

The Academic Communication of University Professors in Algeria: From the Traditional Model to Contemporary Communicative Patterns – A Study on a Sample of the Teaching Staff at the University of Laghouat

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Received: 14/04/2026

Accepted: 04/05/2026

Abstract:

This study aims to examine the transformation of academic communication patterns among university professors in Algeria, shifting from the traditional model toward contemporary, digitally interactive modes of communication. It further explores the extent to which faculty members are proficient in utilizing these digital tools and platforms, as well as the challenges they encounter in adapting to this modern framework within the educational process. The study employed a descriptive-analytical approach, deemed appropriate for the research objectives, and adopted purposive sampling. Data were collected through a questionnaire. The findings reveal that traditional communication remains a fundamental reference framework within the university context and cannot be entirely dispensed with. However, it is insufficient on its own; it must be integrated with modern educational technologies and platforms to keep pace with, and adapt to, the various scientific and intellectual developments currently shaping the higher education system.

Keywords: Academic Communication - University Professor –Adaptation-Traditional Communication Model - Digital Interaction.

1. Introduction

The Algerian state is among the most significant countries that prioritize the education system at all its stages and levels, up to and including higher and university education. This objective is pursued by promoting and developing scientific research within long-term and short-term mechanisms and strategies. This phenomenon is attributable to its substantial manifestations and repercussions on diverse sectors, as it significantly contributes to activating the engine of society to reach its peak performance. The university professor is considered the cornerstone of this system. Due to developments and digitalization, however, he now faces challenges and opportunities that require him to refresh his skills and adapt them to the requirements and contemporary communication patterns that are based primarily

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on interaction and e-learning. This objective is realized through the design of contemporary, distinctive, and innovative educational content that aligns with the requirements and needs of the university educational system and enhances communication and interaction within the university system.

1.1 Study Problem

University administrations are committed to cultivating and refining the competencies of newly appointed professors, with a particular emphasis on enhancing their pedagogical effectiveness and ensuring alignment with the requisite educational and academic standards. Consequently, the Ministry of Higher Education has mandated preliminary training for professors prior to their formal appointment. The objective of this training is twofold: first, to acquaint participants with their designated tasks, rights, and responsibilities; and second, to furnish them with the requisite skills for effective teaching. The training and professional development process has become structured and transparent, following specific programs set by the Ministry of Higher Education. Higher education institutions are committed to implementing and realizing these programs. Additionally, communication practices have evolved from a rudimentary, traditional model to a more contemporary one. The Algerian university system is widely regarded as one of the most prestigious in the region, offering a robust curriculum that emphasizes training in various fields, particularly in the domains of information and communication technology and pedagogical practice. This contributes directly and indirectly to enhancing professors' skills and increasing their professional and academic effectiveness across all levels and perspectives. This paradigm shift in communication signifies a transition from a conventional, simplistic model to a contemporary approach that utilizes digital tools to enhance the performance of Algerian universities. This prompts the following overarching inquiry:

How Have Patterns of Academic Communication Among University Professors in Algeria Shifted from the Traditional Model to Contemporary Modes of Interaction?

1.2 Study Questions

- What are the defining characteristics of the traditional academic communication model employed by university professors in Algeria?
- What contemporary modes of communication have professors begun to adopt within the university environment?
- What challenges do university professors face in adopting modern communicative practices within the context of digital interaction?

1.3 Study Hypotheses

– **General Hypothesis:**

- The transformations imposed by digital infrastructures and the globalization of knowledge have contributed to the transition of university professors from the traditional communicative model to contemporary modes of communication characterized by flexibility, interactivity, and openness to diverse educational settings and global professional contexts.

– **Specific Hypotheses:**

- The traditional communication model adopted by university professors is marked by formality, simplicity, and temporal and spatial limitations in interaction.
- University professors rely on a variety of modern communicative tools within their academic environment, including educational platforms and contemporary applications, which have expanded and diversified channels of communication.
- Professors encounter several challenges in adopting contemporary communicative modes, such as limited digital training, weak infrastructural support, and resistance to change among some faculty members, which hinders full adaptation to new communication frameworks.

1.4 Study Significance

From a university perspective, academic communication for university professors is regarded as one of the most significant and fundamental subjects. This is due to its role as the primary catalyst in facilitating and programming their performance and assigned tasks, particularly following their interaction and integration with technology and the Algerian university's transition towards electronic educational platforms to enhance the dynamism of their performance and the quality of educational outcomes. Moreover, the relative novelty of this topic in Algerian universities, as well as the attention it has received from the supervisory and directly responsible authorities (the Ministry of Higher Education), have prompted us to focus on this topic and attempt to identify its various dimensions and patterns.

1.5 Study Objectives

This study yielded several key insights, including a comprehensive understanding of the nature of academic communication and the evolution of this form of communication from simple, traditional methods to modern, digitally based approaches. This transition entails a shift from conventional modes of communication and performance to those facilitated by

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contemporary media and platforms, which are distinguished by their rapid and dynamic nature. This shift has led to a transformation in the manner in which professors interact with the university environment in general and the academic environment in particular. This study aims to demonstrate that the digital transformation process in Algerian universities has become a necessity and an imperative that must be implemented and mastered due to the requirements of the modern educational system. This phenomenon has had a profound impact on the communication model employed by university professors within the university system and structure.

2. Theoretical Approach: Symbolic Interactionism

As a sociological approach to our research subject, symbolic interactionism is considered one of the fundamental frameworks upon which social theory relies in analyzing social systems. It begins at the micro-level units, from which it proceeds to an understanding of macro-level structures. Symbolic interactionism plays a key role in explaining processes of communication and interaction, such as symbols, language, the psyche, the ego, the self, and the mind. George Herbert Mead is regarded as the founder of this theory, which highlights human interaction and demonstrates how processes of communication and exchange unfold within the social system. This perspective provides a useful lens for studying and analyzing academic communication among university professors. Through it, we can demonstrate how communicative patterns are transferred, how digital tools are employed in interaction within the academic field, and how professors conceptualize these modern media as innovative mechanisms for communication. Moreover, it sheds light on their engagement with educational and professional platforms, thereby keeping pace with development, modernization, and the globalization of knowledge.

2.1 Uses and Gratifications Theory

The uses and gratifications approach is a functionalist framework that examines the relationship between traditional communication and the dynamics of contemporary communicative patterns. It posits that university professors' use of communication and interaction within their social, cognitive, and educational contexts stems from their need to achieve flexibility and effectiveness in performing their roles and engaging with the university environment. Their adoption of modern communicative modes arises from a pursuit of satisfaction and the attainment of desired performance levels consistent with the requirements of their surroundings—including students, administrators, and institutional relations. Thus, their recourse to communication and interaction through contemporary digital media is shaped by their needs and by the performance standards they aim to meet. It also reflects their effort to situate themselves within the prevailing cultural, cognitive, and educational environment of the academic community. Consequently, the use of a particular

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communicative mode or an appropriate modern medium is guided by the needs and demands identified by the university professor. Attaining cognitive and scientific gratification increasingly necessitates contemporary conditions and modern communicative patterns that align with and sustain engagement in the global academic sphere.

3. Literature Review

- A doctoral dissertation entitled “The Impact of Digital Transformation on the Performance of Higher Education Institutions: A Case Study of the University of M’sila” by researcher Thameri Salah Eddine (Salah, 2023). The study aimed to examine the effect of digital transformation on the academic performance of higher education institutions. The researcher employed the descriptive-analytical method, which aligns with the nature of the research topic. The study population consisted of all faculty members at the University of M’sila (N = 1,400). A simple random sample was drawn, and the data collection tools consisted of interviews and questionnaires, with 306 valid responses retrieved for analysis. The results indicated a statistically significant impact of digital transformation on the academic performance of the University of M’sila.

Points of similarity: The use of the same methodology, and the study’s relevance to the present research, particularly in addressing the communicative and academic shifts brought about by digital transformation within Algerian universities. This work provided useful insights for the empirical component of the present research and served as a basis for sociological analysis.

Points of difference: The two studies differ in the population and sampling method. Moreover, while that study focused solely on digital transformation, the present research examines the transition from the traditional model of academic communication to the contemporary model of digital interaction.

- A study entitled “Satisfaction with the Quality of University Life in Light of Academic Communication at King Abdulaziz University” by researchers Iman Abdulmuttalib Yaghi and Safaa Mu’aili Al-Muhammadi (Yaghi & Al-Mahmadi, 2022). The objective was to investigate students’ satisfaction with the quality of university life in relation to academic communication at King Abdulaziz University and to identify the relationship between the two variables. The researchers employed the descriptive-analytical method. The study population consisted of students from the Faculties of Science, Business, and Information Technology and Computer Science (N = 10,198). The actual sample included 2,514 students selected randomly.

The findings revealed a positive predictive relationship between academic communication and quality of life, highlighting the degree of influence academic communication exerts on academic life quality.

Points of similarity: This study focused on academic communication—the variable under investigation in the present research—and employed the same methodology. It also contributed to the theoretical framework by serving as a reference for the concept of academic communication.

Points of difference: The current research integrates academic communication from the perspective of modern communication models, specifically within the context of digital transformation, a dimension absent in this study. Differences also exist in sampling and in the results obtained.

4. Conceptual Framework of the Study

- Academic Communication: Academic communication constitutes a key channel facilitating interaction between students and faculty with the inputs of the learning process, thereby improving its outputs. This centrality explains its role as an essential element in strengthening pedagogical relationships within the educational process. Lama et al. noted that the relationship between professor and student is grounded in open and honest communication (Mohamed & Bouras, 2020, p. 258). Accordingly, academic communication can be defined as a mechanism embedded within the academic environment, involving professors, students, and administration, contributing to the production of effective and positive outcomes that enhance the quality of scientific research.
- University Professor: The university professor is the individual responsible for providing students with knowledge and tasks, or the person entrusted with preparing students and raising their level of achievement in the various disciplines required by their field of specialization (Dhib & Deif, 2020, p. 72).
- Traditional Academic Communication: Traditional academic communication is based on conventional education, defined as a system heavily reliant on traditional teaching methods. It emphasizes the direct transfer of knowledge from teacher to student, typically delivered through lectures supported by textbooks and traditional teaching tools such as blackboards. In this system, the teacher serves as the primary source of knowledge, while the student plays the role of passive recipient (Meni & Habib, 2025, p. 566).
- Contemporary Patterns of Communication (in Higher Education): Contemporary communication patterns emerge from the fusion of communication and digitalization,

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driven by the technological determinism that increasingly permeates all systems and
domains, including education. In this context, academic communication has evolved
into a digital dimension within the educational process.

E-Learning: The Digital Transformation in Higher Education

The digital transformation in the higher education sector refers to the transition from a traditional model of education to one that relies on contemporary technologies across all dimensions of higher learning. To achieve this transition, several prerequisites must be fulfilled, including the formulation of an appropriate strategy, the promotion of a supportive culture, the development of suitable training programs, adequate funding, among others (El-Amin & Eddine, 2025, p. 187).

5. Study Methodology

- Research Method: This study employed the descriptive-analytical method, which allows for the description and analysis of academic communication among professors in Algerian universities, and the ways in which it has evolved from a traditional model toward contemporary communicative patterns that align with the requirements of higher education and global universities, many of which now operate within a digital and virtual society.
- Research Population and Sample: The research population consists of the teaching staff at Laghouat University. A purposive sample was selected in accordance with the nature of the research population. The study involved 40 professors at Amar Telidji University, Laghouat.
- Data Collection Tool: A questionnaire was employed as the primary tool for data collection. Forty questionnaires were distributed, of which thirty-two were returned and deemed usable for analysis.
- Statistical Data Processing Methods: The data were processed using frequency tables for binary responses (Yes/No) as well as composite tables that enabled both quantitative and qualitative analysis. These methods facilitated the organization and systematic presentation of raw data, thereby allowing for the derivation of scientifically grounded results.
- Spatial and Temporal Scope: The spatial scope of the study was defined as Amar Telidji University, Laghouat. The temporal scope extended from May 22, 2025, to June 3, 2025.

5.1 Field Study

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The study relied on the descriptive-analytical method, which was deemed suitable for the research topic, as well as on purposive sampling consistent with the study's objectives. Accordingly, a questionnaire was designed and administered to professors of the Faculty of Humanities and Social Sciences, from which thirty-two valid responses were obtained out of forty distributed.

5.2 Demographic Characteristics of the Study Sample

Table 01: Demographic Characteristics of the Study Sample

Variable	Category	Frequency	Percentage (%)
Gender	Male	12	37.5
	Female	20	62.5
	Total	32	100
Seniority	Less than 5 years	18	56.25
	From 5 to 10 years	10	31.25
	More than 10 years	4	12.5
	Total	32	100
Academic Rank	Assistant Professor	4	12.5
	Associate Professor	23	71.87
	Full Professor	5	15.63
	Total	32	100

Source: Compiled by the researcher from the results of the questionnaire.

From the data presented in the table, it appears that 62.5% of the study sample were female, while 37.5% were male. Moreover, the majority of participants reported having less than five years of professional experience, representing 56.25% of the sample. In comparison, 31.25% had between five and ten years of experience, and only 12.5% reported more than ten years of professional experience. This distribution is largely attributable to the recruitment platform adopted by the Ministry of Higher Education, which prioritizes the employment of holders of advanced degrees as part of an effort to invest in human capital. As a result, Algerian universities today benefit from a cadre of young and highly qualified scholars who are actively working to establish themselves, refine their skills, and enhance the effectiveness of their academic performance.

With respect to academic rank, the majority of respondents held the position of Lecturer (71.87%), followed by Full Professor (15.63%), and finally Assistant Professor (12.5%). This distribution indicates that most faculty members at Laghouat University hold doctoral

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5.3 Analysis of Participants' Responses by Questionnaire Sections

The questionnaire comprised three main dimensions:

- The first dimension included four questions on the importance and characteristics of the traditional model of academic communication used by university professors, in addition to a semi-open question concerning its key features and attributes.
- The second dimension focused on modern communicative patterns increasingly adopted by professors within the university environment. This section contained eleven questions, along with a semi-open question regarding the modern communication tools they employ.
- The third dimension addressed the challenges faced by university professors in adopting contemporary communicative approaches, with six questions, supplemented by a semi-open question inviting participants to propose measures they consider appropriate for facilitating the adoption of these new models of interaction—particularly digital interaction.

Table 2: Characteristics and Features of the Traditional Model of Academic Communication among University Professors

Category	Frequency	Percentage (%)
Use of written language and direct communication	29	31.52
Formality of relationships within the university campus	23	25
Scientific meetings and academic guidance restricted to the university	19	20.65
Feedback is limited and weak	21	22.83
Total	92	100

Source: Compiled by the researcher from the results of the questionnaire.

From the table above, it appears that the majority of respondents in the study indicated that the traditional model of communication is characterized primarily by the use of paper-based language and face-to-face interaction, representing 31.52%. This is followed by 25% who noted its formality in relationships, 22.83% who highlighted its limited feedback mechanisms, and finally, 20.65% who emphasized that scientific and academic meetings occur exclusively within the university campus.

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From this perspective, it can be stated that the traditional model is marked by simplicity in its tools, means, and modes of interaction—particularly with regard to feedback, which remains basic, temporally and spatially constrained, and limited to the professor–student relationship within the educational process. This limitation renders the model weak and insufficient as the sole framework for meeting the demands and requirements of teaching in an era of modernization and digital globalization. Consequently, this pattern, in light of ongoing developments within both the university environment and the global academic context, has become inadequate on its own and must necessarily be integrated with the requirements of contemporary education.

Table 03: Characteristics and Significance of the Traditional Academic Communication Model Adopted by University Professors

Item No.	Statement	Yes (f)	Yes (%)	No (f)	No (%)
1	You believe that traditional academic communication is essential in your interaction with students.	30	93.75	2	6.25
2	Traditional academic communication is confined exclusively to the university environment.	31	96.87	1	3.13
3	Your communication with colleagues takes place only through pedagogical meetings and official councils.	27	84.38	5	15.62
4	Pedagogical coordination occurs only through written procedures and direct communication.	31	96.87	1	3.13

Source: Compiled by the researcher from the results of the questionnaire.

Based on participants' responses, 93.75% consider traditional communication to be essential and important in their interaction with students. Furthermore, 96.87% believe this model of communication is confined exclusively to the university campus, while 84.38% maintain that communication with colleagues occurs only within formal contexts. Finally, 96.87% note that pedagogical coordination within this model relies on paper-based procedures and direct communication.

Thus, the traditional model can be regarded as the reference framework upon which the educational process generally rests. It remains indispensable and fundamental; however, its rigidity and limitations render it insufficient. Accordingly, it must be complemented by the contemporary communication model, which is rooted in digitalization and modernity. This is especially vital given the increasing openness to Arab and Western universities worldwide, as well as the growing competition in the higher education sector. Digital technologies have enabled simulation and exposure to diverse global educational models,

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facilitating the adoption of successful pedagogical approaches and inspiring universities to
follow best practices. This is precisely the path currently pursued by Algerian universities.

Table 04: Modern Communicative Tools Used by Professors in the University Environment

Platform	Frequency	Percentage (%)
Educational platforms (e.g., Moodle Classroom, etc.)	30	30.92
University email	32	32.98
Instant meeting programs (e.g., Google Meet, etc.)	15	15.49
Social media platforms (e.g., Facebook)	12	12.37
Instant messaging applications (e.g., WhatsApp, Telegram)	8	8.24
Total	97	100

Source: Compiled by the researcher from the results of the questionnaire.

From the table above, it is evident that the majority of professors indicated that the university email system is the most widely used modern communication tool, accounting for 32.98%. This is followed by educational platforms, such as Moodle, with 30.92%. Instant meeting applications rank next with 15.49%, while social media platforms account for 12.37% and instant messaging applications represent 8.24%.

These findings suggest that universities actively promote and encourage the use of modern communication tools in both teaching and engagement within the academic environment. Such tools have become inevitable and essential in the context of the scientific and cognitive transformations shaping higher education. They have enabled the elimination of temporal and spatial boundaries in the educational process, allowing professors to remain connected with students at all times. Moreover, digital strategies have proven to be powerful and effective instruments, particularly in exceptional circumstances such as pandemics (e.g., COVID-19), wars, or other crises, ensuring the continuity and dynamism of the educational process.

In addition, the rapid pace of technological development and the integration of artificial intelligence into research and knowledge production have introduced new dimensions and dynamics into this system, reinforcing the necessity of adopting modern communicative practices within the academic sphere.

Table 05: Modern Communicative Patterns Adopted by Professors in the University Environment

Item No.	Statement	Yes	Yes	No	No
		F	%	F	%
1	University curricula are aligned with new communication patterns based on digital interaction.	29	90.63	3	9.37
2	The use of modern educational platforms contributes to providing more interactive and dynamic learning content.	30	93.75	2	6.25
3	The use of different media, platforms, and programmed educational applications at your university is improving.	28	87.5	4	12.5
4	You have received academic and professional training on the various educational platforms available at your university.	27	84.37	5	15.63
5	You have an account on Moodle or other educational platforms.	32	100	0	0
6	You use interactive applications with your students during distance teaching, such as Google Meet.	26	81.25	6	18.75
7	You receive administrative notifications and directives via electronic platforms.	25	78.13	7	21.87
8	Class schedules and pedagogical tasks are published through the university's official digital platforms.	29	90.63	3	9.37
9	Administrative documents are sent and requested via digital platforms specific to the university (e.g., Progress, etc.).	23	71.87	9	28.13
10	Publishing instructions, lessons, and grades for students through educational and professional platforms enhances academic transparency.	27	84.37	5	15.62
11	Students' interaction with digital posts and content is better compared to traditional methods.	22	68.75	10	31.25

Source: Compiled by the researcher from the questionnaire results.

The statistical data presented in the table above indicate that 90.63% of faculty members affirmed that contemporary modes of communication—centered on digital interaction—are aligned with modern pedagogical approaches. These approaches, in turn, require university professors to adapt to the demands of the academic environment, which increasingly relies on digital education and platforms.

Furthermore, 93.75% of respondents reported that the use of modern educational platforms in delivering course content has rendered teaching more interactive and dynamic. This is largely due to the features offered by such platforms to both students and instructors.

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Among these features are the ability to upload videos, images, PDF files, and other electronic formats and links, all of which enrich the educational content and enhance its dynamism. Additionally, they allow students to access materials at any time, thereby improving flexibility and continuity in the learning process.

The findings also show that 87.5% of the sample stated that they are proficient in using a variety of digital media, platforms, and educational applications. This demonstrates the University of Laghouat's commitment to enhancing the digital skills and competencies of its faculty members. In support of this, 84.37% of respondents confirmed having received academic and professional training on the different educational platforms available at the university. This is consistent with the fact, noted earlier, that most respondents are newly recruited faculty members. Consequently, they underwent training during their probationary period—either in person or remotely—organized by Mentouri University in Constantine. These training programs, delivered by highly qualified professors, include workshops covering the various stages of e-learning. Participants are subject to assessment, with pass/fail outcomes, which fosters greater discipline and rigor among faculty members.

Finally, 100% of the respondents indicated that they have an account on Moodle or another educational platform. This outcome reflects the university's compliance with ministerial directives that call for the digitization of the higher education sector. Faculty members play a central role in this process, which is essential to meeting the evolving demands of the academic environment in particular, and the wider social context in general—both of which are increasingly reliant on digital interaction. Moreover, distance education has become not an option but a necessity, particularly in light of unforeseen circumstances such as pandemics, wars, or other crises.

With regard to the use of interactive applications with students during distance teaching (such as Google Meet, etc.), 81.25% of respondents confirmed that they employ such tools. This is because these applications enable interaction and provide feedback to students, whereas electronic instructional content alone is often insufficient, as it lacks a feedback mechanism. Consequently, faculty members complement online content with these modern interactive applications, which allow for indirect interaction with students and help assess the effectiveness of the teaching process.

Furthermore, 78.13% of the respondents indicated that they receive administrative notifications and directives through electronic platforms, particularly via institutional email. University professors today have come to rely on this form of communication, especially with the administration, as it facilitates a more comfortable mode of interaction and reduces the need for physical presence, which can be burdensome, particularly outside official working hours.

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 In addition, 90.63% affirmed that timetables and pedagogical assignments are published through the university's official digital platforms. This indicates that university administration is moving toward a "paperless" approach, in compliance with ministerial instructions that strongly emphasize such practices. This method is also more flexible, granting both students and faculty members access to information and services without the necessity of physical attendance.

Regarding the submission and request of administrative documents through the university's digital platforms (e.g., Progress), 71.87% of respondents confirmed that these systems are actively used. Each professor is now required to maintain a personal account on the Progress platform for human resources, allowing them to log in at any time to request necessary administrative documents (such as work certificates, medical leave forms, etc.). This represents one of the significant advantages of digitalization.

As for the publication of instructions, lessons, and grades by professors through educational and professional platforms, 84.37% indicated that such practices enhance academic transparency. These platforms eliminate ambiguity and confusion that previously hindered the educational process, ensuring that all students have equal access to this information. In particular, the digital grading system has significantly reduced pressures on both professors and administrators, as students are able to access their results instantly once posted by the professor via their electronic accounts, in a transparent and dynamic manner.

Finally, the study sample confirmed that students' interaction with digital publications and content is superior compared to traditional methods, with 68.75% agreeing. This is largely due to students' familiarity with the digital environment: they frequently use electronic media, especially smartphones, at all times, and are highly engaged with internet services such as Facebook and other applications. This constant connectivity ensures that they remain updated with various announcements and instructions issued within the university context.

Table 06: In-Person Instruction Alone Is Insufficient and Requires Support Through Modern Digital Platforms

Statement	Associate Professor		Assistant Professor		Full Professor		Total	
	f	%	f	%	f	%	f	%
Yes	3	75	22	95.65	3	60	28	87.5
No	1	25	1	4.35	2	40	4	12.5
Total	4	100	23	100	5	100	32	100

Source: Compiled by the researcher from questionnaire results.

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From the data presented in the table, it is evident that 87.5% of respondents affirmed that face-to-face instruction alone is insufficient and requires reinforcement through modern teaching methods offered by digital platforms. This view was confirmed by 95.65% of lecturers, compared to 75% of assistant professors, and 60% of full professors. These results underscore that the needs and requirements of contemporary education cannot be met solely through traditional, in-person teaching methods. This is largely due to the broader transformations occurring within the sector—similar to other fields—marked by modernization, evolving technologies, and innovative tools.

The current educational system thus demands, with increasing urgency, digitalization and modern learning platforms to align with evolving needs and adequately respond to the expectations of both students and the labor market. The flexibility and incentives offered by contemporary models of communication within the teaching–learning process, particularly in engaging with the academic environment, have rendered such approaches indispensable and unavoidable.

Table 07: Challenges Facing University Professors in Adopting Contemporary Communicative Patterns within the Context of Digital Interaction

Item No.	Statement	Yes	Yes	No	No
		F	P(%)	F	P(%)
1	The teaching process is negatively affected by recurring technical problems.	30	93.75	2	6.25
2	Some faculty members resist adopting modern teaching methods within the digital context.	29	90.63	3	9.37
3	It is difficult to evaluate students remotely due to a lack of credibility and transparency.	25	78.13	7	21.87
4	There is a lack of sufficient training in the field of digital communication technologies.	30	93.75	2	6.25
5	Your administration interacts smoothly and effectively with you through professional platforms (e.g., Progress).	29	90.63	3	9.37
6	Your university possesses the infrastructure, including human resources and material capabilities, to enhance contemporary digital communication practices.	24	75	8	25

Source: Compiled by the researcher from the results of the questionnaire

The findings of the study indicate that the majority of respondents (93.75%) reported that the educational process is negatively affected by recurrent technical problems. These difficulties are attributed to various causes, including technical malfunctions and weak internet connectivity. Since contemporary educational processes increasingly rely on modern platforms such as Moodle, disruptions frequently occur, and in some cases, both professors and students face difficulties in accessing these platforms. Resolving such issues often requires considerable time, thereby hindering the smooth progression of the teaching–learning process.

Furthermore, 90.63% of the sample indicated that some professors resist the adoption of digital educational models. This resistance is most common among faculty members accustomed to the traditional model of communication, characterized by paper-based language and direct interaction with students and the academic environment. Such individuals often express dissatisfaction, highlight the drawbacks of digital education, and criticize its limitations in an attempt to minimize its spread. In this regard, it may be argued that the process of change must be gradual, unfolding in stages to prepare the intellectual and cultural groundwork necessary for adapting to this new communicative model.

In addition, 78.13% of respondents emphasized the difficulty of evaluating students remotely due to a lack of credibility and transparency. Since these platforms facilitate indirect interaction between professors and students, professors typically assign exercises or examinations that students complete independently. However, ensuring the authenticity of students' work is challenging, as they may seek assistance from peers or others, thereby undermining the credibility of the evaluation process.

Moreover, 93.75% of respondents asserted that training in digital educational communication technologies remains insufficient when compared to the demands and advanced features of these tools. Although training sessions—both in-person and online—are provided for newly recruited faculty, as well as periodic workshops organized by universities, most professors view these initiatives as inadequate. They emphasized the need to strengthen and expand training programs to enable optimal utilization of digital tools in the educational process.

On a positive note, 90.63% of respondents acknowledged that university administrations engage effectively and efficiently with professional digital platforms such as Progress. This is attributed to the discipline and competence of administrative staff, whose role is critical in maintaining the dynamism and continuity of the academic environment.

Finally, 75% of respondents confirmed that their universities possess the necessary infrastructure, including human resources and material capacities, to support the adoption of contemporary digital communication models. This transformation is no longer optional but rather an inevitable requirement. Universities are compelled to adopt and reinforce these

The Academic Communication of University Professors in Algeria ————— F.Lagaguen models, especially given the strict recommendations and directives issued by the Ministry of Higher Education concerning digital transformation and electronic interaction. These measures aim to ensure alignment with and responsiveness to global developments in the scientific and academic fields.

Table 08: Proposals Considered Appropriate to Facilitate University Professors' Adoption of Contemporary Communication Patterns

Providing Training Courses for All Professors Without Discrimination		Encouraging the Exchange of Digital Expertise Among Professors Through Workshops or Groups		Improving Internet Speed in Departments and Professors' Offices		Maintaining Platforms by the Administration to Ensure Immediate and Continuous Access		Total	
F	%	F	%	F	%	F	%	F	%
29	30.85	21	22.34	19	20.22	25	26.59	94	100

Source: Compiled by the researcher from the results of the questionnaire.

The statistical results indicate that 30.85% of respondents considered the organization of training courses for all professors, without distinction, to be the most effective means of facilitating the adoption of contemporary, digitized communication practices. They emphasized that such training should not be limited to newly recruited faculty members, as is often the case, but should also include experienced professors. The absence of inclusive training creates disparities in digital interaction skills, which can hinder overall academic performance. Consequently, comprehensive and well-structured training programs for all professors are deemed essential to mastering modern digital communication strategies.

Furthermore, 26.59% of respondents highlighted the importance of ensuring continuous and immediate maintenance of digital platforms by the administration. Negligence or mismanagement in handling these platforms generates dissatisfaction among professors and students alike, discouraging their use and limiting their effectiveness. Timely technical support and responsiveness to the platforms' needs would contribute significantly to their broader adoption, strengthen their role in academic activities, and underscore their importance within the university environment.

Additionally, 22.34% of respondents stressed the value of exchanging digital expertise among professors through workshops and meetings. Such collaborative activities contribute

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to the refinement of digital skills and foster a culture of shared learning that enhances professors' proficiency in contemporary communicative practices.

Finally, 20.22% of participants underscored the crucial role of high-speed internet in classrooms and faculty offices in promoting the adoption of modern communication methods. Internet connectivity serves as the fundamental driver of all digital teaching and learning processes. Ensuring fast and reliable access, therefore, is a critical factor in encouraging the use of various digital applications and sustaining electronic education as a dynamic component of the academic system.

6. CONCLUSION

Integrating the conventional communication model with contemporary communication patterns is a crucial and essential step. This integration primarily utilizes various electronic media, including educational platforms and contemporary programs. In the contemporary global context, marked by rapid advancements in technology and digital transformation, it has become imperative for educational institutions to maintain pace with these developments. While the conventional model, with its characteristics and advantages, is not entirely compatible with the demands of the contemporary era, it cannot be disregarded entirely. While its role in the educational process remains indispensable, it must be aligned with digital education to ensure optimal efficacy. Digital education has contributed to the transformation of educational curricula, scientific research, the dynamics of university professors, and the activation of continuous communication and interaction with students and the university environment.

6.1 Study Findings

- The conventional communication paradigm is predicated on written communication and direct interaction between the professor and the university community (31.52%).
- The study revealed that the majority of respondents (96.87%) affirmed that the traditional academic communication used by university professors depends on interaction within the university environment and through pedagogical channels.
- The majority of professors (32.98%) indicated that email, in addition to educational platforms, is the most common and effective modern communication tool they use within their university environment.
- The majority of respondents (93.75%) confirmed that modern educational platforms, which contribute to providing more interactive and dynamic educational content, are among the modern communication methods adopted by professors within their university environment.
- A survey of 87.5% of professors indicated that in-person teaching alone is insufficient in the current era and must be supported by various modern digital platforms that promote distance learning. Moreover, the prevalence of technical

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issues with educational platforms (93.75%), in conjunction with a paucity of
adequate training in digital communication technologies and a reluctance to adopt
change among some faculty members, constitute the most salient challenges
confronting university professors in the realm of contemporary communication.

- The majority of professors (30.85%) confirmed that training courses and workshops help professors excel and keep pace with modern teaching methods.

6.2 Study Recommendations

1. It is imperative to furnish university professors with the requisite mechanisms and resources to facilitate a qualitative shift from traditional to modern communication methods, aligning with the university's requirements and needs.
2. It is imperative to develop comprehensive plans, programs, and strategies that are designed to enhance the efficiency of university professors. These efforts must be aligned with international standards, particularly within the context of contemporary communication.
3. The digital transformation of university education systems is no longer a matter of choice; it is an imperative, particularly in light of current global circumstances and factors such as the pandemic of the novel corona virus (SARS-CoV-2).

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