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The Influence of Digital Transformation on the University Professor's Organisational Culture

A Field Study of a Sample of Professors from Algerian Universities

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ABSTRACT

This study examines the influence of digital transformation on the organisational culture of the Algerian university professor, recognising it as a modernisation strategy for higher education and scientific research and as a process shaping human resources in universities. Using a descriptive approach, data were collected from a purposive sample of 50 professors across various Algerian universities via an electronic questionnaire and analysed with statistical methods, including Spearman's coefficient and Somers' D. Findings indicate that digital transformation positively influences the organisational culture of the university professor enhancing his commitment, sense of belonging, and use of modern digital communication with administration, colleagues, and students. In addition, digital transformation strengthens the values of transparency and accountability among the professors in Algerian universities through the platforms and digital tools it provides

Keywords: digital transformation, digitisation, organisational culture , the university professor, university

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INTRODUCTION

The university is among the core organisational spaces that play a pivotal role in producing knowledge and serving society, operating as an effective educational and social space, since it not only performs academic roles but also produces a system of values, relationships, codes, and meanings, which turns it into a social construct subject to complex human interactions.

This construct may not be comprehended with full precision except within the framework of the organisational culture that shapes it; namely, that system of values, norms, beliefs, and practices which direct individuals' behaviour within the university, endowing it with its distinctive character. Since the manner in which agents interact within the university, the way they carry out their work, and the mode through which they respond to any change occurring within the university, are elements that reflect their organisational culture.

With regard to change, digitisation has recently emerged as an inevitable transformation and a shift that has affected various fields of work. The university, likewise, has been driven to adopt digital technologies in teaching, management, and communication, in response to the requirements of society and in alignment with the changes imposed by the present era. However, this transformation is not limited to the mere incorporation of technology and digital tools into professional practice; rather, it signifies a profound shift in modes of thinking, working, and interacting.

Accordingly, it may not be said that digitisation is a neutral instrument; rather, it interacts with the prevailing organisational culture within the university—specifically with the university professor, as the central element in the academic system—and affects it to varying degrees. Hence, it becomes crucial to ask: To what extent does digital transformation within higher education institutions influence the organisational culture of the university professor?

To address this question, the following sub-questions are formulated:

- Is there an influence of digital transformation on the organisational behaviour of the university professor?
- What is the nature of the relationship between digital transformation and the university professor's system of organisational values within the university?

Seeking responses to the abovementioned questions, the study sets the following hypothesis for empirical testing: Digital transformation in higher education institutions leads to reshaping the organisational culture of the university professor. This hypothesis has been divided into sub-hypotheses as follows:

- ☐ There is a statistically significant influence of digital transformation on the organisational behaviour of the university professor under study.
- ☐ There is a statistically significant influence of digital transformation on the reinforcement of the positive values of the university professor.

The significance of this study is reflected in highlighting the themes of digital transformation and organisational culture. Since digital transformation constitutes one of evident aspects of change in the contemporary era, as it transcends the technical aspect and its uses, bringing about transformations in social, economic, and organisational life. It has implications for performance enhancement through cost reduction, productivity increase, and service acceleration. Moreover, it opens the door to creativity and the development of innovative solutions to diverse problems, including the adoption of digital business models such as remote work, electronic commerce, and distance education, all of which are new elements influencing the organisational culture of different institutions. The university is one of these institutions impacted by digital transformation, and through this research paper we aim to:

- ☐ Shed light on certain concepts related to digitisation, digital transformation, and organisational culture, with the components thereof.
- ☐ Examine the implications of digital transformation for the system of values held by the university professor.
- ☐ Investigate the organisational and professional practices and behaviours of university professors under conditions of digital transformation.

Given that this study investigates understanding the organisational culture of the university professor in the light of digital transformations affecting higher education institutions, and analyses the ways in which such transformations affect organisational behaviour and shape the values of the university professor, the descriptive method was employed. This involved reviewing the existing literature to establish the theoretical framework, followed by the analysis and interpretation of field data, both quantitatively and qualitatively, in order to identify the relationships among the study variables. The descriptive method is defined as the approach that is based on “the examination of phenomena as they exist in reality and their presentation in a quantitative manner that enables interpretation and clarifies the magnitude of the phenomenon and the extent of its interconnections with other phenomena, or, in a qualitative manner, as the approach that illustrates its features, providing greater accuracy in defining the problem and its hypotheses, and offering more detailed and comprehensive information.” (OUSRIR & BOUAFIA, 2010, p. 161)

2. The theoretical framework for the study

2.1 Digitization and digital transformation

In general, digital transformation can be defined as “reshaping the way in which people live, work, think, interact, and communicate, based on the technologies available, along with continuous planning and a constant endeavour to reformulate practical experiences.” (KHOUSSA & GRABZI, 2023, p. 53) This definition offers a comprehensive vision of transformation at the cultural and behavioural level, affecting all aspects of life, rather than being limited to a set of technical or administrative practices, which is quite accurate, since digital transformation reshapes patterns of thought as well as social and professional relations.

It is also defined as “the process of integrating digital technologies into various areas of work, with the aim of achieving fully digital management and the gradual elimination of paper.” (Mohamed, 2024, p. 237) This definition emphasises the question of embedding technology into work and reducing paper usage. However, it is criticised for conflating digitisation with digital transformation, which extends far beyond the simple conversion of paper files to digital formats, to include the transformation of thought processes, working methods, and the organisational and cultural structures within the institution.

Digital transformation is also defined as “the use of digital technologies, such as social media, mobile phones, data analytics technologies, and embedded devices, to achieve improvements in business, such as the customer experience, streamlining transactions, and creating new business models.” (KHOUSSA & GRABZI, 2023, p. 53) This definition emphasises on the added value enabled and ensured by digital transformation, such as enhancing the customer experience, simplifying procedures, and generating new models which are aspects that illustrate how digital transformation serves as a stimulus for renewal and innovation.

Despite the various positive aspects offered by digital transformation, as highlighted in the previous definitions, it is important to acknowledge potential negative effects arising from digitisation and digital transformation, such as digital exclusion among those who lack technological proficiency, concerns regarding privacy loss, and changes in the nature of jobs and professional relationships, including workplace isolation, particularly when human resources are replaced by digital systems.

In terms of digitisation, Charlette Buresi defines it as “a method that allows the transformation of data and information from analogue to digital systems.” (HAMIDOUCHE & BOUZIDA, 2020) This simple and precise definition highlights Buresi’s focus on the procedural dimension of converting conventional, paper-based

materials into electronic form, which is the essence of the digitisation process.

In economics, digitisation is defined as “the way in which information technology or digital technologies are used to alter existing business transactions, such as creating new communication channels via the Internet or mobile phones that allow all customers to connect easily with companies, which transforms traditional interactions between the company and its customers.” (Mohamed Abdelghani, 2022, p. 57) This definition addresses the influence of digitisation in facilitating communication through multiple channels and flexible access, simplifying procedures, and updating the relationship between the customer and the organisation, highlighting the importance of technology in enhancing the customer experience.

In the university, digitisation is defined as “all processes by which data, whether educational or pedagogical, are transformed into digital formats, enabling target groups, including students, professors, and staff, to access and utilise the outputs of these data via computers and the international information network, employing various electronic platforms designated for this purpose.” (BOUDJERIDA & GUASMI, 2025, p. 82). This definition demonstrates how digitisation has become an instrument that facilitates access to knowledge and information through digital tools, primarily represented by the various platforms provided by the university for students, professors, and staff.

Based on the definitions discussed above, we have offered clear insights into digitisation from multiple perspectives (technological, economic, and educational) emphasising the fundamental concept of digitisation: transforming data from a conventional form into a digital one to ease access or utilisation in each specific domain.

However, what is the difference between digitisation and digital transformation?

The response is: if digitisation refers to the process through which data are converted into digital forms that allow their electronic use, then digital transformation extends beyond “merely automating processes or employing smart devices to involve the redesign of business models and the development of flexible and innovative organisational culture capable of responding rapidly to continuous changes. Accordingly, digital transformation entails modifications to transactions, services, business models, and human behaviours through digital technologies, aiming to design business activities in a more efficient and effective manner.” (BOUDHERAA, 2025, p. 63) Therefore, it reflects a comprehensive strategy that incorporates digitisation as a phase, encompassing transformations across all aspects of the institution, both organisational and cultural.

2.2 Organisational Culture

There are multiple definitions of organisational culture, which reflects both the significance of the concept and its diverse connotations, given the attention it has received from various social sciences (sociology, economics, and management. However, the most commonly cited definition is that of Schein, who described organisational culture as “a mixture comprising beliefs, ideology, language, rituals, values, norms, and traditions that guide all internal behaviours within an organisation, whether individual, collective, or collaborative” (Abdelhamid, 2022, p. 56). What is noteworthy in this definition is that it goes beyond the purely technical perspective, presenting organisational culture as a complex entity composed of beliefs, ideology, language, rituals, and values, thereby emphasising its socio-anthropological dimension as a system that shape the various behaviours and interactions within the organisation.

Organisational culture is also defined as “a set of shared values among members of an organisation that guide their behaviours, relationships, and interactions with each other, as well as with clients, suppliers, and other external stakeholders, through which efficiency, effectiveness, and competitive advantage can be realised for the organisation.” (RIGHI & MAAMRI, 2021, p. 213). This definition stresses the importance of values as the key element of organisational culture, regulating interactions and relationships within and outside the organisation, and linking the success of the organisation and its realisation of efficiency and competitive advantage to the influence of shared values, although organisational culture may sometimes prevent the achievement of efficiency when it is resistant to change or inward-looking.

Kurt Lewin defines it as: “a set of assumptions, beliefs, values, norms, and standards shared by the members of the organisation, representing the human environment in which employees carry out their work.” (AICHAOUI & AICHAOUI, p. 98). This definition highlights the dynamic dimension of organisational culture, considering it as the product of common assumptions, beliefs, values, and standards, which confer a human character on the organisation beyond its formal structure.

Meanwhile, Thevene defines it as “that component of an organisation that differentiates it from other organisations, comprising a set of shared references developed throughout its life in response to various challenges.” (TALEB & AISSANI , 2019, p. 82). Thevene views organisational culture as the result of cumulative experiences through which the organisation addressed a series of challenges, resulting in shared behavioural templates. These templates, or culture, distinguish one organisation from another.

In sociology, organisational culture, or corporate culture, as termed by Philippe Bernoux, Renaud Sainsaulieu, and Michel Crozier, is defined by Crozier as “the ability to work and act collectively; this ability allows members of the same group to identify ways and means to align their strategies and orientations with one another in order to maintain relationships and achieve the common goal. Since this collective capacity is not a mechanical process nor the result of immediate circumstances, but it emerges from rules established by individuals for this purpose.” (TOUATI & AMERI, 2015, p. 138). In this definition, Michel Crozier draws attention to the fact that organisational culture is not limited to the reference framework of values and standards that define, regulate, and guide behaviour and interaction, as it also constitutes a collective capacity resulting from continuous interaction among the agents within the organisation. Thus, according to him, organisational culture is not only what exists but also what the group actively constructs in order to continue and achieve its shared objectives.

Meanwhile, Philip Bernoux defines it as “the extent to which an organisation functions as a social institution, shaping identity and producing a culture that makes its members feel a sense of belonging to it, rather than merely being administratively affiliated with it.” (TOUATI & AMERI, 2015, p. 123). Through this definition, Bernoux emphasises that an organisation with a strong organisational culture becomes a social institution that produces meaning and identity, thereby transcending the purely bureaucratic structure and administrative affiliation to create a sense of belonging and emotional integration among its members.

Crozier and Bernoux emphasise that, from a sociological standpoint, organisational culture is not merely the set of values and shared practices of organisational members; rather, it is an interactive outcome, reflecting the symbolic authority of the organisation in creating meanings, guiding actions, and shaping behaviours in a way that ensures the achievement of shared objectives.

2.3 University and the university professor

As a purely technical definition, the university is a higher education institution, composed of several faculties and institutes, which organises studies in various fields and has the authority to award degrees and diplomas in these fields. Moreover, the university is “the place where open and free discussion takes place between teacher and learner, with the aim of evaluating different ideas and concepts; it is also the place where interaction occurs among members of the academic staff across different specialties, as well as between students engaged in these specialties.” (HANAK & BOUAB, 2020, p. 171). This definition highlights the essence of the university as a space for intellectual freedom and analytical discussion of diverse ideas, among the various agents within the university, namely the students and academic staff from

different academic specialties.

The university is also defined as “a productive institution that seeks to enrich knowledge, develop technologies, and prepare competencies, drawing upon the accumulated human and scientific knowledge in various scientific, administrative, and technical fields, since it constitutes a form of complex organisation exemplifying various organisational patterns and forms of collective and societal work, especially the formal structures entailed therein.” (BOUZEROURA, GUETTAF , & ZEROUATI, 2019, p. 265). This definition emphasises the university’s multiple dimensions; the productive dimension in terms of knowledge and technological generation; the organisational aspect, as a structured and complex entity representing a form of formal constructs in the society; and the social aspect, as a space for collective and social work.

It has also been defined as “the educational institution which provides students with theoretical, intellectual, and cultural education, adopting an ideological and humanistic basis, alongside professional and technical training designed to prepare them to participate in public life as productive individuals. It also enables the institution to address societal issues through its academic and human capabilities.” (BOUSSAK & BOUNIF , 2022, p. 780). This definition underlines that a university’s mission extends beyond theoretical knowledge, encompassing practical skills development, which is how a university should function, seeking to link academic formation with labour market demands, while consciously promoting values of citizenship. This definition further highlights the adoption of a particular ideological and humanistic basis, indicating the university’s awareness and recognition of its role in building awareness and reinforcing civic values.

According to Hamid Ammar, the term “university” “means more than merely a gathering of professors; it comprises multiple dimensions, including a university of shared general knowledge, forming a basis for specialised professions; a university of various human intellectual creations; a university of societal constants and cultural specificities; a university of knowledge resources, facilitating their renewal and production; a university of life components through active contribution in university life; and a university of integrated and collaborative work teams, whose schools of thought serve students, and promote scientific research, and contribute to society” (SENNANI , 2012, p. 20). As for the Algerian university, Fadhila SISSAOUI defines it as ‘the social institution presumed to deliver public service, encourage free thinking, protect critical thinking, promote and encourage scientific research, develop creativity, foster innovation, and, even, overcome obstacles imposed by the nature of the era during which we live, with both the processes it necessitates and the difficulties it imposes, which contribute directly to the creation of the new human

being.” (SISSAOUI, 2020, p. 1099)

Both aforementioned definitions agree that the university is a comprehensive space for the production, renewal, and transmission of knowledge, for fostering intellectual creativity, and for integrating cultural and social components. They also highlight the role of the university in protecting critical thought and in driving scientific research to address the challenges of the current era.

In summary, it can be said that the university is not merely a place for instruction; rather, it is a space for holistic intellectual, professional, and social development. It also contributes to fostering the spirit of creativity, innovation, and critical thinking among all its members, without exception.

According to Mohamed Hussein, the university professor is “the central pillar of the university education system in research, teaching, community service, and participation in comprehensive development; he forms the backbone of university critique, serves as the key to every reform, and the foundation of all advancement, with the success of the university reliant upon his competence and success.” (BOUSSAK & BOUNIF , 2022, p. 779). Hussein considers that the university professor occupies a central role in the academic and developmental system, as he did not limit his role to the mere transfer of knowledge but extended it to critiquing the university, contributing to society, and participating in reform.

The university professor is “a member of the academic staff who proceeds in teaching students, irrespective of his/her academic title (Professor, Associate Professor, Assistant Professor, Lecturer, or Teaching Assistant).” (DJEZZAR, p. 304). This definition aims to clarify the concept of the university professor based on their functional affiliation within a hierarchical organisational structure, which specifies the various ranks to which a professor may belong.

According to Byrn, a university professor is “a specialist who responds to a social requirement, controls a substantial amount of knowledge including scientific knowledge, and a free agent in terms of his pedagogical choices, carefully ensuring that initiative spirit and autonomy carefully align with the learners’ benefit” (OKBI & ALLALI , 2023, p. 230)

Thus, the university professor is a social and responsible actor, responding to a social need, enjoying intellectual autonomy and interacting with a sense of responsibility towards the benefit of the learner.

Based on the foregoing definitions, it is evident that the university professor can be viewed from multiple perspectives, reflecting his role and significance as a central pillar in the higher education system; he is a member of the academic staff who

performs his formal duties as an independent social actor, responding to the needs of society, commands scientific knowledge, and enjoys intellectual and academic freedom that enables him to carry out his function effectively.

3. Field framework for the study

3.1 Study Sample

The present study relied on a purposive sample, which is defined as “a sample whose members are deliberately selected by the researcher due to the presence of certain characteristics that distinguish them from others, since such characteristics are of particular importance to the study. This type of sampling is also used when the required data are available within a specific category of the original study population.” (OUBEIDAT, 1999, p. 96)

The sample consisted of 50 professors from different universities across the country.

3.2 Data collection tools

The present study relied on an online questionnaire, which is considered among the most prominent data collection tools researchers use in their studies. The questionnaire was constructed as follows:

First section: Construction and reliability of the questionnaire

In order to obtain the empirical data related to the practical aspect of the study, the questionnaire was adopted as the main tool. The form comprised three main parts:

Part 1: Relating to personal information, including gender, age, years of experience, participation in training related to information and communication technology, pedagogical practices, and the lecturer's opinion regarding digital transformation in the Algerian university.

Part 2: Comprised seven (07) statements relating to the variable of digital transformation in the Algerian university.

Part 3: Comprised fourteen (14) statements relating to the dimensions of organisational culture, namely organisational behaviour and organisational values.

Second section: Verification

For the purpose of verifying that the tool was capable of measuring the dimensions of the problematic under study, and to examine the validity of its items in terms of linguistic construction and the relevance of the statements for measuring the intended constructs, the questionnaire was reviewed by a group of specialised

professors. This led to the reformulation of some items and the removal of others due to overlapping meanings. Empirical evidence of the tool's internal consistency was then obtained by computing Pearson's correlation coefficients between each item and the total score using SPSS software. The results indicated that all Pearson correlation coefficients between the items of the three dimensions and their respective total scores were statistically significant at the 0.01 level, with a maximum coefficient of 0.970 and a minimum coefficient of 0.554.

Results showed that all correlations were statistically significant at the 0.01 level, with coefficients ranging from 0.554 to 0.970.

As for the reliability of the questionnaire, it was calculated by means of both the split-half method and Cronbach's Alpha formula, using SPSS software, on a pilot sample of 30 respondents. The results are presented in the following table:

Table (01): Reliability Value of the Questionnaire

Study variables	Split-half method		N	Cronbach's alpha formula
	Correlation coefficient before correction	Adjustment using the spearman–brown formula		
Digital transformation	0.878	0.935	30	0.872
Organisational transformation	0.942	0.970		0.927
Organisational values	0.964	0.982		0.962
Overall reliability of the questionnaire	0.971	0.985		0.972

Source: SPSS outputs after reorganisation

From the table, it is clear that the questionnaire tool demonstrates that reliability coefficient values are greater than 0.70 using both the split-half technique and Cronbach's Alpha. Since its value using split-half method after correction via the Spearman–Brown formula, was 0.98, while its value using Cronbach's alpha formula amounted to 0.972, these are high values; thus, the empirical findings derived from the tool can be regarded as highly reliable.

3.3 Hypotheses Testing and Results Interpretation

Hypotheses testing is regarded as one of the statistical methods that assist the researcher in making an objective decision concerning his research hypotheses and in verifying their results. In this study, a set of statistical methods appropriate to the nature of the data and the empirical inputs were employed using SPSS software, in order to examine the validity of the research hypotheses. The results obtained are summarised in the attached tables.

First section: Testing the study's main hypothesis

The hypothesis stated that “Digital transformation in higher education institutions leads to reshaping the organisational culture of the university professor.” To test this hypothesis, it was divided into two sub-hypotheses.

second section: Testing the first sub-hypothesis

The hypothesis stated that “There is a statistically significant influence of digital transformation on the organisational behaviour of the university professor under study.” Since the study data do not follow a normal distribution, Spearman's test was adopted to identify the nature of the relationship, and Somers' D was used to measure the effect size. The results are shown in the following table.

Table 02: The correlation coefficient between digital transformation and organisational values

Coefficient	Coefficient value	Significance level
Spearman's	0.876**	000.
The coefficient of determination (R^2)	0.767	000.
Somers' D	0.694	000.

Source: SPSS outputs after reorganisation.

It is clear from the table above that the value of Spearman's coefficient (r : 0.87, $\text{sig} < 0.01$) indicates a strong correlation between digital transformation and the organisational behaviour of the university professor. This effect, according to the value of the coefficient of determination (R^2 : 0.76), explains about 76% of the variance in organisational behaviour, while 24% is due to other unstudied factors. As for the degree of influence, it is strongly positive, since the value of Somers' D coefficient for digital transformation and the organisational behaviour of the university professor reached 0.69 at the significance level of 0.000. Moreover, the significance level is 0.000, which is less than 0.05. Thus, the first subsidiary hypothesis, stating that there is a statistically significant influence between digital

transformation and the organisational behaviour of the university professor, is supported.

Third section Testing the second sub-hypothesis:

The hypothesis stated that “There is a statistically significant influence of digital transformation on the reinforcement of the positive values of the university professor.” In order to determine the nature of the relationship between the two variables, Spearman’s coefficient was used, given that the data are not normally distributed, in addition to Somers’ D coefficient to measure the degree of effect. The results are presented in the following table:

Table (03): Correlation coefficient between the variable of digital transformation and organisational values

Coefficient	Coefficient value	Significance level
Spearman’s	0.854**	000.
The coefficient of determination (R^2)	0.729	000.
Somers’ D	0.666	000.

Source: SPSS outputs after reorganisation.

The outputs of the above table reveal the existence of a direct positive correlation between digital transformation and the reinforcement of positive organisational values of the university professor. The value of Spearman’s coefficient was estimated at 0.85, with Sig.: 0.01, indicating that the greater the extent of digital transformation in universities, the stronger the reinforcement of positive organisational values among university professors. This reinforcement, according to the coefficient of determination ($R^2 = 0.72$) explains approximately 72% of the positive values of the university professor, whereas the remaining 24% are attributable to other, unexamined factors. Moreover, the outputs show that the value of Somers’ D was estimated at 0.666, which reveals the strong positive influence of digital transformation on positive organisational values within the university.

Accordingly, the results reveal the presence of a strong positive influence between digital transformation and the positive organisational values of the university professor. This validates the hypothesis asserting that: There is a statistically significant influence between digital transformation and the reinforcement of the positive values of the university professor, at a significance level of 0.05.

General conclusion:

Overall, it may be stated that the organisational culture of the university professor is positively influenced by digital transformation through its influence on his organisational behaviour, by enhancing his commitment and sense of belonging, as well as through his reliance on electronic communication within the university system. Moreover, digital transformation also positively affects the university professor's values, as digitalisation and digital tools contribute to shaping certain positive values and reinforcing practices of interaction, collaboration, transparency, accountability, and other values that contribute to developing an effective working environment which supports the university professor's professional and pedagogical performance. The findings have confirmed the existence of a relationship between digital transformation in universities and the organisational culture of the university professor, and the study also concludes that:

The university relies on digital tools such as Moodle, Progress, and SNDL for both communication and the educational process. Professors depend on electronic interaction through these digital technologies (such as electronic platforms, e-learning, institutional email, etc.), which reduces the need for direct (face-to-face) communication within the university.

- Digital transformation has led professors to carry out their tasks in a timely and appropriate manner, thereby enhancing their sense of responsibility. This is due to the facilities provided by digital platforms, which enable the monitoring of assigned tasks and support the organisation of teaching resources, making them readily available to students.
- Digital transformation also fosters transparency by reinforcing individual accountability in the accomplishment of tasks, while simultaneously facilitating access to knowledge and information. Universities further employ digital media to announce training activities and research opportunities in a fair and equitable manner.

4. CONCLUSION

Digital transformation is one of the prominent topics in the current era due to its influence on various fields of work. Higher education is among those fields which have recently witnessed a shift towards distance learning and digitalisation, given its significance in education, research, and administrative contexts. Beyond serving as tools to reduce paperwork, accelerate routine processes, or enhance communication among administration, professors, and students, digital transformation constitutes a strategy aimed at improving the educational process, through digital pedagogy, which is based on electronic resources and media, enhancing distance learning. It is also a mechanism that serves for advancing scientific research. Databases, research

tools, and digital analytics have facilitated and accelerated research processes compared to the past. However, despite the advantages that digital transformation has achieved within universities, it has also introduced a set of challenges that warrant consideration. These include the occasional weakness of technological infrastructure, which can lead to system slowdowns or outages; insufficient training and preparation of some staff and professors in using digital tools; recurring technical malfunctions that affect workflow; and the excessive reliance on electronic systems, which can result in a complete halt in the event of any failure. Moreover, there has been an increase in student absenteeism and disengagement, particularly when lectures are available on platforms, in addition to the rise in cheating during remote exams. Nevertheless, when compared to the benefits realised through digitalisation, these drawbacks can generally be regarded as accompanying challenges of the transformation process.

Undoubtedly, the influence of digital transformation extends beyond systems and processes in universities to encompass human resources, which serve as the driving force behind all administrative, research, and educational activities. This requires adopting some behaviours, practices, and values consistent with the new context. Hence, the realisation of digital transformation strategies and the attainment of their objectives cannot be conceived without highlighting the crucial role of developing an organisational culture that is adaptive and able to internalise the digital transformation system in its entirety, in order to achieve integration between the technical and social dimensions of the institution.

The findings of the study reveal that digital transformation -with its tools, technologies, resources, databases, platforms, and various other media-influences, to some extent, the shaping of the organisational culture of human resources within universities. More specifically, the results show that the organisational culture of the academic staff has been shaped by digital transformation.

Study Recommendations:

Drawing on the findings of the study, it is evident that attention should be directed towards certain aspects of digital transformation in universities, in order to strengthen the continuity of the process and its mechanisms, and to enable the establishment of a comprehensive educational and research system. Digital transformation is not restricted to the technical dimension alone; rather, it extends to influence modes of thinking, behaviours, practices, and even the shared organisational values within the institution, which are referred to as organisational culture. Accordingly, a number of proposals and recommendations may be given, which could contribute to supporting digital transformation processes and embedding the dimensions of organisational culture in light of these transformations.

These include:

- ☐ The provision and development of technological infrastructure by equipping universities and their human resources with the necessary facilities, thereby enhancing performance effectiveness.
- ☐ The necessity of continuous enhancement of digital competence for professors, students, and administrative staff, in order to enable their interaction with digital platforms and tools.
- ☐ The encouragement of digital culture among stakeholders in universities, which strengthens electronic communication and digital interaction between them, thereby fostering an organisational environment based on values of participation, transparency, and digital collaboration through electronic media.
- ☐ The establishment of a monitoring unit composed of an engineer and specialists to support administrative staff, professors, and students, with the aim of reducing the gap between digitalisation and both organisational and pedagogical processes.
- ☐ The valorisation of scientific research on the role of human resources in supporting digital transformation strategies, and the challenges faced in these processes.

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