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University Professors' Attitudes Towards Implementing The Proposed Teaching Of "Digital Humanities" In Algerian Humanities Faculties: A Field Study On A Sample Of Professors In Humanities Disciplines At Algerian Universities

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Abstract

This research paper seeks to approach the attitudes of Algerian university professors towards teaching digital humanities (DH) in colleges of humanities, and encourage students in the graduate and postgraduate stages to employ DH in completing their research work, & by distributing a questionnaire to measure trends on a purposive sample of 242 professors working in one of the Algerian humanities colleges, and based on the Likert scale and adapting scattering scales, this field study concluded that professors have generally positive attitudes toward teaching digital humanities in humanities colleges, However, most of the respondents believe that Algerian higher education institutions did not take the extent of the changes occurring worldwide in academic research methods in the humanities disciplines into consideration and failed to keep pace with them.

Keywords: *public opinion trends, university professors, digital humanities, measuring public opinion.*

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Introduction

Over the past two decades, "Digital Humanities" has successfully permeated the fields of higher education, academic training, and scientific research within humanities faculties worldwide. It has empowered researchers to conduct social studies that rely primarily on modern technologies and advanced software. In doing so, it has achieved remarkable successes and globally recognized results, becoming an essential framework for interpreting various human phenomena under study.

In Algeria, many humanities faculties—specifically Departments of Information and Communication Sciences—are moving toward integrating Digital Humanities modules into their updated curricula (some of which began teaching them years ago). And encouraging students and professors to conduct research in various humanities fields using modern technologies and advanced software, employing them in the preliminary stages of research, during execution, and ultimately relying on them for data interpretation and analysis.

However, Digital Humanities, as an emerging discipline and an evolved form of traditional humanities, has become the focus of most universities in an era dominated by modern technology and the expansion of Artificial Intelligence (AI), which threatens to replace traditional humanities with more modern digital forms.

Despite the subtle resistance facing this trend in Algeria—under the pretext of the difficulty of adapting it to the local scientific environment—some individual efforts by Algerian professors have emerged to conduct and defend digital research. Conversely, a significant number of humanities professors remain unaware of the essence and scientific utility of Digital Humanities.

In this research paper, we seek to explore the attitudes of Algerian humanities professors toward activating and generalizing the teaching of Digital Humanities in Algerian faculties, aiming to identify the indicators upon which these attitudes are formed.

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Our main Research Question is: What are the attitudes of university professors toward activating the proposal to teach "Digital Humanities" in Algerian humanities faculties?

Sub-questions:

Are the attitudes of university professors toward the proposal to teach Digital Humanities positive or negative?

Do Algerian university professors trust the future capability of Algerian humanities faculties to teach Digital Humanities?

Have Algerian higher education institutions taken into account the global shifts in academic research methods within humanities disciplines?

Are there statistically significant differences between the research practices of Algerian professors and the variable of their specialized research department regarding the future of teaching Digital Humanities in Algeria?

Reasons for Choosing the Topic.

The reasons for selecting this study vary between subjective and objective factors:

Subjective Reasons: Related to a personal inclination toward issues of higher education and scientific research in Algeria, and a specific interest in seeing Digital Humanities taught across all Algerian universities. **Objective Reasons:** Related to the extreme academic importance of integrating Digital Humanities and investigating the attitudes of university professors, given their pivotal role in the country's development.

Study Objectives

The study aims to identify the nature of professors' attitudes (positive or negative), reveal the extent of their engagement with Digital Humanities, and identify the indicators they rely on to evaluate the potential academic impact of this integration.

Significance of the Study

The significance lies in the novelty of the topic. It investigates the potential academic effects of curriculars updates and the benefits the Algerian university will gain from Digital Humanities to enhance its role as a key societal actor. This study uniquely combines two variables rarely paired in local academic research: Professors' Attitudes and the Future of Teaching Digital Humanities.

Study Hypotheses

Attitudes of university professors toward activating the proposal to teach "Digital Humanities" are positive.

Algerian university professors trust the future possibility of teaching Digital Humanities in Algeria.

Algerian higher education institutions have not sufficiently considered global changes in humanities research methods.

There are statistically significant differences between research practices and the specialized department variable regarding the future of teaching Digital Humanities.

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Methodology

Methodology is defined as "the set of precise procedures and steps adopted by the researcher in order to reach a result" (Angers, 2006, 95); it is the path taken by the scientific researcher in their investigation of scientific facts.

Perhaps the study of the topic "Attitudes of University Professors Toward Activating the Proposal for Teaching Digital Humanities in Algerian Faculties of Humanities" positioned under the umbrella of studies that require the use of the "**Descriptive Method**." This method is considered the most appropriate for the nature of our research, as it is one of the most famous forms of collecting information about individuals' conditions, feelings, and attitudes. The process of description is often coupled with evaluation and judgment, as the descriptive method is not limited to merely collecting, classifying, and tabulating data and information; it also analyzes them and provides interpretations for them by "performing measurements of the studied phenomenon in a precise and objective manner, far from personal impressions, subjective interpretations, and individual efforts, with the possibility of subjecting the obtained data and information to statistical methods, while identifying the phenomenon well and collecting accurate and sufficient data and information and the methods of presenting them" (Ben Morsli, 2005, 286).

Furthermore, this study also falls **under survey studies** (Sample Survey), which is defined as "a method for collecting data through which information is obtained directly from individuals who have been selected to serve as a basis for reaching conclusions about the research population under study" (Misbah, 2005, 282).

Theoretical Framework:

We also relied in our study on the **'Structural Functionalist' approach**, which is considered one of the most important approaches in sociology and media studies in general since the beginning of the twentieth century. Proponents of the functionalist trend, such as the American sociologist 'T. Parsons' for example, view society as an internally interconnected social system where each of its components performs a specific function, and any defect or change in the function of any part leads to a defect and change in the rest of the system's parts. Structural functionalism has three axes: social structure, social function, and the social interaction between structure and function.

Structural functionalism has four main postulates: first, viewing society as a system consisting of interconnected elements; second, society is oriented in its movement toward equilibrium, and the sum of its elements is what guarantees that equilibrium; third, all elements of the system and the repeated activities within it play their role in maintaining the stability of the system; and fourth and finally, repeated activities in society are considered a necessity for its continued existence, and this continuity is contingent upon the functions determined by society for these repeated activities to meet its needs (Houari, 2002, 178).

By applying the theoretical postulates of structural functionalism, it is assumed that the university consists of elements for repeated activities that have specific functions performed for the benefit of the general system, such as: teaching, education, training, and others, through which it meets the needs of society members and its other parts. This relationship is based on mutual interdependence between these elements and activities to ensure the stability and balance of society. Thus, the university, through its activities, enhances balance within the structure of society and thereby contributes to its stability and corrects the defect in any of its parts. As for the professor, he is one element among several interconnected elements, having a function he performs in society.

Data Collection Tools:

In this study, the **'Attitude Measurement Questionnaire'** was relied upon as the primary tool for data collection. The questionnaire is considered: 'a method for collecting data aimed at stimulating the surveyed individuals in a specific systematic way to provide certain facts or ideas within the framework of data related to the subject of the study and its objectives. The questionnaire is considered the most common tool in

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survey research due to the possibility of using it to collect information about a specific topic from a large number of individuals who may or may not meet in one place' (Abdel Hamid, 2007, 353).

The questionnaire is 'that list of questions that the researcher carefully prepares in expressing the researched subject within the framework of the objective plan in order to obtain answers that include the required information and data to clarify the studied subject and define it from its various aspects' (Benmorsli, 2005, 220).

The questionnaire for this study was divided into two parts:

Part One: Includes personal data of the respondents such as gender, age, and the academic department they belong to.

Part Two: Includes a five-point Likert scale, which in turn contained four indicators related to the study's hypotheses as follows: the first indicator included 8 statements, the second indicator included 8 statements, the third indicator included 8 statements, and the fourth included 5 statements.

The response to these statements is: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree, according to the following five-point Likert scale weights:

Response	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Positive Statement	5	4	3	2	1
Negative Statement	1	2	3	4	5

Table No. 1: Illustrates the options of the five-point Likert scale and their weights.

To judge the statistical indicators, especially the arithmetic mean, lower and upper limits were set for the Likert scale by calculating the following indicators:

The Range: The 'range' expresses the difference between the highest value and the lowest value in the scale, i.e., 5 - 1 = 4. Accordingly, the range in our study equals 4.

Range Length: The range length consists of the relative relationship between the range and the number of degrees: i.e., (Range / Number of degrees); where we have 4 ÷ 5 = 0.8. Accordingly, the range length in our study equals 0.8.

Category Limits: To determine the category limits, we simply add the range length (0.8) to the lowest value in the Likert scale (our lowest value is 1). The result here is as follows: 1 + 0.8 = 1.8. Thus, 1.8 is the upper limit of the first category, and at the same time, it is the lower limit for the second category. We continue the same process until we determine the lower and upper limits for the remaining four categories and their corresponding quality levels (from very low to very high).

Category Limits	**Meaning of Each Category**	**Quality Level for Each Category**
First Range [1 - 1.8[	Strongly Disagree	Very Low
Second Range [1.8 - 2.6[	Disagree	Low
Third Range [2.6 - 3.4[	Neutral	Average

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Category Limits	Meaning of Each Category	Quality Level for Each Category
Fourth Range [3.4 - 4.2[	Agree	High
Fifth Range [4.2 - 5]	Strongly Agree	Very High

Table No. 02: Illustrates category limits and quality levels for each category.

Study Population and Sample:

Our research population includes all Algerian university professors working in one of the faculties of humanities in Algerian universities. Because the research population in this study is a broad population that is difficult (if not impossible) to reach all its members, we resorted to choosing **a purposive and representative sample** of this total population through selecting an intentional sample from the total research population. 'The researcher chose its members in an arbitrary manner where there is no room for chance, by selecting members who are more representative than others of the information and data being sought.' The sample size in our study is estimated at 242 members (out of 250 questionnaires distributed, of which we retrieved 242), where members directly related to the research were selected according to the intentional arbitrary method. This was done by purposefully searching for sample members who meet the conditions we previously specified: that they be university professors, work in one of the faculties or departments of humanities, and have an actual interest in the proposed topic of teaching 'Digital Humanities' in Algerian humanities faculties and its effects. Subsequently, the questionnaire was distributed (after being scientifically refereed) to these respondents to fill out and answer.

Definition of Study Concepts:

Attitude:

'Bogardus' defines it as 'the individual's tendency whose behavior leans toward some elements of the environment or away from them, influenced by positive or negative standards, depending on his proximity to or distance from them. It is an evaluative response toward subjects or events, and it is a complex tendency for a stable response by approval or opposition to social topics in the environment, and this response differs from one culture to another' (Darwish, 1999, 90).

Attitude is a state of psychological and nervous readiness and alertness that generates a dynamic influence on the individual's response and helps him make appropriate decisions, whether by rejection or positivity, regarding the situations and problems he faces (Al-Adili, 2008, 23).

Operationally: The concept of attitudes in our study approaches the previously mentioned definitions, as it expresses the way the university professor thinks or feels toward Digital Humanities and the major axial indicators related to it that concern him on professional or personal levels, such that his emotional response toward it is either rejection or acceptance. This is a result of the experiences and trials that assist in forming the final comprehensive response toward the subject of teaching 'Digital Humanities' in Algerian humanities faculties.

Digital Humanities:

"Gavin and Smith" define it generally as a field that combines two terms: humanities and digital, meaning the collaboration of computing, research, and teaching in the fields of humanities. That is, it is an umbrella term for a number of different activities surrounding technology and humanities, such as data research, digital preservation, data presentation method, and many other activities. "Kirsten Lehner" defines it as the discipline that includes a subset of humanities dealing with digital media while performing its work (Shaban, 2021, 535).

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Operationally: Digital Humanities is the adaptation of various modern software and advanced technologies to conduct scientific research in one of the humanities specializations. These software programs are utilized before, during, and after the research work. Digital Humanities also refers to the use of these modern techniques in teaching humanities and its various branches in universities and institutes.

A. Applied Aspect:

The researcher seeks to approach empirically the attitudes of university professors toward activating the proposal for teaching 'Digital Humanities' in Algerian humanities faculties.

Before measuring these attitudes, we will first address the adopted statistical processing methods using the SPSS program, then study and test the study's hypotheses and present and interpret the results:

A. **Statistical Processing Methods**: We relied on several statistical methods to process the data and frequencies obtained from the retrieved questionnaires, after examining and tabulating them to facilitate the analysis process based on the SPSS program. The statistical methods entered into the program were as follows:

Absolute Frequencies: These express the number of answers in each of the proposed options, which help in calculating percentages, the arithmetic mean, and the standard deviation.

Percentages: To give us a clearer picture for describing the data, as they help show the percentage of answers for each item relative to the rest of the answers.

Arithmetic Mean: The arithmetic mean is one of the most important measures of central tendency, and it means representing a set of data with a single value. It is a value around which a set of values clusters, through which other values in the set can be judged; thus, this value is the arithmetic mean. We used it to describe the characteristics of the sample and determine the direction of responses and their impact on study variables after giving the corresponding weights to the suggestions (a score of 5 for strongly agree, and a score of 1 for strongly disagree).

Standard Deviation: It is considered one of the measures of dispersion. We used it to clarify the degree of dispersion in the responses of the sample members from their arithmetic mean, such that the closer its value is to zero, the more it indicates the concentration of responses around the arithmetic mean or low dispersion of the responses of the study sample members.

B. Testing the Reliability of the Study Tool:

To verify the reliability of the scale, we conducted a reliability test aimed at measuring the degree of internal consistency of the study variables' content, relying on the **'Cronbach's Alpha' test**, which is used when there are more than two answer alternatives (five alternatives in our study).

Since the 'five-point Likert scale' was relied upon in this study, the 'Cronbach's Alpha' coefficient was extracted to measure the stability of the study tool for each axis on one hand and for the questionnaire as a whole, by entering the Cronbach's Alpha equation (which depends on the number of statements or questions versus total score variance) into the SPSS program and letting it perform the calculation.

We finally obtained a score of $\alpha = 0.688$, which indicates a 'high degree of consistency' among the thirty statements that constitute our attitude measurement questionnaire.

C. Descriptive Presentation of the Study Sample:

Our study sample consisted of 250 Algerian university professors working in various humanities faculties and their different departments. We distributed the attitude measurement questionnaire consisting of thirty

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statements (in addition to the statements related to sociometric factors). We retrieved 242 questionnaires and failed to retrieve eight. After reviewing them, we found them all valid and usable.

D. Analysis of the Study Sample According to its Sociometric Variables:

In this element, we will try to identify the sociometric characteristics of the members of our study sample:

Gender	**Male**	**Female**	**Total**
Number	56	186	242
Percentage	23.14%	76.85%	100%

Table 03: Illustrates the distribution of study sample members according to the gender variable.

Table No. 03 above represents the distribution of study sample members according to the gender variable, where the table frequencies show the distribution of respondents in terms of gender as 56 males, equivalent to 23% of the total sample members, while the number of females reached 186 professors out of the total sample members estimated at 242 professors, which is 76%. As shown by the frequencies and percentages, the female category equals approximately three-quarters of the male professors category, and it is the dominant percentage in the study sample.

Age	**Less than 35 years**	**36-45**	**More than 46 years**	**Total**
Number	47	137	58	242
Percentage	19.42%	56.61%	23.97%	100%

Table No. 4: Illustrates the distribution of study sample members according to age.

Table No. 4 represents the characteristics of the study sample in terms of age, as it is distributed over three age groups divided from less than 35 years to more than 46 years. After statistically collecting the data, we found that the age group '36-45' came in first place with a frequency of 137, or 56% of the total sample member frequencies, while the other two groups occupied close percentages, estimated at approximately 20% and 23% respectively.

Humanities Department Belonged To	**Media and Communication Sciences**	**Philosophy**	**Library Science**	**History**	**Archaeology**	**Total**
Number	191	18	09	21	03	242
Percentage	78.92%	43.7%	3.71%	8.7%	1.23%	100%

Table No. 05: Illustrates the distribution of study sample members according to the humanities department they belong to.

Table No. 05 above represents the distribution of study sample members according to the humanities department they belong to, as the dominance of the Media and Communication Sciences specialization is clearly evident with a percentage approaching 80%.

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This very high percentage can be attributed to three essential reasons: first, that the majority of researchers in humanities in Algeria choose to specialize and research in Media and Communication Sciences; second, the specialization of the researcher who wrote this research paper and his ease of communication with professors from the media specialization to which he belongs; and third, which is the most important, is that Digital Humanities as a specialization is often linked as a training course to the Media and Communication Sciences specialization and is considered part of it (despite much being said in this regard).

E. Analysis of the Attitudes of the Study Sample Members:

In this element, we will address the analysis of the results of frequencies related to the attitude measurement questionnaire, through analyzing the answers provided by the study sample members regarding the various statements forming the attitude measurement questionnaire, as follows:

1. Analysis of Study Sample Opinions Regarding the Indicator of University Professors' Attitudes Towards Activating the Proposal for Teaching "Digital Humanities" in Algerian Faculties of Humanities.

Table 6 below shows the arithmetic mean and standard deviation of the responses of the study sample members regarding "their attitudes as university professors towards activating the proposal for teaching Digital Humanities in Algerian faculties of humanities, assuming they are positive attitudes," with the eight statements specific to this indicator ranked from 1 to 8 based on the degree of quality.

Statement	Frequencies and Percentages	Likert Scale					Arithmetic mean	Standard deviation	Quality level	Rank
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree				
1	Frequency	111	59	13	31	28	4.01	0.85	High	1
	Percentage	%45.8	%24.3	%5.3	%12.8	%11.5				
2	Frequency	78	133	05	24	02	3.58	1.13	High	7
	Percentage	%32.2	%54.9	%2	%9.9	%0.8				
3	Frequency	72	83	27	33	27	3.82	1.04	High	5
	Percentage	%29.7	%34.3	%11.1	%13.6	%11.1				
4	Frequency	55	98	12	38	39	3.79	0.96	High	3
	Percentage	%22.7	%40.5	%4.9	%15.7	%16.1				
5	Frequency	49	107	11	43	32	3.73	0.93	High	2
	Percentage	%20.2	%44.2	%4.5	%17.7	%13.2				
6	Frequency	57	128	7	35	15	3.89	1.05	High	6
	Percentage	%23.5	%52.9	%2.9	%14.4	%6.2				
7	Frequency	33	183	7	12	7	3.31	1.01	Medium	4
	Percentage	%13.6	%75.7	%2.9	%4.9	%2.9				
8	Frequency	78	101	2	27	34	1.96	1.21	Low	8
	Percentage	%32.2	%41.7	%0.8	%11.1	%14				
Total Score							3.51	1.02	High	

Table No. 6: Represents the frequencies and percentages of the study sample's opinions on the first hypothesis indicator: University professors' attitudes toward activating the proposal for teaching digital humanities in faculties of humanities are positive.

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Table No. 6 above represents the frequencies, percentages, arithmetic means, standard deviations, and quality ranges for the responses of the study sample units regarding the indicator of the first hypothesis, which stated that "***the attitudes of university professors towards activating the proposal for teaching 'Digital Humanities' in Algerian faculties of humanities are positive***."

Table No. 6 shows that the indicator of the first hypothesis was expressed through 8 statements. We notice that this indicator achieved an arithmetic mean of 3.51, and this mean falls within the range [3.4 - 4.2[, which indicates a "High" quality range.The table also shows a specific standard deviation for the first hypothesis indicator equal to 1.02, which is the value obtained after summing the standard deviations of the 8 statements for the first hypothesis indicator and dividing by 8, resulting in 1.02. This standard deviation indicates that the answers of Algerian professors are "convergent" regarding the statements of the first hypothesis.

We also notice from the table that most of the answers of the researched professors in the 8 statements specific to the first indicator were in the boxes indicating agreement, as we found them ranging between ("Agree" and "Strongly Agree"), and they outweighed the statements indicating opposition ("Disagree" and "Strongly Disagree") as well as the "Neutral" statement.

We note through Table No. 6 that the statement: "Algerian universities must introduce Digital Humanities into their curricula based on its significant benefits" ranked first with a high arithmetic mean of 4.01, a standard deviation of 0.85, and a high quality level falling in the range [3.4 - 4.2[, meaning that the answers of Algerian professors on this statement were mostly in agreement regarding the necessity of Algerian universities transitioning to teaching Digital Humanities.

2. Analysis of study sample opinions regarding the indicator of Algerian university professors' confidence in the possibility of Algerian faculties of humanities teaching Digital Humanities in the future.

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Statement	Frequencies and Percentages	Likert Scale					Arithmetic mean	Standard deviation	Quality level	Rank
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree				
9	Frequency	69	111	14	29	19	3.80	0.89	High	3
	Percentage	%28.5	%45.8	%5.7	%12	%7.8				
10	Frequency	55	98	07	39	43	3.31	1.05	Medium	6
	Percentage	%22.7	%40.5	%2.9	%16.1	%17.7				
11	Frequency	104	78	08	29	23	3.46	0.94	High	4
	Percentage	%42.9	%32.2	%5.7	%12	%9.5				
12	Frequency	55	122	10	13	42	3.39	1.08	Medium	8
	Percentage	%22.7	%50	%4.2	%5.3	%17.3				
13	Frequency	114	59	00	30	39	3.35	1.07	Medium	7
	Percentage	%47.1	%24.3	%0	%12.3	%16.1				
14	Frequency	49	88	36	44	25	4.33	0.71	High	2
	Percentage	%20.2	%36.3	%14.8	%18.8	%10.3				
15	Frequency	67	103	5	56	11	3.79	1.01	High	5
	Percentage	%27.7	%42.5	%2	%23.1	%4.5				
16	Frequency	61	108	00	49	24	4.31	0.69	Very High	1
	Percentage	%25.2	%44.5	%0	%20.2	%9.9				
Total Score							**3.71**	**0.84**	High	

Table No. 07: Illustrates the opinions of the study sample units regarding Algerian university professors' confidence in the possibility of Algerian faculties of humanities teaching Digital Humanities in the future.

Table No. 07 above represents the frequencies, percentages, arithmetic means, standard deviations, and quality ranges for the responses of the study sample units regarding the indicator of the second hypothesis, which states that "Algerian ***university professors trust in the possibility of Algerian faculties of humanities teaching Digital Humanities in the future."***

The table shows that the indicator of the second hypothesis was expressed through 8 statements (from 9 to 16). We notice that this indicator achieved an arithmetic mean of 3.71, and this mean falls between the range [3.4 - 4.2[, which indicates a high quality range.

The results obtained from the SPSS program also showed a standard deviation for the second hypothesis indicator equal to 0.84, which is the value we obtained after summing the standard deviations for the 8 statements of the second hypothesis indicator and dividing by 8, resulting in 0.84, which indicates that the answers of the Algerian professors were "convergent".

We notice from the table that most of the answers of the researched professors in the 8 statements of the second indicator were in the agreement box, ranging between (Agree and Strongly Agree), which outweighed the opposition statements (Disagree, Strongly Disagree) and the Neutral statement.

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3. Analysis of study sample opinions regarding Algerian higher education institutions taking into account the scale of global changes in academic research methods within humanities disciplines.

Statement	Frequencies and Percentages	Likert Scale					Arithmetic mean	Standard deviation	Quality level	Rank
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree				
17	Frequency	60	119	9	39	15	3.4	0.96	High	**2**
	Percentage	%24.7	%49	%3.7	%16.1	%6.2				
18	Frequency	51	121	7	41	22	3.6	1.2	High	**7**
	Percentage	%21	%50	%2.9	%17	%9				
19	Frequency	92	103	9	29	9	4.23	0.71	Very High	**1**
	Percentage	%38	%42.5	%3.7	%12	%3.7				
20	Frequency	47	133	3	39	20	3.77	1.05	High	**4**
	Percentage	%19.4	%54.9	%1.23	%16.1	%8.2				
21	Frequency	57	98	3	73	11	3.2	1.01	High	**3**
	Percentage	%23.5	%40.5	%1.23	%30	%4.5				
22	Frequency	49	131	5	44	13	3.32	1.12	High	**6**
	Percentage	%20.2	%54	%2	%18.8	%5.3				
23	Frequency	34	178	00	21	09	3.51	1.09	High	**5**
	Percentage	%14	%73.5	%0	%8.7	%3.7				
24	Frequency	41	138	1	35	27	2.89	1.77	Medium	**8**
	Percentage	%16.9	%57	%0.4	%14.4	%11.1				
Total Score							**3.51**	**1.12**	High	

Table No. 08: Illustrates study sample opinions regarding Algerian higher education institutions taking into account the scale of global changes in academic research methods in humanities disciplines.

Table No. 08 above represents the frequencies, percentages, arithmetic means, standard deviations, and quality ranges for the responses of the sample units regarding the third hypothesis indicator, which was expressed through 8 statements (from 17 to 24). We notice that this indicator achieved an arithmetic mean of 3.51, and this mean falls between the range [3.4 - 4.2[, which indicates a high quality range.

While the standard deviation for the third hypothesis indicator is 1.12, and we obtained this value after summing the standard deviations of the 8 statements for the third hypothesis indicator and dividing by 8, resulting in 1.12, which indicates that the answers of Algerian professors are convergent.

From the table above, we notice that most of the answers of the researched professors in the 8 statements of the third indicator were in the agreement box, ranging between (Agree and Strongly Agree), which outweighed the opposition statements (Disagree, Strongly Disagree) and the Neutral opposition.

4. Analysis of study sample opinions regarding the existence of statistically significant differences between the research practice of Algerian university professors and the variable of the specialized teaching department they work in regarding the possibility of teaching Digital Humanities in Algeria in the future.

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Statement	**Frequencies and Percentages**	**Sample Opinions**		Arithmetic Mean	Standard Deviation
		Yes	**No**		
25	Frequency	156	86	0.95	0.21
	Percentage	64.4%	35.5%		
26	Frequency	201	41	0.36	0.48
	Percentage	83%	16.9%		
27	Frequency	219	23	0.60	0.51
	Percentage	90.5%	9.5%		
28	Frequency	233	9	0.55	0.38
	Percentage	96.2%	3.7%		
29	Frequency	199	43	0.83	0.31
	Percentage	82.2%	17.7%		
30	Frequency	187	55	0.59	0.39
	Percentage	77.2%	22.7%		
Total Score				**0.485**	**0.285**

Table No. 09: Illustrates study sample opinions regarding the indicator of the existence of statistically significant differences between the research practice of Algerian university professors and the department variable they work in regarding the possibility of teaching Digital Humanities in Algeria in the future.

Usually, in indicators related to the statistical significance of hypotheses concerning individual differences, we answer with "Yes" or "No," which explains why we did not use the five-point Likert scale.

From Table Nine above, we notice that the vast majority of the professors completed or addressed research materials related to the topic of Digital Humanities without knowing they were doing so, with an arithmetic mean of 0.485 and a standard deviation of 0.285, indicating that the respondents' answers were very convergent.

Results of the Study and Their Interpretation in Light of the Hypotheses:

After presenting the statistical tables, we will, in this final element, express the results achieved, interpreting and explaining them in light of the four proposed hypotheses.

Before interpreting the results in light of these hypotheses, it is worth noting the most important results achieved based on the frequencies and percentages expressed in the first three tables:

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- According to Table No. 03, female university professors occupied the highest percentage of the total professors interviewed, at a rate exceeding three-quarters.

- According to Table No. 04, most of the researched Algerian university professors interested in the topic of teaching Digital Humanities in faculties of humanities are between 36 and 45 years old.

- According to Table No. 05, the overwhelming majority of the professors researched in this study belong to the Department of Media and Communication Sciences, compared to a few belonging to the remaining departments of philosophy and history.

- Through Table 06, which includes the statements of the first indicator, most professors gave supportive answers in statement No. 01 regarding the ability of the Algerian university to transition to Digital Humanities in faculties of humanities. We also notice from Table No. 6 that the statement: "Algerian universities must introduce Digital Humanities into their curricula based on its significant benefits" ranked first with a high arithmetic mean of 4.01, a standard deviation of 0.85, and a high quality level falling in the range [3.4 - 4.2[, meaning that the answers of Algerian professors on this statement were mostly in agreement regarding the necessity of Algerian universities transitioning to teaching Digital Humanities.

- As for Table No. 08, which includes the statements of the third indicator, the highest percentage of agree-ers was in statement No. 18, which stated that "the current level of Algerian humanities professors is not at the level of the scale of changes in higher education and global scientific research." This statement ranked first, as most respondents agreed with it, indicating the professors' resentment towards their professional conditions and the circumstances of training, teaching, and scientific research.

- Through the last table, No. 09, which includes the statements of the fourth and final indicator, the highest "Yes" response rate was 90.48% in statement No. 30, which stated: "the policy of the supervising ministry and its agenda view activating the teaching of Digital Humanities in Algerian faculties of humanities in the near future as an important topic," and they agreed with them overall.

Interpretation of Results in Light of the Hypotheses:

Interpretation of First Hypothesis Results: Table No. 6 shows that the arithmetic mean of the study sample's opinions on the first hypothesis indicator is 3.51, with a standard deviation of 1.02 and a high quality range [3.4 - 4.2]. From this, we conclude that the university professors' attitude was positive. Despite Algeria currently being very late in teaching Digital Humanities, professors—based on the first eight statements contained in the first indicator for the first hypothesis—trust Algeria's ability to enter the field of teaching Digital Humanities based on the human resources and financial capabilities it possesses, as the dominant group among professors is the youth in their forties, especially with their conviction that the Algerian university can provide the desired addition by activating this proposal.

Due to the researcher being restricted to a specific number of pages for writing this paper, we skipped discussing the eight statements one by one; however, the professors' attitudes toward activating the proposal for teaching Digital Humanities **are positive**.

Interpretation of Second Hypothesis Results: The second hypothesis stated that "Algerian university professors trust in the possibility of Algerian faculties of humanities teaching Digital Humanities in the future." Table No. 7 shows that the arithmetic mean of the study sample's opinions on the second hypothesis indicator is 3.71, with a standard deviation of 0.84 and a high quality range [3.4 - 4.2]. From this, we conclude that the university professors' attitudes were positive, and their confidence in this potential future teaching is high.

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Algerian professors believe that the current strength of the humanities in their traditional form in Algerian universities will help in the transition to Digital Humanities in the future. Respondents also believe that the reason for the delay in entering Digital Humanities into Algerian universities is the presence of obstacles stronger and heavier than the technical, human, and logistical level of the university today.

They also consider the lack of mastery over modern software, the failure to invest in training for it, its high cost, and the nature of university professors' thinking in humanities disciplines to be strong reasons for this delay.

Interpretation of Third Hypothesis Results: The third hypothesis stated that "Algerian higher education institutions have not taken into account the scale of global changes in academic research methods in humanities disciplines." From Table No. 8 for the third indicator corresponding to this third hypothesis, it appears that the arithmetic mean of the study sample's opinions on the third hypothesis indicator is 3.51, with a standard deviation of 1.12 and a high quality range [3.4 - 4.2]. From this, we conclude that professors' attitudes were positive toward these third hypothesis statements. University professors believe that higher education institutions provided sufficient information about the proposal for Algeria to enter the third and fourth generation of universities. However, on the other hand, they consider the current level of professors not to be at the level of the scale of global training and research changes, as there is a significant and clear shortage of specialized professors (or those proficient) in the software and basics of Digital Humanities.

The reasons for this are attributed to weak training and the limited research background of the Algerian professor, which makes their handling of the Digital Humanities topic incomplete—meaning they do not give it great importance and remain merely transmitters of what Digital Humanities is rather than "researchers" in it. Researched professors also believe that the lack of professionalism and expertise in Algerian universities makes them untrustworthy to Algerian students regarding Algeria's potential entry into the new generation of universities (3rd and 4th), which coincides with the internationalization and normalization of teaching Digital Humanities. Most universities only transmit generalities about Digital Humanities and do not research it or perform work according to it, especially with the absence of specialized departments in Algerian humanities faculties with researchers specialized in Digital Humanities (which is considered a decisive factor in providing training at the required level, especially regarding Algeria's potential entry into the fourth generation of universities).

Interpretation of Fourth Hypothesis Results: The fourth hypothesis stated that "there are statistically significant differences between the research practice of Algerian university professors and the specialized research department variable they work in regarding the possibility of teaching Digital Humanities in Algeria in the future." From Table No. 9 for the statements of this hypothesis, it appears that the arithmetic mean of the study sample's opinions on the fourth hypothesis indicator is 0.485, with a standard deviation of 0.285 and a good quality range. We notice that most professors had previously come close to completing at least one theoretical research material on Digital Humanities and the future of traditional humanities, indicating that they show a minimum level of interest and awareness of its nature. However, on the other hand, they have not actually completed any research according to Digital Humanities principles. The researched professors also consider specialization in the departments of Media and Communication Sciences and Library Science essentially in the humanities faculties they work in to be very important for them when talking about teaching Digital Humanities in the future, linking the latter specifically to the Media and Communication Sciences specialization (despite much being said in this regard).

Conclusion

Through this field study, I sought to approach the attitudes of university professors towards activating the proposal for teaching "Digital Humanities" in Algerian faculties of humanities. The study results showed that "Algerian professors' attitudes towards this activation are positive in their entirety." Although Algeria is still far from implementing this transition, updating, mastery, and understanding, professors trust the Algerian university's ability to adopt this form of advanced humanities in the future thanks to several high research indicators. Furthermore, the strength of Algerian researchers will help in adopting Digital

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Humanities in the future despite many humanities departments in Algeria not taking into account the scale of the major changes in this field.

In concluding this study, it is important to say that activating the proposal to teach "Digital Humanities" in Algerian humanities faculties in the future will increase the effectiveness of Algerian universities, their international ranking, and their value among global universities, raising their competitive advantage and giving them greater momentum on the continental and international levels.

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