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Strategies for Dealing with the Professor's Resistance to Organizational Change for Digital Transformation at the Algerian University: A Reading of the Reality of the Algerian Experience

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Abstract:
This scientific article aims to focus on the most important possible strategies for dealing with the resistance to organizational change among Algerian university professors to digital transformation, and using the descriptive approach that describes the reality of digital transformation in the Algerian university by reviewing the most important studies completed on this subject. Based on participant of the observation, it concludes that there is an implicit resistance to this transformation, such as lack of motivation, delay in response, and lack of commitment to dealing with digital bound issues such as educational platforms, meetings, etc. Accordingly, relying on strategies such as education and communication, participation, integration, facilitation, support, negotiation, agreement, and explicit or implicit coercion, it is possible to ensure the involvement of all the faculty members in supporting e-learning and distance education, so that the article recommends that it would achieve this goal.

Keywords: Organizational change, Digital transformation, Resistance to change
JEL Classification Codes : XNN ; XNN

1. INTRODUCTION

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In the light of the rapid changes witnessed by the contemporary world today, which have produced ideas and innovations in various fields that are almost daily, organizations' interest in the subject of organizational change has become greater than ever before, in the organizational, structural, technological, human, and goal fields, of course, to keep pace with this tremendous and rapid development, and to achieve the constantly changing desires of customers in the field of goods and services.

Anyone who follows the chronology and development of universities, institutes, various schools and university centers will undoubtedly notice that the higher education sector has not been excluded from this tremendous development, as the education system, its tools and means have moved from the in-person education system to education using digital technology, according to what is called digital transformation.

Algeria like other countries, has adopted this approach since 2018, when the Ministry approved the adoption of e-learning and distance education. It has achieved several gains, including the continuity of university education in times of the global health crisis, and the digital empowerment of some faculty members, administrators and students. However, the problem raised in this type of education is that it has not received full support from faculty members For several factors and considerations, this can be observed through the low motivation for this type of education and the lack of attention to all its details and parts. Therefore, this research paper aims to shed light on the most important possible strategies that can be adopted to support, motivate, and mobilize everyone to achieve the goals of digital transformation and e-learning at Algerian universities. Therefore, the importance of the article lies in the fact that it deals with the topic of using digital technology in the educational environment (e-learning and distance education), this type of education whose interest is increasing day after day until some universities have become completely dependent on it, and they are called digital universities.

As for the approach used in this study, we adopted the descriptive approach, which focuses on describing the digital transformation in the university, as well as the reality of this transformation in the Algerian university. In this scientific article, we focused on the following axes:

- Organizational change.
- Advancement transformation at the university.
-Resistance to organizational change at the university.
- Strategies for dealing with the professor's resistance to organizational change and digital transformation at the Algerian University.

2. organizational change

2.1. The concept of organizational change:

First of all, scientists and experts specialized in the field of organizational behavior did not agree on a single concept of organizational change. The difference is due to the angles of their approach to this variable, from the angle of its causes, results,

nature in terms of content and form, its relationships in terms of interconnection and entanglement, reciprocal and causal relationships, direction, influence and being affected, the flexibility that accepts it...And others.

Accordingly, organizational change is the process or processes that an organization is concerned with in order to be able to move and transition from the current situation to a desirable and desirable future situation with the aim of achieving increased effectiveness of the organization (Hibal, 2016, p. 12).

Organizational change, according to this definition, confirms that the primary purpose of moving from the current situation to the future situation of the organization is to increase the effectiveness of the organization.

We find another definition of organizational change as an ordered and organized system of human efforts to clash with, dissolve, remove, and influence existing constraints and determinants in order to achieve several important interests, which takes place with the establishment of new systems and new forms of relationships (Olayan, 2015, p. 31).

According to this definition, organizational change is an organized effort by the organization's human resources to remove, overcome, and influence constraints in order to achieve various significant gains that benefit the human resources, the organization, and society. This ultimately leads to the demarcation of a new reality, a new path of work, and new procedures by which the organization will proceed in the future.

The third definition is organizational change, which is the process of introducing improvements or development to the organization, so that it is different from its current state, and so that it can better achieve its set goals (Hels, 2012, p. 25).

This definition is based on making modifications and improvements in various areas of the organization for the purpose of achieving the goals set by the organization.

There are those who define organizational change as any process that aims to change, modify, cancel, or add a plan to some of the goals and policies of organizations, or the values and trends of individuals and groups in them, or in the resources and capabilities available to them, or in the methods, ways, and means of work, and managers contain it in different forms and ways for the purpose of increasing the effectiveness of the performance of these organizations and achieving high efficiency (Dubach, 2018, p. 101).

This definition shows that organizational change includes anything: change, deletion, addition, modification, alteration whether in: goals, values, norms, organizational culture, trends, methods and ways of working..... The ultimate goal is to increase effective performance and achieve organizational efficiency.

From the above, organizational change can be defined procedurally in light of this research paper as the stage of the university's transition from the in-person education system and what distinguishes this type of education in terms of teaching methods, means used, and the content of educational materials, to the stage of education using

digital technology, e-learning, and distance education and what distinguishes this type of teaching methods, technological means used, and the content of educational materials That is, the digital transformation stage at the university.

2.2. Characteristics of organizational change:

To ensure that the organization achieves its goals and objectives through the implementation of the organizational change process, it must consider a set of basic characteristics and the need to be familiar with them and encompass all their aspects. We focus on the most important characteristics as follows:

2.2.1. Targeting: Organizational change is a thoughtful and intelligent interaction movement that does not occur arbitrarily, but rather takes place within the framework of a coordinated organized movement directed towards achieving a desired goal and procedurally specific goals (Al-Maghribi, 2020, p. 21).

2.2.2. Realism: Change management is closely linked to the practical reality of the organization, as it takes place within the framework of its available capabilities, diverse resources, and the conditions in which it took place, and it can be implemented easily and conveniently (Ben Harzallah, 2021, p. 16).

2.2.3. Compatibility: In order to implement organizational change, a degree of proportionality and compatibility is required between the change process on the one hand and the desires, needs, and aspirations of the various forces involved in the change process. These forces are basically defined in the following categories:

- Forces that strongly desire and aspire to change, representing the leaders of change or the team initiating change.
-Forces charged with implementing the change process and their ability to implement it according to each stage.
- Forces that bear the burdens of change, the cost resulting from change, and the extent of endurance.
- Opposition forces resist change and adopt all tools to abort it and prevent it from achieving its goals (Al-Maghribi, 2020, p. 21).

2.2.4. Effectiveness: means the extent of the organization's ability to move and influence others, the ability to direct and guide the forces of action in the organization and the target units, and its ability to comprehensively encompass the conflicting forces, and then translate all of this into monitoring the forces of change and dealing with them to achieve the goals of change (Ben Harzallah, 2021, p. 16).

2.2.5. Participation: The conscious participation of all concerned parties affected by change, as they interact with change leaders, inform them of the variables, obstacles and controls surrounding the change process, understand their requirements, and then implement instructions and directives, which ensures the speed and quality of work and also ensures accompanying the change process without its regression (Al-Maghribi, 2020, p. 21).

2.2.6. Legitimacy: That is, the change takes place within the framework of legal and

moral legitimacy at the same time. If the law conflicts with the change, the law must begin to be amended before the change process can take place, in order, of course, to preserve legal legitimacy. In addition, change management takes into account the rules of good and praiseworthy morals for society (Ben Harzallah, 2021, p. 17).

2.2.7. Reform: The organization must take into account correcting existing defects and addressing all administrative and functional problems.

2.2.8. Rationality: It is considered one of the important characteristics of organizational change related to the use of logic in everything related to financial and administrative matters.

2.2.9. The ability to develop and innovate: Change depends primarily on the idea of advancement, development, progress, and creativity. Otherwise, change becomes meaningless and useless.

2.2.10. The ability to quickly adapt to events: One of the characteristics of organizational change is the ability of senior management charged with making the change to adapt, interact, control, and consolidate the gains achieved as a result of the change.

2.3. The importance of organizational change:

Organizational change is of great importance in an organization and can be summarized as follows (Arzi, 2024, p. 705):

1- Organizational change enhances the organization's ability to adapt to external transformations, the latter of which occur almost daily. Change enables it to achieve success in a changing business environment.

2- Organizational change clearly contributes to improving work efficiency and the use of resources, which leads to improving the overall performance of the organization.

3- Organizational change maintains effective vitality by injecting new blood into the organization, which leads to a spirit of optimism, initiative, stability and consistency.

4- The importance of organizational change lies in the desire to develop, improve and advance in all fields by applying new and optimal production methods that rely on new technology.

2.4. Organizational change objectives:

When making any change, organizations seek to achieve a set of goals, the most important of which are summarized as follows:

Organizational change aims to increase the organization's ability to survive, grow and continue in its field of activity.

Organizational change enables an organization to adapt and adjust to an ever-changing environment.

- Increasing the degree of cooperation between the organization's functions in order to strive to achieve the set goals.

- Encouraging and supporting individuals within the organization to achieve organizational goals and job satisfaction.

- Helping individuals diagnose their problems and motivating them to overcome them to bring about the required change.

Organizational change aims to detect, frame and direct conflict in an ideal way that serves the organization.

It also aims to build an atmosphere of trust, familiarity and openness between individuals and groups in the organization.

Organizational change enables officials to adopt a goal-based management approach instead of traditional management.

- Providing the organization with information that supports solving the various problems it faces.

2.5. Areas of organizational change:

There are many classifications of areas of organizational change in organizations, but the most accepted, used and adopted classification in various organizations is the classification that divides the areas as follows:

2.5.1. The philosophy and mission of the organization: The mission is concerned with the basic purpose of the organization's existence and its field or fields of activity, the types of its products and services, and the market or category it serves. The change in the content and substance of the mission is for a basic purpose directed to keep pace with changes that pave opportunities that can be exploited and invested in by adding a new activity, or it may be a restriction that requires canceling or enlarging one or more activities (Dubach, 2018, p. 106).

The organization's philosophy of changing it is fundamentally linked and coupled with modifying the mission, goals and strategies, or changing them in isolation from that. It is concerned with re-adapting resources and rationalizing their use in a way that facilitates improving the achievement of new goals, improving the service, or increasing productivity or quality of services.

2.5.2. Objectives and Strategies: Internal and external factors are the driver towards making adjustments to the organization's objectives and strategies, applied to achieve those objectives in response, of course, to changes in the surrounding environment. This area of change includes the organization's strategies, which include the organization's strategy as a whole, sub-management strategies, and functional strategies (Surgeon, 2024, p. 75).For example, at the university level, technological education, distance education, or hybrid education are adopted...And others.

2.5.3. Human Resources: The most important resource in the organization is the human element, and the first to be affected by the change process are the individuals working in the organization, which makes the organization focus all its interests on the individuals targeted by the change process, such as changing their skills, trends, values, behavior, ideas, training and learning, all as mechanisms to bring about human organizational change (Ahmed and Adel Ismail Hamza and others, 2023, p. 134).

2.5.4. Technology Change: This is considered one of the most important areas,

especially in the age of technology and digitization, as organizations are interested in introducing technology to raise their level of performance. Technological change may take many forms, whether in automated production lines, for the purpose of increasing the quantity of production, reducing costs, and improving the quality of production. Technological change may also include the use of new, advanced methods and approaches in evaluating employee performance (Surgeon, 2024, p. 77).

At the university level, technological development has revolutionized education, information and research. Education has moved from in-person education with specific tools and means to education that relies on digital technology, such as e-learning and distance education, which uses the latest means that are completely different from in-person education, using the Internet and various digital media that facilitate the teaching and distance learning process, such as digital platforms, such as Moodle, Progres and others.

2.5.5. Organizational structure and organizational relationships: The organizational structure is the institutional framework that explains the components of the organization, what it contains of departments and branches, and organizational communications. It also consists of work design and specialization, organizational composition, delegation, scope of management, executives, consultants, and any change in these components falls within the scope of changing the organizational structure. The organization may change the means of coordination, expand or narrow the scope of management, or increase or decrease the delegation of authority (Dubach, 2018, page 108).

2.5.6. Organizational culture: Organizational culture is an integrated system of shared values, beliefs, ideas, and everything that produces rules of behavior by which things work. Organizational culture provides an important frame of reference for all individuals working in the organization, in terms of what should be done or what should not be done, and how it has been throughout their dealings and thinking. This frame of reference did not come out of nowhere, but rather is acquired throughout the history of the organization, through which workers learn how to deal with the situations they face, i.e. they acquire the desirable situations according to which they should act (Barbash, 2016, p. 52).

Organizational change can target the area of organizational culture if the organization sees the need to do so in service of the organization's goals, for example, the digital transformation at the university and the trend towards adopting digital technology have been accompanied by a change in the university culture of practices, ideas and behaviors to ensure the smooth transition of this digital transformation.

2.6. Types of organizational change:

Researchers differed in their classifications of types of organizational change, as some of them can be discussed as follows (Hawili, 2018, p. 24):

2.6.1. Comprehensive change and partial change:

Partial change is a change that affects one part or area of the organization, such as a

change in the human, structural, technological, or functional field, while comprehensive or radical change deals with most or all aspects and areas in the organization.

2.6.2. Material change and moral change:

Material change includes everything related to work structures and technical tools, while moral change includes everything related to individuals working in the organization, such as influencing behavior, work methods, and everything that affects the social and human aspect of workers.

2.6.3. Rapid change and gradual change:

Rapid change aims to improve the organization's ability to adapt and adjust to environmental variables. Gradual change, on the other hand, seeks to examine the behavior of individuals and groups within the organization with the goal of achieving a high degree of readiness and efficiency in quality and productivity.

2.6.4. Planned change and random change:

Planned change is purposeful change that stems from intention and planning and has a clear, carefully studied plan to bring about change and aims to achieve concrete goals, while random change does not follow any plan, nor does any attempt be made to anticipate its results or search for knowledge of its effects and outcome.

2.7. Stages of organizational change:

Some specialists in the field of organizational behavior and change management have presented important models that highlight the most important stages that the change process goes through in any organization, and we mention in this field in particular the "Ivanovich" model IVANC EVICH, "Dean Indersa and Linda Onderson" DIN ENDERA AND LINDA ONDERSON, "KOTTER", "Kurt Lewin" KURT LEWIN, this last model considered the change process to be a planned process that goes through the following stages (Hamana, 2021, p. 521):

2.7.1. Defrosting stage:

This stage includes attracting the attention of employees and their awareness of the importance, value and need for change, as this need appears due to negative habits and practices that stand as an obstacle to the progress of the organization. Therefore, positive and innovative thinking is necessary to eliminate these behaviors, by creating new and innovative creative ideas and new practices that pump the blood of the organization again.

2.7.2. Change implementation phase:

This stage is called the learning stage, as the individual worker acquires new methods, practices, and behaviors that help them solve their problems and implement change in the best possible way. This stage is particularly concerned with identifying everything that needs to be changed, i.e., defining the goals that the change seeks to achieve. Lewin noted the need not to rush to ensure that opposition and resistance do not intensify, especially if ideas, practices, behaviors, and attitudes are not properly dissolved in the first stage.

2.7.3. Refreezing stage:

At this stage, the change achieved is consolidated and the benefits are maintained, by integrating the ideas, practices, and behaviors learned by individuals into their work methods. Consolidation may be achieved by granting benefits and incentives that emphasize to workers the importance and benefits of this change.

2.8. Factors for the success of organizational change:

There are some factors that increase the degree of probability of success of efforts made in the field of organizational change, including:

- The extent of the ability of the change team or experts who are responsible for managing the change and implementing the change process.
- The degree of change, as the degree of change is negatively proportional to the success rate. The greater the degree of change within the organization, the more difficult it is to achieve a high success rate.
- The time period for bringing about change. There is a direct relationship between the length or shortness of the time period and the success of the change. The period of change must be moderate.

The relationship between change and employees' characteristics, such as their culture, customs, ideas, or symbols. The greater the change in these matters, the greater the likelihood that employees will resist and oppose the change.

- Evaluating change. Here, we emphasize the continued provision of the necessary standards and measurement tools to determine the impact of change on the organization's effectiveness.
- Training employees is one of the important factors in the success of the change process. Identifying the training needs of employees and preparing a training program accordingly contributes to providing employees with the skills required for change.
- Availability of material, financial and logistical capabilities. The process of organizational change in any organization cannot be carried out without ensuring the availability of these capabilities to cover the needs of organizational change.
- Availability of halls, equipment and technological tools, which are essential for any change program.

3. Digital transformation at the university

3.1. The concept of digital transformation:

When we talk about digital transformation, many researchers in the field of digital technology express it as the shift from traditional paper-based work and practices to digital interaction. This shift is an expression of digitization itself. It can be said that the modernity of the subject has produced different viewpoints among researchers on developing a precise, comprehensive, and prohibitive definition. One of the most important definitions is that digital transformation is the process of transforming information from the traditional paper form to the digital form. The latter is read using computers, where it is saved in files on the computer, which can be processed, sent,

copied, printed or displayed on the screen. Therefore, the basic digitization steps are mainly manifested in creating digitization files, processing and saving files, and then delivering them to users (Salam, 2024, page 14).

Digital transformation is also defined as how technology is used within organizations, government agencies, or the private sector alike. This helps in improving and developing operational competencies, and improving the quality of services provided to individuals working in the organization and the public. It also works to employ technology in a way that serves the smooth running of work within the organization in all its departments to improve the quality of services and facilitate access to them in the end, it ensures saving effort and time at the same time (Al-Sayed, 2022, p. 10).

Digital transformation at the university is a method of education that uses modern communication methods, such as computers, networks, and various media such as audio, video, graphics, search mechanisms, electronic libraries, in addition to Internet portals designated for this purpose remotely or in classrooms, and using all types of technology for the purpose of delivering information to the student in the shortest time, with the least effort, and with the greatest benefit (Tajin, 2024, page 103).

From the above definitions, it can be said that digital transformation in the university is all about:

- Change from traditional processes and activities to digital technology.
- Application of digital technology such as artificial intelligence, cloud computing, and data analysis.
- Using technology to improve the quality of services provided.
- Changing organizational culture to become a digital culture.
- Developing the skills of all university members to become digital skills.
- Transforming leadership at the university into digital leadership and other ideas that indicate the concept of digital transformation.

3.2. Digital transformation goals at the university:

There are several goals of digital transformation, some of which can be summarized in the following points:

- Ensuring that the student is provided with a huge amount of information that will benefit him in his training on digital media.
- Facilitating the search and retrieval of information in digital collections in a variety of ways.

Digital transformation aims to reduce costs compared to traditional in-person education.

- Provides educational information and services in new ways and technologies.

Providing information to the largest number of segments of society through digital platforms that can be viewed and referred to at any time.

- The speed with which information reaches the students who benefit.
- Continuously updating digital information and maintaining previous information.

3.3. The importance of digital transformation in the university:

Digital transformation has many benefits that do not only benefit students and the public, but its benefits even affect organizations, various companies, and stakeholders, the most important of which are (Tommy, 2024, page 87):

- Increased control of operational efficiency, cost reduction and effort economy.

The importance of digital transformation enables the creation of opportunities for creative and innovative services.

Its importance lies in achieving quality services and simplifying procedures for obtaining services.

Digital transformation helps organizations and companies expand to reach the largest segment of customers and audiences.

The importance of digital transformation lies in providing digital services that can contribute to finding solutions that the organization suffers from, such as reducing worker errors, rationalizing expenses, eliminating bureaucratic practices, and others.

3.4. Digital transformation requirements at the university:

For digital transformation to be successful, a set of necessary requirements must be present, which can be divided as follows (Fella, 2024, pp. 174-175):

3.4.1. Human requirements: That qualified, trained human energy that carries skills, knowledge, and digital expertise, from experts and specialists, technicians and technologists, university members, professors, administrators, and students... And other energies focused on working in an environment saturated with digital skills that keep pace with global developments.

3.4.2. Regulatory requirements: These are the requirements that adopt electronic management and the transition from traditional reality to digital spaces, which adopt a digital strategic vision, through regulatory control from a legal, legislative, and cultural perspective. They are also intended to identify the strengths of adopting a digital transformation project.

3.4.3. Special infrastructure requirements: Compatibility of modern technology with the university's architecture, so that it becomes able to control information and facilitate its flow in the university environment and the various parties dealing with it, by providing a communications network, a knowledge network, to provide an appropriate digital educational environment.

3.4.4. Technical and technological requirements: Contains all digital tools, technologies, modern models... To perform various functions and activities such as: big data, artificial intelligence, cloud computing, etc.

3.5. Steps for digital transformation at the university:

Digital transformation is a planned and conscious process that takes place according to a set of necessary steps to ensure a smooth transition from traditional practices to controlling digital technology. The most important steps can be discussed below (Reema and Shaima's Committees, 2024, page 49):

1- Designing the framework, and the focus in this step is on developing a digital

transformation strategy, developing innovative models, developing an operating model for information technology, and developing a model for a service delivery platform.
2- Evaluating readiness for digital transformation, as several aspects are reviewed in this step, including: evaluating the platform for providing services that can be provided to beneficiaries, evaluating the most important processes related to information technology, evaluating the proposed model for institutional innovation, evaluating digital strategies, and evaluating leaders (digital leadership).

3.6. Obstacles to digital transformation at the university:

Despite the importance of digital transformation and the benefits it brings to students, the public, and the university, there are some obstacles that slow down the pace of digital transformation in Algerian universities, the most important of which are (Wafaa, 2024, p. 684):
- The weakness of the Algerian university's infrastructure and its lack of readiness for the success of digital transformation technology.
- Weak digital empowerment of faculty members, due to weak supervision of the use of digital technology (Zahwa, Karima, Zahwa Radhia, 2024, p. 289).
- Poor Internet flow at the university due to weak communications infrastructure.
- Lack of financial support from the relevant authorities, primarily directed towards implementing the digitization project at the university level.
- Weak financial shares directed to training and qualifying human resources and providing them with the various skills and expertise necessary to manage this technology.
- The high cost of electronic devices, programs and various applications.
- Workers' resistance to change, decreased motivation to apply these modern technologies, and their reluctance to use them.

4. Resistance to organizational change

4.1. The concept of resistance to organizational change:

Resistance is a phenomenon that can be observed in various aspects of social life, starting with resistance to change among children, resistance of individuals when discussing any idea, resistance to change among social groups, resistance among political parties, resistance among unions... And others.
- As for resistance in organizations and companies, it is an organizational and administrative term that organizations seek to study its causes and motives to absorb it or reduce its intensity and pace. Before delving into its definition, we would like to point out that there are several definitions of resistance to organizational change. There are those who define this term as the public and secret rejection of workers of the changes announced by management, believing that these changes affect their interests and conflict with them or the public interest Employees may express resistance to change individually or collectively, overt or covert, through cold activities or activities that use violence, or timid and modest responses (Al-Hesban, 2023, p. 476):
There are those who define it as behavior or action aimed at keeping the situation as it

is in the face of forces striving to change that situation (Hawili, 2018, p. 28).A third sees in the term organizational change an individual or collective, emotional or subconscious position that is put forward when proposing the idea of change, and it is therefore a negative reaction adopted by individuals when introducing changes in their work environment (Barbash, 2016, p. 56). There are those who define resistance to organizational change as any attitude or behavior that indicates the absence of any desire or incentive for the desired change (Yahyawi, 2020, p. 113).

From the above, we reach an important conclusion that resistance to change includes all negative reactions of working individuals towards any idea or any change initiative initiated by the organization, whether publicly or implicitly, consciously or unconsciously, individually or collectively. This can be known through their behaviors, actions and behaviors due to their belief that it does not serve their interests, or their fear of the results of change, or increased workloads, or loss of positions, privileges and powers, etc.

- As for the resistance to organizational change addressed in this research paper, it focuses mainly on the resistance to organizational change among university professors to digital transformation at the university, and it can be defined procedurally as those actions and behaviors that university professors take towards any activity related to the digital aspect at the university, which were approved by the Ministry in order to adopt e-learning and distance education such as the Moodle platform, Progress, emails...And others, which can be known through the implicit resistance that highlights the low motivation to deal quickly with these platforms, the low interaction with meetings via Zoom or Google Meet applications, the delay in tagging, the delay in placing lectures, not adding educational resources, not including the web page, not including a text page, ignoring adding the forum, ignoring the conversation.... And other behaviors and actions.

4.2. Classifications of types of resistance to organizational change:

In general, researchers differed in their classification of the types of resistance to change. Some of them referred to four types: operational, cultural, strategic, and political (Surgeon, 2024, p. 99). Some of them divided species into two basic forms: individuals' resistance to change, and organizational resistance (Al-Hasab, 2023, pp. 476-477). However, the clear classification of the types of resistance to change, the effect of which we can observe or see, is that division that classifies it into two basic types, which we summarize as follows (Yahyawi, 2020, p. 115):

4.2.1. Apparent resistance to change:

Resistance takes forms that can be observed and announced by everyone, whether among management or among workers among themselves. There are many examples of this, including the boldness possessed by workers in rejecting change, the increase in the intensity of the conflict towards the initiators or proposers of change, being late for work, the large number of requests to pretend to be among workers, the tendency and closeness to the activities of trade unions, the increase in requests for transfer and job

transfer, and the refusal to help and cooperate to solve work problems Activating the strike and participating in it by raising banners opposing the change, increasing indicators of low job satisfaction, increasing the number of complaints, anger, anxiety, failure to adhere to work instructions, increasing administrative investigations with workers, leaving before the specified time of work and other forms.

4.2.2. Implicit or hidden resistance to change:

This type of resistance cannot be observed directly, but rather takes forms that can be identified through the impact of organizational change. Examples of this type of resistance include low motivation to work, failure to harness or rely on the worker's full available capabilities, slowness in carrying out work, an increase in the number of mistakes committed compared to the stage before the change, frequent talking with colleagues, indifference at work, low morale, and low indicators of organizational loyalty Low indicators of job commitment, complaining about work and other effects.

4.3. Reasons for resistance to organizational change:

There are a number of reasons and motives that make the working individual hinder the change program, aiming for its failure and failure. Some have indicated that the reasons are classified into organizational, behavioral, technical, and social. Some of them have said that they are related to the individual and others to the group. Some of them have added other reasons specific to the organization (Barbash, 2016, page 58). In general, the resistance to organizational change among the working individual can be summarized in the following points:

- Arbitrary, ill-considered and unplanned change.
- Failure to set procedural goals for change, and lack of clarity among workers targeting organizational change.
- Some workers do not feel the need for organizational change, as it is considered a waste of time, money and effort.
- Excluding individuals and not giving them a chance to participate in the change process.
- Lack of trust and certainty in the team responsible for the change.
- Making change and ignoring the organization's traditions, values, customs and work patterns.
- Weakness of the organization's communications system and scarcity of information.
- Increased burdens and increased professional pressures resulting from change.
- Job threat and job insecurity.
- Start making changes quickly, although the change should be at a moderate pace.
- Experiences of previous organizations that resorted to change and that produced failed and discouraging results.
- Choosing the wrong timing and the wrong time to make the change.
- Fear of loss and damage to workers as a result of the change.

Social anxiety is the result of change in breaking up with desirable individuals and establishing new, unfamiliar relationships whose outcomes cannot be known.

- Fear of training, learning new skills, and giving up useful acquired skills.
- Changing the locations of employees, their roles, responsibilities and powers...

4.4. Primary sources of resistance to organizational change:

The most important basic sources of objection and resistance to organizational change in organizations are identified in four sources: (Salam Y., 2020, page 75):

4.4.1. Rational source: According to this source, the resistance shown by workers towards any change program is related to the high and exorbitant burdens and costs resulting from the change, in addition to the fact that the time period for bringing about the change process may be a long period that may be unsustainable, and drains the energies and capabilities of workers. It is also related to the uncertainty of the results that the change will reap, which may be completely negative.

4.4.2. Emotional source: Resistance to change stems from the fear of individuals working in the organization that the change program will fail, in addition to their satisfaction and satisfaction with the usual or current situation, lack of trust and doubt in the change team or those entrusted with the responsibilities of change, and lack of any intention or desire for the change process.

4.4.3. Social source: It is natural that workers resist change because they want to continue relationships and friendships with others before any change program, in addition to the view of workers who resist change, which confirms their need for stable and stable human relationships, and their refusal to engage in changes that may spoil these acquired relationships.

4.4.4. Political source: Some workers resist change to maintain decision-making power, maintain existing blocs and alliances, and preserve acquired interests.

4.5. Stages of resistance to organizational change:

This is what some call the life cycle of resistance to change, as it can be summarized in three basic stations or stages: (Al-Hisban, 2023, p. 478):

4.5.1. Shock and denial: The first stage of resistance to organizational change begins with astonishment and is manifested in the feeling that afflicts employees, as it is difficult for management to control the change processes. According to the employees' feeling that the change is incorrect, imaginary and fake, they doubt the possibility of implementing it, and they discuss a lot among themselves about the extreme difficulty in implementing it and create evidence of its failure, and signs of rejection are evident at this stage We detect resistance to change in lack of productivity, failure to adhere to work parts, failure to follow change team instructions, etc.

4.5.2. Confusion and depression: This stage is very sensitive, targeting the path of the change plan, as it concerns workers trying to adapt and interact with the new changes imposed on them. They feel anxious, angry and uncomfortable, as it is a stage of interaction but it is modest and negative, and they do not accept what is happening, and events may develop in this way until they reach the point of surrendering and submitting to the reality and they may be excited to leave work.

4.5.3. Acceptance: This stage in particular is what change officials are looking for. It is the beginning of a new era, an era of stability, adaptation, adjustment, and getting used to new procedures and work methods. This stage did not come out of nowhere, but rather as a result of employees realizing that there is a certain benefit behind this change, and the benefit may be for their personal interests and benefits, materially and morally. Therefore, they seek to be an important part of this change.

4.6. Pros and cons of resisting organizational change:

Opposition and resistance cannot always be viewed negatively, but rather they carry positives that contribute effectively to implementing the change program smoothly and without errors and to ensuring the achievement of the desired results. The most important positives can be monitored as follows:

- Drawing attention to the shortcomings and defects in the proposed change program.
- Contribute effectively to evaluating, reviewing and correcting all gaps in the change program before they fall into place.

The resistance expresses the great interest that the resistance groups attach to participation, and that it is an integral part of the organization and cannot be marginalized.

Resistance is an important task that works to motivate and encourage management to search for the most effective and best ways to bring about change.

Resistance contributes excellently to the quality of the change program, by stimulating scientific discussion, constructive dialogue, and exchanging opinions about the reasons and expectations accompanying the change.

As for the negatives of resisting organizational change, this phenomenon may of course have negative effects that are not in the interest of the organization, especially if the change program is well studied by experts in the field, thus disrupting the interest of the organization and hindering its development:

Resisting change destroys the organization's competitive advantage and provides a great opportunity for its competitors in the field of work.

Resistance to change negatively affects the quality of the organization's products and services.

Resisting change misses a valuable opportunity to achieve the goals of the organization that implemented the change program.

Resisting change misses the opportunity to lead the organization in its field of activity.

4.7. The reality of resistance to organizational change for digital transformation in the Algerian university:

Through participatory observation, the resistance of organizational change to digital transformation in the university can be read through the implicit (hidden) resistance shown by some professors to this transformation, which can be observed through the decrease in motivation to work in light of the use of modern technology, e-learning and distance education, and the lack of interaction with the electronic messages

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sent by the administration to the professor through various means We also notice a lack of interest from some professors in everything related to e-learning, whether workshops, forums, or scientific seminars related to e-learning... And others.

This exposure or resistance can be read through the lack of interaction with the meetings programmed by the administration via various applications such as Zoom or Google Meet, as well as the delay in pouring students' marks: lectures, directed work, applied work, and the delay in processing appeals on the Progres platform.As for the platform allocated by the Ministry for e-learning and distance education Moodle, some practices clearly show that great importance is not given to all the details and particulars of this platform. The platform is not only for listing lectures related to each educational material, but it is a complete and integrated platform that provides the possibility of adding sources to provide good content to the student, such as listing a Label sticker, listing a Web Page, listing a Text Page, And link to a file or website Link To A File Web Site, in addition to that the platform offers us the ability to add the Forum, add the Chat conversation, Assignment tasks, such as the task of uploading a single file, offline activity, direct text task Online Text, add the Questionnaire activity, add the Quiz exam activity...

In this context, it can be said that the implicit resistance shown by professors did not come out of nowhere, but rather is due to several reasons and factors that make the professor undertake this type of e-learning at a minimum, and perhaps the most prominent of these reasons are the following:

4.7.1. **Infrastructure and lack of financial resources:** The infrastructure for technology and e-learning may be insufficient in the required manner to support digital transformation, which makes it difficult to pave the way for fast communications, modern devices, and cybersecurity, in addition to the problem of the financing necessary to modernize the technological infrastructure (Khalat, Baljan, 2024, p. 57).

4.7.2.Lack of training in technological proficiency (lack of digital literacy): This may be a strong indicator of resistance to digital transformation at the university, and is mainly summarized in the inadequacy of IT and communication skills among professors, especially since the transformation has led to a change in the activities and tools used in the process of transferring knowledge to students The digital cognitive deficiency among some professors results from a lack of experience among professors, which requires sufficient training and education to develop information and communications technology skills (Tommy, 2024, p. 99).

4.7.3.The dominance of traditional organizational culture: Digital transformation in universities requires gradually dispensing with the prevailing organizational culture in the university, which glorifies in-person education, in preparation for digital transformation and the adoption of digital technology, starting with adopting the idea of digital leadership, digital management practices, and changing the directions of all university members from professors, administrators and students to accept the idea of

digital transformation. The problem raised in this context is that the pace of digital transformation is much faster than the pace of change in organizational culture (Dukhan, 2024, Page 41).

4.7.4. Direct shift to digitalization: The reason for the female professors' resistance to digital transformation at the university may be attributed to the rapid shift from an in-person education system to e-learning and distance education, which was imposed by global health variables. Digital transformation requires developing a moderate plan, starting with developing strategies and planning in advance for the medium term to ensure the provision of the necessary infrastructure, appropriate financial resources, equipment, and training of human resources to use technology, or what is called digital empowerment... And others. This contributes to laying the groundwork for the success of digital transformation at the university.

4.7.5. Individual nature: The reason for the decrease in teachers' interaction with digital transformation may be due to personal reasons related to some teachers' preference for the familiar in-person education method, which is based on direct interaction between the teacher and the student, and that the idea of digital transformation requires him to conduct training, education, and additional effort in this field.

5. Strategies for dealing with resistance to digital transformation in Algerian universities:

Before presenting the most important strategies, we would like to point out that the Algerian University is continuing its digital transformation, and digital technology and e-learning have become widespread in all universities, institutes and national schools, which is a necessity imposed by global circumstances However, the response of faculty members to this important change in the quality of university training varies in terms of the degree of interest. A set of strategies and methods can be presented that contribute to the involvement of all faculty members in achieving the goals of digital transformation, as follows:

5.1. Education and Communication Strategy: This strategy is very important to reduce the resistance of the professor to organizational change due to digital transformation. The mission of the administration is to communicate and communicate with the professors to provide them with information about digital technology and the benefits of digitization in the university, and the most important goals it seeks to achieve. In this field, one can rely on forums, seminars, scientific workshops and live meetings, and various presentations and reports to explain the importance of digital transformation in the university to raise the level of training for the student and serve the community Because the resistance may be attributed to a lack of communication or a crisis of trust between the administration and the professors.

5.2. Participation and Integration Strategy: The democratic university administration emphasizes the importance of listening to professors' opinions by providing them with

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the opportunity to participate in their contributions during the digital transformation process and decision-making process, and by enabling them to diagnose problems early and propose possible solutions or plan for implementation. All of this helps further motivate behavior and engagement in the transitional phase, which also contributes to improving quality, satisfaction, commitment, productivity, loyalty, and more.

5.3. Facilitation and support strategy: This method can be relied upon by the university, directed specifically at the category of professors who suffer from a lack of digital knowledge, and are not good at dealing adequately using all technological means, and therefore the task of the university administration is to identify the training needs of this category to raise the level of digital skills This is done by developing training plans supervised by highly qualified professors in this field from within the university or by seeking the help of experts from outside the university or even experts from reputable international universities that are known for their quality in the field of e-learning. Professors can also be accompanied by granting short-term internships to advanced universities in the electronic and digital field, which will raise the level of control over digital technology in addition to what was previously mentioned, it is necessary to support professors by providing all material equipment and optimal working conditions, in addition to psychological, moral and emotional support that may help reduce resistance to digitization at the university.

5.4. Negotiation and Agreement Strategy: This method is based on the negotiation process to convince professors who are characterized by low motivation for digital transformation of the most important gains and advantages that can accrue to them, the university, and society in return for digital transformation. In this regard, it requires careful planning for the negotiation in terms of choosing the negotiation time and the members responsible for the negotiation process. This negotiating team must be characterized by special features that are important for the negotiation process These include the ability to negotiate, persuade, be patient, charismatic, self-confident, patient, and other characteristics that would lead to persuasion and engagement in the digital transformation process with positive motivation.

5.5. Explicit or implicit coercion strategy: The administration uses this method when all the aforementioned methods, when adopted, lead to results that confirm that the state of resistance will not end implicitly. In this case, the administration becomes obligated to use the coercive method or implicit threat, which is the method or option available to push the change process. The meaning of this method is to oblige teachers to adhere to the instructions provided by the administration regarding digitization and e-learning Whether by threatening to activate the Penal Code, by deducting or depriving incentives, bonuses and returns, or by linking the conditions for promotion and progression in academic degrees to the extent of commitment to digital technology, or by reducing the job grade, which may extend to the case of dismissal and so on.

6. CONCLUSION

In conclusion, this article can say that the Algerian University has achieved satisfactory results and benefits through e-learning and distance education, including continuing university education during the global health crisis, ensuring the provision of educational services through various platforms and digital media, and digital empowerment among many university members, including students, administrators and faculty members. The study also found that there are some obstacles and practices shown by some professors It can be observed through implicit and non-explicit resistance to this digital transformation, which may slow down the speed and pace of digital transformation due to several financial and material factors, the weakness of the digital infrastructure, and the dominance of the traditional organizational culture. Therefore, management can deal with it by activating some strategies, including education and communication, participation and integration, facilitation and support, negotiation and agreement, and explicit and implicit coercion.In order to achieve the goals of e-learning and distance education, we recommend the following:

- Working to change the traditional organizational culture towards digital culture in university institutions.
- Increase budgets allocated to developing technical infrastructure that supports digital transformation.
- Increasing the speed and scope of Internet services, so that all university members, including professors and students, can benefit from them.
- Increasing and diversifying training programs for faculty members and students in all components of e-learning.
- Introducing emerging technologies that support digital transformation that do not exist in some higher education institutions, such as cloud computing, electronic archiving, digital fingerprinting, electronic signature, and mobile phone services, by adopting fifth generation technology.
- Paying attention to the content of purposeful electronic programs that serve the quality of training for the benefit of students.

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