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**The Effects of E-Learning on Students 'Motivation
The Case of First Year Master Students at UKMO
(2020-2021)**

Dissertation submitted in partial fulfillment of the requirement for the Master's Degree in the field of Linguistics

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قال تعالى :

{ يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ }

[المجادلة : 11]

Dedication

*To those who instilled in myself all the meanings of love and loyalty, and inherited all the motives of giving and the loving spirit
Who shared my pain, hope, love and suffering for 23 years of my
life*

*To those who are for my hearts and my life, the best people and
companionship*

For all what I have in my life..... My Parents

My mom "S" and My dad "A"

"Djebali Abdel Mouniem" "Samira Rezzag Salime"

To my soulmate, friend of my life, and sister "Aya".

(A.Z)

Basma Djebali

I dedicate this work to my inspiration of my life

My mother and father

*To all my teachers from the primary level till my
graduation.*

*My beloved sister Imane who helped me to finish this
work.*

To my dearest persons to my heart

My small family.

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List of Abbreviations

CAI: Computer-Assisted Instruction

CMC: Computer-Mediated Communication

IT: Information Technology

OECD: Organization for Economic Co-operation and Development

E-teacher: E-learning Teacher

M-learning: Mobile Learning

E-learners: Electronic Learners

WWW: World Wide Web

CBT: Computer-based Training

TBI: Technology-Based Instruction

IG: Instagram

WI-FI: Wireless Fidelity

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Abstract

Technology has proliferated society although it has many benefits, there are also issues, particularly for university learners. Excessive technology use can negatively impact on students' motivation, and this can result in their educational level. E-learning has a significant role in instruction of students especially in higher education, so the objective of this study is investigating the relationship between e-learning and students' motivation and how its effects among students participating in the research. The present work examines the effects of e-learning on the motivation of students which has often been identified as different from that of traditional learning. This work starts by the definitions of e-learning, history, developments ,types and its techniques , it includes the advantages and disadvantages of online learning and the differences between traditional classes and electronic learning . Furthermore, this study shed light on e-learning in higher education, its effect on students ' motivation and self learning during covid-19 also the role of teachers on students' interaction is included. Design/ methodology/approach – This study based on descriptive and analytical methods (qualitative and quantitative method) , a questionnaire was applied to collect data from students of kasdi Merbah University; and interviews for teachers in each department of, Arabic literature, Economics, methods engineering and Maths & computing were used for data analysis. The outcomes of this research will be helpful in developing our country higher education to better comprehend effects of e-learning on students' motivation.

Keywords: E-learning, Motivation, Students, Teacher, Traditional Learning, Covid-19.

General Introduction

1. Background of the Study

For many decades, the process of teaching/learning has been an important part of human lives for centuries and will continue to be a part of human society, and the institutional delivery system in the educational institutions, used to be face-to-face learning that is based on the attendance of both students and teachers. But recently the apparent progress in the world of technology, it challenged all the aspects. The field has witnessed a significant level of transformation by the introduction of a new method which is called "E-learning" being. Nowadays, modern lifestyles have made the adoption of e-learning quite easier and in some ways obvious, considering its benefits, it is useful to invest our efforts in improving the quality of education in an e-learning model.

Lately, the impact of modern technology on education in general and in learning in particular, is becoming nowadays an observable phenomenon and definitely with the development of Computer-Assisted Instruction (CAI) in the 1980's, the appearance of Computer-Mediated Communication (CMC) and the different network tools and applications of the 21st century, several changes have been prompted in the ways and methods of learning and teaching and has made inroads into a specialized fields of distance education, as in developed countries the use of electronic devices, e-mails and the (WWW) World Wide Web become a necessity in their daily life.

The rapid growth of technology in the schooling world, make it a crucial component of the educational foundations, especially with the pandemic covid-19 in 2020, this hard situation opened a deep gap between students, teachers and the path of learning which make them struggling to find an immediate solution in order to continue the progress; Wang Wait (2007) stated that the development of multimedia and the use of internet as a new teaching technology has fundamentally changed the traditional teaching. The effect of electronic devices on learning was and is still an attractive topic to many researchers, for example: Prensky (2007) indicated that the use of technology computer became an essential branch of contemporary production in everyday life and social life are integral feature of every society; Roblyer and Doering (2010) in their work; indicated the relationship between student's motivation and technology based environment. In addition, Yang and Arjomand (1999) in their study focused on the development of information technology (IT). This later has brought more choice to educational system and that e-learning today has become one of the essential cores of learning-teaching curriculum.

But, critics are still arguing concerning e-learning effectiveness and whether it is really beneficial in the educational environment or not, by comparing its strengths and weaknesses to traditional face-to-face learning. As Abbad, Morris and de Nahlik (2009) mentioned that e-learning is more effective when we talk about its cost, and easier and faster when it comes to accessibility, but there still some queries about this new method in educational system and its

effectiveness and quality. As well, to Croxton (2014) traditional classroom learning is more effective and beneficial than e-learning, because it lacks interactivity and consideration for pedagogy.

2. Objectives of the Study

Nowadays, technology became an integral part of our everyday life, and applied in multiple fields. Definitely this integration has a powerful impact in the field of education, especially with the recent event that happened in the world (Corona Virus) the use of technology devices have increased and evolved more than was expected. We have chosen the topic of **“The Effect of E-learning on Students Motivation”** for several reasons:

- To understand more Electronic learning.
- To determine the relationship of using E-learning in higher education institutions.
- To tackle some issues concerning E-learning in relation to education (types, origins, development, history ...etc.)
- To conduct the strengths, weaknesses and challenges concerning the application of electronic devices in education and how it effect students motivation.
- To highlight the quality of e-learning and e-teaching in order to meet students need and improve their accessibility.
- To examine the influence of the current situation of covid-19 pandemic on E-learning and students motivation.

3. Aim of the Study (Motivation)

Coinciding with Corona Virus pandemic and the fluctuations that have occurred in the educational system, forced the world to deal and incorporate with this new method of teaching-learning and to accept it, without any exception. So the aim of our work is to understand how electronic learning can affect student’s motivation and how teachers dealt with e-learning and their beliefs about it, additionally how both teachers and students they acclimatized and adapted it, concentrating on the quarantine period of 2020.

4. Statement of the Problem

Lately, the world was in emergency situation and with the recent conditions that the ministry of education was setting according to the corona virus path, which forced all the institutions to deal with e-learning and accept as it. That e-learning can be considered as an unplanned move in the educational environment that totally differs from the traditional modes, which contain unclear results and effects on students’ motivation. The general problem addressed in this current study is

that the government suddenly forced the world to deal with online learning and using technological practices in the world of education, without clearly knowing if doing so results in affecting students motivational level negatively or does it enhance student learning outcomes in positive way.

5. Research Question

This work aims at focusing on e-learning and its impact on students motivation, achievement and how they dealt with this new way of learning in comparison with the traditional classroom way. In order to explain the aim of the study, the following research questions have been formulated:

- In what way(s) can e-learning bring impact on student's motivation?

6. Hypothesis

Since e-learning and students motivation lately, was the subject matter for many researchers, especially with the widespread of technology in the educational world. Where a multiple researchers talked this topic as Keller and Suzuki (2004) focused on the learners' motivation and e-learning design, in addition Kim and W.Frick (2011) in their study noted the changes that appear in students' motivation during electronic learning.

According to the research questions, evidence related to the following hypotheses will be tested:

- As the unexpected growth of e-learning in the world of educational, so it can have a negative impact on student's motivation.

7. Literature Review

Several points have been discussed concerning the effects of e-learning whether on students , teachers or even with different fields ; Kim & W. Frick (2011) stated the changes in student motivation during online learning and consider self-directed e-learning which is the best predictor of positive motivation changes , also concerning the issue of the effect of e- learning on students motivation . Garavan et al., (2010) shows that students are eager to participate in training activities and learn from them and it can be an effective way in medical side for instance, Walker R, Dieter M, Panko W, Valenta A (2003) show that Many medical schools and medical institutions have performed high fidelity e-learning materials, such as virtual patient simulation, soon to be the influence of any educator and learner. The main idea to make e-learning the most promising education consist the techniques of Hammer and Champy (2001) and Liaw et al. (2007) include service, cost, Quality and speed; Dron and Anderson (2012) tried to look for the four generations of electronic learning pedagogies. William K. Horton (2001) defined electronic learning in his book by saying: "E-learning as the use of internet and digital technologies in create experiences that educate our fellow beings."(2001,p.01)

In our present work, we will focus more on discussing:

- A. E-learning Tendency in The Educational System
- B. E-learning as a Complementary method to Traditional Learning
- C. Electronic Learning Impact on Students Motivation
- D. Electronic Learning during Quarantine Period in 2020
- E. Challenges of student's motivation during the Covid-19 quarantine

A. Learning Tendency in the Educational System

In recent times, e-learning technologies have dominated the educational system indirectly and opinions differed. Some believe that it helped improve the quality of education, especially in universities, and others contradict the first opinion. For Arkorful & Abaidoo (2015) technology and internet became an important ways for sharing and acquiring information between teachers and their students. But, electronic learning is definitely a complex process, and introducing it to the educational world is not an easy practice, it requires many years' experience , it demand different approaches and system , in addition to electronic recourses and special training for the motivation of both teachers and students to easily work in an e-learning environment.

B. Learning as a Complementary Method to Traditional Learning

Different points of views of researchers vary concerning the effects of electronic in comparison to traditional learning environments. For Rovai, Ponton, Wighting and Baker (2007) found that learners who learn through electronic devices were more motivated then learners who used traditional learning in classrooms. In the other hand, Klein and Ware (2003) stated that it is possible to assume that E-Learning, in spite of the advantages that it has also possesses some disadvantages

The past decade has witnessed a huge revolution in the educational system by the applications of different technological devices and Internet till the emerged the concept of virtual learning. This educational revolution can only made the possibility of making E- Learning as a Complementary Method to Traditional Learning or as it known "Blended Learning". Ismail (2009) stated that blended learning is the suitable choice that can be taken and added that it's the employment of technological innovations in combining the face-to-face education and distance education. Also, Salamah (2005) indicated blended learning as a learning type that concentrate on the student and using the physical and virtual materials in the best way.

Learning electronically couldn't replace the traditional way of learning and no matter how technology develops; teacher role in the classroom can never be underestimated. E-learning is a method that can affect the interaction between the tutor and his students. The teachers in e-learning courses instead of teaching and explaining ready-made knowledge, he helps his learners in building self-learning path only.

C. Students Motivation in E-learning Environment

In e-learning environment motivation is an important factor, as Schunk & Usher (2012) stated that motivation influence what we learn, how we learn and when we choose to learn. As well Artino (2008) and Keller (2008) considered student motivation as a crucial factor for success in online learning environments. Paris and Turner (1994) suggested the word "Engine" to define motivation, and this mean that the relationship between motivation and technology is not stable, it may affect positively or negatively, and this depend on how learners apply and deal with electronic devices in their education. When student use technology appropriately and in a more beneficial ways in their learning process in a suitable environment and time, it definitely will lead to positive results for their benefit.

D. E- Learning Role in the Quarantine Period of 2020

According to World Bank (2020) these worldwide closures especially in the field of education, have resulted in an abrupt transition from face-to-face school-based education to online educational technology. The lockdown was the first step to take and this due to the speed spread of this virus. The corona virus has caused a sudden suspension in all the educational institutions across the world, and e-learning was their first choice to adapt in order to find a temporary alternative to face-to-face instruction, so they can guarantee children's right to education.

Technology and online courses has been playing a great role during the present crisis of this virus, electronic tools and online applications have been helping the learners (and teachers) to complete their study (and teach) at home. During this pandemic situation, well-known companies such as Zoom, YouTube, Google and Gmail have offered many features of their products that could be beneficial in many fields (education is of them) for free to different institutes. Here in Algeria and particular in Ouargla the application Zoom and the Moodle website was the most used and more practical for the university to adapt.

E. Challenges of student's motivation during the Covid-19 quarantine

According to OECD (2020) the effectiveness of e-learning may have been hindered , as a result of the lack of basic digital skills and experience for teachers and students, which leads to being unprepared and not accepting electronic learning and online courses and this will adversely affect students motivation. The e-environment requires some important dimensions that are influential for the smooth and effective online teaching and learning (such as: special tools, technology experience, habit and skills, life style and personal characteristics). Also, Garrison et

al. (2000) mentioned that students may have insufficient skills and strategy to meet up the expectation of online teaching and learning.

There are many concerns about electronic learning that results negative impact on the motivation of students. First, it only available to students that have access to a broadband connection at home that is fast enough to support online learning. Additionally, here still geographical areas groups that are underserved, especially in rural and remote areas and among low-income groups. In addition, students need to have access to different technological devices which is often a challenge for lower income households. Even in downtown for some populations, technological devices are not available for all people and for some it's too expensive for lower income households, this mean that e-learning may create additional costs to parents and teachers.

8. Significance of the Study

This kind of study was discussed and written by many scholars and was the subject matter for multiple researchers, which make it as a debatable subject that, needed to be tackling multiple times. In our work, we attempt to discuss this topic in the present time, in order to provide the learners and readers with more information about electronic learning in relation to education and how it affects the student's motivation.

In addition, taking into consideration some issues concerning this topic, by explaining more in details on E-learning and its relationship with students in higher education , by taking learners and teachers of Kasdi Merbah University as a sample to apply our study , also teacher's point of view concerning our current work . Furthermore , we try to capture students attitude toward electronic learning by focusing on the covid-19 pandemic period , as this study came synchronically with this worldwide problem and how it affected higher education in particular and the educational system in general during this unexpected time.

9. Methodology

This study is descriptive and explanatory in its approach, it tries to understand and explain what is e-learning and its effects on higher education students also this analysis conducted to explain strengths, weaknesses and challenges associated with learning electronically. In addition, it attempts to clarify and describe the interdependence relationship of the crisis epidemic covid19 and its effect on the motivation of students and by focusing on higher education, and analytical by which it focuses on the processing of final results.

The work based on mixed methods and the data have been gathered from first year master students of Kasdi Merbah Univesity Ouargla, from different majors in different faculties, among student we adapted only 100 students from first year master from different majors in the form of questionnaire. In addition, we have interviews with 10 teachers from different majors from different faculties.

To attain the objectives of this study, we have used quantitative approach among students by adopting questionnaire concerning three main points that our study focuses on; e-learning, its effects on students' motivation and its relationship with the corona disease. In addition, we adopted qualitative approach with teachers depending on setting an interview questions to gather their points of view concerning our study. For taking caution for our safety and for the safety of teachers and students concerning the infection of corona virus, we tried to use alternative methods to distribute our questionnaire and interview questions instead of face-to-face way. We used Face book and Messenger to contact with students, and via Email, Messenger and Zoom platform with teachers.

10. Structure of Dissertation

This dissertation comprises (03) parts, an introductory part and (02) main chapters (Theoretical and practical). The first part presented an overview of the research including some background of the study. It provided a brief review of the existing work on e-learning during the period of quarantine of Covid-19. In this part, it sheds some light on different perspectives that researchers have taken concerning technology in relation to education and students interactivity in e-learning environment. Also, it mentions the statement of the problem that discussed in this current work .The section presents the aim and objectives that this research wants to achieve and discuss. In addition to the research questions that formulated to answer the main purpose of doing this work, followed by a number of hypotheses to be tested.

In the first Chapter of this thesis sets the context of e-learning. starting first by stating different definitions of e-learning gives by different researches, in addition to other related terms (Online learning, Distant Learning, Blended Learning, M-learning, Computer-based training, Technology-based instruction).This chapter also give some hints concerning the history of e-learning and how it came into existing in education system, and how it develop to became in this position; adding the types and challenges that some researchers suggested.

Additionally, in the second chapter we focused on discussing e-learning in relation to the higher education students and how it affected their motivation by tackling the following points: E-learning in higher education, how e-learning effect the students motivation, the importance of teacher and its role in e-learning environment , the impact of e-learning student-teacher interaction, how the electronic education work during COVID-19 period, in addition to the difference between the traditional learning and the electronic learning; at the end of the chapter we stated some advantages and disadvantages of learning electronically that effect the students.

In the third chapter we discuss the practical part of the dissertation which include the analysis and interpretation of the students' questionnaire and teachers' interview, followed by the limitation of the study and the recommendations to help solving the issues of our study.

11. Limitation of the Study

This study is concerned with the effects of e-learning on first year master at UKMO. The first limitation is time was a real problem we faced especially during collecting the data from different faculties. Due to the lockdown and the new system of studying in groups, it was an issue to distribute our questionnaire papers in save circumstances, so we tried to work online with many samples to accomplish our work. The same thing with teachers because of their preoccupations it was a real limitation to contact them in different ways. Last but not least, the results of our study may not be generalized due to the samples was restricted to a limited numbers of students and teachers only in UKMO.

Chapter One

I. Chapter One: An Overview about E-Learning

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Introduction

Recent years have witnessed an amazing development in the world of technology by imposing itself in the educational area. This progress has led to the emerge of a new methods and applications in education that depend on employing technological innovations to achieve the required learning. But, according to many studies it is expected that this growth will increase in a way that will be difficult for specialists in the field of education to keep up, because the first and only affected in this situation will be the students.

Lately, E-learning is one of the most important technological applications in the field of education, as it represents the new paradigm that works in some changes the entire form of classroom education. It is also considered one of the basic issues that concern educators, especially those interested in the field of educational technology, and as it has become today's talk about Technology in general and the Internet in particular is familiar, especially with the sudden and unexpected emergence of the Corona pandemic, whether at the level of the Arab world or at the global level. Nowadays, e-Learning refers to learning which delivered through electronic technology devices, that's known with a historical background from about 30 years of development in computer based training and education, and with the unexpected growth of the internet it became much more debatable study. The world of Information Technology (IT) and Education and Training influenced the new term "E-Learning" to consequently become a subset of both of them.

1.1. Definition of E-Learning

Till this day, defining e-learning still a difficult task to accomplish, because it is difficult to find a commonly accepted and clear definition of the term "E-learning". As mentioned by Arkorful and Abaidoo (2015) that many researchers tried to define the term "Electronic Learning" and applied different terminologies, and this because of its large and changing areas of use. Ruth & Richard (2000) claimed that, the "e" in e-learning refers to the "how" the course is digitized so it can be stored in electronic form; the term "learning" refers to the "what" "the course include content and ways to help people learn it; in addition to the "why" is about the purpose to help individuals achieve educational goals or to help organization build skills related to improve job performance.

In the other hand, Rosenberg (2000) defined it as the application of any internet technologies to deliver a broader array of solutions that improve knowledge and performance. According to Buzzetto (2007): "E-learning is often seen as learning where the internet and the Web play an important role .The term is also employed in a broad sense, namely as learning where any electronic technology is used» Page (28). Randy (2011) added that e-learning: "Is formally defined as electronically mediated asynchronous and synchronous communication for the purpose of constructing and confirming knowledge. The technological foundation of e-learning is the internet and associated communication technologies». Page (02)

Tareq (2015) and Rossi (2009) share the same opinion by considering e-learning as a concept that covers a range of applications and learning methods. Also, a process of teaching and learning using electronic media such as computer and its multiple software, networks, the Internet, electronic libraries and others for specific and clear educational goals. Additionally, for Tareq (2015): "It is an interactive system for distance education and is presented to the learner according to the request. It depends on an integrated digital electronic environment aimed at building and connecting courses through electronic networks, guidance and direction, and organizing tests or managing or evaluating resources and processes."

Page(s) 23-24. (Translated by Sara Boudaoud)

1.2. Other Related Terms to E-learning

In order to understand what is e-learning it means to look at the relationships between electronic learning and some closely related concepts and defining each term. Saul (2014) stated that many people reciprocate in the use some terms as: E-learning, Online Learning, Virtual Learning, Distance Learning, Blended Learning and computer-based training, but the truth that each of them has a specific meaning but some of them are synonyms.

1.2.1. Online Learning:

According to Saul (2014) online learning is a one form of distant learning; he defined it as a wide form that contains all the different types of learning that take place via computer, and other supportive recourses that are available through a computer. Also, Randy (2011) claimed that online learning: "is a form of distant education that had its genesis apart from mainstream distant education."

1.2.2. Virtual education

Tareq (2015) defined virtual learning by saying: "It is a term that applies in one way or another to some types of higher education, such as open education, online education and the virtual university (the university without walls), that educational institution that is not determined by any of the known determinants of traditional universities, whether in terms of place, time, content, style, or the way of dealing with learners." **(Translated By Djebali Basma)**

1.2.3. Distant Learning

Pelet (2013) defined the term distant learning: "learning that takes place when the instructor and the learners are not in the same physical location. It can also take place at the instructor and the learners are in the same location but not at the same time."

1.2.4. Blended Learning

Also, Pelet (2013) added that blended learning is the most widespread form of electronic learning which mostly famous in the institutions of traditional higher education. Josh Bersin defined blended learning as: "the combination of different training media to create an optimum training programs for specific audience". (Pelet ,2013,p.1)

1.2.5. M-learning

Furthermore, Pelet (2013) mentioned that M-learning (mobile learning) is considered with the use of handheld technological devices like mobile phone and laptops that we can apply in learning and teaching.

1.2.6. Computer-based training (CBT)

“Refer to course presented on a computer .The course does not provided links to learning recourses outside of the course .often learners take a computer-based training course on a computer that is not connected to a network.” (Saul Carliner, 2004)

1.2.7. Technology-based instruction (TBI)

Saul (2004) defined it as learning through computer or any other medium beside the traditional way (classroom), it also can include other mediums (such as: TV).

1.3. The Emerge of E-learning

As any other new invention, there are different odds and points of view from many researchers about this point, and each of them is trying to prove his study or work. E-learning is a product of many years of human ingenuity and innovation, and there are different moments in the history that contribute to the inevitable birth of E-Learning. As Tareq (2015) mentioned that opinions differ about the origin of e-learning, some believe that its roots began at the end of the 15th of the twentieth century when programmatic learning appeared, while others claim that its origins are since the 17th when the emergence of computer-assisted learning; also some stats that the beginnings of e-learning in 19th. **(Translated By Basma Djebali)**

For Randy’s (2011) e-learning emerge start in the middle of 1990s along with the development of WWW, and the term has been in existence at the CBT system seminar in 1999s, at the same period other words started to spring up such as “online learning”, “distant learning” and many others. According to Ruth & Richard (2011) Cuban (1986) has described the history of teaching/learning through technological devices started since the 1920s, including motion pictures in the 1920s, educational radio in the 1930s and 1940s, educational television in the 1950s and programmed instruction in the 1960s.

In the meeting of the Council of the European Union of 2002, the use of e-learning forms started to be mapped, and only in the 2002-2006 years the purpose of spreading the knowledge about different teaching forms began to be applied, focusing more on developing and improving the educational system, also the meeting concretized the recommended amount of costs for e-Learning development, and this process applied for all the member countries for the purpose of improving new forms of teaching. Electronic learning started to improve its system starting with the content and forms of the new courses and programs in Universities.

1.4. The Development of E-learning

It is certain that the emergence of e-learning was not a coincidence, and the successive achievements in this field are the culmination of the painstaking efforts made by specialists and interested persons, and their educational plans, and implemented by teachers. Tareq (2015) stated that interest in e-learning concepts and issues appeared in the eighties of the last century, and this concept went through a five main phases of development which are:

The first phase before 1983: The method of education was traditionally before the spread of computers, and communication between the student and the teacher took place in the classroom according to a specific study schedule. Then starting from the 1970s computer technology was applied for the first time in the field of education as educational machines.

The second phase from 1984-1983: This period was marked by the emergence of modern tools for the development of education, and Internet-based courses also appeared in the mid-eighties of this century.

The third phase from 2000-1993: At this stage the Internet, e-mail, and electronic video programs began to appear.

The fourth phase from 2003 – 2000: this period is characterized by the emergence of web design in a more advanced way in terms of quality and content density.

The fifth phase from 2003 till now: It is the fourth generation stage that combines all the main characteristics of the Internet.

Tareq (2015) added that Lal (2011) mentioned in his study that e-learning has passed since its emergence by three main generations to reach its current form, and these generations are:

The first generation: This generation appeared in the early 18, when the electronic content was in CDs and the interaction through it was individual between the student and the teacher, with a focus on the role of the student. The second generation: This generation appeared with the beginning of the use of the Internet, where the method of delivering content evolved into a networked method, with which the content evolved to a certain extent, and the process of interaction and communication evolved with being individual to being collective, with a number of students participating with specific teachers. The third generation: The third generation of e-learning appeared simultaneously with the emergence of e-commerce and e-security in the late nineties of the last century, and this coincided with the rapid development of multimedia technologies, virtual reality technology and communication technology.

(Translated By Basma Djebali)

1.5. Types of E-learning

"Types of E-learning" was a very complex point between researchers, and each one divided it as the way he view and dealt with electronic learning. Tareq (2015) stated that electronic learning

can be classified into five main types which are: Computer-based Learning: It is computer-based education and its software. This type of learning allows the learner to interact with the educational content without interacting with the teacher. Network-based Learning: It is learning in which a network employs the provision of content to the learner and usually provides opportunities for active interaction with the content and with the teacher and peers simultaneously or asynchronously. Internet-based Learning: It is the learning in which the Internet, its tools and applications are employed (web, e-mail, chat rooms, and newsgroups). Digital learning: It is the learning that takes place through digital information and communication technology media (computers and their networks, television cable networks, and satellite broadcasting). Distant Learning: It is learning that takes place through all modes of learning, whether traditional or modern.

Tareq(2015) in his work adapted other researcher's perspectives about the type of electronic learning , by including that in Al-Halafawi (2006) works classified e-learning into two categories and divided them according to its reliance on the Internet. First," Internet-based E-learning" which can be divided into two sub-types: Synchronous (In this type of e-learning, all students registered in the course, in addition to the professor, enter the designated website on the Internet all at the same time, and discussions are held between them about the lesson). Asynchronous (It is the student entering the course site at any time according to his needs and the time appropriate for him); second, "E-learning that is not accredited on the Internet" which includes all electronic multimedia in education. **(Translated By Sara Boudaoud)**

For Algahtani (2011) the classification of e-learning can be based on its extent of their engagement in the field of education, by classify it into two types; Computer-based learning, it means the use of a full set of hardware and software commonly available for information and communication technology. Whereas, the internet-based learning is a further improvement of the first type, because it can make content available on the Internet links to relevant to relevant knowledge sources (such as email services) and may be the information used by learner at any time or place in the case the teacher is absent .

1.6. E-learning Challenges

In the recent years, with the growth of the technological expansion, it has found that it's helpful to increase the effectiveness and efficiency of education by the use of ICT that changed many aspects in our lives and our perspective of the world whether negatively or positive. But, however E-learning users are facing a lot of challenges as stated by Dhanarajan (2001) & Heeks (2002).

From these challenges, that some students don't have enough abilities and experience in deal with technology. Also, the bad quality of Internet connection can be a problem for the students, in addition, for some categories that still using the computers that are outdated which disrupts the educational process. The high costs of the electronic devices also a big challenge for students. For

there more, Tareq (2015) stated that students feeling of isolation make them the lack of direct social interaction with their teachers.

Additionally, in Tareq added that Marwan (2010) identified the difficulties and challenges of using electronic learning that may face the students and of them; the daily rapid changes that happened in the world of information and communication technology. Also, the role of students-teacher interaction that is totally missing in the electronic environment, and the updated emergence of different modern teaching/learning models which can affect students' limited abilities.

(Translated By Sara Boudaoud)

Conclusion

E-learning has become one of the most important technological applications in the field of education, and it can be said that it represents a complementary model to traditional education in the educational institution, and thus e-learning has become one of the main issues that concern educators, which led to the birth of many studies and research. Talking about technology in general and the Internet in particular has become commonplace today. Digital technology has contributed to changing the features of the educational system with its various elements, and in changing digital technology in changing the role of the learner from a mere recipient of knowledge to the role of investigator, researcher and discoverer.

The technology and Internet has created a new dimension in the world of education on a much larger scale than ever . Both have enabled us the access to vast and different information, as well as tools that helped in facilitating the search for specific know-how and communication and in the process of learning-teaching. The role of a computer and the Internet in the process of self education consists in replacing and enriching certain activities performed by a participant of the process.

To assess student motivation, teacher need to understand their motivation when teaching through electronic devices the online classes, as for Kim & W.Frick (2011) claim that if students are more motivated to learn, then they are more likely to be engaged; and if they are engaged successfully, they are more likely to achieve the learning objectives. However, sometimes it can be difficult to reach the main objectives or to have the needed interaction, of instructor-students due to the lack of real contact between the students and their instructor.

Chapter Two

II. Chapter Two: E-Learning in Higher Education

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Introduction

When speaking about higher education, especially Universities in the last few years they were trying to assess their academic learning environment in order to improve the students' learning level. The environment of traditional face-to-face learning and electronic learning are two different types of learning, and this concept has been accredited more in the shadow of this pandemic and people understood more the important of each method and how each one work. The radical and obvious development of multimedia, information technologies, also the use of internet as a new technique of learning, all this has made huge changes in the traditional process of learning (as well as teaching).

2.1. E-learning in Higher Education Environment

Any learning environment is an important factor that can affect students motivation and behavior (Genn, 2001), and the educational atmosphere is not an easy thing to manage and control in the electronic environment, and the introduction of technology in the environment of higher education is not an easy step to accomplish. As many supporters that described the benefits of promoting e-learning in higher education institutions; however, there are critics who against this introduction in many points.

The introduction and expansion of a range of e-Learning tools has been initiating several changes in higher education institutions, particularly when it comes to their educational delivery and support. Darling (2002) argues that such a wide acceptance of eLearning methods in higher educational institutions is a good step that has a wide range future and can create broader repercussions regarding educational structure. Volery (2000) stated that if universities do not introduce this method in its system this will made them be left behind in the pursuit for globalization and technological development

In the contrary view, Shaba (2000) think that universities are still inexperienced the acceptance and incorporation of applying electronic learning and the technological changes into their organizational structures, and that the lack of IT experience will initiate negative reactions and effects in students motivation particularly and in university system as a whole. Also O'Hearn (2000), contends that some university are not ready to deal with e-learning, because its structures are unproven, concerning the introduction of technological advancements in the educational system. Holley (2000) states that eLearning is difficult to implement the real interaction between students and their preceptor without the full cooperation and support, because the degree of interaction is still missing and unclear in eLearning environments (Volery 2000).

2.2. Students Motivation and E-learning Environment

"Motivation" is an important question that calls for in-depth analysis when it comes to the virtual environments (Burston, 2003). For Hartnett (2011) motivation in online learning is a complex phenomenon. In this modern age of education, e-learning has become a competitive advantage, that many universities have implemented it so it definitely has impacts on student's performance (Rogers, 2008). Many researchers gave an important to e-learning and students motivation in their studies. Keller and Suzuki (2004) focused on learner's motivation in e-learning design, also Taran (2005) about techniques for motivating students in an e-learning environment. Some state the positive effects that the application of technology in education can make, and others think it affects students more negatively.

Technology awareness, motivation, and learners' behavior are the essentials for implementing effective e-learning in advanced countries (Bhuasiri, Xaymoungkhoun, Zo, Rho, & Ciganek, 2012). In Rovai, Poton, Wighting and Baker (2007) study which was about comparing students motivation in the traditional classroom and in the e-courses. They found out that students who dealt with electronic courses are more motivated. In addition, Kim and W.Frick (2011) tackled in their study on the changes that appear in student's motivation when using online learning, and they found out that e-learning is the best forecaster of positive change in the learner's motivation. They also think that it's a good self-directed method that can help students building their own educational personality that added that promoting motivation to learn is one of the main principles for efficient education.

In the other hand, among the factors that affect students motivation and come along with electronic education is instructors' lack of online teaching experience (Richardson et al., 2015), because the Instructor role is an important factor that reflect on students' motivation in virtual and traditional classrooms (Baker, 2010). Also, in a study done by Lin et al. (2017) investigated the role of learning strategies and motivation on learning in online asynchronous language course. By collecting 466 completed surveys that measure their online-learning strategies and students motivation. The results showed that students had low levels of motivation in their online education course.

2.3. Teacher Role in E-learning

Despite the role that e-learning can play at the present time, and with the development that the world is witnessing in terms of technology, we cannot go as far as eliminating or dispensing with the role of the teacher, whether in e-environment or the traditional classroom. Tareq (2015) stated that the role played by the teacher in education is a very important role as one of the most important pillars of the educational process. As much as he possesses scientific and educational experiences and teaching methods, he can influence the motivation of students. In addition, the teacher's roles and responsibilities in e-learning differ from classroom learning.

Among the most important roles of the teacher in e-learning are the following: planning for electronic teaching, interacting with students and communicating with them on the network

synchronously or not, providing guidance and direction, evaluating student learning and following up their academic progress. Tareq (2015) added: “Kandil (2006) adds that the teacher's role in online communication is very similar to that of the student, as both of them share information and discuss it, as well as knowledge and experience by exchanging written messages that all group members can read and respond to.”

p.188. (Translated By Djebali Basma)

Harrison (n.d.) suggested that an e-teacher is an expert learner who can help students to solve problems and to find answers to their questions. According to Horton (2001) "E-learning does not eliminate the role of the teacher, but it fundamentally redefine their role."(p.5). In electronic courses the teachers role is a designer, that work on selecting the appropriate materials , pictures , shoot videos , program interactivity and configure technology . Also, Horton (2001) added that e-learning there is a designer who triggers the same learning experience. The designer in e-learning must do the same activities and things that done in the traditional learning but remotely.

2.4. Student-Teacher Interaction in E-learning

In many researchers studies (such as: Angeli, Valanides, & Bonk, 2003) illustrated the importance of interaction in the electronic environments which show that it has a substantial impact on the students leaning and motivational level. For Strachota (2003) have identified four typologies of online interaction including learner-content, learner-teacher, learner-learner, and learner-technology interaction. For others there are three types of interaction that take place in online learning: learner-learner, learner-teacher, and learner-content; they can occur either synchronously or asynchronously (Moore, 1993). According to Paulsen (1995) interaction can be in four types in a computer mediated learning environment which are: one-alone, one-to-one, one-to-many, and many-to-many interaction.

According to Hiltz (2002) if applying teacher-student or learner-learner collaboration rather than individual learning designs were used in an online class, students will definitely be more motivated to be more activated during their e-courses. Also, Keeler (2006), Stocks & Freddolino (2000) the higher levels of interaction between teachers-learners are related to increase learner satisfaction in the online learning environment. In contrary, Learning through technological devices cannot create communication or even learning, as for Wang’s point of view (2007) that supports the traditional education; in order to create a collaborative relationship between teacher-student and learner-learner, teacher should give activities to encourage the students to work in groups.

2.5. Self-learning in E-learning Environment

E-learning is a unique and relatively new concept, presents the new future of the learning system as Baker (2001) mentioned; all though, without e-learners the process of e-learning would

not be able to flourish. Electronic learners (E-learners) are the key for the success of this new method; much responsibility is on them for making this new form of distance learning successful. In other words, online courses and e-learning tools create learning situations where students are more responsible for their own learning. E-learning and traditional learning are two different settings particularly when we talk about "Learners"; in order to have an effective computer-based environment e-learners need to be more responsible for themselves and self-regulated (Lee, 2004). Also, Grimson (2002) added that the application of e-learning in today's educational environment allows students to experiment and be more creative.

In traditional classroom learning, teachers who do all the works and they are the first responsible for directing the learning environment; unlike the electronic courses where students are the focus of the process, where they need to become self-directed learners, and need to take an active approach to learning if they are to be successful online learners as Palloff & Pratt (1998) suggested. Additionally, in an e-learning environment students need to be more active and highly self-regulated. By being more responsible for their own learning process (Zariski and Styles, 2000)

2.6. E-learning during COVID -19

Corona Virus pandemic has successfully forced the entire world to shutdown several activities and the educational system was one of the most affected fields. This pandemic pushed the world to resort to electronic and online platforms, and as mentioned by Nadikattu (2020) technology and internet development have changed people lives immensely and brought a huge change in multiple fields .E-learning fixed its root and has been the saver in this hard period, and it found to be the most suitable and effective way for continuing the process of teaching-learning during the lockdown. Mnyanyi & Mbwette (2009) stated that the educational system has been suddenly shifted from the usual classroom environment to the new electronic way, using different devices and online applications.

Noor-Ul-amin (2013) mentioned that the web has become the most important means of learning that gives people around the world the ability to access to education easily. According to Thamarana (2016) technology developments offered for teachers to change their pedagogical approaches, also helped in enhancing the teaching-learning procedures. The COVID-19 pandemic forced the educational institutions to shift rapidly to electronic and online learning. At these hard time, teachers were trying to deliver the information for their students in different ways, using different technological devices and by different educational apps, and they were sharing study materials and lectures in different forms by uploading them on their respective university WebPages and different educational apps to maximum students during this lockdown. In the pandemic period, well-known companies like Zoom, Moodle, Google and Microsoft have offered many features in the process of learning, that could be beneficial in the field of education for free to the educational institutions, and as a result of the good conditions and primary

outcomes of students, till now the demands of Zoom and Google Meet is much more accessed for communication solution facilities.

2.7. Traditional Learning and Electronic Learning

For many years, the debate between e-learning and traditional learning is growing, and recently due to the corona crisis this problem has become even more prominent especially as students suddenly forced to study at home by doing their learning activities through online using different electronic devices. Horton (2001) considers the learner as the most important piece in e-learning course. Learners who control the pace and order for learning experience and they are the ones that take the decision of when and where they went the course to be. Horton added that learners are just a mouse click from quitting, and that they within the use of the same materials, each of them will experience a different course.

Saul (2004) discussed the different between traditional and e-learning by proposing the question “Is Online Learning More Effective than Classroom Learning?”. Saul classified the differences between the two environments according to which method is faster and better. Saul (2004) added that online learning is more effective in some instances when it comes in being faster. In the other hand, classroom learning is more effective by learning and using the material better. He also added, that learning electronically can never replace the classroom learning, but they can be applied together to complete each other.

Tareq (2015) argued that E-learning allows the student to learn anytime, anywhere, at any speed, and with more than any educational medium. It also depends on the individual learning and participatory learning formula, and that the responsibility for learning in it rests largely on the student. The student in e-learning depends on multiple sources that are not limited to the teacher and the textbook. In contrast to traditional learning, the teacher is the main source of learning, so the student receives and draws knowledge from him. Where he works independently without the group to some extent and gets initial training and then training when necessary. Learners in classroom education learn and do the same thing and have the right to exploration and the opportunity to continue teaching.

Tareq (2015) stated some factors of differences between e-learning and classroom learning the table below shows more details:

Classroom Learning	Electronic Learning
Traditional education is based on the traditional culture that focuses on producing knowledge, and the teacher is the basis of the learning process.	E-learning offers a new type of culture, which is the digital culture that focuses on processing knowledge and helps the student to be the focus of the learning process, not the teacher.
It is simultaneous education, that is, students receive education at the same time and in the same place, which is the classroom.	E-learning is not committed to providing education in the same place or time, but the learner is not committed to a specific place or time to receive the learning process.
Traditional education requires the student to attend the educational institution and attend all days of the week except for holidays (in the case of elementary, intermediate and secondary education).	It provides an educational opportunity for different groups of society (housewives and workers in various sectors), so education can be integrated with work.
It accepts a limited number of students every academic year according to the available places.	It is allowed to accept unlimited numbers of students from all over the world.

Tareq (2015 ,pp197-202)

2.8. Advantages and Disadvantages of E-learning

2.8.1. E-learning Advantages

Many studies and experiments have shown the positive impact of e-learning on students' motivation. Algahtani (2011) argued that when using e-learning correctly and in appropriate way, its benefits will definitely be better and greater on students than the traditional classroom learning. Also, Almosa (2002) stated that e-learning have a lot of benefits which inspire its use and also encourage the search for ways to reduce disadvantages.

In some researchers definitions we can understand that e-learning is not only a simple way of teaching-learning process, but as a new positive revolution in the educational system, that resulted a beneficial impacts on students in multiple ways. As for Tao et al (2006) adapting technology in education is new environment of learning that has helped learners to receive individualized support, and to have learning schedules that is more suitable to them as well as separate from other learners. Rosenberg (2000) illustrated multiple benefits of learning

electronically such as: e-learning is a lower cost, it enhances business responsiveness, its content is more timely and dependably.

For there more, Tareq (2015) added that e-learning helps to increase the absorptive capacity and not to be restricted to specific numbers of students or specific places of implementation. It also works to help with the student's teaching process and self-organization, facilitates the process of access to the teacher and scientific material , it provide each student with the opportunity to express his opinion, which makes him feel that there are appropriate opportunities to express himself.

2.8.2. E-learning Disadvantages

Many researchers believe that despite the advantages that e-learning possesses, there are some aspects that limit its effectiveness and impact. In spite of the claims that e-learning can improve the education evaluations and help motivating students, for Dowling et al. (2003) stated that giving virtual learning materials can improve only specific forms of collective assessment . But e-learning as a method of education makes it lack the interaction or relation between teachers and their students, because it requires a very strong inspiration , skills and the management of time in order to reduce such effects. Also, Young (1997) & Burdman (1998) stated that the most noticeable condemnation about e-Learning is the complete absence of vital personal interactions, between learners and instructors, and also among learners.

In Tareq's (2015) book added a multiple number of the disadvantages of learning electronically, among of them; students feeling isolated and lacking social interaction and the absence of interaction, lacks of real supervision on the part of the teacher, e-learning does not provide the human and social experiences that traditional learning provides, the learner interacts with the computer more than reality, in addition to the lack of privacy and confidentiality. Also, Tareq mentioned that it make the learner rush to computer games instead of using it more educationally, and it interruption and fluctuation of the relationship between teacher and student.

For more, not every student may be able to deal with a computer, which makes e-learning for some of the difficulties quite difficult. All e-learning programs are financially expensive in a way that the average learner, especially in developing countries, may not always be able to deal with. Also, students who have learned e-learning are less proficient, skilled at dialogue and able to present ideas than colleagues who have learned the same courses in the traditional way.

Conclusion

To assess student motivation, teacher needs to understand their motivation when teaching through electronic devices (online). As for Kim & W.Frick (2011) if students are more motivated to learn, then they are more likely to be engaged; and if they are engaged successfully, they are more likely to achieve the learning objectives. Sometimes it can be difficult to reach the main objectives or to have the needed interaction, of instructor-students due to the lack of real

contact between the students and their instructor which lead to the indirect affects on students' motivation.

Although, e-learning has become one of the most important technological applications in the field of education, and for some it can be said that it represents a complementary model to traditional education. Thus has become one of the main issues that concern educators which led to the birth of many studies and research. Talking about technology in general and the Internet in particular has become commonplace today, digital technology has contributed to changing the features of the educational system with its various elements, and in changing digital technology in changing and effecting the role of the learner from a mere recipient of knowledge to the role of investigator, researcher and discoverer.

Chapter Three

III. Chapter Three: The Analysis of the Results

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Introduction

The present chapter provides a clear description of the data collected through the questionnaire and interview sessions in a detailed formula to be discussed further in the chapter.

3.1. The Study of the Sample

The sample of this study is the students and the teachers of first year at UKMO during the academic year 2020/2021. The target population of our research contains 100 students at the level of first year master at the University of Kasdi Merbah- Ouargla have been randomly selected. In addition to, ten teachers (10) for the interview who are interviewed to collect data about the impact of e-learning on their students and gather their views and suggestions concerning our topic as a whole.

The samples are randomly selected to represent the whole population during the questionnaire. The reason behind selecting the first year master students as a sample for our study lies in that they would be a good example since they have three years experience with learning system at university and the traditional classroom learning to compare it with e-learning and its effects on their motivation in order to take their answers as sample to rely on.

Also, we have conducted an interview with ten teachers (10) in different faculties at Ouargla University. The interviews come to support our data collection. It aims to obtain information about the effects of e-learning on students' motivation, how they view it and their suggestions.

3.2. The Analysis of the Questionnaire

3.2.1. The Description of the Questionnaire

The questionnaire is administered from the middle of January till the beginning of April to first year master students, in different faculties at the University of Kasdi Merbah -Ouargla. Our essential aim from this study as whole is to prove our research hypotheses which are "The Effect of E-learning on Student's Motivation". The aim of our questionnaire is to examine the student's point of views about the use of e-learning during the quarantine period of 2020 and how it affects on their motivational and academic level. The questionnaire consists of a series of questions which include 15 questions at the form of (05) yes/no questions, in addition to (09) questions with different options and finally an open question to evaluate students perspective concerning our study as a whole (see Appendix A).

3.2.2. The Data Analysis of the Questionnaire

Table 3.1: Accessing to E-learning

Options	Yes	No	Total
P %	93	7	100

Table 3.1 shows that 93 (93%) of students claimed that they have accessed an electronic device for learning online in the quarantine period, and only 7 (7%) students said that they didn't access to any electronic device during the corona virus lockdown.

Table 3.2: Classroom learning vs. Electronic Learning

Options	E-learning	Classroom learning	Both	Total
P %	16	74	10	100

Table 3.2 shows that 74 Students (74%) preferred to choose Classroom Learning as their favorite way of learning after experiencing e-learning. Whereas 16% of students chooses electronic learning as a better way of learning, additionally 10 students (10%) claimed that they think combining the two methods can be a good solution too.

Table 3.3: The Device for Accessing to E-learning

Options	P %
Smart-phone	45
Laptop	30
Desktop	13
Tablet	04
Smart-phone & Laptop	08
Other device	00
Total	100

Table 3.3 shows that 45% of students use their smart-phones for learning online during quarantine period, and (30%) uses their laptops. In addition, we noticed that (08%) of the students use both their phones and laptops. Also, (13%) of 100 students rely on desktop to access in online courses and only (4%) of students use tablet for learning electronically. Finally (0%) utilize other electronic devices.

Table 3.4: Internet Accessibility during Covid-19

Options	P %
Yes	83
No	10
Didn't answer	07
Total	100

Table 3.4 claims that (83 %) of students find problems in using internet to access to online courses .Whereas (10%) did not find any problems, and 7 students didn't answer this question.

Table 3.5: E-learning as Optional or Compulsory

Options	P %
Optional	74
Compulsory	21
Didn't answer	05
Total	100

From Table 3.5, we can see that (74%) of students choose e-learning to be an optional way of learning as their choice, and (21%) of students selected e-learning to be a compulsory way as their choice. Also, (05) students did not choose any answer.

Table 3.6: Self Regulation in E-learning

Options	P %
Yes	63
No	30
Didn't answer	07
Total	100

In Table 3.6, 63% out of 100% students see that electronic learning improved their self-study in the quarantine period. But 30% think that it didn't improve their self learning; 07 learners did not choose any answer.

Table3.7: E-learning and Students Motivation

Options	Yes	No	Total
P %	71	29	100

We can see from Table 3.7 that (29%) of the students think that e-learning affected their motivational level during the period of Covid-19. In the other hand, 71% of students said that learning electronically didn't affect their motivation.

Table3.8: Effects of E-learning on Students Motivation

Options	Positively	Negatively	Total
P %	39	61	100

Table 3.8 shows that the correspondent different in the affect of electronic learning on students motivation. We can see that 61 % of students think that e-learning affected their motivation in more negative way; while 39% of learners think that e-learning affected their motivational level positively.

Table3.9: E-learning in the Quarantine Period

Options	P %
Poor	22
Below	15
Average	34
Good	20
Excellent	02
Didn't answer	07
Total	100

With the percentage 34%of students said that the quality of learning electronically during Covid-19 time is average, and (22%) of students think that its poor. In addition, 20% of students considered e-learning as a good way for education in the period of corona virus; some students said that it's below average (15%), and only 2% of students believe that electronic learning is an excellent way; also 07 students didn't answer to this question.

Table 3.10: The Effectiveness of E-learning

Options	P %
Not at all	22
Kind of	28
Somewhat	22
Very	16
Extremely	05
Didn't answer	07
Total	100

Table 3.10 shows that there's different points of view about learning electronically from home in comparison with traditional classroom learning; 22% think that there no different between the two, and 28% out of 100 students chose "Kind of". Also, 22% of students selected "Somewhat" to describe the effectiveness of e-learning with comparing it to classroom learning. 16% said that e-learning is very effective; only 5% from 100 students chose "Extremely ". Whereas 7 students did not answer this question.

Table 3.11: University Role in the Quarantine Period

Options	P %
Not at all	21
Kind of	28
Somewhat	37
Very	07
Extremely	00
Didn't answer	07
Total	100

In Table 3.11, concerning how helpful the university was with the students in offering the needed lessons, 37% said it was somewhat, 28% said it was kind of helpful, 21% said it was not helpful at all. Only 7% claimed that their university was very helpful , also 07 students did not answer at all; no one chose the final answer which is, extremely helpful.

Table 3.12: Teacher Role in E-learning

Options	P %
Not at all	20
Kind of	22
Somewhat	32
Very	21
Extremely	05
Didn't answer	00
Total	100

From Table 3.12 we can see the closeness of the percentages, starting by 32% of students said that their teachers were somewhat helpful during their educational journey during corona disease times, and 22% of students said their teachers were kind of helpful. Also, 21% think that their teachers were very helpful, and 20% didn't feel that their teachers were helping them enough. Additionally, only 5 % out of 100 sample stated that the teachers were extremely helping them during their online course.

Table3.13: Technology and Software in the Quarantine Period

Options	Yes	No	Total
P %	21	79	100

As it described in the Table 3.13, 79% of students were not satisfied with the technology and software that they used while learning electronically .Whereas, 21% of students were pleased.

Table3.14: Students Feeling of Stress in Using E-learning

Options	P %
Not at all	07
Kind of	13
Somewhat	25
Very	40
Extremely	15
Total	100

From Table 3.14, 40% of students found learning electronically very stressful way especially with the corona disease, and 25% think it's somewhat stressful. 15% found this new experience extremely stressful, and 13% think that e-learning is a kind of stressful way during quarantine. But only 7% didn't found it stressful at all.

Table3.15: Students Perspective in E-learning Effects on Motivation

Options	P %
De-motivated	06
Motivated	92
Didn't answer	02
Total	100

Finally, in Table 3.15 every student gives his points of view according to each personal experience about e-learning and motivation in the corona virus times; just 6% of the students from their answers said that it affected their motivation in negative way. Whereas the majority, 92% of them claimed that electronic learning motivated them , and 2% of the students preferred to not answer on this question.

3.1.2. The Interpretation of the Questionnaire

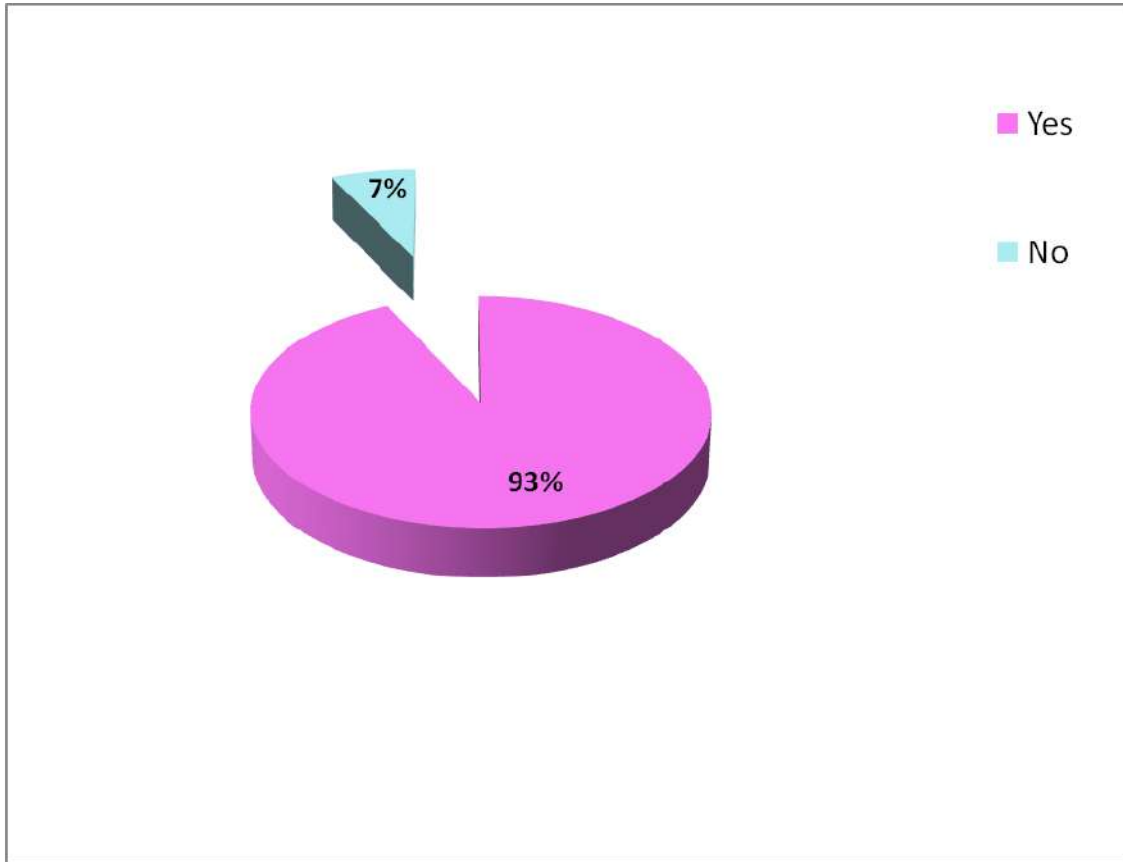


Figure 3.1: Accessing to E-learning

Interpretation of Figure (3.1)

As we were analyzing the findings to know whether first year master student's of UKMO accessed to any electronic device for accessing to online courses we found, that the majority of students (93%) dealt with e-learning during quarantine times and according to them they did not face problems with it, because of the spread of technological appliances in which they deal with in their daily life. A big number of the sample said that they use their smart phones which include a lot of features, in addition to laptops and desktops to access online courses. On the other hand, less than 10 percent of students (7%) were meeting obstacles toward accessing to e-learning, as a result of lacking electronic devices because of the difficult living conditions, others were unable to use e-learning experience due to the inaccessibility of the internet connection.

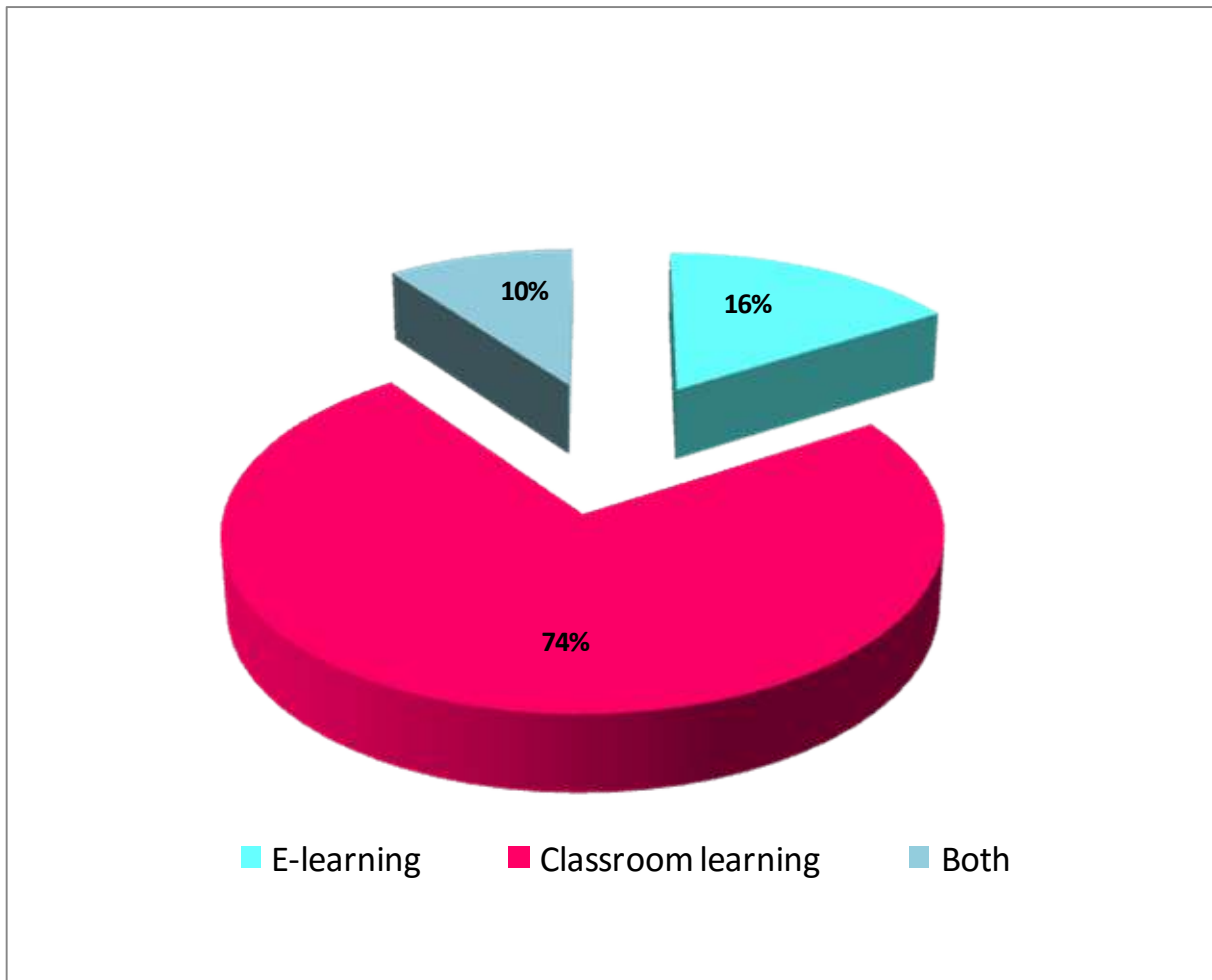


Figure 3.2: Classroom Learning vs. Electronic learning

Interpretation of Figure (3.2)

As figure (3.2) shows that 74% choose classroom learning as their ongoing method to learn. The same group of students said that they found online courses in e-learning resulted the less of concentration toward their lessons. Learners suffered with the weakness of internet accessibility which opened the gaps in the interactions between students, teachers and comprehending the courses. Most of the times they find themselves lost dealing with the online features and applications, which reflected on their motivation in more negative ways. The respondents who select electronic learning (16%) the majority of them were workers and employees that don't have enough time to attend all the face-to-face classes. The samples of this category think that e-learning is the suitable environment for them, because it allowed them to check in the courses at any time. Additionally, 10% of students who choose the two methods together, they think that both should be taking into consideration to reach the high level of proficiency and advancement, as in developed countries they easily correlate the two techniques in their curriculums.

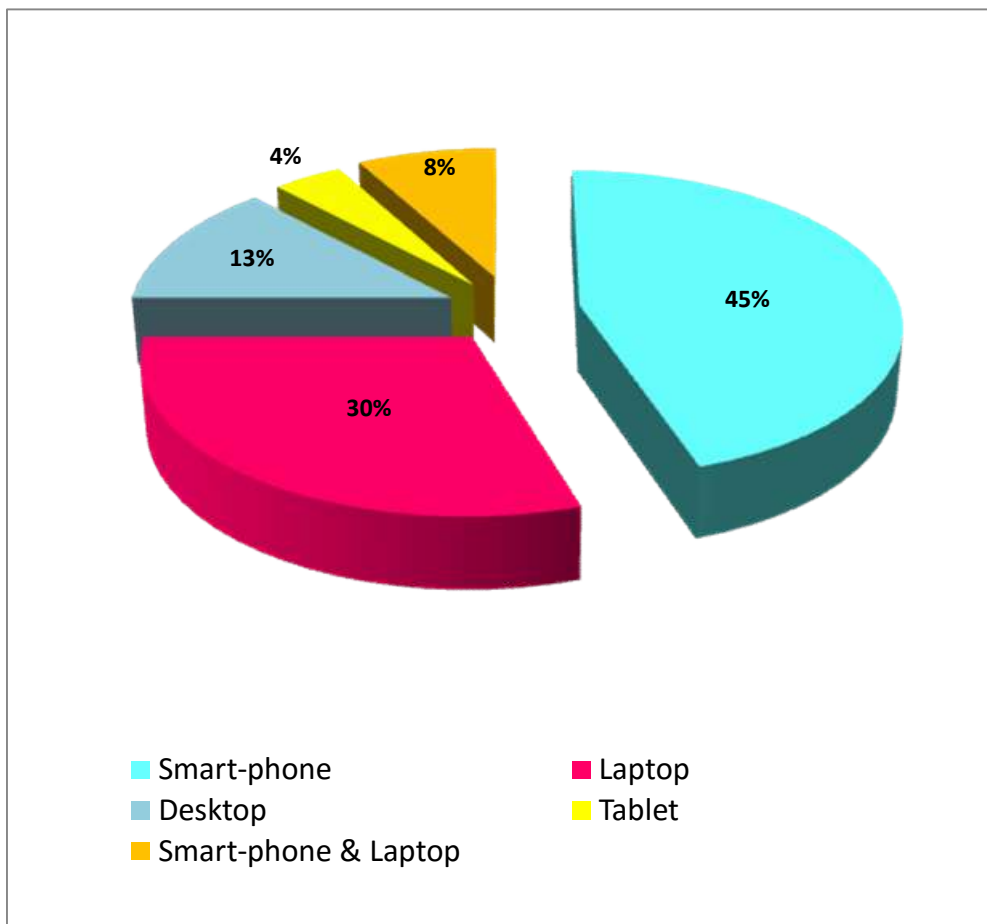


Figure 3.3: The Device for Accessing to E-learning

Interpretation of Figure (3.3)

From the students answers , smart-phones were the most selected devices (45%), as they are easier to carry anywhere and in anytime, and they consist of a wide range of applications (such as facebook, IG and YouTube). Even teachers recently started to use the social media applications to upload their lessons to their students. Whereas, 30% said that they have used laptops, because they contain different advanced functions, and they can accomplish different works in one time. In the other hand, only 13% of the sample selected desktop for learning online. Students tried to ignore its heavy big size, due to its huge storage system that can surpass any advance laptop. On the other hand, only four students (4%) use tablet because they find it more easier and clearer image to use it and carry it around anywhere they went. The rest of the samples (8%) said that they use smart-phone & Laptop together to gain time. For this category, they stated that they use phones for the smaller files, and for some is to watch some YouTube videos that the teacher has submitted it.

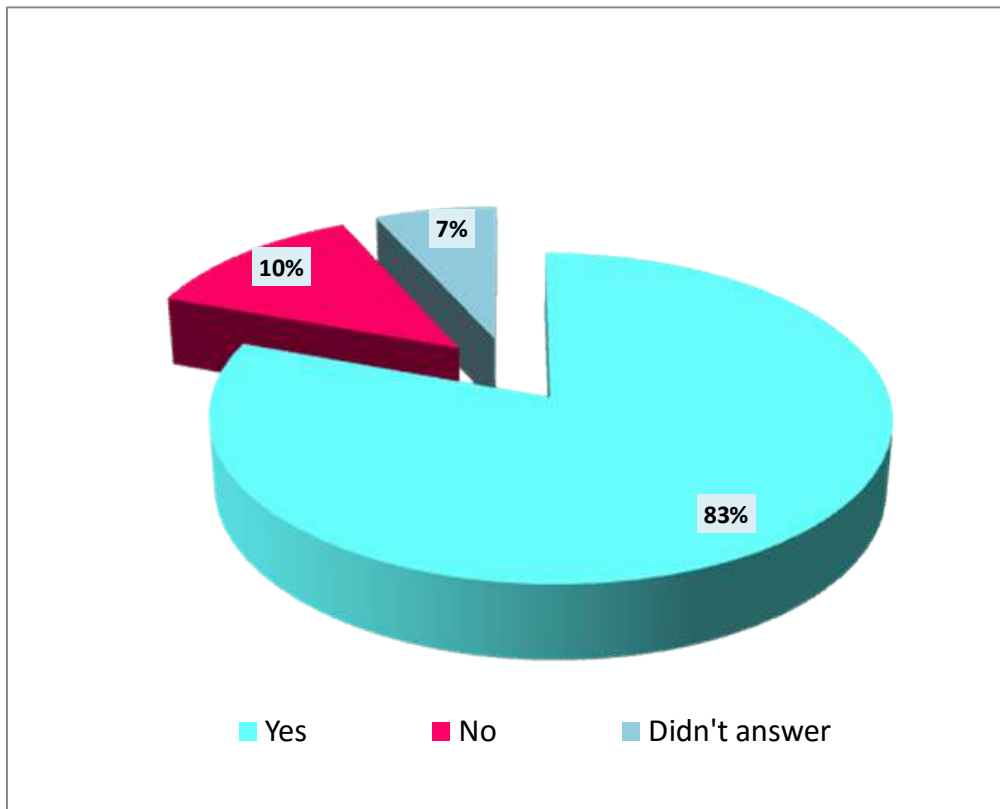


Figure 3.4: Internet Accessibility During Covid-19

Interpretation of Figure (3.4)

Almost 83% out of 100 faced multiple obstacles toward the internet accessibility, and the slow speed of connection from the provider was a huge issue, and the Wi-Fi problems or modem. Also, in this category students most of the time their electronic devices cause a weak connection because of the weakest of the network link, students felt anxious because of the failure of Telecom Company for the bad technical problems; sometimes they cannot concentrate and understand what the teacher is saying especially in the Zoom courses and meetings. Even in Moodle students were having different problems when entering the platform and uploading their lessons. Only ten (10%) of students didn't have any problem with the accessibility of internet. By mentioning that the expensive high-speed of internet (4G) helped them a lot during the lockdown. It offers around 300Mbps which make it over faster than (3G) in order to climate themselves within the e-learning; whereas seven (07%) of students did not answer this question.

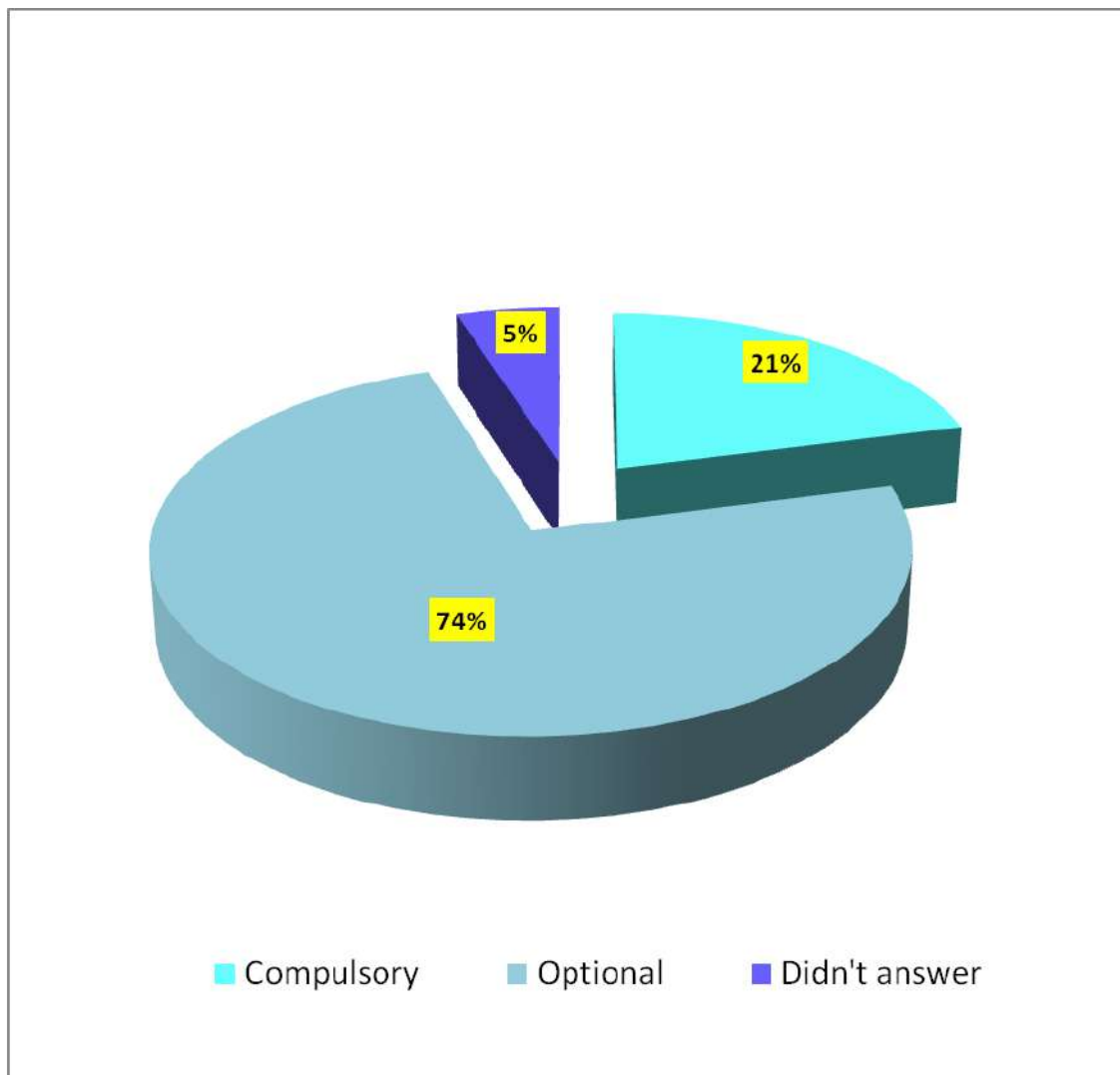


Figure 3.5: E-learning as Optional or Compulsory

Interpretation of Figure (3.5)

According to our analysis, 74% of students prefer e-learning to be an optional choice, and they found themselves desperately need to return to the usual classroom education. Students of this denomination believe that traditional learning will always be a better method, as it reflects a high standard and good performance. It also contains the regularity of courses, and strict scheduling because students attendance is for granted into the classes. However, 21% of the sample chooses electronic learning to be compulsory choice .i.e. they feel more independent and free to learn when they want to learn. In addition, students that support e-learning feel that they were allowed to work at autonomy pace that helped in improving their motivational level more; and only five (05) students did not answer to this question.

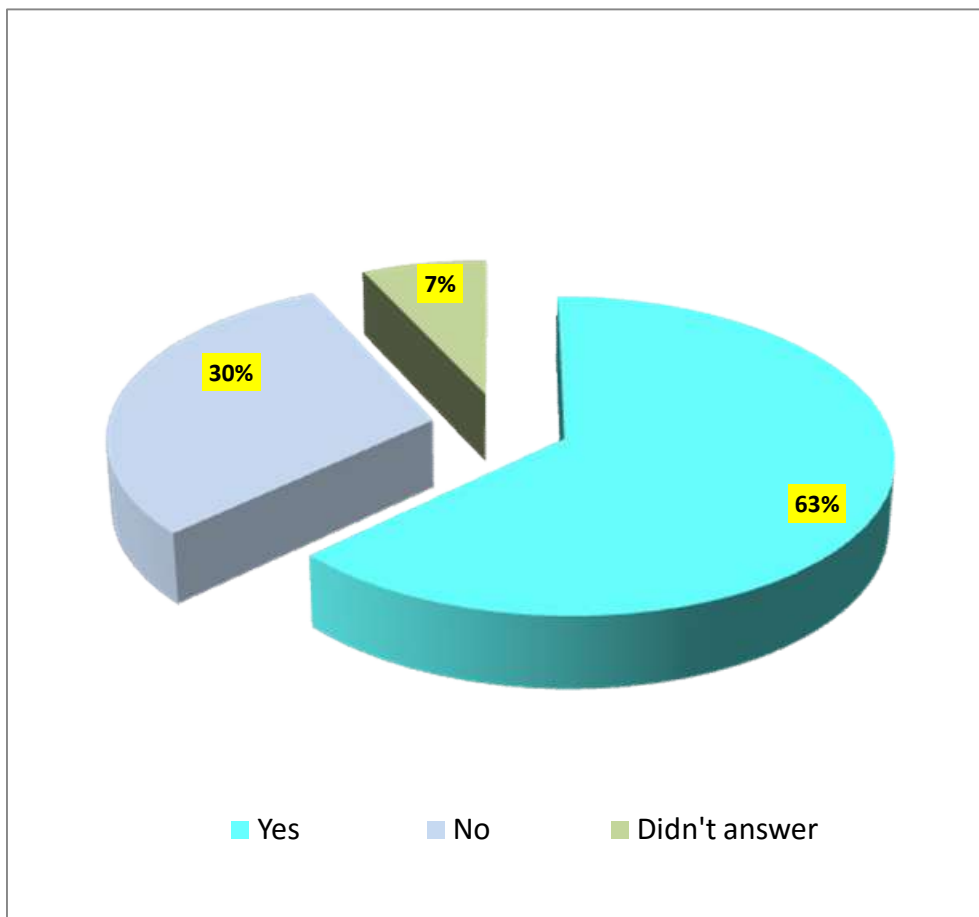


Figure 3.6: Self Regulation in E-learning

Interpretation of Figure (3.6)

In figure (3.6) above shows that most of students (63%) claimed that e-learning improved their self-learning and this journey taught them how to be more independent, self-managed learners and not to depend on the instructors most of times. Whereas 30% of students did not acclimatize with this new environment of learning, they found them self unable to take the responsibility of learn by themselves, and need to interact with their teachers face-to-face more. Also concerning this question only 07% of students did not answer.

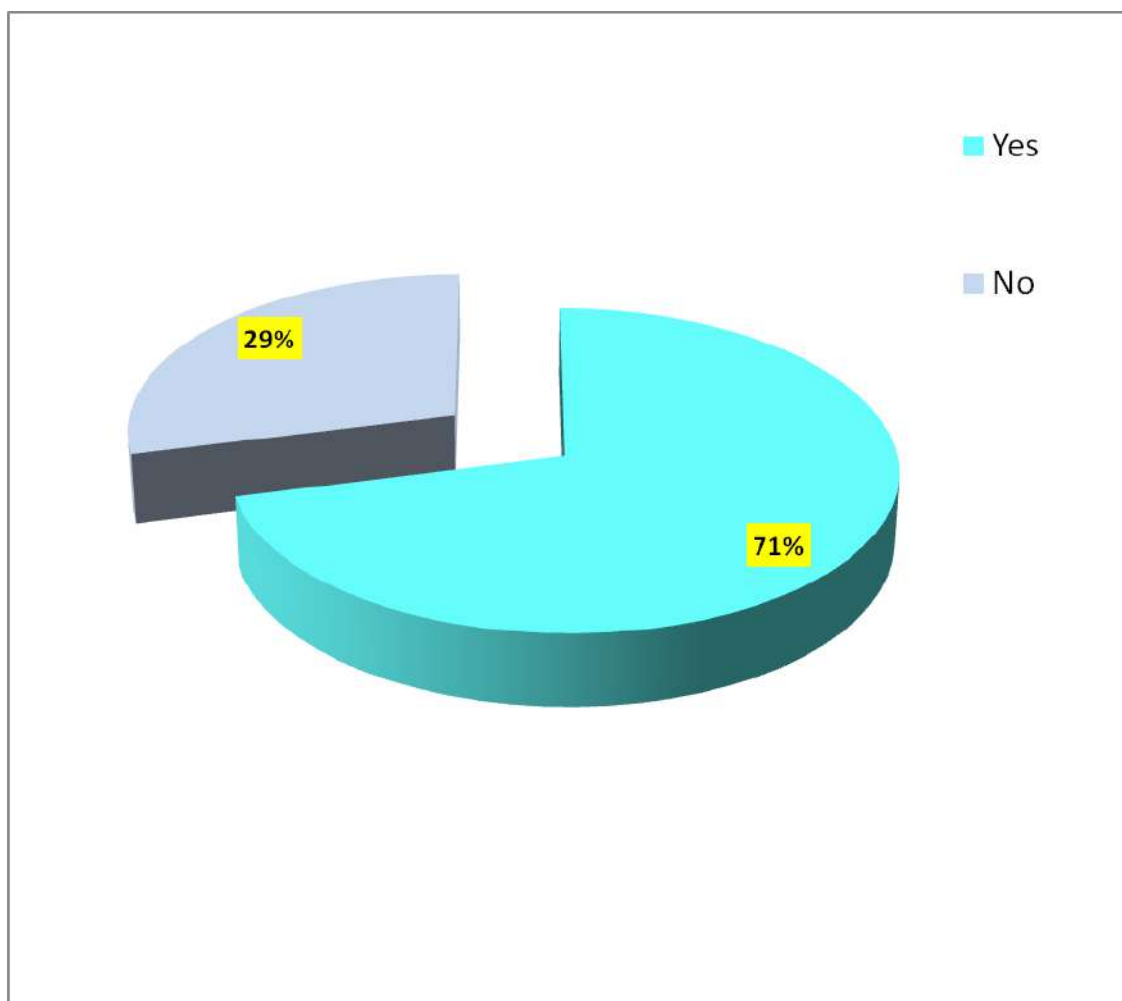


Figure 3.7: E-learning and Students Motivation

Interpretation of Figure (3.7)

Almost 71% of students stated that studying online at home affected them in a negative way. Because the quarantine period was an oscillatory phase, there was no regularity in time and organization of courses, which results in the absence of motivation to study. Students were needing more interaction with their teachers and even with their colleagues, and they face many obstacles in dealing with e-learning especially as this is a first experience for them.

In the contrary, 29 percent of the students found that studying from home is a good and successful opportunity, and they learned a lot of beneficial new things. Through discovering the responsible side of them and knowing how to manage their study surroundings, and to not depend on the instructor in any time.

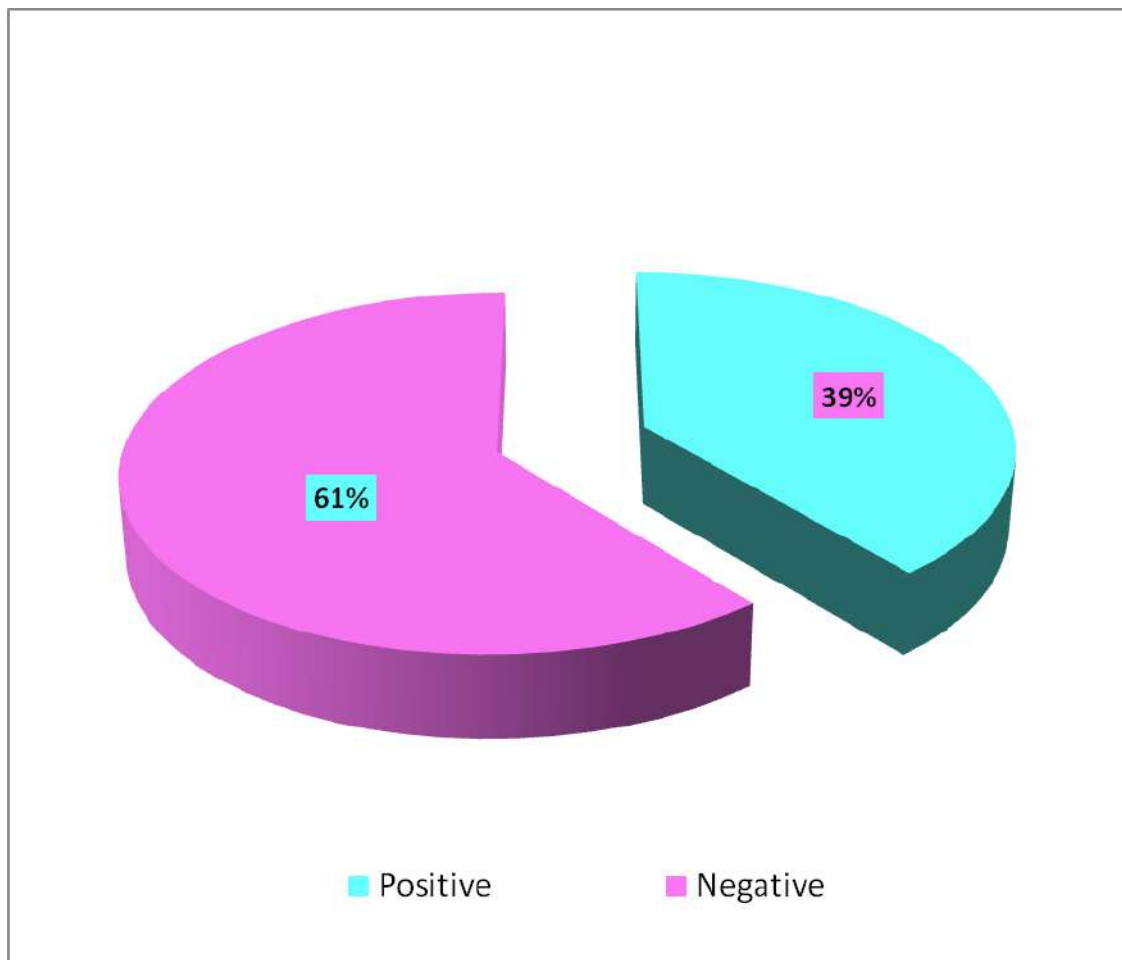


Figure 3.8: Effects of E-learning on Students Motivation

Interpretation of Figures (3.8)

From the findings in figure (3.8), 61% percent of the students stated that electronic learning affected their motivation to learn negatively. Due to the emergency adaption of e-learning created mismanagement of different systems in our daily life, and unfortunately this method in such a short period proved that Algerian people failure in using technology. The rest of the samples (39%) disagree with the first group, where this new experience gave them more positive and motivated vibes for learning. They believe that learning electronically and taking online courses made them more self-paced increased and opened for them more opportunities which improved their level.

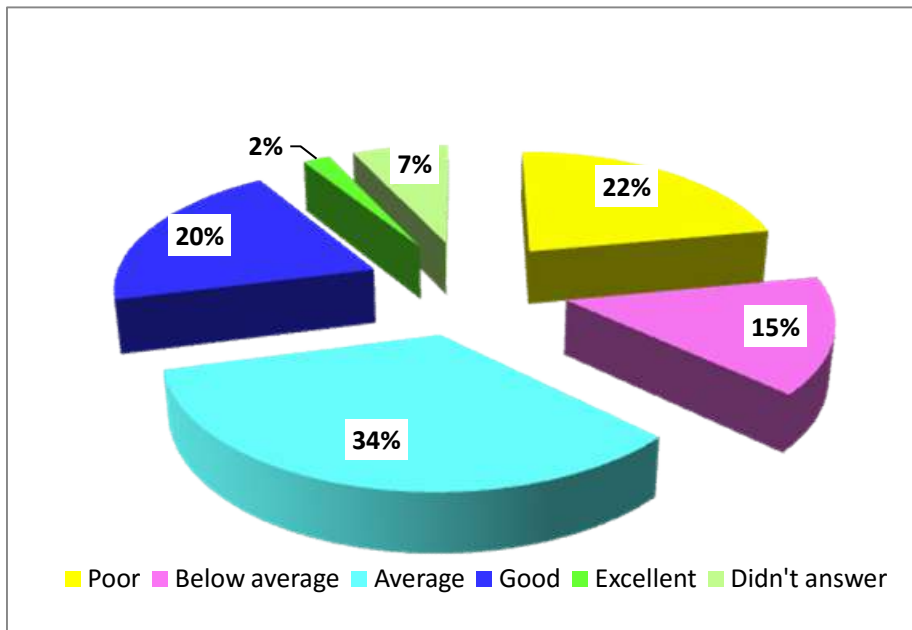


Figure 3.9: E-learning in the Quarantine Period

Interpretation of Figure (3.9)

As we unexpected the smallest category (02%) choose that e-learning was an "Excellent" method, and using technology in education helped in improving their motivation, because they deal with it as an important part of their daily life. They also used to take the responsibility of themselves and how to achieve self-study.

The majority of students were not satisfied with e-learning in the quarantine of 2020, 34% rated e-learning as average, and 22% as poor. The government was tried to vary in the ways of offering the lessons in different platforms, but as a first experiment in the educational digit globalization in Algeria it didn't give the needed results. Also, students claimed many frustrating answers, as the bad quality of internet; they were not exposed before to the educational applications Zoom or Moodle and how to deal with them. Others said that teachers were unable to handle a group of students in online as in classroom which lead to a mess .

(20%) of students evaluated e-learning as "Good" and about 15% from the samples rated learning electronically as below average. When discussed with them, we found out that they are all workers and employs, and home quarantine in some points helped them and gave them chances to balance between their work and study. Student's tried to deal with e-learning as a new and fun experiment, even thought when dealing with it most of the times they were feeling that many important things are missing and affecting them which made them feeling lost; whereas seven students did not want to answer on this question.

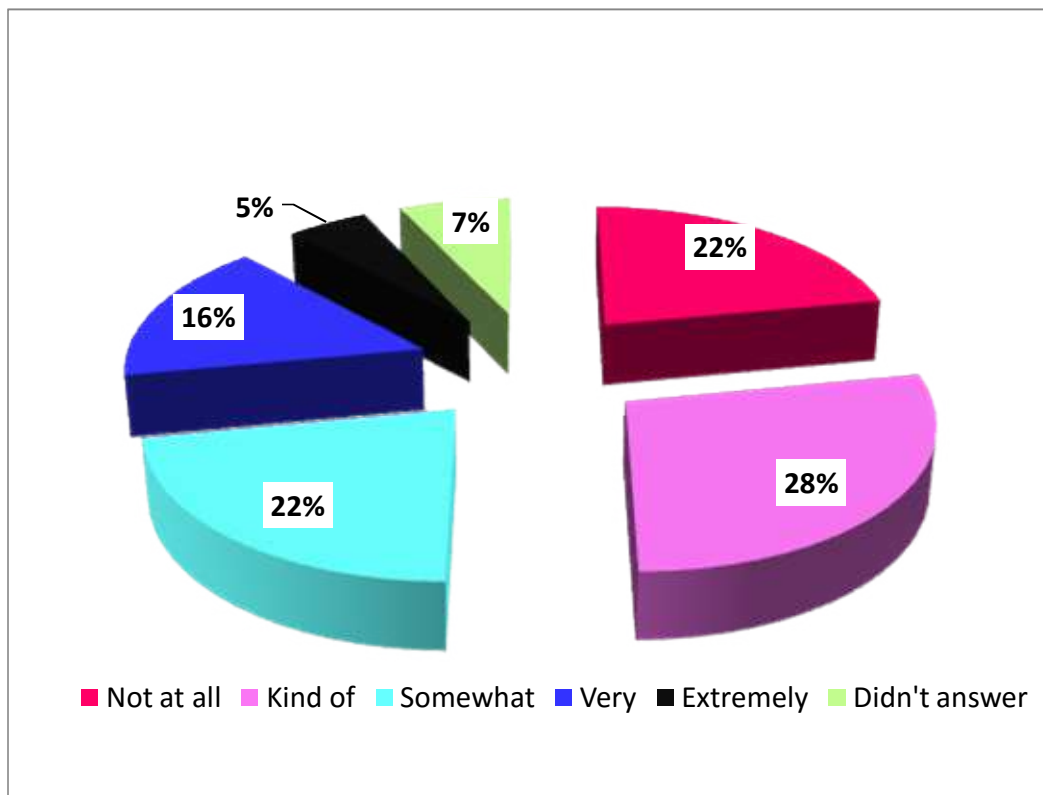


Figure 3.10: The Effectiveness of E-learning

Interpretation of Figure (3.10)

About 28% of the students said that learning from home was "Kind of", and 22% of the samples divided between "not at all" and "somewhat" effective. Students felt somehow comfortable studying in their homes anytime they went. But the misunderstanding that was a result from the lack of regulation and the lack of detailed explanations as kind of an obstacles. Also they found that the effectiveness of home education has a negative impact on their level of motivation, as they missing the need of interaction with their teachers. They stated that studying from home an inappropriate environment for learning.

On the other hand, 16% choose "Somewhat" effective cause they think it easier in acquiring information (anywhere and anytime) and show its effectiveness in some points for them. But at the same time they are sure that learning through technology can never replace traditional classes. Whereas only 5% support the application of electronic learning by selecting "Extremely" effective; students of this view prefer to work independently in a calm environment without the clutter of the classroom. In addition to students who work, found a chance in e-learning as it a survival point to make the equality between their work and study. Finally, (07) samples out of 100 did not answer this question.

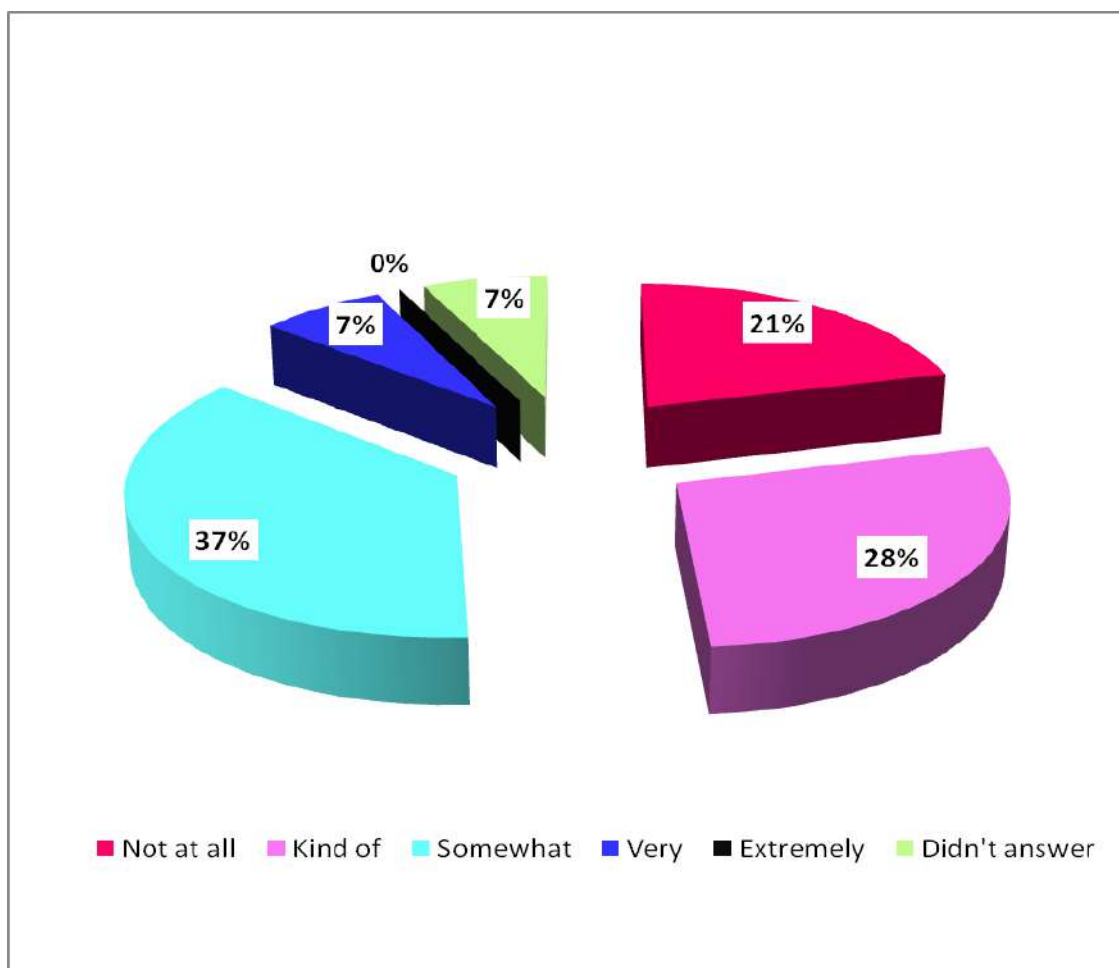


Figure 3.11: University Role in the Quarantine Period

Interpretation of Figure (3.11)

As in figure (3.11) above about 37% said that their University "Somewhat" helped them in offering the needed resources, and (28%) of students chose "kind of helpful". Additionally, almost 21% who blamed their university for the lack of assistance that made their results worse and reduced their motivation to learn. Whereas, only 07 of the students who benefited from their university. Universities around the world, including UKMO in Algeria, tried to create an immediate solution for maintaining the learning system by providing the necessary lessons for their students. Different ways and discussions has proposed, and online education was the most suitable and immediate one. Ministry of Higher Education and Scientific Research in Algeria proposed the Moodle platform to offer the courses. In addition to the Zoom that was the first used application for the majority of instructor to contact with their students. As e-learning came suddenly Ministry of Education did not take its precautions in many aspects due to the mismanagement. Most of the lessons explanations were incomplete, and what make it worst Zoom courses didn't work as needed, which resulted many obstacles encountered for students that made them view the negative side of "Electronic Learning" only.

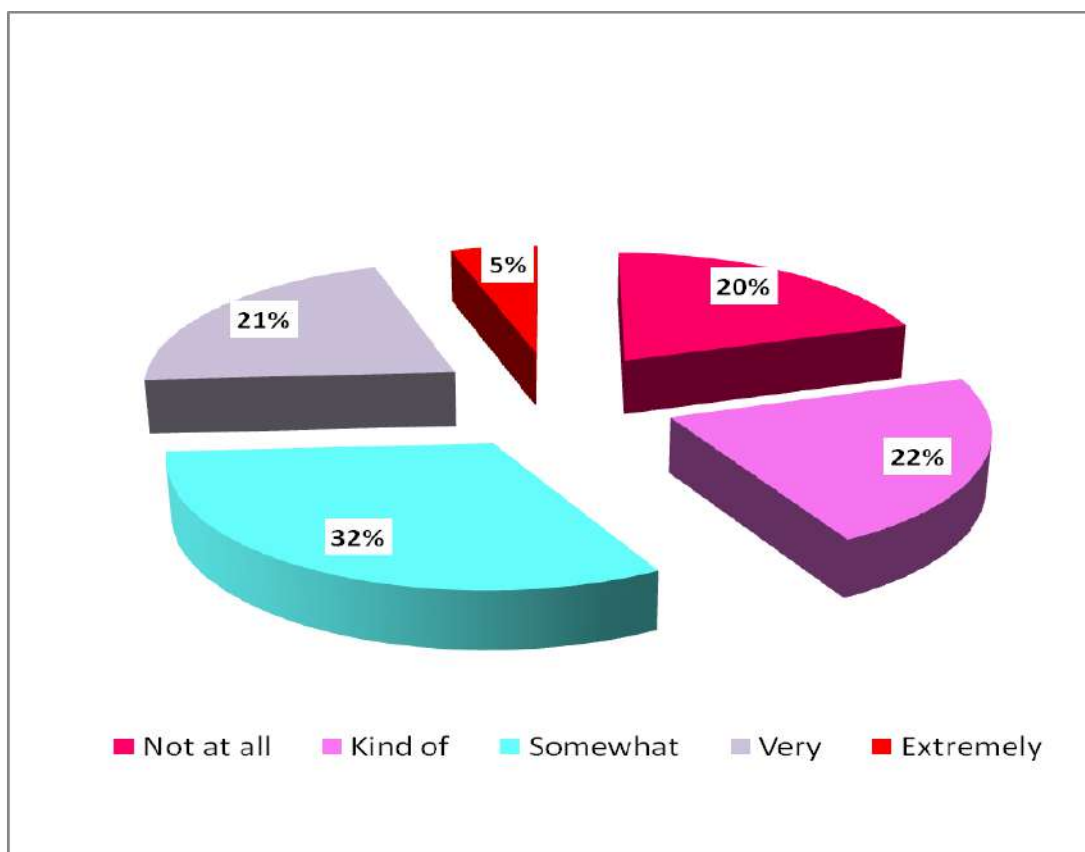


Figure 3.12 : Teacher Role in E-learning

Interpretation of Figure (3.12)

Some students stated that their teachers were somewhat helpful assisting them the lessons (32%), and 22% said that teachers’ were kind of collaborative with them, 21% shows very helpful. Teachers were an important part of this experiment and they were affected too. They were trying to vary in the ways of offering the lessons during the quarantine. Some prepared the lectures and put them on YouTube or Moodle. Others did big efforts in order to transmit the information by Zoom application to make the students feel as they’re in classrooms.

On the other hand, about 20% of students answered that their teachers were unhelpful at all. They only set the courses on face book page or Moodle without any guiding or explanation. E-learning was totally a new environment for teachers as well, cause some have years of experience in traditional education dealing with concrete teaching. So it was really unusual and hard for them to be obliged to deal and get used with technology in such a difficult period like Corona pandemic, and to give the perfect image of them to their learners. Whereas, only 5 samples out of 100% said that they received an extreme collaboration from teachers. We can analyze that students in this category their relationships with some teachers were more personal. Because some teachers are too open with their learners with no formal relations i.e. dealt with them via personal e-mails or by direct messages in messenger or through their phones.

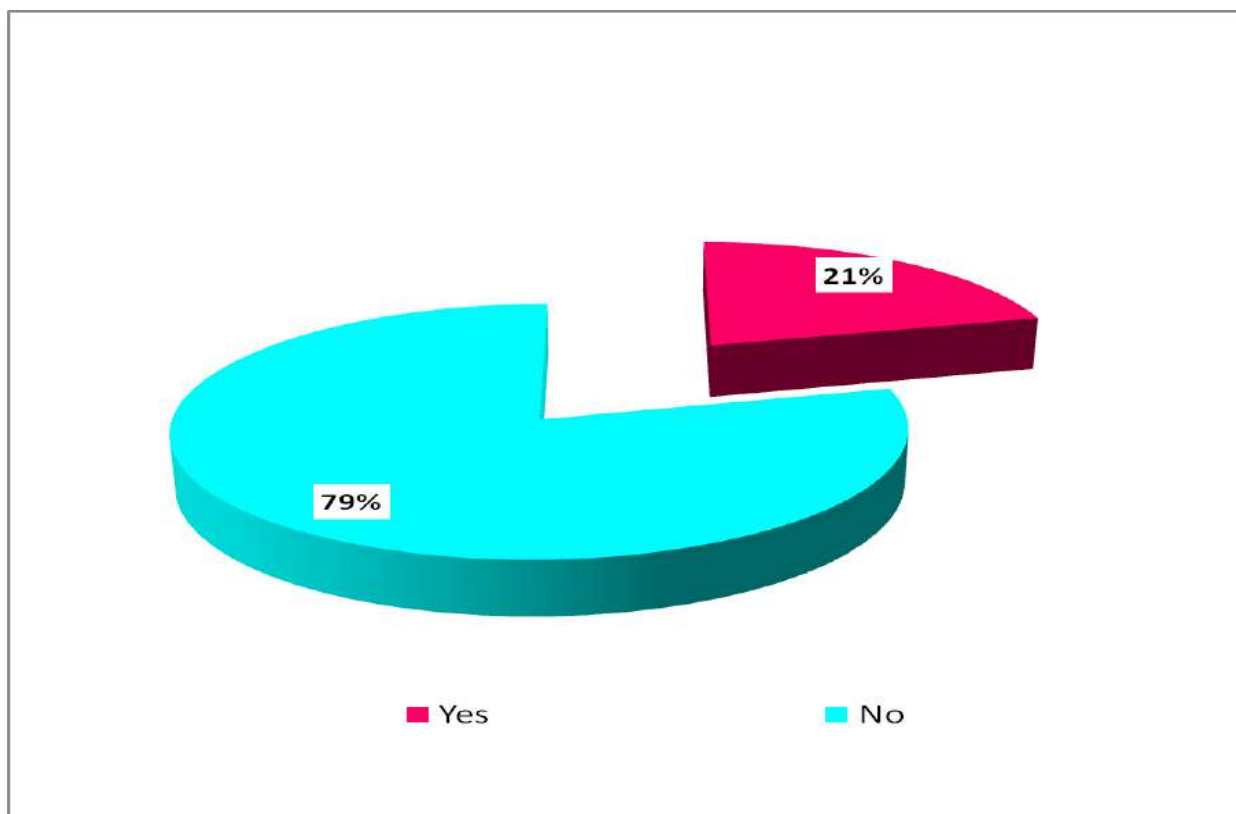


Figure 3.13 : Technology and Software in the Quarantine Period

Interpretation of Figure (3.13)

From the findings we revealed how students evaluated their satisfaction with e-learning, a huge number (79%) stated that they were not satisfied using technology and insufficient with the quality of internet. They found difficulties to deal with e-learning, because they use to utilize technology in social media apps and games. Psychologically they were unaware in how to acclimatize with this environment. Also, talking about internet flow in Algeria regardless in the crisis of corona, from its reputation, speed and quality is bad as always, and with the pressure and overcrowding that happened on the platforms made the situation worse.

On another dimension, more than quarter of students (21%) expressed their ease toward technology, as they deal with it every day in different fields in their everyday life, and especially when offering a high speed quality of internet. Regardless to their relief to e-learning, but they added that Algeria Telecom Company must improve their services to reach the required level of proficiency and advance in the digitized education.

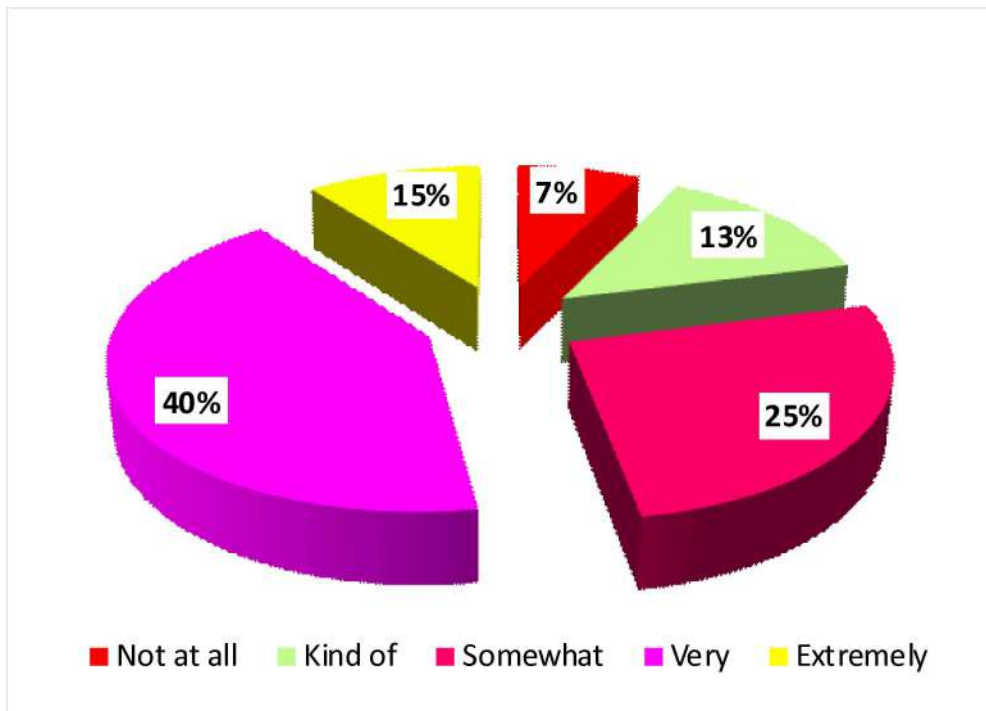


Figure 3.14: Students Feeling of Stress in Using E-learning

Interpretation of Figure (3.14)

According to the question 3.14 , we have found that most of students (40%) were feeling more anxious and stressed due to learning electronically which affected their motivation negatively, as it is a new learning and uncomfortable method for them. Almost 38% of students are divided into two close opinions between 25% electronic learning is somewhat stressful and 13% kind of stressful. We can understand that as a result of the efforts that teachers were exerted to transfer the information and knowledge, but technology did not cover the absence of paper education.

15% of students were extremely stressed from this way of learning. The majority stated that they were and still physically and psychologically affected by the corona virus remnants. A small percentage of students (7%) express their comfort and satisfaction in dealing with e-learning and online education. Because they found themselves more independent in studying any time and place they want, and unrestricted with attending classroom full of many people.

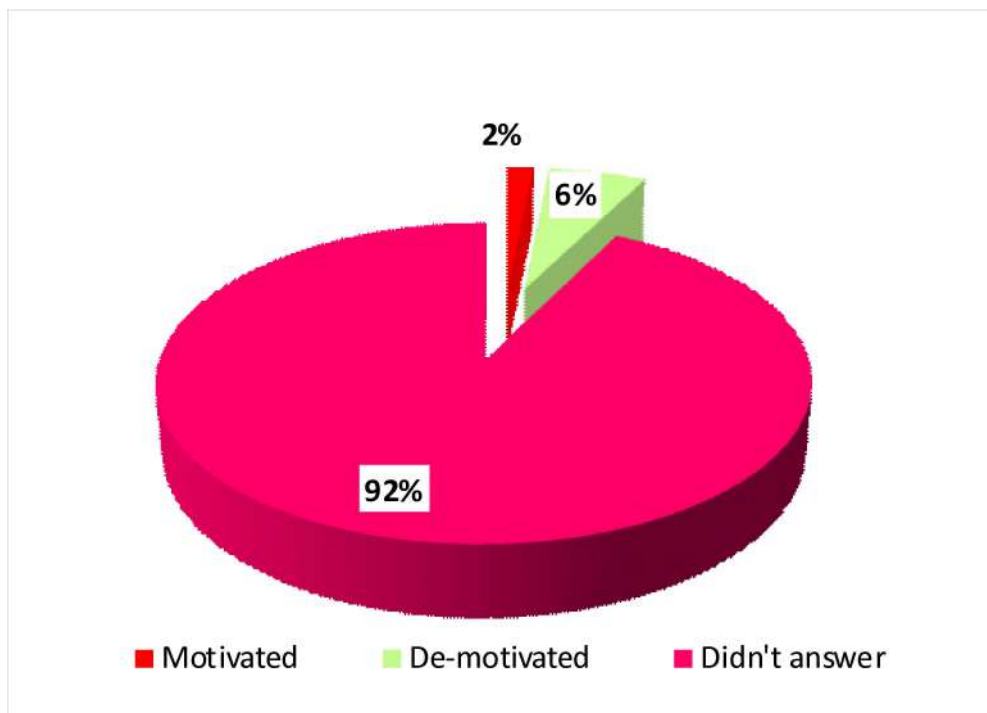


Figure 3.15: Students Perspective in E-learning Effects on Motivation

Interpretation of Figure (3.15)

We have analyzed the results of the answers of question 15, and the majority of students, 92% of students feel themselves motivated and consider e-learning as a very helpful way of education, because of the concise of the time and distance, in which reflected on their educational motivation. On the other hand, just (6%) of students stated that they were de-motivated because of electronic learning According to their points of view concerning e-learning in general, its unpractical way to be practiced it in Algeria, especially in the critical situation that the world went through. Unfortunately e-learning didn't take her chance in Algeria and didn't practice as it should whether by the teachers or students. The rest number of students 2% did not answer.

3.2. The Analysis of the Interview

3.2.1. The description of the Interview

The current study adopts an interview with teachers where all were asked the same questions and recorded for later analysis. The importance of this step is that it helps any researcher to organize his/her question and answers, and it does not consume time since it can be analyzed easier. By conducting the interview with different teachers to assure our proposed hypotheses, also we aimed to investigate teachers' views toward e-learning and its effect on students' motivation, and on them as they were an important part form this process.

Each interview took an average of 20 minutes through oral and about 40 minute through online. Where the ten (10) teachers were asked to respond thirteen open-ended questions related to their attitudes towards and view about electronic learning and how they dealt with it in the covid-19 period of the school year 2019/2020. It is designed in two sections; the first section is about teachers' personal information concerning the use of e-learning and the second section is concerned with the teaching suggestions and different issues that effected the students motivation in the e-learning/teaching process (see Appendix B).

It was kind of a hard mission to accomplish but it was worth, because teachers were from different faculties at Kasdi Merbah University- Ouargla. We tried to diversify in the way of dealing with teachers especially with the special health case we're going through concerning corona virus and the precautions that should be taken. From face-to-face to online meetings; some teachers were very helpful by contacting with us in their personal accounts in different social media applications and even through phone numbers.

In this section of the study, the data was gathered from teachers of UKMO at the form of an Interview, and the answers were interpreted as the following:

3.2.2. The Interpretation of the Interview

Part One

1. How did you adapt to the distance learning process (The device and Application)?

In the first questions, teachers adapted different electronic devices to be involved in the online learning. Five stated that they used their laptops which helped them in the live courses. Whereas three dealt with both smart-phone & laptop together to facilitate the process and save much time, and only two of the samples claimed that they used their traditional desktop with the help of smart-phone.

Teachers had used different educational applications in order to set the lectures. The majority of them chose "Moodle", due to the ease to reach the platform. In addition, to "The Guest" feature which mean that any students can download his lessons without being a member in the site, which can reduce some problems. Correlating between using Zoom app and Moodle platform,

was also a technique that teachers follow. Some teachers found this technique of using both very practical by explaining the lessons through live courses in Zoom, and then put them in written form in Moodle to help students more.

But, specific category of students was complaining from dealing with Moodle, because it needed a very high quality of internet, and most of them did not have an official accounts. Some instructor set the courses in Facebook educational pages, as this app widely used by the majority of the students to make the process easier for them. A few teachers preferred to make things more enjoyable to motivate students; instead of only putting lecture in Moodle they tried to put videos on YouTube. Also, teachers who had previous experience with electronic teaching, they attempt to work through email, YouTube and Facebook pages with their students. So they did not find much problems working with e-learning, beside how to raise students' morale and motivation for the better.

2. Did you had the experience with the teaching electronically before the pandemic of covid-19? If no , did you imaging your-self taking this way in your teaching career?

From the samples answers, we found out that seven teachers had no prior experience with electronic and, only three claimed that they use to work with technology not only in teaching even in conferences and other formal occasions. We can understand from the analysis that some teachers did not have previous experience with e-learning.

3. What are the biggest obstacles you've encountered as a teacher during the period of Corona Virus?

Teachers stated that they were going through very hard times trying to parity between trying to show the positive energy to their students, sync their work perfectly as in normal situation and with the quarantine pressure. Also, for them working in new environment suddenly is a big responsibility. The majority said that they were in the process of diversification in using different apps to help their students achieving their lessons and make equality between all of them.

4. Before starting an online class do you prepare yourself? and what your preparations look like?

In the fourth question, eight teachers claimed that preparing themselves before starting any online course is everyday thing that they must do so they can feel more calm and comfortable during the courses. Although, Twenty percent (20%) out of 10 feel more at ease when not preparing anything, by just starting in the explanation without any formal baffles with their learners as talking with them in normal way. From analyzing teachers answers, we noticed that all of them think that preparation is an essential step that they do in every course, even in the traditional courses, whether when working through live or normal platforms.

5. How was your experience teaching students from home as compared to teaching at school?

From teachers answers we stated that e-learning was a new experience in their educational career. In some parts it's a very complex and debatable topic, but at the same time enjoyable experience to be a part of. But at the moment when comparing it to the traditional teaching it's a necessity step to do, and the only way that students can complete their learning. Although, it gave uncertain and suboptimum results that effected students motivation.

Part Two

1. Do you think that electronic learning is a trusted way that cannot effect student's motivation to learn?

In part two from the interview questions, the finding revealed that the majority of teachers expressed their refusing among e-learning by claiming that it's not a truthful way for teaching/learning process, and that it needs more time and better circumstances in order to give better results in student's educational level. In addition to the difficult stage the world went through due to the Corona pandemic first reason for this educational mess, but we cannot ignore the mismanagement in the Ministry of Education that reflected on student's motivation negatively.

Whereas, some e-learning supporters were very satisfied claiming that it helped them to reduce their perceived stress about the management of time as in classroom, and the flexibility of these e-learning programs and their ease of accessibility from anywhere at any time, which meant less travelling, less miss organization and stress. Also, e-learning programs, courses, system and environment, helped students to feel more confident, responsible, enhanced their knowledge and skills and enhanced their feelings of empathy between them.

2. How do you perceive the main differences between traditional learning and electronic social interactions in education?

In the second question, we concluded that the corona virus outbreak has changed the whole world drastically and in the sphere of education, shifting to electronic learning was the only option left . Although, there was and still some debates and different points of view concerning e-learning, the working students and professionals prefer online mode, but others like to opt for traditional mode. But presently, there is no other choice but to go for electronic and online courses and to embrace the changes with a positive mindset. From this experience we concluded that both of the teaching methods are accompanied with their own set of pros and cons, and the only main motive is only to get education.

3. Can you imagine e-learning as the successor of traditional education?

Electronic learning and classroom learning is two different environment and the experience that we lived during the quarantine is a suitable justification for this view each form of teachings/learning has their own place. E-learning (or online learning) provides various channels that teachers and students can interact through. Unlike in the classroom, there is only one way to communicate with each other. We cannot skip that e-learning benefits are a lot to an extent but the teacher-student relationship cannot be best established as in traditional classrooms, the interaction and the questions that student asks to their instructors in the class cannot happen in an online interaction. Electronic learning offers a good substitute to classroom learning in the time of emergency only, but it can never replace the traditional way.

Although, some teachers have an optimistic futuristic outlook on e-learning by thinking that it can be a complementary better than saying "successor " method to traditional classes. In this situation of the global health crisis, electronic and virtual system of learning has proved its merits, and as the technology advances we can say that this system is here to stay. But definitely, accepting the e-learning method doesn't mean totally rejecting the traditional classroom pedagogy.

4. According to your experience, what are the biggest obstacles for students in learning through electronic devices?

All teachers stated that they went through many and different problems dealing with e-learning. The main one's are how to acclimatize with the situation of the health crisis of corona virus, how to spread positive vibes to students, raising students motivation to keep going, the interaction was very weak also some students were facing problems in how dealing with technology , how to make equality between the students and many other obstacles. We can conclude that digital learning has a unique set of challenges and obstacles many teachers and students has/still struggle with the online course, especially as it came coincidingly with the global crisis so it was very difficult times. Even those who use to work with technology and have no troubles mastering the electronic material can fall behind on assignments.

5. What impact do you think the period of learning electronically has had on student's motivational level?

In addition, about the effects of student's motivation a considerable number of teachers blame electronic learning about the de-motivation. As a first experiment, many students did not accept virtual learning to be a part from their educational life which reflected on their motivation and even their level. Some stated that learning electronically didn't reflect the same effect because students are not all the same. Electronic teaching is a good platform but not for everyone. It has some requirements not every student can afford it such as a good internet connection and the affordance of technological devices.

6. How stressful were your students while learning electronically during the COVID-19 pandemic?

In this question, only two teachers claimed that students did not deal with e-learning in a stressful way, because they think that technology in the modern world has narrowed the bridge between virtual and classroom learning, unlike traditional mode of learning, e-learning help saving times, money and energy. Also, as they use to work with different electronic devices and social applications, so this learning environment should suit their electronic abilities.

Form another points of view, the rest of the samples (08) felt that their students were struggling during the online courses and when receiving their lessons. But the tension and the de-motivation was a result of the quarantine pressure, they were hearing every day people dying and suffering from the corona virus so it definitely will affect inevitably their psyche, and this effect appears on their motivation to learn negatively. Teachers were very understood about the difficult situation that everyone went through, and the impacts that corona virus and home quarantine has reflected on people.

7. According to your point of view, what you can say about the effects of e-learning on student's motivation?

From the samples answers concerning our topic as a whole, they stated that after one year passed on the introductory of e-learning in the educational system, the preliminary results of the study in the period of Corona do not bode well. The majority of student's affected by the e-learning in negative way. At first when the government suggested this kind of learning they didn't expect what's next, they were only thinking that this solution will help students to get back on track, and how to avoid the lag and save time. But, things get as unexpected, students motivational level destroyed, and they started to take their educational less seriously and less interest they became in total different stage where things get complicated for them.

Findings and Results

a) The Questionnaire

The introduction of technology in the world of education (especially higher education) was a bold and misplaced move that ended in negatively affecting the psyche of the students, as been illustrated in the questionnaire results show that e-learning enabled to affect students of UKMO motivation. In addition to the negative effects and waste that caused by the Corona pandemic on students showed on acting less serious and de-motivated with their educational destiny. The data analysis shows that students in our case suffer from a lack of academic motivation, which has negatively affected their educational level in the quarantine. As a result from the study and these facts it shows that learning electronically do affects students motivation negatively as in table (07) and table (08).

Also, comparing e-learning to traditional learning has become even more prominent which highlighted more the difference between the two and the pros and cons of each method. In addition, due to the corona crisis, it found that e-learning is to be the most suitable and effective way for continuing the process of teaching-learning during the lockdown. But it showed up many problems and demonstrated the poor electronic abilities of students which de-motivated their sense of learning.

Among the positive results from the e-learning process and students answers, it proved that the university students can have the ability to shoulder their responsibilities in terms of education. (As in Figure n06)

b) The interview

Due to the teachers considerable experience in teaching traditionally in classrooms for many years, they stated that the application of technology in education is a good and advanced step in the higher education system, but unfortunately this step came suddenly in a bad situation that effected the students motivation in a negative way. The analysis showed that teachers support e-learning but in a better condition and in more layouts and precautions so it can give a better results for students. We found that teachers were suffering during the online courses in the corona pandemic, and they believe that this way of learning was unfortunate decision, which resulted many issues and obstacles in the educational system, and the students were the only affected in this crisis by feeling de-motivated to keep their learning.

In the period of the quarantine students felt anxious and stress through learning online, where students became aware of the importance of classroom education and the traditional interaction with the teacher in the class that was missing in the technological education. Additionally, as far as the dominance of technological means in our daily life, especially the world of education, this development did not erase the existence and prominence of the teacher in educational life, but rather increased his importance and value. Through the experience of teaching in the Corona stage, the importance of lessons in the department's environment became clear and the role of the interaction with the teacher in promoting and motivating students in a positive way.

Conclusion

E-learning by no means can never be a replacement for the traditional classroom learning. It's true that it may not clear our doubts completely and dealing with it resulted many issues and obstacles for students. But, to avoid the lock down in terms of education and to save the time and for the benefit of the students, the government was obliged to adapt it in emergency time. The classroom environment is totally different and unique and effective place, but what we are going through e-learning is better than nothing as it is the most suitable, temporary and alternative solution to have in this period. In addition, the unusual situation of corona virus and the pressures

that the world has witnessed lately, we cannot take this short and emergency experiment into account to evaluate it. At the moment, electronic education is a necessity to adapt and acclimatize with.

To conclude our research can confirm that E-learning affects students motivation and it gives uncertain results.

General Conclusion

General Conclusion

This study aimed to investigate and confirm the effects of e-learning on students' motivation at UKMO. This research revealed many hidden points and the most important is that e-learning is still a debatable topic that does not have a clear definition and fixed concepts that agreed upon by many researchers. Also, we have found that traditional and electronic are two different environments for learning/teaching in which effect student's motivation. In addition, we examined the factors that effect and distribute the motivation of students while learning electronically during their online courses in the school year 2020/2019.

The finding showed us that the students of first year master at university of Ouargla, faced many problems in adapting to this new technology, due to the lack of capabilities, but they could increase their degree of motivation such as the development of self-learning to absorb the lessons. As is the case for the teachers who faced some difficulties in conveying the desired idea if the difficulty of accessing some platforms such as the Zoom and Moodle application due to the lack of internet flow.

This research allowed us to identify the most important factors which may have a negative impact on e-learning and student's motivation, including the lack of the Internet and dealing with this educational technology for the first time in Algerian universities, the total adoption of traditional education in teaching, and the lack of technology and necessary tools. Therefore, the Algerian universities frameworks must paying more attention to the informatics practices and linking it to the field of education to achieve better results for students, including the improvement of their motivation level in a more positive way.

This dissertation will contribute to define the effects of electronic learning on students' motivation that concerned first year master students of UKMO and teachers from different faculties of Arabic literature, Economics, methods engineering and Maths & computing at University of Ouargla, to give a clear insight about e-learning and students motivation toward it.

Recommendations and Suggestions

In the light of the results of our present study, the following recommendations are suggested:

- First of all, in the health crisis that we still dealing with (Covid-19) self-care is important to the successful learning experience for students, healthy mind and body is the first step for having the motives to learn and to do anything.
- Second, the government should pay more attention to the application of e-learning in higher education in a strategic and planned manner to be an essential part of the educational system, through launching training courses for both teachers and students for the better use of electronic education.
- Third, universities should provide the needed tools and electronic devices in its departments so all students can have the chance to deal with e-learning to help in developing the idea of electronic education .
- Fourth, e-learning should be compulsory so that students can have more flexibility in dealing with it not just in emergency situation.
- Fifth, researchers need to find solutions to make the equivalent between the students technological and learning abilities in order to acclimatize with e-learning in positive way that cannot affects them.
- Promoting e-learning could be an effective way to initiate an e-learning program, by arranging a marketing campaign and use it as a base for creating awareness among the students and teachers, for example through publishing e-Books, blogs and even through hosting different events and meetings electronically .
- Developing effective communication among the students could be another approach towards creating electronic awareness, because they would quickly accept the concept of e-learning once they get to know what electronic education is all about and how it could be beneficial and motivated for them.
- Students motivation should be in the beginning of the course itself, to keep them engaged throughout the course.
- Also take into consideration how students feel, their views, their conditions and needs concerning e-learning , because they should have access to materials without feeling discriminated , left to feel helpless when they have questions, or unheard when they have an opinion or request them more creative and motive to be a part of the course.
- As the situation of e-learning evolves a more purposeful approach is definitely required, by including representatives from multiple areas in evaluating and sharing their experiences

about what worked well and what didn't in this experiment of e-learning. It should consider the problems and solutions faced by students and teachers.

- Finally, e-learning has a huge domain in different ways and this study is considered as drop of water of what we have found, from this research there are some missing points , so we suggest that future students carry on this research by tackling the obstacles of e-learning to gain a successful learning/teaching area and increasing student's motivation especially in our country.

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Appendices

Appendix A

KASDI MERBAH UNIVERSITY -OUARGLA



Students Questionnaire

Dear Students

We, second year Master students of Applied Linguistics want to realize the perception of students on the subject of e-learning and its effects on their motivation during covid-19 pandemic. Your honest answers to the questions below will be a great assistance for us.

(E-learning = Electronic learning)

1. Did you dealt with e-learning during the quarantine period in 2020?

Yes (...)

No (...)

2. According to your experience with electronic learning in the Corona period, do you prefer learning to be? Electronic Learning (...)

Classroom Learning (...)

3. What device did you use for learning electronically in the quarantine period?

Smart-Phone (...)

Laptop (...)

Desktop (...)

Tablet (...)

Other Devices (...)

4. Have you found any problems with the internet accessibility during the online courses?

Yes (...)

No (...)

5. As you taken this experience from now on, do you prefer e-learning to be?

Optional (...)

Compulsory (...)

6. During the corona virus period do you think that e-learning improved your self-study?

Yes (...) No (...)

7. Do you think that studying from home, affected your motivation?

Yes (...) No (...)

8. Electronic Learning affected your motivation?

Positively (...) Negatively (...)

9. How do you feel overall about electronic education especially during Corona time?

Poor (...) Below Average (...) Average (...) Good (...) Excellent (...)

10. How effective has home learning been for you, in comparison with classroom learning?

Not at all (...) Kind Of (...) Somewhat (...) Very (...) Extremely (...)

11. How helpful your University has been in offering you the resources to learn from home?

Not at all (...) Kind Of (...) Somewhat (...) Very (...) Extremely(...)

12. How helpful was (and still) your teachers while studying through online?

Not at all (...) Kind of (...) Somewhat (...) Very (...) Extremely (...)

13. Are you satisfied with the technology and software you did use for online learning?

Yes (...) No (...)

14. How stressful did you find learning electronically during the COVID-19 pandemic?

Not at all (...) Kind Of (...) somewhat (...) Very (...) extremely (...)

15. What is your opinion concerning E-learning during the period of Corona Virus and do you think that it affected your motivation?

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Appendix B

The Interview Questions:

I-Personal Questions:

1. How did you adapt to the distance learning process (device and app)?
2. Did you have the experience with the teaching electronically before the pandemic of covid-19? If No, did you imagine your-self taking this way in your teaching career?
3. What are the biggest obstacles you've encountered as a teacher during the period of Corona Virus?
4. Before starting an online class do you prepare yourself? And what your preparations look like?
5. How was your experience teaching students from home as compared to teaching at school?

II- General Questions

1. Do you think that electronic learning is a trusted way that cannot affect students' level?
2. How do you perceive the main differences between traditional learning and electronic social interactions in education?
3. Can you imagine e-learning as the successor of traditional education?
4. According to your experience, what are the biggest obstacles for students in learning through electronic devices?
5. What impact do you think the period of learning electronically has had on students' motivational level?
6. How stressful were your students while learning electronically during the COVID-19 pandemic?
7. According to your point of view, what you can say about the effects of e-learning on students' motivation?

Thank you for your collaboration

ملخص الدراسة

انتشرت التكنولوجيا في المجتمع رغم أن لها العديد من الفوائد، إلا أن لها أيضًا مشكلات، خاصة بالنسبة لطلاب الجامعات من الممكن أن يؤثر الاستخدام المفرط للتكنولوجيا سلبيًا على تحفيزهم، ويمكن أن ينعكس ذلك على مستواهم التعليمي. يلعب التعليم الإلكتروني دورًا مهمًا في تعليم الطلاب خاصة في التعليم العالي، لذا فإن الهدف من هذه الدراسة هو التحقق من العلاقة بين التعليم الإلكتروني وتحفيز الطلاب وكيفية تأثير هذه الأخيرة على الطلاب المشاركين في هذا البحث. يبحث هذا العمل على آثار التعليم الإلكتروني ودرجة تحفيز الطلاب والتي غالبًا ما تم تحديدها على أنها مختلفة عن تلك الخاصة بالتعليم التقليدي. يتطرق هذا البحث إلى تعريفات التعليم الإلكتروني وتاريخها وتطوراتها وأنواعها مع إبراز أهم تقنياتها، ويتضمن كذلك مزايا وعيوب التعليم عبر الإنترنت والاختلافات بين الفصول التقليدية والتعليم الإلكتروني. علاوة على ذلك، ألفت هذه الدراسة الضوء على التعلم الإلكتروني في التعليم العالي، وتأثيره على تحفيز الطلاب والتعلم الذاتي خلال فترة كوفيد 19، كما تم تضمين دور المعلمين في تفاعل الطلاب. أما فيما يخص التصميم / المنهجية / المنهج – اعتمدت هذه الدراسة على الأساليب الوصفية والتحليلية (الطريقة الكمية والنوعية)، وقد تم تطبيق استبيان لجمع البيانات من طلاب جامعة قاصدي مرباح ورقلة. وكذلك مقابلات مع المعلمين في كل قسم من أقسام الأدب العربي والاقتصاد وهندسة الطرائق والرياضيات والمعلوماتية بغية تحليل البيانات. ستكون نتائج هذا البحث مفيدة وقيمة لتطوير بلدنا خاصة في المستوى التعليمي لفهم أفضل لتأثيرات التعليم الإلكتروني على تحفيز الطلاب.

الكلمات المفتاحية: التعليم عن بعد، التحفيز، الطلاب، الاستاذ، التعليم التقليدي، كوفيد19.

Résumé

La technologie a fait proliférer la société bien qu'elle présente de nombreux avantages, mais il y a aussi des problèmes, en particulier pour les étudiants universitaires. Une utilisation excessive de la technologie peut avoir un impact négatif sur la motivation des élèves, ce qui peut entraîner leur niveau d'éducation. L'apprentissage en ligne joue un rôle important dans l'instruction des étudiants, en particulier dans l'enseignement supérieur, l'objectif de cette étude est donc d'étudier la relation entre l'apprentissage en ligne et la motivation des étudiants et comment ses effets sur les étudiants participant à la recherche. Le présent travail examine les effets de l'e-Learning sur la motivation des étudiants qui a souvent été identifiée comme différente de celle de l'apprentissage traditionnel. Ce travail commence par les définitions de l'e-Learning, de l'histoire, des développements, des types et de ses techniques, il inclut les avantages et les inconvénients de l'apprentissage en ligne et les différences entre les cours traditionnels et l'apprentissage électronique. En outre, cette étude a mis en lumière l'apprentissage en ligne dans l'enseignement supérieur, son effet sur la motivation des étudiants et l'auto-apprentissage pendant le covid19, ainsi que le rôle des enseignants sur l'interaction des étudiants. Conception / méthodologie / approche - Cette étude basée sur des méthodes descriptives et analytiques (méthode qualitative et quantitative), un questionnaire a été appliqué pour collecter les données des étudiants de l'Université kadi Merbah Ouargla; et des interviews d'enseignants de chaque département de littérature arabe, d'économie, d'ingénierie des méthodes et de mathématiques et informatique ont été utilisées pour l'analyse des données. Les résultats de cette recherche seront utiles dans le développement de notre pays pour le niveau d'éducation afin de mieux comprendre les effets de l'apprentissage en ligne sur la motivation des étudiants.

Mots Clés : Enseignement à distance, Motivation, étudiants, Professeur, éducation traditionnelle, Covid19.