



University professors' representations of the impact of distance education in light of the Corona pandemic on university education. A field study on a sample of professors in the Department of Social Sciences

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Abstract ;

Like all social research that requires a goal to be conducted, the current study aims to investigate the nature of university professors' representations towards the distance education strategy in light of the Corona pandemic and the most prominent factors that contribute to activating this process. To answer its hypotheses, we had to rely on the social survey method and use the observation and questionnaire tools after distributing them to an experimental sample and subjecting them to arbitration. They were applied to a purposive sample consisting of 30 professors in the Department of Social Sciences at the University of Chlef. To reach objective results, we relied on the k2 test, Pearson's correlation coefficient, and the Spearman-Brown correction equation to test the validity and reliability of the tool. The results showed that there was agreement among professors towards this strategy in light of this pandemic in terms of its effectiveness.

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1. Introduction

Since December 2019, the world has been living under the shadow of the Corona pandemic (Covid-19). This situation is exceptional in various aspects in the history of humanity as a whole, not only because of its danger to human health, but also because of its dire effects on the social, economic, educational, etc. levels. This has affected global societies as a whole, as the spread of the epidemic has imposed on many countries a set of precautionary measures such as isolation and quarantine, physical and social distancing, and the implementation of a strict and binding cleaning and disinfection program. In the face of this great calamity and imminent danger, many countries in the world, if not all countries, including Algeria, have resorted to closing universities, institutes and higher schools and suspending studies for fear of the spread of this deadly epidemic, which spreads quickly through infection from one person to another or to others, and this has negatively affected students, professors and university education as a whole, as this closure is exceptional and special and has no precedent before, and in order for study and education to continue, the government and the Ministry of Higher Education have resorted to adopting a distance education strategy in light of this pandemic as an alternative to face-to-face education and as a solution instead of a complete interruption of education.

2. The problem:

At the end of 2019, the world witnessed a major event that upset all balances and expectations on all levels, and this was due to the emergence of the new Corona virus (Covid 19), which made everyone live in a state of panic and fear, as it was fear of the unknown, due to the danger and rapid spread of this epidemic in the absence of a known treatment for it or a vaccine against it that could stop the epidemic situation, and this is what made 2020 an exceptional year, as it was affected All political, economic, social and cultural sectors in all countries and societies, and what is worse than that is the high and constantly increasing number of infections and deaths, which imposed the search for urgent solutions and procedures to limit and stop the spread of this new epidemic in light of the absence of a cure and appropriate medicine to stop it, and therefore the solutions that were found were temporary and immediate solutions in order to repair what could only be repaired, as it relied on preventive measures by imposing social distancing and carrying out permanent cleaning and continuous disinfection, and sterilization operations with disinfectant chemicals. To avoid social friction and physical proximity that strongly helps the transmission of the infection, many countries, including Algeria, have resorted to banning movement and exit within the framework of the quarantine process, and thus many economic, social, cultural, sports, educational and other institutions have been closed, as well as various bodies and centers. Among the sensitive

sectors affected by these measures is the higher education sector, as the Covid-19 pandemic has created the largest interruption in the university education system in history, which has affected 6.1 billion students in more than 190 countries. The closure of universities, institutes and other educational institutions affected 94% of students¹, and among these countries, Algeria has prevented all students, professors and administrators in all universities from joining them for fear of the spread of the epidemic, and to preserve their safety and the safety of their family members and all members of society from this deadly virus. With the continuation of the epidemiological situation despite the relative improvement that appeared with the social entry, the competent authorities resorted to better solutions than they were, by opening universities and completing in-person education, in light of adherence to the health protocol and embodying a set of measures Field and pedagogical measures in university institutions, such as reducing the student's hourly volume, implementing learning construction plans, and adopting the group teaching system (student grouping) which allowed for reducing groups and reducing overcrowding, and gave students additional space for rest through face-to-face teaching in courses as a result of grouping, and this may affect the university system and education and the teaching and learning process.

3. Study Questions:

Based on the above, we pose the main questions of our study, which are:

- How did the procedures adopted in light of the Corona pandemic affect the classroom practices of the university professor?
- Did reducing the overcrowding of groups in light of the Corona pandemic affect the smooth running of the university education environment?
- Did reducing the pedagogical time of the class affect reducing the pressure on the professor and the student together?

4. First Subtitle

Study hypotheses:

- The procedures adopted in light of the Corona pandemic negatively affected the classroom practices of the university professor.
- Reducing the overcrowding of groups in light of the Corona pandemic improved the university education environment.
- Reducing the pedagogical time of the class contributed to reducing the pressure on the professor and the student together.

4. Study hypotheses:

- The procedures adopted in light of the Corona pandemic negatively affected the classroom practices of the university professor.
- Reducing the overcrowding of groups in light of the Corona pandemic improved the university education environment.

- Reducing the pedagogical time of the class contributed to reducing the pressure on the professor and the student together.

5- The importance of the study:

- Its importance lies in the role played by distance education in confronting the Corona pandemic through the continuation of the educational learning process and providing an interactive virtual environment that works to attract the attention of students and professors together.
- It provides a set of results and recommendations that may contribute to increasing awareness and understanding of the importance of distance education in Algerian universities in light of the Corona pandemic.
- Directing the attention of researchers and students to the reality of distance education in Algerian universities.
- The results of the study may contribute to drawing the attention of students and supervisory authorities in Algerian universities to the importance of distance education methods in light of the Corona pandemic.
- Providing an implementation plan to provide all the material requirements that would improve the infrastructure necessary for distance education.

- The results of this study may benefit Algerian universities in improving the performance of the distance education system, developing human cadres, material capabilities and trends in selecting the followed education patterns and developing future plans to move towards distance learning as an alternative to face-to-face learning.

6- Study objectives:

- Identifying the reality of distance education in light of the Corona pandemic in Algerian universities and schools from the point of view of students and pupils.
- Identifying the most important distance education platforms and tools used in universities and schools.
- Providing a list of the most important challenges facing students and faculty members towards distance education in light of the Corona pandemic.
- Working to form positive attitudes towards distance learning and education for students, pupils and faculty members.

7. Definition of concepts:

7.1. Social representations:

Representations in sociology are defined as the common intellectual phenomena through which people organize their lives, and constitute essential components of any culture².

They are defined in the Encyclopedia of Sociology as the set of ideas, beliefs and values that are crystallized by the group, which can be reduced to individual components³.

They are also defined in the Dictionary of Social Sciences as a reality that translates the entrenchment and supremacist nature of the collective feeling, as well as a means of classifying people and behaviors, or a middle ground between what is ideological and what is applied, or a special form of knowledge or symbolic thought that has special rules⁴.

As for Moscovici, he defines social representation as a system of values, ideas and practices related to specific topics, and aspects and dimensions of the social environment, as they not only allow the stability of the lives of individuals and groups, but are a tool for directing the perception of situations and preparing answers⁵.

As for Abrik, he defines social representations as a system for interpreting reality, as it manages the relationships of individuals in their physical and social environment, and determines their behaviors and practices and directs actions and social relationships. It is a system for the initial decoding of reality, because it determines a set of predictions and expectations⁶.

7.2. Corona pandemic (Covid-19):

(Covid-19) is considered a coronavirus, which is a large family that causes diseases ranging from colds (some seasonal viruses are coronaviruses) to more serious cases. This virus has become a global epidemic threat (pandemic) that threatens all of humanity because it is a highly contagious respiratory disease⁷.

7.3. Classroom practices:

These are the experiences, skills, information and activities that the teacher carries out inside the classroom, from planning and implementing the lesson, using teaching methods, evaluation, classroom management, behaviors, actions and methods that teachers use inside the classroom to present the educational material for the purpose of creating education⁸.

7.4. Learning environment:

The term learning environment is synonymous with the classroom environment and refers to those physical and psychological conditions that the teacher provides to students for the educational situation inside the classroom, and to the extent that the classroom environment is suitable for providing rich, influential and effective experiences⁹.

7.5. Distance education:

It is an attempt to communicate and connect between the teacher and the learner remotely, regardless of the

geographical point, through educational or training programs such as remote conferences, the Internet, educational platforms, computers, television channels, e-mail, etc¹⁰.

It is also known as: "It is a program or educational courses that depend on the use of the World Wide Web and modern technologies such as audio and video programs and databases to provide lessons wherever the student is and in any location on the world map, and in it the methods of communication with the Internet are used¹¹.

8- Effects of Education in the Light of the Corona Pandemic:

8-1. School Closure:

"The closure of schools due to the Corona pandemic has raised many issues affecting educational access. On March 12, the suspension of education appeared, which caused more than 370 million children to stop going to school for an indefinite period. Even if the closure of schools is temporary, it involves significant social and economic costs, and its major impact includes stopping the world from education."¹²

8-2. Stopping Education:

"Stopping education and learning deprives students of opportunities for growth and intellectual development, and this deprives

them of increasing the difficulty of the educational process for them." .

"Perhaps this is the first time in the history of education that schools and educational institutions have been closed in various parts of the world, and emptied of their visitors in a simultaneous and comprehensive manner. Statistics show that 32 billion students in more than 190 countries around the world include students who have stopped studying in the primary and secondary education stages"¹³

8-3. The impact of school closures on children's mental and psychological health:

As educators define it, school is the lifeblood of children's existence and life. It is a paradise where they grow up, play, and are formed spiritually, psychologically, and morally. Therefore, the school period constitutes a heavy nightmare in the minds, feelings, and emotions of children, and may lead them to a state of emotional, mental, and affective disturbance. This is the truth that historical studies have proven about the reality of children's lives during stifling crises and wars that pushed them outside the walls of their schools. The World Health Organization has acknowledged the impact that the pandemic can have on children's mental health, and has confirmed that they may face anxiety, stress and fear. Studies conducted on school children and their parents in China,

Bangladesh, Italy and Spain have shown an increase in depression and anxiety among children during lockdowns.¹⁴

It has been shown that the long lockdown period has led to children feeling socially isolated and lonely, which may lead to a deterioration in mental health and depression in the future. It has also confirmed that the lockdown situation may generally lead to an increase in their stress levels, which negatively affects their mental development and their ability to learn in their school future. In other words, the continuous and prolonged lockdown may affect children's educational outcomes and health even after they return to school [ACAPS 2020]. The study has shown that poor mental health and stress levels may have long-term effects on children's well-being, which means that they affect educational outcomes.¹⁵

9- The repercussions of the Corona pandemic on education and society:

9-1. The impact of the Corona pandemic on individual human behavior:

The risk of infection and the resulting matters such as home isolation have led to a change in our psychological responses to normal interactions between individuals, which has led to behavior in unusual ways among members of the same society, or even the same family¹⁶.

Before the pandemic, the risk of disease transmission as a result of direct social contact rarely came to our minds, but after the spread of the epidemic and as a result of the daily and continuous media coverage of the death toll from this epidemic, and the media platforms were filled with frightening statistics about infections and deaths and their focus on advice and the need to take caution and care, confusion and suspicion have prevailed in the behavior of individuals in society, so that we find many individuals thinking only about what the spread of this epidemic will entail on their personal safety and the future of their children, and there are many analysts who have stated that the constant pressure from the media can lead to an increase in cases of feeling anxious, so that some have gone so far as to say that this crisis can make some people dangerous, because the loss of a sense of security can create people who see suicide, murder or sabotage as ways to achieve lost security, and that all those who followed the scientific news that spread at the beginning of this year, have an obsession and conviction that touching things or being close to other people or breathing air in a closed place can be a risky matter, and there is no doubt that psychological problems will worsen more among young people who lost their jobs due to the economic damage resulting from the fear of the spread of the epidemic, and after the spread of the epidemic and with the curfew and home

isolation, the need to communicate via the Internet with others increased, so it became the only means of communication.¹⁷

9-2. The impact of the Corona pandemic on the economy:

Expected effects on the general economy:

The sectors that are most expected to be affected, for example, are health, communications, transportation and supply, ports, airports, air transport, and tourism such as business tourism, entertainment, employment, domestic and international tourism, hotels and restaurants...etc.¹⁸

This portends supply and demand shocks at the global level, including a decline in production due to a shortage of labor and a decline in activities in services such as transportation, wholesale and retail trade, housing, entertainment, culture and sports due to quarantine, isolation and fear. The spread of the virus slows down global demand as it creates a kind of panic and uncertainty at the level of the household sector and the business sector, with the exception of demand for medical supplies and medical devices, which is expected to increase significantly compared to demand for other goods and services affected by the virus, such as oil, tourism services and air transport. The movement of goods and travelers across borders is restricted even in the European Union countries, and the products and exports of the major

countries affected by the outbreak of the epidemic will infect the world as a whole through infection through international chains, especially intermediate goods. The Corona pandemic, as a global health epidemic, has directly affected international relations, politics and the economy, especially the economic recession and exacerbation of social problems caused by layoffs and termination of employment relationships, as according to the report, the economic crisis and the labor market crisis caused by the pandemic could lead to an increase in the number of unemployed people to 25 million people.¹⁹

This is due to the cessation of many international trade relations, not to mention the forced cessation of many enterprises, in addition to the cessation of the activity of many companies operating in the productive sectors.²⁰

This exceptional situation imposed by the state of health emergency that the country and most countries of the world are going through had a significant impact on the employment relationship between the employer and the worker, i.e. the employee, as a result of an economic relationship, affecting him as a worker and his social status, and also as a contributing factor in society.

The impact of this virus has been catastrophic, as the global economic paralysis will have very negative

repercussions and consequences on the Algerian economy. Algeria has lost half of its hard currency income in a few days due to the collapse of oil prices in global markets under the pressure of the Corona pandemic, which puts the highest authorities in a new predicament on the economic and social fronts that threaten an imminent explosion, as the Algerian economy depends mainly on the outside in its industrial and consumer fabric.

China is considered one of its most important suppliers of raw materials such as iron, aluminum, medical and pharmaceutical equipment, as well as school supplies and clothing, etc. In light of the paralysis of Chinese factories, the damage to the course of some sectors in Algeria will be great. This "may lead to a recession driven by demand, especially from the services sector, which provides 60 percent of job opportunities in Algeria.

The economic effects of the Corona pandemic on the international economic system are numerous and profound, and the reason for this is due to several main factors, which are:

- The supply element due to the disruption of the production wheel as a result of the large number of infections with the virus and the measures to contain it.
- The demand element was affected globally, especially the tourism and entertainment sectors.

- The spread of the effects globally as a result of the transmission of the virus across borders.²¹

9-3. The impact of the Corona pandemic on society:

Despite the clear and largely predictable effects of the Covid-19 outbreak in the health and economic sectors, and its impact on the deprived and vulnerable populations, the comprehensive impact of the pandemic in terms of social relationships and behaviors such as family cohesion, interactions between friends, spouses, colleagues, teachers and students, and for this reason many countries around the world have taken almost unprecedented measures to prevent social friction, and slow the spread of the epidemic such as closing schools, shops and restaurants...etc., and the risk of events and social distancing.²².

Moreover, the pandemic has affected religious practices in various ways, including the cancellation of prayers, pilgrimages, and the celebration of religious holidays, and the closure of religious and educational schools. The decline in travel is likely to persist even after the impact of the virus has ended, and it leads to changing social dynamics such as spending more time with family, staying close to the place of residence, and hanging out with close friends. Among the effects of the measures adopted during the outbreak of the pandemic are home

quarantine; and its negative effects through increased divorce rates, increased rates of violence, whether physical, verbal, or psychological violence, family problems, and abuse of children and women.²³

9-4.The impact of the Corona pandemic on education:

The world witnessed the emergence and spread of the Corona epidemic, which paralyzed all institutions in countries, especially educational institutions. Several countries were forced to stop studying and resort to quarantine as a preventive measure against this virus. Algeria quickly established platforms and sites to complete studies through the distance learning model, through several decisions issued by the Ministry of National Education. The imposition of quarantine resulting from the outbreak of the new Corona virus has placed the education and learning system in front of many challenges between continuing education, ensuring quality and achieving equality between different students and pupils of social classes. The closure and disruption of schools, colleges, institutes, etc. and the transition to the distance education system remained, but the education system in the time of quarantine and home quarantine raises problems, regarding the extent of the readiness of the educational system and the available capabilities with the new circumstances of this virus that isolated

teachers from pupils and students as they began to use the Internet wired or the Internet on mobile phones. The state resorted to television because it is one of the most widely used means in society, "to provide education in contrast, by broadcasting lessons to all grades. The Ministry of Education also worked to address various issues and the quality of parents, caregivers and learners with the Corona pandemic and the importance of psychological and social support through television programs."²⁴

The field aspect of the study:

-Method and tools:

1 -Study methodology:

Every researcher needs in his research certain methods and means related to the objectives of his research to help him test his hypotheses, and since our study is a field study, we adopted a descriptive method represented in the social survey method "which is considered one of the main methods used in social research that is concerned with general and global conditions, to describe the phenomenon studied and depict it quantitatively by collecting standardized information about the problem, classifying it, analyzing it and subjecting it to accurate study, and this method is usually used for the purpose of studying a pathological phenomenon within society"²⁵.

2-The study sample, its characteristics and how to choose it:

Choosing the sample is considered one of the most difficult and important stages of scientific research, and it is the method through which the researcher can obtain data and information about the phenomenon that is the subject of the study, and the sample is relied upon in order to save time, effort and costs, especially when the study community is very large, and it is not possible to know and control its components in specific preparation and lists except by choosing a sample that suits the nature of the study, as the more accurate the research sample is, the more accurate the research results are, and because our study community is specific and restricted in college Humanities and Social Sciences: As it affected all professors of the Department of Social Sciences at the University of Chlef, we relied on the intentional sample as it is the most appropriate and suitable sample for the nature of the study topic and expresses it in a true expression, and because the current study seeks to reveal the content of university professors' representations of the distance education strategy in light of the Corona pandemic, a sample of 30 professors was chosen in the college, in order for the sample to be more representative of the research and to reach more accurate and representative information.

3-Tools for collecting and analyzing study data and information:

A- Data collection tools:

- Observation:

Observation in scientific research is "a tool for collecting information and data about the characteristics or behavior that is to be measured, based on purposeful observation according to organized procedures for a specific topic or behavior with the aim of understanding and interpreting it" ²⁶.

It was applied through a field visit to the college and conducting interviews with some professors with experience in the field of teaching, which helped us formulate the questionnaire questions.

-The questionnaire:

It contained 46 questions distributed over four axes, the first of which was related to personal data related to the respondents and included 5 questions, the second was related to the first hypothesis and included 14 questions, the third was allocated to the second hypothesis and included 15 questions, and the fourth was allocated to the third hypothesis and included 12 questions.

B- Data analysis tools:

-Quantitative analysis:

We used this analysis for the purpose of interpreting the data obtained from the field, using simple and complex statistical tables.

-Qualitative analysis:

This analysis appears in the tables that were completed, commented on, and analyzed sociologically, and the results and data obtained are compared.

-Pearson correlation coefficient.

-Spearman-Brown correction equation.

-K2 test: The basic idea in the **K2** test is based on comparing actual data (**FO**) with theoretical data (**FE**).²⁷

4-Testing the validity and reliability of the study tool:

A- Testing the validity of the study tool:

In order to ensure the validity of the study tool (formula) and its suitability to measure what it was designed to measure, a survey sample was tested through the validity of the arbitrators (apparent validity), where the form was presented in its initial form to a group of arbitrators from university professors with experience and competence in the specialty who arbitrated the form, and expressed their

opinion on what was stated in the paragraphs and questions of the tool in terms of modification, addition, or expression, considering them the category concerned with the study.

B- Testing the stability of the study tool:

The stability of the form:

The stability of the form means the extent of accuracy, consistency, or stability of its results if applied to a sample of individuals on two different occasions.

The stability of the study tool was tested according to the following steps:

Pearson correlation equation- (r):

$$\frac{(Total\ binary\ questions \times Total\ individual\ questions) - (Binary\ questions) \times (individual\ questions) \times total\ n}{\sqrt{[(Total\ binary\ questions)^2 \times (Total\ binary\ questions \times n)] [(Total\ individual\ questions)^2 - Total\ individual\ questions \times n]}}$$

$$= R$$

We relied on the obtained data and after substituting it in the Pearson correlation equation, we obtained a stability coefficient of 0.59.

-Spearman-Brown correction equation:

After finding the Pearson correlation coefficient, we corrected it according to the Spearman-Brown equation as follows:

$$\frac{r \times 2}{1 + r} = r$$

Where: r = Pearson's correlation equation:

Therefore:

$$0.74 = (1.18) / (1.59) = (0.59 \times 2) / (1 + 0.59) = r$$

Based on these data, the value of the stability coefficient was 0.59 before correction, while after correction the value of 0.74 became a good degree of stability, meaning that we can be assured of the

stability of the results of the tool if it is applied in the main study.

The following table shows the value of the stability of the study tool through the results obtained by the split-half method:

R Corrected	R Calculated	N	Statistical data for the stability of the study tool
0,74	0,59	30	Results of the stability of the teachers' questionnaire

Source: Prepared by the researcher

It is clear from the table above that the R value reached 0.59 before correction, and after correction with the Spearman-Brown equation, its value reached 0.74, which is a value greater than the calculated R value, and therefore the correlation coefficient of the tool is high. Thus, the questionnaire tool can be relied upon as a valid and stable tool to measure university professors' representations of the distance education strategy in light of the Corona pandemic

-Results and discussion:

This study reached the following results:

1-Results of the first hypothesis:

-Most of the respondents preferred to cancel the health preventive measures in the classroom and return to previous classroom practices, and this was shown by what the teachers stated, where the percentage reached 98% of the total respondents, and this is due to the negative impact of preventive measures on the behavior and work of teachers and professors, through the delegation system that introduces the teacher into a daily routine, in addition to many practices that were imposed on them without a strong desire to do them on their part.

-On the other hand, we find that 80% of the total respondents stated that using a mask in the classroom makes it difficult to explain and present lessons to students in a good way, and this was evident in the answers of most teachers.

- We also find that most of the respondents apply the official health protocol inside the classroom, as the response rate reached 76% of the respondents stressing their keenness on the safety of the students, followed by 72% of those who supported the instructions and preventive measures against the pandemic in the

department, due to the seriousness of the virus and fear of its rapid spread.

- We also find that 60% of the respondents confirmed changing their style, practice and method of work in the classroom, due to the procedures imposed by the pandemic.

- On the other hand, we find that 50% of the respondents stated reducing movement and avoiding contact with students inside the department, due to the fear and panic caused by the pandemic, with fear of the spread of the disease among students. From this, we can say through these results that the first hypothesis, which states that: "The procedures adopted in light of the Corona pandemic negatively affected the classroom practices of the university professor" has been achieved.

2-Results of the second hypothesis:

Most university professors stated that they did not find it difficult to deal with students in the delegation system, and this was shown during the analysis and transcription of the professors' answers, while the percentage was estimated at 90%, and this is due to getting rid of the overcrowding that was previously in the classroom, and we also find a percentage of 78% of the respondents who confirmed that the delegation system helped in conveying information to students easily, and this was shown in the interpretation of their answers, and this is due to the

individual care of students by the professor.

We also find that 68% of the respondents believe that reducing the educational group and eliminating overcrowding helped students to highlight their abilities and skills, and this is at a rate of 50% of the professors who stated that the grouping system created a good learning environment in the classroom by getting closer to the students and dealing with them all. Therefore, it can be said through these results that the second hypothesis, which states that:

"Reducing overcrowding in groups in light of the Corona pandemic improved the university education environment" has been achieved.

3- Results of the third hypothesis:

-We find that the majority of the respondents confirmed that the daily and weekly study time of the accredited professor during the pandemic helped students more in studying and reviewing, and it was estimated at 90% of the respondents' answers. In contrast, we find 84% of the respondents who stated that distributing the reduced pedagogical time between the teaching periods for each professor according to his timing and the size of the hour gives the student a margin of rest to regain his physical and mental strength, and this is what was shown in reality.

In addition to this, we found that the majority of professors stated that the student's pedagogical time helped him get rid of academic pressure, at a rate of 80%, and this is due to the comfort that the student enjoys after studying, and this situation also gives him enough time to complete his research or prepare psychologically, mentally and physically for the remaining classes between the lecture and the application. We also found that most professors confirmed that the pedagogical time helped the student to do several activities that help him adapt to the current situation that the country and the university in particular are going through so that he does not lose the desire to study and join the university, at a rate of 70%, and this is due to the student's ample time and getting rid of academic pressure.

Accordingly, we can say from these results that the third hypothesis, which is as follows: "Reducing the pedagogical time of the class contributed to reducing the pressure on the professor and the student together" has been achieved.

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Accordingly, we can say from these results that the third hypothesis, which is as follows: "Reducing the pedagogical time of the class contributed to reducing the pressure on the professor and the student together" has been achieved.

4. CONCLUSION

Our study dealt with university professors' representations of the distance education strategy in light of the Corona pandemic. In light of the lack of a confirmed treatment for the Corona virus (Covid-19), the Algerian government took many preventive measures, represented in physical and social distancing and quarantine, in order to limit the spread of the disease. On this basis, several preventive measures were imposed in all institutions for fear of the spread of the disease among students and professors. These measures affected and reflected on both the professor and the student negatively and positively, but they must be adhered to in order to prevent the spread of the disease. Despite the fact that the preventive measures that were applied and embodied in In fact, it does not prevent the virus from being eliminated completely, but it does contribute to reducing its further spread. Therefore, the ultimate role remains with the university family to adhere to health instructions and preventive measures to maintain their safety.

Suggestions and recommendations:

We decided to conclude our study topic with some suggestions and recommendations that we hope will be implemented and taken into consideration, the most important of which are:

-The necessity of adhering to the precautionary measures set by the responsible and competent authorities.

-Those active in universities must adhere to the health protocol and work to implement it in order to prevent the spread of the disease, and so that studies can continue, even in their current form.

-The preventive measures followed and officially put in place by the concerned ministry showed positive elements that must be appreciated and worked on to generalize them after the pandemic, from reducing the groups so that the professor can deal with each student, and achieve more effective performance, as well as reducing the hourly volume that resulted from the group system, which gave the student additional time, a dose of rest, and a wider scope to complete his research, - Some preventive measures embodied in the classroom may hinder to some extent the professor's performance, and the student's acquisition of knowledge, information and gains, including the use of masks and physical distancing, which requires thinking about other more effective solutions and procedures It does not negatively affect the learning process and classroom interaction.

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