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Changes in the Value System of the Algerian University in Light of Digital Transformation: Challenges and Prospects

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Abstract ;

This research paper presents several value changes resulting from digital transformation in the Algerian university, highlighting the transformations that have affected the university's value system as a result of the use of digital technologies. The study examined how these tools impact the university's value system and also highlight the challenges facing the Algerian university in achieving a balance between utilizing technology and maintaining its value system. The study was based on the application of an analytical methodology based on collecting data from various sources. The results concluded that digital transformation enshrines new values but faces challenges with regard to the sustainability and continuity of others.

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1. *Introduction*

The world is living under the impact of rapid technological changes that have affected all areas of life, and the use of digital tools has become an important part of the daily lives of individuals, and those affiliated with the higher education sector inside and outside Algeria are not isolated from that. Since 2020, Algerian universities have witnessed a turn towards adopting digital technologies in the administrative and pedagogical aspects to preserve the university's continuity in performing its roles and improving the quality of its outputs, this required the necessity of re-reviewing the university value system and restructuring relations between various actors as a result of the emergence of new values that the Algerian university found itself forced to adopt without prior planning.

The issue of digital transformation in the Algerian university poses structural challenges at the level of the social, technical systems and the possibility of integration and integration between them. Despite the advantages it has provided in terms of facilities for exchanging information, flexibility and transparency, and decentralization in decision-making. However, this does not negate the existence of negative values, including the lack of commitment to the actual attendance of students, the increasing manifestations of fraud through technical means, the multiplicity of decision-making centers, the tendency towards individualism, and the irrational use of it, which led to the emergence of a digital bureaucracy that finds a clear manifestation in routine, difficulty of work, and lack of accuracy and mastery, and lack of skills.

To make the Algerian university a digital university is considered a rational approach to using technological resources to achieve sustainable development through the university's openness to its economic and social surroundings, which has produced new value changes that require developing national strategies to ensure the preservation of the university value system. In the same context, Manuel Castells believes that digital transformation rebuilds society by creating what he called a network society, where social relations and cultural values overlap and intertwine within digital spaces, which highlights the actual need to provide a deeper understanding of how some university values emerge and change in the digital environment.

In light of digital transformation, the Algerian university has become a new space for reshaping values, at the forefront of which we find those related to interaction and social integration, which may become a subject of withdrawal as a result of the dominance of new values that reflect efficiency and close escape at work. Digital transformation increases the size of the gaps between actors in the university field based on their skills and abilities to use and adapt to technical tools. On the other hand, the French sociologist Anthony Giddens asserts in his thesis on late modernity that the technology has reduced temporal and spatial barriers, which has allowed university institutions to transcend traditional methods of education and work, which enhances the experience of self-

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education and individual work. However, it leads to the prevalence of a state of uncertainty regarding traditional values, which creates a constant state of conflict between them and new values.

Based on the above, our research paper seeks to analyze the impact of digital transformation on academic, social, cultural, and organizational values at the Algerian university and highlight the challenges it faces in achieving a balance between technology and its value system. Based on a main question: How does digital transformation affect the value system at the Algerian university? What challenges does it face in maintaining its values?

2. *Digital Transformation at the Algerian university: Reality and Practices:*

In light of the spread of the coronavirus in 2020 and the closure of most educational institutions, the Algerian university witnessed a turn towards the use of technological tools and making education and remote work a new activity for pedagogical and administrative processes, which required changing traditional methods of work to improve the efficiency and effectiveness of higher education institutions and their outcomes. Among these methods, we present the following:

2.1 Built-in system progress:

It is a national digital platform that includes digital databases related to following up on the academic and pedagogical path of university students at various levels, including bachelor's, master's, and doctoral, as well as management and following up on the professional and pedagogical path of university professors (Mubarak, 2020, p. 249).

This comprehensive program was placed at the disposal of universities, institutes, and higher schools by the Ministry of Higher Education. To unify the sector's information systems for governance, transparency, and flexibility in the management and management of the sector's information systems (Mubarak, 2020, p. 249).

This program is considered one of the important digital tools within the framework of the digital transformation strategy in the higher education sector in Algeria. It provides a comprehensive and integrated database related to the academic, pedagogical, and administrative paths of various university actors. It also works to improve the quality of administrative and pedagogical services, which enables those in charge of them to continuously follow the process of academic and practical progress and address all forms of mismanagement that would not meet their needs and disrupt their path. The system also enables various socio-professional groups to archive and document all their information and update it periodically, which reflects positively on the quality of higher education.

2.2 Use of digital platforms:

The use of digital platforms for distance education has become a basic condition for the Algerian university to adapt to global changes in light of the digital revolution, and represents an actual response of actors

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in the higher education sector towards development and change. Digital platforms are an interactive virtual educational space that allows quick and comprehensive access to information and knowledge for various groups, and the promotion of education. Self-education to serve the future aspirations of the Algerian University. In this regard, a group of digital platforms have been used to facilitate the education process, including:

2.2.1. Moodle platform:

It is an open-source system and is distributed under a general license. Everyone can download it and use it in an easy way. It was designed on educational foundations. Thus, it represents an educational environment that enables students to build their knowledge through their experiences and qualifications. This platform is distinguished by the fact that it supports Arabic and can be continuously developed (Fennour & Adel, 2023, p. 255).

The Moodle platform presents a modern image of distance education, which makes students the basis of the educational process thanks to its interactive features that enable its users to create, participate, and follow up on useful scientific activities that can be used individually or collectively. In addition, it enables professors to follow up on the scientific and educational activity of their students and complete their scientific work. And evaluate them by conducting remote exams. In addition, the feature of constantly updating the platform by including new additions is evidence of its ability to keep pace with digital changes and employ it to achieve quality education at the Algerian University. The Moodle platform also allows the provision of study courses for students in the three stages by uploading lectures and practical work that students must follow and complete. Other auxiliary platforms have been used that rely on the features of the Moodle system within the framework of training third-year students, including the Paddock platform dedicated to training doctoral students for the academic year 2022/2023.As a support for creating and developing an effective virtual educational environment. The two platforms are very similar in terms of the management and use of the educational materials provided in light of the standards established for the new doctoral training. This harmony and integration between the two platforms would enhance the distance education experience and help achieve the desired goals.

2.2.2. Opal platform:

It is a program for creating educational and interpretive content that can be exploited in person, remotely, or both. This program contributes to the management and multi-component publication of educational content. It contains a paper base and allows simulation. It exists in two versions. The Opal Starter version is directed to components and professors who wish independently and without training. In completing educational content, a second version is directed to professors who wish to produce very advanced content (Qandar & Hanader, 2023, p. 757).

The OPALE platform has been allocated to train newly employed professors at the Algerian University, in addition to the Moodle platform, which is managed, and

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processed at the level of Constantine University 01. This platform was created to help new professors learn teaching skills and methods in higher education by providing diverse and comprehensive educational materials for training programs approved by the Guardian Ministry. The platform includes several interactive work workshops, educational materials, and research that help professors develop the necessary skills for the higher education profession in addition to tools to evaluate their performance. This platform is similar in its working mechanisms to others, but it differs from them in the content provided and the target group.

2.3 Digital Library systems:

The major digital transformations that Algeria has witnessed in the field of higher education to improve its quality and raise the status of the Algerian university through the use of different and specialized digital platforms did not depend only on the process of education and administrative work but also included designing dedicated platforms to obtain and document educational materials, which enable researchers to quickly access many from global and national open-source electronic resources, including the SDL platform, ASJP, which represents an important part of the Algerian university's digitization strategy, and a new system for organizing and arranging Algerian university libraries.

2.3.1 The National System for On-Line Documentation SNDL:

Since its establishment, the Center for Research in Scientific and Technical Media (CERIST) which has been working under the guidance of the Ministry of Higher Education and Scientific Research since 2003, has sought to keep pace with technological developments by creating a digital library based on the SNDL online documentation system on the Internet, which includes all research, scientific reports, and studies. As well as master's and doctoral theses in various specializations addressed to students and university researchers that are accessed through the user code key and a password given by agents in the central library of each university after completing the electronic registration process (Bahri & Tayfour, 2019, p. 254).

This system constitutes an important scientific intermediary for the researcher that connects researchers with digital intellectual production available through various digital observatories, digital platforms, and many electronic publishing spaces. It is a national electronic portal that provides access to various national and foreign electronic information sources covering all areas of academic teaching and scientific research. It is a platform directed to post-graduate students, professors, and researchers in various Algerian universities and academic institutions (Mehri, 2023, p. 271).

The National Online Documentation System makes scientific knowledge available and better understood by researchers and those interested by providing easily accessible sources of knowledge, whether through electronic publishing, scientific journals, or digital databases. Encouraging communication and scientific exchange between researchers and academic institutions

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(conferences, seminars, workshops). Taking the necessary measures to prevent illegal use of scientific research, such as quoting without mentioning the source or violations of intellectual property rights.

2.3.2 The Algerian portal for scientific journals ASJP:

It is an electronic platform for national scientific journals under the supervision of the Center for Research in Scientific and Technical Media. It aims to enable researchers wishing to publish their research and scientific articles while choosing the scientific journal appropriate to their interests (Sodus & Sabt, 2020, p. 244).

In addition, all articles published in it go through a review and evaluation process by specialized researchers. It also enables researchers to access scientific content and publish their research papers for free, which reduces the need to resort to illegal methods to obtain information and thus reduces scientific theft, which has become an obsession. The Algerian university is concerned about the absence of legal controls for the use of what are known as artificial intelligence tools in scientific research the later works to ensure the preservation of the intellectual property of researchers and authors and not to fall into predatory journals that exploit researchers.

3. Reshaping the value system at the Algerian University: A reading of the new values:

In the context of the rapid dynamism that societies are witnessing during the third millennium due to the development of media and communication technology and the increasing use of artificial intelligence tools, digital transformation has become a major factor in the emergence of new values in various institutions and universities in particular. Digital transformation has carried academic, socio-cultural, and organizational repercussions. It affected the value system within the Algerian university, which led to the emergence of new values that forced actors in the academic community to review the value system that governs their interactions and relationships in the university environment, The effects of digital transformation went beyond possessing digital skills that ensure optimal exploitation or provision of available resources, but rather extended to include reformulating social relations and introducing new concepts, including social responsibility, justice, and equality, self-education, digital empowerment, innovation, digital security,...Etc., which gives new functional roles to the various active frameworks in the university environment, including the digital transformation in the Algerian university that led to a change in the traditional values that were shaping its identity and the emergence of new values characterized by flexibility, transparency, empowerment, creativity and innovation, and the decline of some of them such as extreme centralization and hierarchy, in this regard. A set of new values can be identified at the Algerian university based on the use of digital automation in the pedagogical and administrative aspects in the following manner:

3.1 Academic values:

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It refers to the rules governing and guiding the behavior of researchers, as well as explaining to us the formal mechanisms of research work in higher education institutions, under which the researcher acquires an academic identity that allows him to develop his research skills and enables him to face the various challenges resulting from digital transformation in an educational environment characterized by change, and the adoption of this latter is the guarantor towards creating a sustainable educational environment, and among the educational values resulting from digital transformation at the Algerian University we find:

3.1.1 Self-education:

It is considered a new style of education that aims to provide a different educational experience for students and researchers requiring the acquisition of digital research skills that enhance their spirit of innovation and creativity. It is defined as the ability of professors and students to optimally use educational platforms and electronic research sites, and to display scientific content and material on them using Office programs and applications (AbuTaleb, 2022, p. 514). The process of self-education refers in its structural contexts to a process of total change and rebuilding of social relations between students and professors in an interactive space, allowing for the acquisition and practice of new functional roles. It also transcends space and time, becoming available to everyone, regardless of their geographical location. In addition, learning becomes the student's responsibility, and the margin of university professor participation in the educational process shrinks; it is limited to publishing and sharing scientific content on digital platforms. Receiving knowledge is no longer inside the university's classrooms and auditoriums, but rather within virtual spaces in which the process of producing knowledge is transferred to the student, and the professor becomes only an intermediary.

3.1.2 Research cooperation:

It is also called participatory research, as it refers to cooperative relations in the field of scientific research, whether between researchers of one university within one specialty or several specializations in various national universities, and it may extend beyond what is known as international cooperation in the field of scientific research within the framework of agreements that allow obtaining scientific privileges for all participating parties. Participatory research is defined as research in which a large group of people who represent different experiences and viewpoints participate they all focus on the same problem to obtain knowledge production that achieves the required goals (Klebe, 2022, p. 11), and create opportunities for cooperation between researchers inside and outside the Algerian university that depend on the use of digital media to facilitate the exchange of information, knowledge, data, and research sources, including digital platforms that we have previously discussed, which added research flexibility within one university and between national and international universities interaction through so-called virtual conferences, teamwork platforms, and national and foreign digital systems increases the quality of scientific research. Collaborative research work in several

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disciplines is characterized by a rich intellectual and knowledge mix. Researchers in the field of social sciences, for example, can partner with researchers in the fields of economic, legal, medical, or psychological sciences to provide innovative solutions to confront the pathological phenomena and problems that society suffers. An example of international research cooperation is the Digitike project, which represents a model of participatory research that promotes digital transformation at the Algerian university. Oum El Bouaghi University is considered the main actor in this project with several Algerian and European universities Erasmus+ programs funded to contribute to enhancing opportunities for academic and research cooperation, which is an opportunity for students and professors at the level of Oum El Bouaghi University and the rest of the Algerian partner universities to participate in international research projects and acquire new skills that enable them to create, innovate, develop and diversify their knowledge in the various fields of artificial intelligence and automated media.

3.1.3 Technological innovation:

Technological innovation is defined as a type of modernization and originality in the product. In other words, technological innovation is the development or improvement of an existing product or the launch of a new product in the market. It is also known as the process that achieves coordination and cooperation between the organization's activities with the aim of adopting new ideas, methods and translating them in the field of work into a product. A new good or service, product development, or use of a new production process (Qureshi & Safaa, 2017, p. 281). In the context of digital transformation at the Algerian university, technological innovation appears in the development of specialized digital platforms for managing administrative and pedagogical services, in addition to several students and researchers obtaining patents for their innovation of devices and tools that would support the national economy and serve citizens and institutions, and students who obtained the Label for Innovative Projects that is provided by the Ministry of Knowledge Economy and Emerging Institutions, we mention, for example, a project for manufacturing and designing distance pedagogical education laboratories for students Alidha Waseem, Qalwat Hani, Ben Aida Abdel Rahim, and Marareb Badr El Din from the Department of Electrical Engineering at the University of Skikda.

3.2 Social values:

Digital transformation has brought about changes in the network of social relations between actors and changes in roles, responsibilities and result, the university student now bears the largest part of them as a producer of knowledge, more than that, a creator of the position he holds, which are the responsibilities that fell on the university, which required the necessity of adopting new social values that allow professors and students to achieve adaptation in a digital environment in which cooperation, participation, and digital have become, this transformation was not limited to pedagogical relations only but included larger topics related to

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the digital identity of researchers and integration into a digital academic community. Therefore, studying value changes in their social dimension is an extremely important problem for those in charge of the higher education sector in Algeria in their quest to achieve quality and institutional excellence. Examples of social values include:

3.2.1 Social responsibility:

The university needs to adopt a social responsibility strategy just like other business organisations. Social responsibility usually refers to the concept of corporate social responsibility (CSR), to meet the expectations of the stakeholders (students, employers of graduates, funding agencies, and society) as well as internal stakeholders such as administrators, faculty, and staff in higher education institutions (Chen, Nasongkhla, & Donaldson, 2015, p. 166).

Social responsibility in the midst of digital practices at the Algerian University is considered a very important topic that reflects how the university interacts with the social and economic environment and how it responds to technical changes. This concept includes the ethical and legal commitment of universities to achieve sustainable development goals in all fields based on the use of technology. The university's function, other than education and teaching, has become based on responsibilities towards society, and this is within the framework of the national strategy adopted by the Ministry of Higher Education and Scientific Research, which is represented by the necessity of opening up the university to its social and economic environment. One of the manifestations of this strategy is the Algerian university's endeavor to improve the process of rapid access for all university actors to educational materials using technologies and websites, which makes all social.

Technological innovation is part of social responsibility, as it allows the development of research projects and the provision of technological solutions that contribute to addressing social and economic problems, including research projects in the field of environment and health that will improve the quality of daily life for Algerian citizens. The university also plays the role of an intermediary in transferring technology to external spaces, which allows the development of public facilities, as a result meeting the needs of individuals becomes very easy and less expensive, as the consumption of many traditional resources used to cost the treasury of public and private institutions is reduced. In confirmation of the social responsibility of the Algerian University, this latter has moved to establish business incubators that embrace students' innovative projects and support emerging institutions. Thus, the Algerian University has become a space conducive to creating job opportunities for students in the future and also supporting the national economy by encouraging entrepreneurship and spreading the culture of entrepreneurship among university students. Recently, significant financial rewards were announced for those who contribute to providing innovative, community-friendly projects. In addition, doctoral projects will be opened for the new university year in specializations related to vital sectors in a way that serves

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the national economy and supports wealth production.

3.2.2 Equality:

The issue of justice and equality in the digital university environment revolves around providing equal opportunities for all researchers to access the prescribed educational content, regardless of their social, economic, or geographical locations, which contributes to embodying an open and transparent educational environment that enhances the principle of equal opportunities and demonstrates justice in the evaluation and testing processes. Digital platforms have become the ones that determine the student's actual level. An example of this is conducting placement exams in the English language for the benefit of professors and doctoral students using the Moodle platform, which prevents many manifestations of fraud and deception in students' points and averages and obtaining a pedagogical seat at the higher levels. In addition, digital systems and platforms provide greater opportunities to hold actors accountable in the Algerian university. The responsible Ministry recently launched special platforms to submit complaints and grievances to students and professors, allowing them to obtain sufficient information about pedagogical and administrative processes in a transparent manner, which enhances the fairness of dealings within the university community.

3.2.3 Digital identity:

Digital identity is represented by the characteristics and practices that shape the image and reputation of individuals in university institutions. They have a digital identity that reveals their presence and activities across various digital platforms and websites. The Algerian University worked to provide its actors with professional email accounts linked to the various platforms approved to benefit from various administrative and pedagogical services. In addition, adopting the Progress platform helped preserve and archive all data related to student professors and employees in their academic or professional path, each according to his specialization and rank, which allows them to be followed up and know their condition. And the extent of their progress in their activities Their digital identity also becomes clear through their interaction on electronic platforms such as the Moodle platform, which enhances their digital experience.

Creating a personal profile for the researcher on the web is considered a first step to introducing himself on a global level and enhancing the presence of his academic career in the virtual world. This is with the help of the electronic spaces available on the web, which are considered effective channels for valuing scientific production and contributing to its spread, which in turn supports building and establishing the researcher's digital identity, including Google Scholar, ORCID, and Research Gate (Tatbert, 2022, p. 192).

3.3 Organizational values:

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Organizational values at the Algerian University are characterized by rapid changes as a result of the digital transformation that has come to dominate all aspects of administrative work. This transformation represents an opportunity to reshape and evaluate organizational structures, which contributes to strengthening the principles of transparency and accountability of all actors at the university, whether they are students, professors, or administrators. The challenges associated with digital transformation also force us to review the institutional identity of universities, and therefore studying organizational values in this regard becomes important for understanding how universities adapt to digital influences and enhance their ability to innovate and develop. we find among the organizational values:

3.3.1 Improving efficiency:

Digital competence is thus considered an essential skill for academics, supporting them in the management of several technological, curricular, and pedagogical aspects. Academics' digital competence relates to digital skills, pedagogic-didactic awareness, and the understanding of learning strategies impact on students' learning. As a facilitator of the learning process, the academic also supports the development of digital competencies by their students and peers (Santo, 2023, p. 02).

In the context of teaching and learning in higher education, digital teaching competencies go beyond the critical and responsible use of ICT resources, because other relevant skills concerning evaluation, cooperation, and feedback to students are also necessary as part of academics' habitual educational praxis in the digital world (Santo, 2023, p. 02).

The development of digital competencies is necessary both for academics to take advantage of the opportunities offered by technological advancement and to create strategies for their professional development. It is also important so that academics can help the improvement of the digital competence of the students themselves (Santo, 2023, p. 02).

The good use of technology and the possession of digital skills help in managing pedagogical and administrative processes, which contributes to raising the quality of higher education and facilitating rapid access to information. Features of improving efficiency in the use of digital platforms and systems, such as the Al-Barr and Grass systems, which enable the management of files and the follow-up of the educational and professional paths of individuals. The Moodle platform helps improve the e-learning experience and increase teaching effectiveness. Archiving information and scientific research on university websites and digital libraries has great importance in raising the academic achievement of students. Providing links to open research sources and subscribing to global databases helps in interacting with

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international researchers, which assist in developing the necessary skills.

3.3.2 Flexibility:

It indicates the ability of Algerian universities to respond and adapt quickly to the increasing technological transformations and the challenges they pose. It can also be reflected in the university's ability to adopt and develop educational methods. It also stands out in the application of hybrid education based on combining in-person teaching in universities with virtual education using specialized platforms.

Accelerating administrative processes and reducing work errors through optimal use of available technical resources and tools, flexibility is one of the organizational values necessary to face the future challenges imposed by the external environment in view of the amazing technical developments taking place in the contemporary world, which allows building a sustainable and efficient educational environment.

It also includes scheduling the date and place of study, which enables the student to choose the appropriate time for him to carry out his studies; flexibility in preparing and developing annual and quarterly programs and courses in various standards and divisions; and ease of making and obtaining changes to them (Mohamed & Abdeslam, 2021, p. 22).

3.3.3 Digital empowerment:

In light of the Covid-19 pandemic, which Algeria experienced like other countries, universities needed to adopt the digital empowerment approach in their pedagogical work, as they adopted a new style of education, which is distance education, through the use of digital platforms, the most important of which is the Moodle platform. Other platforms were soon announced. To extend to the administrative side of its Digital empowerment at the university includes taking advantage of new digital technologies and work capabilities such as working from home, which represents a different nature of work compared to traditional classroom completion. It also helps engage students, facilitate direct and simultaneous communication with faculty members, enhance the quality of decision-making, and empower employees.

Most universities organized training sessions to build or enhance their faculty's capabilities to interact with these platforms professionally. Professional empowerment, specifically in the educational sector, refers to the process of increasing individuals' emotional and cognitive abilities to make significant choices and translate them into actions. This is facilitated through providing teaching resources, time management, and various indicators of professional innovation (Ibrahim, 2024, p. 299).

The core element of professional empowerment in teaching is enabling faculty members through their relative expertise, implicit knowledge, and wisdom. Simultaneously, professional empowerment involves building the teacher's capacity and competence, arising from the belief that one has sufficient

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professional autonomy to perform duties innovatively while avoiding constant surveillance, which can be detrimental and create an environment of mistrust and insecurity (Ibrahim, 2024, p. 299).

3.3.4. Electronic control:

It is one of the modern mechanisms for detecting work errors. It relies on digital technologies to follow up and monitor work activities to achieve the organization's goals in the least time, effort, and cost and with high accuracy (Hadrawi, 2022, p. 267). The application of electronic monitoring at the Algerian University is evident in the use of the Progress platform, which allows the possibility of monitoring the progress of work activities. Administratively, the work of professors and students is also monitored through the Moodle platform, where it is now possible to track the progress of lessons and lectures place them on the platform, and know the extent of students' responses to them. On the other hand, professional mail is now monitored to determine the extent of faculty members' and employees' commitment to their tasks and their response to orders issued by the higher authority or the authority. Responsible for the Electronic oversight at the Algerian University also included the adoption of digital cards to enter university institutions or their affiliated structures and spaces, which allows precise monitoring of the attendance process of student professors, whether in auditoriums or halls.

4. Value challenges arising from digital transformation at the Algerian University:

Digital transformation directly affects the value system, as many academic, social, and organizational value variables within. Despite the advantages offered by the optimal use of technology in the university environment, most notably ease of access to information, flexibility in work, and support for innovation and creativity, However, it raises a group of value challenges that affect the entire university system, and the most prominent of these challenges is the decline of the traditional values that constitute the university's identity, including the commitment to actually attending scientific activities and participating in them effectively. Distance education, as much as it is easy and overcomes geographical obstacles, is encouraging for those searching for universities. The spread of manifestations of complacency and laziness among students, especially in light of the increasing reliance on artificial intelligence applications, which now provide immediate solutions, which in turn leads to an increase in the spread of fraud due to the absence of direct oversight. Distance education also increases students' desire to stay away from universities, and thus their sense of belonging and enthusiasm for education decreases. Their daily interactions at the university, which play an important role in refining their educational experiences, decrease. Distance education supports the thesis of sociologist Ivan Illich about a society without schools, a society in which knowledge is lacking, social ties are weak, and individualism prevails. One of the actual challenges that present itself strongly in the Algerian university is the lack of equal technological resources among its actors, in addition to the problem

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of weak flow of the intranet network On the other hand, ethical challenges also present themselves. Although many universities seek to use Al-Kathroniya software to detect scientific theft, the actual reality has proven that there are shortcomings in it, and work must be done to design more advanced programs that adopt the latest artificial intelligence technologies. In addition to problems related to maintaining data security and privacy in light of the spread of hacking cases and cyber-attacks that predict technical risks that the academic community will witness in the future unless prior protection strategies are sought.

5. Future prospects for value change at the Algerian University in light of digital transformation:

Anyone who follows the scene of higher education in Algeria amid rapid digital transformation will realize that the latter is gradually moving towards the transformation towards the fourth-generation university, whose functional tasks are not limited to education and scientific research in various specializations, but rather it is now performing new functions in addition to that, the most important of which is linking the university to its social and economic environment. By promoting digitization and adopting artificial intelligence technologies in management, education, and scientific research; encouraging entrepreneurship; and establishing emerging institutions within the framework of what is known as an innovative and creative university.

The Fourth Generation University in Algeria is a university that takes into account training, research, and the requirements of the economy and society through leadership, innovation, and industrialization to become the locomotive or center that connects all sectors to each other in order to find solutions to the various socio-techno-cultural problems that it suffers from. The inevitability of shifting towards the Fourth Generation University in light of the consequences of globalization and labor market requirements necessarily imposes the inevitability of reshaping the university value system according to new concepts in the near future. It is directly linked to the use of smart automation in administrative and pedagogical processes, and as a result, the roles of all actors within the university environment will be redefined, with the student becoming the main actor in producing knowledge, circulating it, and transforming it into a product, with and accompanying the professor, whose tasks are now limited to directing, advising, and stimulating innovation. While those in charge of administration and management will have one choice, which is to adopt a digital culture based on integrity and transparency to ensure equal opportunities and fair distribution of wealth based on the principle of merit, the Fourth Generation University in Algeria will be a new starting point for reproducing the good citizen to ensure achieving optimal leadership of the change process in digital environments. In an effort to embody digital citizenship within the framework of the university's openness to its social and economic environment according to communication

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networks based on knowledge sharing and technological innovation.

Thus, the Algerian university will be forced to adopt a new, flexible value system that allows it to keep pace with the changes taking place in the higher education sector and other sectors, which are an important link in achieving sustainable development. Among these values, we mention:

5.1 Cybersecurity:

Higher educational institutions have many types of sensitive data that lead to them being at higher risk. The data housed by the institution can include student records, employee records, university policies, research data, and payroll information, along with intellectual property rights for their research departments. Unlike many other organizations, higher education is organized around a culture of openness, collaboration, transparency, and information sharing (Hobbs, 2023, p. 160). This culture is a key contributor to the sector's security challenges since they contradict typical security frameworks consisting of rigid architecture and centralized governance. The combination of culture, sensitive data, and the complexity of effectively securing this data has led attackers to attack educational institutions with ransom ware that is capable of exhilarating data and encrypting users' critical files and data stored on their systems (Hobbs, 2023, p. 160).

5.2 Electronic governance:

E-governance is the use of information and communication technologies in public administration in order to improve information and public service, encouraging the citizens' participation in the decision-making processes and making the government more accountable, transparent, and effective (Grigalashvili, 2022, p. 192).

It refers to the use of information and communications technology by institutions in the management process and includes everyone's participation in decision-making, transparency, accountability, and the exchange of information and services (Grigalashvili, 2022, p. 191). It also represents one of the components of digital transformation at the Algerian university, as it enables professors and students to submit their suggestions and opinions via digital platforms, in addition to digitizing pedagogical and service recordings, achieving them depends on unifying digital platforms and making for each department a digital official who works to follow up and monitor the implementation of the established programs and rectifying any imbalances that may arise.

5.3 Digital sustainability:

The ability of the system to maintain itself or renew itself permanently. Digital sustainability is defined as the continuity of digital information, which goes far beyond storing, managing, and integrating data into the life cycle of the information object. This sustainability includes technical, social, and economic considerations (Al-Junaidi, 2024, p. 381). Bradley has addressed this concept; Digital sustainability is one part of a three-part system of digital preservation combined with digital supervision, digital content

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organization, and processing in addition, recent research on the organizational context has revealed how digital sustainability can contribute to the longevity of knowledge and information within organizations to enhance productivity and organizational performance (Al-Junaidi, 2024, p. 381).

4. *CONCLUSION*

From this research paper, we were able to say that the value effects of digital transformation at the Algerian university reflect a radical and detailed turn in the university value system due to the increased adaptation of technology in various administrative and pedagogical processes, which reveals the necessity of re-evaluating the new values in it and consolidating the basic values that constitute its identities, and through what we reviewed previously, we tried to address some value changes in their academic, social, and organizational dimensions. Which plays a vital role in drawing and controlling the network of relationships within the university. Our study concluded with a set of results:

- The values associated with self-learning and virtual interaction are gaining increasing importance at the Algerian university.

- The erosion of ethical values in the university digital environment as a result of the absence of actual and direct oversight of the activities of its actors.

- Distance education affects the social ties between university actors and enshrines the principles of individualism and self-success.

- Digital transformation in the Algerian university makes it vulnerable to losing its identity unless strategies are developed to ensure the continuation of its value system that regulates relationships and behaviors.

Based on the research results, the study proposes several recommendations:

- The necessity of preparing and developing educational programs that keep pace with technological changes and preserve the value system of the Algerian university.

- Continuous training on the use of digital technologies and digital empowerment for all segments and social groups to obtain them.

- Improving the dispersion network at the university level and outside it to ensure equal opportunities in the use of technology for all individuals.

- Working to set standards for digital accountability for actors in the digital academic community.

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- Re-reviewing the cultural values imposed by technology and adapting them to the socio-techno-cultural specificity of the Algerian university.

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