

Sociology of the Professional Identity of University Professors amidst Digital Transformations of Academic Work: A Field Study at Khenchela University

Received date:07/04/2026 Accepted date:09/05/2026 Published date:12/06/2026

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Abstract:

This study examines the sociological transformations of the professional identity of Algerian university professors amidst digital shifts at the University of Khenchela. Using a descriptive-analytical approach, an electronic questionnaire was administered to 107 faculty members (79 valid responses) during the 2025/2026 academic year and processed via SPSS. Results indicate that digitalization has fundamentally reshaped academic roles, expanding professional tasks while inducing significant "digital exhaustion." The findings reveal that perceptions of these shifts vary by socio-professional variables, forcing a reconstruction of professional identity to align with the emerging electronic environment. Ultimately, the research highlights the mounting tension between traditional academic status and the rigorous demands of modern digital integration

Keywords: Sociology of Identity; Professional Identity; University Professor; Digital Transformation.

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1. INTRODUCTION

The changes and transformations witnessed by the Algerian university—as a sociological institution that does not merely produce knowledge but also seeks to develop and socialize individuals—position it as an open system and a mirror reflecting the system of values, norms, and principles adopted by society. It serves as a space for the formation and refinement of professional identities to keep pace with the accelerating wave of digital transformations sweeping through higher education institutions. Academic work is no longer limited to traditional pedagogical practices within a restricted geographical environment, confined to a specific time and a cultural and social framework subject to a value system reflecting the image of actors in this sector. Rather, it has transitioned into a vast virtual space governed neither by the laws of place nor time. This shift has imposed a new logic on teaching methods and research foundations, necessitating the creation of new concepts and a space where traditional identities transition into identities governed by interactions, affiliations, and even the self-image the individual projects within society and the extent of societal recognition thereof.

This technological evolution and transformation was not merely a technical change; it carried profound sociological shifts that affected the construction and formation of the self, as well as social and professional identity. This includes the professional identity of the university professor, whose identity has long been formed based on the value-based acquisitions derived from

societal perceptions and culture, adopted through their direct presence and cognitive authority subject to a specific time and place. This identity is now being reconstructed in light of all technological transformations to be interpreted through a virtual pedagogical and academic reality that imposes interactive roles with digital platforms and media, compelling the professor to engage with these transformations and master these techniques.

❖ **Study Problematic:**

From this standpoint, the problematic of the university professor's professional identity emerges, stemming from the digital transformations in the higher education sector and whether these shifts alter the professor's and society's perception of that identity. This leads us to pose the following research questions:

❖ **Main Question:**

How is the professional identity of the professors at the Faculty of Humanities and Social Sciences formed amidst the digital transformations of academic work, and does it vary according to generational background, seniority, and academic rank?

❖ **Sub-questions:**

- ❖ To what extent do professors' attitudes toward digital platforms reflect an instrumental gap and a doubled effort compared to the experiences of the traditional system?
- ❖ How does technical mediation affect the nature of the pedagogical relationship and the transmission of "axiological knowledge" within social science disciplines?
- ❖ What are the professors' representations of their professional identity and symbolic status in light of their transformation into "technical managers" within the digital system?

- ❖ Are there statistically significant differences in attitudes toward digital transformation attributable to the variables of professional seniority (generations) and academic rank?

- ❖ **Study Hypotheses**

To answer these questions, the following hypotheses have been formulated:

- **General Hypothesis**

Professors' attitudes toward the digital system are linked to the extent to which it threatens their professional identity and traditional scientific authority.

- **Sub-hypotheses**

- The digital system leads to professional exhaustion for the university professor.
- The digital system limits the privacy of interaction and knowledge transfer in the humanities, weakening the human bonds between the professor and the student.
- The digital professional transformation leads to a decline in the symbolic and academic status of the professor.
- There are statistically significant differences attributable to the variables of seniority and academic rank.

- ❖ **Objectives of the Study**

This study seeks to:

- ❖ Understand how professors reshape their roles, status, and professional relationships in light of technical mediation.
- ❖ Monitor the impact of these transformations on the identity stability and academic practices of university professors.
- ❖ Assess the extent of the professor's integration into the digital environment and determine whether this environment has imposed new burdens upon them.

- ❖ **Importance of the Study**

The importance of this study stems from the sociological specificity surrounding the personality and profession of the university

professor amidst technical and technological transformations. Furthermore, it aims to provide results that highlight the significance of professional identity within university institutions and determine whether the digital interaction imposed by these shifts increases the professor's professional burdens.

2. Conceptual Framework of the Study:

2.1 Sociology of Identity:

As stated in Claude Dubar's book, *The Crisis of Identities*, professional identity is the product of the interaction between two processes: the subjective process, which pertains to the self and personal identity, and the institutional process, which is linked to social and professional recognition—also referred to as "identity for others" or immersion in the other. It is the manner through which individuals and groups construct a definition of themselves and others within the social system. From a sociological perspective, identity is not a fixed essence born with the human being; it is not inherited but rather an acquired, dynamic process formed through the sum of social interactions, affiliations, and social recognition, manifested in the institution's acknowledgment of one's value and role. Identity is that which remains unchanged despite shifts; it is one's similarity to oneself outside of time and that which persists (Dubar, 2008, p. 17).

Concept of the Professional Identity of the University Professor:

The concept of professional identity refers to the system of values, norms, roles, and perceptions that an individual acquires through professional practice. Dubar defines it not only as the identities of actors within a system of activity but also as patterns of trajectories during working life. Professional identities are socially recognized tools for the individual in relation to peers in the field of work and employment (Dubar, 2008, p. 174), defining how the individual perceives their professional self within the work

environment. In his book, *Identity at Work*, Renaud Sainsaulieu defines it as those norms, values, rules, and multiple affiliations that serve as the references by which members of a workforce are defined. It explains how the actor, whether at an individual or collective level, performs their tasks and roles, and the image projected of them by their colleagues (Azza & Barawi, 2025, p. 178).

In the university context, the professional identity of the university professor is defined as the result of a continuous interaction between the professor and their professional environment. This is achieved through the roles they perform and the interactions that shape their institutional belonging throughout their academic career and professional experiences. It is worth noting that the debate remains ongoing in the sociology of professions and organizations regarding the concepts of profession and professional identity, which express continuity by articulating the self in its current manifestations and future extensions, as well as recognition, which is the result of positive interaction between the individual and the "other" (Amal & Chouimat, 2022, p. 615).

2.2 The University Professor:

The university professor represents one of the fundamental pillars of the university institution, serving as a primary actor within the academic system through teaching, the production of scientific knowledge, and contributing to the advancement of scientific research. Their role extends to training students, developing scientific expertise, participating in the socio-economic environment, and providing academic mentorship and guidance within society. The university professor is a faculty member in universities and higher education institutions who teaches, counsels, directs, and provides scientific supervision to students, accompanying them throughout the educational and academic process.

2.3 The Essence of Digital Transformation:



Digital transformation represents a comprehensive restructuring of systems, processes, and strategies through the integration of digital technology, aiming to enhance institutional performance and increase the value provided to both clients and organizations (Haddadou, 2025, p. 140).

Digital transformation refers to the pursuit of organizational strategy and the development of innovative and flexible business and operational models. This is achieved by investing in technologies, developing talent, reorganizing processes, and managing change to create new value and experiences for clients and employees. Essentially, it involves transitioning legacy systems—whether manual or traditional information systems—into an electronic business environment operating under the umbrella of information technology (Msiheli, 2021, p. 12). In this context, digital transformation in the higher education sector is the transition from traditional forms of education to those based on digital technologies across all facets of higher education to effectively achieve institutional goals (Al-Amin & Thamri, 2025, p. 187).

It can be concluded that digital transformation is not limited to the application of modern technological tools; it also demands a radical shift in institutional culture to ensure individuals are empowered to adopt new technologies and adapt to ongoing digital challenges. Digital transformation transcends technical aspects to include the cultural and social dimensions that influence the transformation within institutions (Haddadou, 2025, p. 140).

2.4 The Nature of Digital Academic Work:

Work refers to the total set of activities and tasks performed by an individual within the framework of their profession. It is defined as the remunerated activity through which a person earns their living, regardless of whether it is independent or salaried (Dubar, Tripier, & Boussard, 2015, p. 11).

Digital academic work refers to the adoption of digital and technological methods in performing assigned tasks. In this context, the digital academic work of a university professor denotes the entirety of educational, research, and advisory activities practiced by the professor using a range of technical means and media. This involves modern teaching methods and electronic educational platforms established for distance learning or e-learning within the processes of instruction, scientific research, and academic communication.

3. Methodological Procedures

Based on the social nature of this topic, which examines the professional identity of the university professor in light of digital transformations, this study relied on the following:

3.1 Research Methodology

The study utilized the descriptive-analytical method, which is considered the most appropriate for such sociological research. It does not merely describe the phenomenon but extends to analyzing and interpreting the existing relationships between variables—specifically, the professional identity of the university professor and the digital transformation of academic work.

3.1.1 Study Dimensions

A) Spatial Dimension:

This field study was conducted at Abbas Laghrour University in Khenchela, specifically within the Faculty of Humanities and Social Sciences. This faculty was chosen due to its unique nature regarding academic interaction and the digital shift that has significantly influenced the educational process within this specific discipline.

B) Temporal Dimension:

Field data collection took place during the 2025/2026 academic year. This period is particularly significant as it witnessed a marked development in administrative and teaching pillars through the implementation of various digital and electronic platforms.

3.1.2 Study Population

The study population serves as a vital reference frame for sample selection. The original population for this study consists of the professors at the Faculty of Humanities and Social Sciences, totaling 107 professors.

3.1.3 Sample Selection

Given the manageable size of the original population and the accessibility of all faculty members, this study employed the comprehensive survey (census) method to ensure the highest degree of accuracy. Following the electronic distribution of the questionnaire, 79 complete and valid forms were retrieved, representing 73.83% of the total population.

4. Data Collection Tools

4.1 The Questionnaire:

A questionnaire was used as the primary tool for data collection, designed electronically via "Google Forms." .

4.2 Validity and Reliability of the Study Tool:

To evaluate the degree of validity and reliability of the study tool (the questionnaire), Cronbach's Alpha coefficient was utilized. This determines the internal consistency between the various axes of the questionnaire.

The results indicate that the Cronbach's Alpha coefficients for all questionnaire dimensions are very high, ranging between 0.858 and 0.977. The overall coefficient for the entire questionnaire reached 0.986, indicating excellent internal consistency without the need for further modifications. Accordingly, it can be concluded that the study tool possesses a high level of reliability, making it suitable for application to the study sample and for the generalization of results. These results point to the existence of professional awareness among the professors of the Faculty of Humanities and Social Sciences toward the phenomenon of digitalization.

5. Analysis of Study Results:

5.1. Analysis of Results for the Axis: Digital Transformations of Academic Work Structure and Pedagogical Practice:

Table No. (01) illustrates the results for the axis concerning the digital transformations of the academic work structure and pedagogical practice. This axis aims to identify the impact of digitalization on teaching methods and pedagogical practices at Khenchela University.

Table No. (01): Descriptive Statistics for the Axis: Digital Transformations of Academic Work Structure and Pedagogical Practice

No.	Item	Arithmetic Mean	Standard Deviation	Direction
01	Digital platforms (Moodle) impose a more organized pedagogical pattern compared to traditional teaching.	3.5570	1.05911	Agree
02	Digitalization contributes to reducing reliance on paper sources in favor of digital libraries.	4.1899	1.07508	Agree
03	The digital system requires doubled temporal and technical effort compared to the traditional system.	4.1139	1.40500	Neutral
04	Engagement in the digital system enhances opportunities for participation in international scientific research networks.	3.9114	1.25259	Neutral

05	Digital assessment of students is considered more objective than traditional assessment methods.	2.7848	1.31725	Neutral
06	Digital platforms impose additional technical burdens on the university professor.	4.6076	.89754	Strongly Agree
Total Axis Mean		3.8608	1.09011	Agree

Source: Prepared by the researcher based on SPSS outputs.

We observe from Table (01) that the majority of the study sample members show acceptance of digital transformations in the academic work structure and pedagogical practice. The arithmetic mean for the axis reached 3.8608, which falls within the category (3.40–4.19) of the Likert scale and indicates an "Agree" degree. This result reflects the university professors' recognition of the importance of digitalization in organizing the educational process and reducing reliance on paper sources, while simultaneously acknowledging the associated technical burdens. This suggests a balanced positive attitude toward integrating technology into academic practice.

The results further confirm that digitalization was not merely a development but rather a tool for restructuring the academic work framework and transforming the professor from the "master of the action" into a digital mediator. This has destabilized their professional equilibrium and placed the professor in a state of constant defense of their traditional acquisitions.

5.2. Analysis of Results for the Axis: Communication Trends and the Pedagogical Relationship in the Virtual Environment:

This axis addresses the study of communication trends and the pedagogical relationship within the virtual environment. It aims to understand how university professors perceive the impact of digitalization on academic interaction and knowledge transfer, and the extent to which the digital system can maintain the quality of the pedagogical relationship with students. The detailed results are shown in the following table:

Table No. (02): Descriptive Statistics for the Axis: Communication Trends and the Pedagogical Relationship in the Virtual Environment

No.	Item	Arithmetic Mean	Standard Deviation	Direction
01	Digital mediation leads to the weakening of direct human bonds between the professor and the student.	4.4557	1.07175	Strongly Agree
02	Digitalization causes continuous professional pressures (digital exhaustion) for the university professor.	4.3924	.86850	Strongly Agree
03	The digital system faces difficulty in transferring "axiological" knowledge in the humanities and social sciences.	4.1013	1.16129	Agree
04	The digital system provides a flexible interactive environment that transcends the constraints of the traditional university lecture hall.	2.9747	1.64063	Neutral
05	Virtual communication reduces the efficiency of	4.2278	.96009	Strongly Agree

	direct pedagogical guidance for students.				
06	Digital communication weakens the interactive pedagogical impact of the professor's personality.	3.8101	1.33086	Agree	
Total Axis Mean		4.1266	1.00894	Agree	

Source: Prepared by the researcher based on SPSS outputs.

We observe from Table (02) that the majority of the study sample members show a clear awareness of the challenges associated with communication and the pedagogical relationship in the virtual environment. The arithmetic mean for the axis reached 4.1266, which falls within the category (3.40–4.19) of the Likert scale and indicates an "Agree" degree.

This result reflects the university professors' recognition of the negative impact of digital mediation on direct human bonds and the pressures of digital exhaustion. Furthermore, it highlights their acknowledgment of the difficulty in transferring axiological knowledge and the reduction of the interactive impact of pedagogical guidance. This suggests a nuanced position: an acceptance of using digital media coupled with a keen awareness of the associated constraints and challenges.

The data confirms that while digitalization provided technical communication, it simultaneously created a sociological-interactive rift that affected the professor's exercise of their pedagogical and leadership roles. This, in turn, reinforced a sense of resistance adopted as a defense mechanism to preserve the essence of their professional identity.

5.3. Analysis of Results for the Axis: Representations of Professional Identity and Academic Authority:

This axis explores the representations of professional identity and academic authority among university professors, focusing on the impact of digitalization on the professor's role and their symbolic status within the academic system.

Table No. (03): Descriptive Statistics for the Axis: Representations of Professional Identity and Academic Authority

No.	Item	Arithmetic Mean	Standard Deviation	Direction
01	The digital system transforms the professor's role from a "producer of knowledge" to a "manager of the technical process."	4.1266	1.06659	Agree
02	The digital "standardization" of academic performance leads to limiting the professor's freedom in personal creativity.	3.4810	1.43098	Agree
03	The professor's scientific authority does not appear stronger in the digital system than it does in the traditional system.	4.1139	1.18741	Neutral
04	Digitalization leads to a decline in the professor's symbolic status and transforms them into a technical mediator.	3.8101	1.33086	Agree
05	The professor's professional identity is	4.4810	.87502	Strongly Agree

	linked to in-person and field activities more than virtual work.			
06	Professional competence is linked to the professor's technical mastery more than their scientific capabilities.	2.7595	1.51247	Neutral
Total Axis Mean		3.9705	1.15370	Agree

Source: Prepared by the researcher based on SPSS outputs.

It appears from Table (03) that the majority of the sample members agree with the items measuring the aspects of conflict between traditional academic performance and the digital system. The weighted mean for the axis reached 3.97, falling within the "Agree" category of the five-point Likert scale (3.40–4.19). This indicates that professors observe a decline in creative freedom and symbolic prestige as a result of digitalization, coupled with the rising importance of technical competence in professional performance compared to scientific capabilities. This reflects a shift in the dimensions of professional identity and academic authority within the digital university environment.

The results further suggest that the university professor is experiencing a state of digital alienation toward digital platforms. This stems from the transformation of the professor's role from a leader of the pedagogical process to a technical implementer, which has created a conflict between the professor's classical identity and the identity imposed by digital changes.

5.4. Analysis of Results for the Axis: Obstacles to Professional Adaptation and the Stakes of Stability in the Digital Environment:

This axis addresses the assessment of professional adaptation obstacles and the stakes of stability within the digital environment for university professors.

Table No. (04): Descriptive Statistics for the Axis: Obstacles to Professional Adaptation and the Stakes of Stability in the Digital Environment

No.	Item	Arithmetic Mean	Standard Deviation	Direction
01	Professional seniority constitutes a fundamental obstacle to integration into the digital professional system.	3.2911	1.45136	Neutral
02	The success of digital transformation is linked to the extent to which the infrastructure responds to the college's technical requirements.	4.6203	.89591	Strongly Agree
03	The digital system limits the privacy of knowledge transfer in the fields of humanities and social sciences.	4.3165	.99414	Strongly Agree
04	The digital professional system represents a threat to professional and academic stability.	3.7468	1.17089	Agree
05	Integration into the digital system represents an inevitable necessity to maintain the professor's	3.6709	1.04662	Agree

	leadership role in the knowledge society.			
06	Technical burdens and the lack of digital training hinder the process of professional adaptation.	3.9494	1.38581	Agree
Total Axis Mean		3.7649	1.11552	Agree

Source: Prepared by the researcher based on SPSS outputs.

The data in Table (04) reveals that the majority of the sample members agree with the items related to technical and organizational challenges. The weighted mean for the axis reached 3.76, falling within the "Agree" category of the five-point Likert scale (3.40–4.19). This indicates that professors realize that professional seniority may constitute an obstacle to digital integration, and that the success of digital transformation depends heavily on infrastructure readiness and technical training. Furthermore, integration into the digital system is perceived as a necessity to maintain professional stability and academic status, reflecting their awareness of digital adaptation as a prerequisite for professional success in the contemporary university environment.

The results highlight a state of professional anxiety stemming from the lack of technical training, which has caused the digital burden to make professors feel incompetent in managing their work through these media. This further demonstrates job dissatisfaction due to digital evaluation standards and professional depletion that threatens their stability and identity. All these "socio-professional" obstacles place the professor in a conflict between the requirements of digital adaptation and their professional stability.

6. Testing the Study Hypotheses:

6.1. General Hypothesis

- Null Hypothesis (H₀): There is no statistically significant effect at the level ($\alpha \leq 0.05$) of the dimensions of digital transformation of academic work (digital shifts, pedagogical communication, professional adaptation) on the representations of professional identity and academic authority.
- Alternative Hypothesis (H₁): There is a statistically significant effect at the level ($\alpha \leq 0.05$) of the dimensions of digital transformation of academic work (digital shifts, pedagogical communication, professional adaptation) on the representations of professional identity and academic authority.

To test this hypothesis, Multiple Linear Regression analysis was used to verify the existence of a statistically significant effect for rejection or acceptance, as follows:

- Accept the Null Hypothesis if: the calculated F-value is smaller than the tabulated F-value at the 0.05 significance level, or if the significance value (Sig.) is greater than 0.05.
- Accept the Alternative Hypothesis if: the calculated F-value is greater than the tabulated F-value at the 0.05 significance level, or if the significance value (Sig.) is smaller than 0.05.

The multiple regression test results showed a positive and significant effect of the digital transformation dimensions of academic work on the representations of professional identity and academic authority among university professors. The calculated F-value reached 2009.466 at a significance level of Sig = 0.000, indicating that the model as a whole is statistically significant.

Referring to the partial coefficients, it appears that Digital Transformations (T = 2.922, Sig = 0.005), Pedagogical Communication (T = 5.001, Sig = 0.000), and Professional Adaptation (T = 3.769, Sig = 0.000) each significantly affected the representations of professional identity. This reflects the importance of each dimension of digital transformation in shaping the mental image of

professional identity and academic authority. Furthermore, the high R^2 value (0.988) indicates the model's high explanatory power, explaining approximately 98.8% of the variance in the dependent variable. Accordingly, the null hypothesis is rejected and the alternative hypothesis is accepted, demonstrating a clear and statistically significant impact of digital transformation dimensions on the university professor's professional identity.

These results confirm that digital transformation explains the gap created by digitalization in the professor's professional identity, through which they define their self-image and how they perform their assigned roles. This has rendered them unable to maintain their traditional identity, forcing them to adopt a new digital identity imposed by technological and digital circumstances.

6.1.1. Testing the First Sub-Hypothesis:

- Null Hypothesis (H0): There is no statistically significant effect of digital transformations in academic work on the representations of professional identity at a significance level of (0.05).
- Alternative Hypothesis (H1): There is a statistically significant effect of digital transformations in academic work on the representations of professional identity at a significance level of (0.05).

To test this hypothesis, Simple Linear Regression analysis was used to verify the existence of a statistically significant effect for rejection or acceptance.

The results of the simple linear regression test addressing the effect of digital transformations in academic work on the representations of professional identity. The calculated F-value reached 3803.985 at a significance level of Sig = 0.000, indicating that the model as a whole is statistically significant. As for the partial coefficient of the independent variable, the T-value reached 61.676

with Sig = 0.000, which indicates that digital transformations have a significant and strong impact on professional identity representations. Furthermore, the high R^2 value (0.980) shows that digital transformations explain approximately 98% of the variance in the professional identity representations among the sample members, reflecting the high explanatory power of the model. Accordingly, the null hypothesis is rejected and the alternative hypothesis is accepted, confirming a statistically significant effect of digital transformations in academic work on professional identity representations.

6.1.2. Testing the Second Sub-Hypothesis:

- Null Hypothesis (H0): There is no statistically significant effect of communication trends in the digital environment on the representations of professional identity at a significance level of (0.05).
- Alternative Hypothesis (H1): There is a statistically significant effect of communication trends in the digital environment on the representations of professional identity at a significance level of (0.05).

The results of the simple linear regression analysis, which examined the impact of communication trends in the digital environment on the representations of professional identity. The calculated F-value reached 3260.913 at a significance level of Sig = 0.000, indicating that the model as a whole is statistically significant. Regarding the partial coefficient of the independent variable, the T-value was 57.104 with Sig = 0.000, which indicates that communication trends in the digital environment have a significant effect on the representations of professional identity. Furthermore, the high R^2 value (0.977) demonstrates that communication trends explain approximately 97.7% of the variance in the representations of professional identity among the sample members, reflecting the high explanatory power of the model. Accordingly, the null hypothesis is rejected and the alternative hypothesis is accepted, confirming the



existence of a statistically significant impact of communication trends in the digital environment on the representations of professional identity.

6.1.3 Testing the Third Hypothesis:

- Null Hypothesis (H0): There is no statistically significant effect of professional adaptation obstacles in the digital environment on the representations of professional identity at a statistical significance level of (0.05).
- Alternative Hypothesis (H1): There is a statistically significant effect of professional adaptation obstacles in the digital environment on the representations of professional identity at a statistical significance level of (0.05).

The results of the simple linear regression analysis, which examined the impact of professional adaptation obstacles in the digital environment on the representations of professional identity. The calculated F-value reached 2831.265 at a significance level of Sig = 0.000, indicating that the model as a whole is statistically significant. Regarding the partial coefficient of the independent variable, the T-value was 53.210 with Sig = 0.000, which indicates that professional adaptation obstacles have a significant effect on the representations of professional identity. Furthermore, the high R^2 value (0.974) demonstrates that professional adaptation obstacles explain approximately 97.4% of the variance in the representations of professional identity among the sample members, reflecting the high explanatory power of the model. Accordingly, the null hypothesis is rejected and the alternative hypothesis is accepted, confirming the existence of a statistically significant impact of professional adaptation obstacles in the digital environment on the representations of professional identity.

6.2 Testing Hypotheses Regarding Differences According to Socio-Professional Data

➤ **Hypothesis H_1:** There are statistically significant differences in the attitudes of the study sample members toward each dimension of the study attributable to socio-professional variables (academic rank and professional seniority) at a statistical significance level of (0.05).

➤ **Hypothesis H_0:** There are no statistically significant differences in the attitudes of the study sample members toward each dimension of the study attributable to socio-professional variables (academic rank and professional seniority) at a statistical significance level of (0.05).

6.2.1 First Sub-Hypothesis:

Hypothesis H_1: There are statistically significant differences in the attitudes of the study sample members toward each dimension of the study attributable to the variable of academic rank at a statistical significance level of (0.05).

Hypothesis H_0: There are no statistically significant differences in the attitudes of the study sample members toward each dimension of the study attributable to the variable of academic rank at a statistical significance level of (0.05).

To test this hypothesis, the One-Way Analysis of Variance (One-Way ANOVA) was utilized.

The results of the One-Way Analysis of Variance (One-Way ANOVA) conducted to examine the impact of the academic rank variable on the attitudes of the study sample members toward the research dimensions. The results revealed statistically significant differences between the various academic rank categories in the overall mean of attitudes, with an F-value of 19.209 and a significance level of Sig = 0.000. This supports the rejection of the null hypothesis and the acceptance of the alternative hypothesis.

An examination of the arithmetic means shows that Lecturers (B) (4.73) and Lecturers (A) (4.22) recorded the highest positive attitudes toward the study dimensions compared to Assistant Professors (A) (3.07) and Full Professors (3.70), reflecting the

influence of experience and academic responsibilities on individual stances. Post-hoc comparisons using the Games-Howell test confirmed significant differences between the categories; higher ranks (Lecturer B and Lecturer A) recorded significantly higher means compared to lower ranks, while differences between the lower categories were less pronounced.

This pattern suggests that academic rank plays a pivotal role in shaping individuals' attitudes. Higher-ranking members reflect a greater awareness of the importance of digital transformations and the accompanying professional challenges, as well as an enhanced ability to adapt to modern academic requirements compared to those in lower ranks.

6.2.2 Second Sub-Hypothesis:

Hypothesis H_1: There are statistically significant differences in the attitudes of the study sample members toward each dimension of the study attributable to the variable of professional seniority at a statistical significance level of (0.05).

Hypothesis H_0: There are no statistically significant differences in the attitudes of the study sample members toward each dimension of the study attributable to the variable of professional seniority at a statistical significance level of (0.05).

To test this hypothesis, the One-Way Analysis of Variance (One-Way ANOVA) was utilized.

The results of the One-Way Analysis of Variance (One-Way ANOVA) conducted to examine the impact of the professional seniority variable on the attitudes of the study sample members toward the research dimensions. The results revealed statistically significant differences between the various categories of professional seniority in the overall mean of attitudes, with an F-value of 40.290 and a significance level of Sig = 0.000. This indicates the rejection of the null hypothesis and the acceptance of the alternative hypothesis.

An examination of the arithmetic means reveals that individuals with seniority of less than 5 years recorded the highest mean (4.82), followed by those with 5 to 15 years of seniority with a mean of (4.66), while the category with the highest seniority (more than 15 years) recorded the lowest mean (3.21). These results reflect the impact of the professional experience stage on attitudes toward the study dimensions; it appears that newer individuals or those with mid-level experience are more receptive to digital transformations and adaptation to the modern academic environment. In contrast, individuals with long seniority may show greater reservation as a result of habituation to traditional patterns and previous academic practices. This pattern suggests that professional seniority is an influential factor in shaping attitudes, as different levels of experience affect individuals' ability to adapt to digital changes, reflecting the disparity in acceptance and professional awareness among various groups within the university community.

7. General Results of the Study

After processing the field data, the study concluded with a set of key results, most notably:

- ✓ Digital transformation is no longer a mere option but has become a necessity and an imposed reality that has reshaped the professor's professional personality, imposing a value conflict between the practices of the traditional pedagogical work system and the system imposed by digital shifts.
- ✓ The results confirmed that the digital space has cost the professor their symbolic authority, as digital control tools have made them feel a sense of "sociological helplessness," leading to a regression of their regulatory status behind this digital sphere.
- ✓ The study revealed that the professor is experiencing an absence of direct interaction, which has been replaced by digital interaction; this has led to the performance of automated tasks that drive the professor toward alienation from their reality within the university.

- ✓ The study disclosed that digitization has caused a generational gap among professors, leading the older generation to remain attached to traditional teaching as a way to defend their scientific status and professional identity, which has generated resistance against this digital transformation.

8. Conclusion

In concluding this study, we find that the digitization of academic work was not merely a technical shift, but rather a reconfiguration of the university professor's professional identity. It has contributed to the re-engineering of social relations within the university and highlighted the existing conflict between the roles the university professor practices in reality and what has been imposed upon them within a digital space, leaving them in a state of digital exhaustion and professional alienation.

Ultimately, the professional identity of the university professor remains the fundamental pillar for the university's development. Although technological advancement ensures the university's progress, it will not be complete unless accompanied by the humanization of this technology and the activation of the university professor's role and professional and academic spirit within the social reality.

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