this type of education at the level of Algerian universities, emphasizing that attendance education should not be abandoned in certain technical measures that require the student to attend the laboratories to acquire the necessary expertise while virtual laboratories are ineffective; Work to integrate technological media into university education under education technology As far as university professors' opinions are concerned, students have emphasized the existence of a range of problems and challenges that constitute obstacles to the proper functioning of the educational process, such as the high cost and lack of Internet flow with poor composition and training on this type of education that is considered to be newly used.

Thus, it is clear that distance education has become a necessity to find effective ways and strategies to introduce it in university educational circles in particular in its various technical and literary fields to catch up with civilizations and the more advanced and developed countries.

This study will eventually come up with a series of suggestions:

- The need to pay attention to distance education in university educational settings in various fields and disciplines, while activating it by disseminating its culture to teachers and students.

- Work on the marriage of both attendance and distance education.

- Interest in programming traditional or electronic training courses for professors to upgrade their skill skills in the use of techniques developed in distance education in order to achieve greater benefit.

- Work to adapt university educational programmes and curricula to serve and facilitate distance education.

Work on the marriage of both attendance and distance education in Algerian universities.

- Conducting similar studies in different fields and in different categories.

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