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**ENGLISH DEPARTMENT**



**TITLE**

E-learning and Students' Motivation: A Research Study on the Effect of Online Learning  
at University

The case of 45 Undergraduate and Graduate Students at Mostaganem University  
(Algeria)

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## Abstract

The number of internet users with E-learning models offered in higher education institutions has rapidly increased with the beginning of this century. Therefore, e-learning has become one of the ways that provide accessibility and flexibility to learners to overcome the far distance of locations or different cultures, or even timing management for achieving students' satisfaction. However, the success of an e-learning system depends on the understanding of certain antecedent factors that influence the students' acceptance and usage of such e-learning systems. In this regard, e-learning has become a necessity in higher education institutions and is being deployed in educational establishments throughout the world. Researchers have made much emphasis on its benefits, but not much has been said regarding disadvantages of e-learning technology. In this sense, most universities in Algeria are facing many educational problems and obstacles that technology may help to surmount. Open sources, such as a Moodle e-learning platform, have been implemented by many Algerian universities. As for the Moodle, it could be used as an aid to deliver e-content and to provide various possibilities for implementing asynchronous e-learning web-based modules. Thus, this research seeks to demonstrate that the use of interactive features of e-learning increases the motivation of undergraduate students for the learning process. We used a questionnaire to collect and analyse data through descriptive statistics.

**keywords- e-learning, web-based education, higher education, Moodle, motivation, EFL learners**

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*The case of Mostaganem University (Algeria)*

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*Dedication*

I dedicate my dissertation work to my family and friends.

A special feeling of gratitude to my loving mom whose words of encouragement and push for tenacity ring in my ears and also in loving memory of my father who is no longer of this world. His memories continue to regulate my life.

My sister Lynn, my brothers Privilege and Christopher have never left my side and are very special and have always loved me unconditionally and whose good examples have taught me to work hard for the things that I aspire to achieve.

To all my beloved friends, my love for you all can never be quantified

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I hope that I can “pay-forward” what you have done for me by helping other people.

I will use your selfless support as a model as I move forward. I would also like to thank Dr H. Sarnou for her advice, her explanation of various techniques in making sure that this project becomes a success.

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My gratitude extends to the teaching staff of the English department of Abdel Hamid ibn Badis University of Mostaganem for their efforts in enlarging and building up my knowledge from License degree to Master degree in Language and Communication.

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## **General Introduction**

### **Overview**

Information and communications technologies (ICTs) have changed our life in one way or another. With the development of ICTs, the term E-learning, which is the acquisition, use, distribution, and facilitation of knowledge in the first place by electronic means, has emerged. This mode of learning relies on the internet and computers. (Basem, 2020). The adoption of E-learning in education, especially at universities, has many benefits when it comes to its flexibility with time and space for the learners and institutions at the time of conducting meetings. This new way of teaching/learning, gives a greater chance for students to access enormous amount of documents and information with less time and effort.

E-learning is also a cost-effective method as the students do not have to travel and move every day. At the same time, the higher education institutions are less required to offer huge buildings and a large number of faculty members to keep on the progress of the educational purposes. “eLearning does not stop you from learning, even in unprecedented times. When everything was shut down, online learning was on” (Kaur, 2021)

On another hand, web-based learning is used nowadays as the other option to replace face to face education. As a matter of fact, its use increases in a direct proportion with the increase of students. This has made educators exert much effort to help the learners to get interactive content that is full of multimedia. In fact, it has been proven that web-based learning has a significant effect on the process of learning. The impact of blogs and wikis has also been investigated on learners' collaboration and reflection and it was reported that they both have positive

effects.(El-Seod, iJet international Journal of Emerging Technologies in Learning, 2014)

In this perspective, e-learning has been introduced as a tool in the learning process in many international universities worldwide. To understand the term “e-learning”, and according to Li and Masters (2009), “e” in the e-learning should not stand for electronic; it should be an abbreviation for “evolving, enhanced, everywhere, every time and every-body”. As a matter of fact, the quotation of Li and Masters (2009) shows most of the benefits of e-learning are for instructors and their learners. From another perspective, the term “e-learning” is defined by K.H Fee as “any learning that involves using internet or intranet.” A year later, K. Cheng made the definition more generalized by indicating that it is “anything delivered, enabled, or mediated by electronic technology for explicit purposes of learning”. (El-Seod, iJet international Journal of Emerging Technologies in Learning, 2014)

In fact, although the e-learning term and tools do exist for over a decade, the educational research field has not given enough attention to the study of students' motivation under the effect of e-learning. Moreover, few studies investigate how e-learning may cause a decrease in institutions' and teachers' roles; also, e-learning model may affect the values, the educational process and the social life of students negatively. In this regard, unacceptable disciplinary actions of the students such as cheating could hardly be restrained, and the educational system is also likely to be not protected and maybe a victim to piracy or plagiarism. Moreover, by using e-learning methods, it is not always possible to study some scientific fields which require physical presence such as conducting experiments in laboratories.

Therefore, this research will be an attempt to analyse the integration of e-learning approach at the tertiary level, mainly during the quarantine of the Covid-19 pandemic. In order to reach those objectives, the current research work will revolve around the following questions: how and to what extent E-learning could enhance students' motivation at university. To add on, one wonders what factors that influence the success of E-learning with regard to Mostaganem university students are.

As answers to the questions asked above, the researcher hypothesises that E-learning could improve students' motivation if the latter are digitally and technologically mature and it would be to a greater or lesser extent successful depending on students' digital literacy. That is to say, students should be effective in using new technologies and also they should know how to exist or survive online.

The present dissertation is structured into three parts. Chapter one represents the theoretical foundation of this research. Key notions, definitions and theories will be presented in this chapter. In the second chapter, the researcher will present the research methods used to carry out this investigation. As for the last chapter, an in-depth analysis of the data collected throughout this study will be presented.

## **I.1 Introduction**

With the massive rise of internet technologies globally, a number of universities around the world are investing heavily in e-learning systems to assist the traditional teaching and to ameliorate their students' learning experience and performance. In the past two decades, the development of new information technology has brought significant changes in all areas of society. These changes have inevitably affected education, as evidenced by the increasingly frequent use of teachers and students themselves to internet resources, internet services, various online educational programs and installed applications and other forms of distance learning. (Sandybayev, 2020). However, the success of an e-learning system depends on the understanding of certain antecedent factors that influence the students' acceptance and usage of such e-learning systems.(Tagreed Kattou, 2016). At a theoretical level, numerous studies have been undertaken to determine whether computer-mediated education in the form of e-learning, blended learning or hybrid learning is superior than traditional face-to-face teaching in relation to, for instance, learning outcome and student satisfaction. It is, however, argued that e-learning is utilized to convey preparing, training and cooperation utilizing different electronic media in any case, overwhelmingly, the internet, whose apparatuses have comprised the principle driver of e-learning and e-learning has impact on students' perception, critical thinking and other fact is against this backdrop that e-learning enhanced students' perceptions, communication, quality of education, critical thinking, self-learning. It also has the impact of teacher's responsibility and students' satisfaction in higher education. Azzi-Huck & Shmis mentioned that "in the meantime, fourteen days after the fact ,120 countries have

closed schools impacting almost a billion students across the world that have experience closures of their schools for the period”.

## **I.2 Understanding E-learning**

In fact, E-learning has often been defined through its technical and technological components that have entered the educational process, changing its features and leading to the emergence of new types of education go under e-learning. In a broader sense, E-learning is defined as “the education that is characterized by the ease of updating and modifying the information provided, beside increasing the possibility of communication to exchange views, experiences and views between students and their teachers or between students and each other”. (Shalash, 2020) This definition shows us the advantages that e-learning offers.

Accordingly, we can say that e-learning is the educational system that collects magazines of education through the internet and teaching using technology in order to develop knowledge for individuals and give them the opportunity to learn anywhere and at any time. Ko Hang and Harman define E-learning as providing education (all activities related to teaching and learning) through various electronic media. Electronic media could be the Internet, intranet, and external networks.

From another perspective, E-learning or electronic learning, according to the definition of Rosenberg, refers to the use of Internet technologies to deliver a broad array of solutions that enhance knowledge and performance. It is based on three fundamental criteria:

- 1- E-learning is networked, which makes it capable of instant updating, storage/retrieval, distribution and sharing of instruction or information...
- 2- It is delivered to the end-user via a computer using standard Internet technology...

3- It focuses on the broadest view of learning solutions that go beyond the traditional paradigms of training...”

E-learning has the potential to immerse students completely within an environment conducive to learning. With E-Learning, learners can easily review topics whenever the need arises E-Learning puts the learner in an interactive environment where objects in the learning environment can be readily adjusted, modified or manipulated according to the user's preference. E-Learning can be accessed via the web at any time and in many locations. Students can choose when and how much time to devote to the learning of a chosen topic.(Li)

### **I.3 Context of the Study: Experiences On E-Learning in Algerian Universities**

In the light of the changes that the Algerian University is witnessing especially after the reforms it has known as an educational system that seeks to develop its methods and strategies to catch up with the modern knowledge.

Approximately a decade ago, The Ministry of Higher Education and Research drew up strategic goals for a period of three years (2007-2008-2009). One of the listed goals was “establish a system of distance education to support that requires presence. (Doc BELLATRACHE Razika, 2020). To make it clear, distance education here is intended to use information and communication technologies of all sorts, from computers to information network, reducing distances and going beyond time to manage the educational processes in universities without giving up on the presence training. Here, one finds that the breakthrough was clear and based on studies. The ministry chose to merge the traditional system with the modern system (E-learning), which is called integrated education as a transitional stage.

According to a publication from the University Center Ali Kafi of Tindouf – Algeria, it had launched an e-learning system in 2006 in collaboration with both “Thomson” and “Microsoft” corporations.(Benharzallah, 2020). Moreover, E-learning has a well -established role higher education, and it has been found to have a great influence on increasing the effectiveness of learning. It is a new asset in this modern era, and it is getting popular day by day among higher education students in Algeria because of the increasing availability of various means and technologies of communication devices. In Algeria, as a developing country, the application of electronic learning (e-learning) in the higher education system is the way to go.

### **I.3.1 Electronic/Technological Readiness of Algerian University**

In line with the University Center Ali Kafi of Tindouf – Algeria. Given the change in the world of information and communication technology policies between different sectors across the country with the changing levels of ICT implantation in educational systems. We cannot say that there is an electronic readiness unless an information and communication technology infrastructure is reached and used, in addition to the availability of frameworks that control this technology and train teachers to control these technologies.

In this regard, Higher education institutions in Algeria were able to open E-learning platforms thanks to the Algerian developing networks ARN to enhance the content and management of innovative teaching methods which represent the electronic density that allows us to make optimal use of information and communication technology. Therefore, the concept of E-learning would appear and flourish. In an endeavour by the Algerian University to achieve this, one reviews the most important experiences through which the embodiment of the concept of E-learning at the Algerian University has emerged.

### **1.3.1.1 Online learning in Algerian universities during COVID-19**

Taking the Algerian system of education into account, universities started adopting online learning optionally. The ministry of higher education left the practice at the universities' will. As a result, most universities started using distance education through the delivery of courses to students on the universities' websites. During the Corona Virus pandemic e-learning used as a preventive measure to contain the spread of the pandemic that hit globally. In Algeria, COVID-19 has changed the system of education. In response to the measures taken by the Ministry of Higher Education opted for online education in light of the Corona Virus crisis, as the Ministry of Higher Education approved an educational plan for Algerian universities to partake in e-learning courses and make sure of the completion of studies.

The Algerian Minister of Higher Education and Scientific Research called on the directors of universities to lay the ground to ensure the continuity of students receiving the lessons remotely for a period of not less than a month, within the framework of what is called a pedagogical initiative classified as a precautionary measure due to the outbreak of the Coronavirus. The Minister devised a date of March 15, 2020 to begin launching the implementation of the initiative in practice, pointing out the importance of a strict application of the contents of the memo. (Guemide, 2020)

In addition, the Minister stressed in a note addressed to the directors of university institutions on the need to take into account all the necessary technical measures to maintain remote communication between teachers and students. As a result, Algerian universities have set up MOODLE electronic systems to start on- line education to complete studies, and link between teachers and students online. Other parallel measures that guarantee the minimum in terms of working career

and studying were also of great importance during this crisis. The transition to online learning was the only option during the situation's gravity because of the COVID-19 outbreak." (Mahyoob, 2020)

In addition, one must emphasize that the importance of eLearning makes students, teachers, and researchers carry their tasks virtually because of the closure of all educational and university institutions. More particularly, "the Covid-19 pandemic has forced schools and universities to shut down, and inevitably disrupts the traditional forms of face-to-face learning." (Mahyoob, 2021)

### **I.3.1.2 Improving online learning in the Algerian higher education context**

While it was necessary for universities to close in Algeria during the quarantine to reduce contact between students, online learning electronic systems were set up across the entire universities for large classes. In fact, many faculty members already had competencies. These are online or remote teaching in (1) live streaming, (2) pre-recorded teaching sessions, (3) facilitating discussions in a digital platform, and (4) providing assessment and receiving feedback. Much background preparation still had to be done. This is to ensure academic staff, students, and infrastructure ready for lessons to transition seamlessly into online learning class; also, to use polls and quizzes to engage learners, as a part of the positive learning outcomes.

### **I.4 Moodle: LCMS platform, for online courses and distance learning:**

One can note that the Moodle was of great paramount inasmuch as online courses were taken into consideration, taking the Mostaganem university case into account. In trying to understand students' interests and necessities regarding their studies, Moodle, as an alternative assessment method, can meet those needs due to the large features it offers with regard to the evaluation. "In less technical terms, this

means that users and organizations have the freedom to run, study, share, and modify the software to meet their unique needs”(Young, 2018)

To explain what this website is, the Moodle is an online learning platform for creating learner communities around content and educational activities. To a content management system (CMS), Moodle adds pedagogical or communicative functions to create an online learning environment: it is an application to create, through the network, interactions between pedagogues, learners and educational resources.(CERINUX, 2016)The lateral blocks give access to the various tools and links of the course, for example:

- *People: list of participants enrolled in the course*
- *Course: the list of courses in which the user is registered Search forums: search tool in the course forums*
- *Administration: record of the notes of the user*
- *Latest news: the last news published on the forum*
- *Upcoming events: activities listed in the calendar of its course*
- *Calendar: activities classified according to the calendar*

(CERINUX, 2016)

#### **I.4.1 Controversies around e-learning at the university level**

Regarding the continuation of on-line courses, The General Director of Higher Education and Training, Boualem Saidan affirmed that “this option, which concerned discovery units, will be generalized to fundamental units in certain branches”, stressing that some difficulties have been noted in the application of this mode of teaching. In addition, among these difficulties, he cited in particular, are the low internet speed, the lack of financial means of certain students and the difficulties of adaption of certain university professors to this new experience of higher education in Algeria.

Inasmuch as it has been so much accredited, one cannot turn a blind eye on the loopholes of the effectiveness of e-learning, this notion of e-learning via different

web applications did not give students the opportunity to work on oral communication skills. Moreover, some of the used tools did not allow to offer immediate feedback. As one being enrolled at this institution, it is not a matter which is subject to debate that e-learning has various shortcomings.(Tamm, 2022)

Despite of the significant advantages of e-learning, students encounter several challenges which ultimately lead towards either limited or negative outcomes. Such as; Arkorful and Abaidoo (2015) in their study outlined that e-learning, in certain cases is held through remoteness and contemplation in resulting lack of students' interaction. The absence of essential personal interactions is the most noticeable drawback of e-learning, not only among colleague learners, but also between instructors and learners (Islam, Beer and Slack, 2015). Another controversy regarding e-learning is the fact of maintaining motivation in an online course that online learners experience. Students who lack self-motivation and independence has reduced success rates as compared to their counterparts.

## **Chapter Two: Methodology and Data Presentation**

### **II.1 Introduction**

This chapter, as the completion of the first one that dealt with the theoretical background of the present research, will constitute the practical side of our investigation. This chapter will offer to our readers a concise description of the methodology used to gather data so as to check the hypotheses raised at the beginning. Detailed explanations are given to clarify the research procedures. Then, the research questions are provided. The methods used for the research are discussed and information about the participants and the research instruments are provided too.

### **II.2 Description of Participants**

The respondents of the case in question were the students of different faculties at the University of Abdelhamid Ibn Badis Mostaganem/Algeria. The total number of the students is 45: 35 males and 10 females. The participants are both License and Master students in different faculties at Mostaganem University. They also are from different domains and coming from different countries

### **II.3 Research methodology**

According to Bitchener (2010), each situational research deserves a particular method of investigation that best suits its purpose of being studied, the questions and sources. We adopted in our investigation a quantitative research approach to collect data through a survey questionnaire. A survey is an excellent tool for conducting quantitative study. As such in our approach, we used a survey questionnaire

## **II.4 Research Instruments**

The main research tool used in this study is a questionnaire. It consisted of two segments. The first part is the questionnaire that is directly related to the students' perceptions towards e-learning. The second segment was to test whether or not the participants are digitally and technologically mature regarding e-learning and to test if they do have prior background knowledge of e-learning.

## **II.5 Data Collection Procedures**

Allocating the questionnaire, the students were informed on the objectives and significance of the research. They were also beseeched to state their true and honest responses without fear, bias or hesitation. Furthermore, the subjects were informed to ask for any clarifications they might have. Then, the questionnaire was distributed. Once they finished answering the questionnaire, the participants were requested to revisit their responses to check if something was amiss.

## **II.6 Data Analyses Procedures**

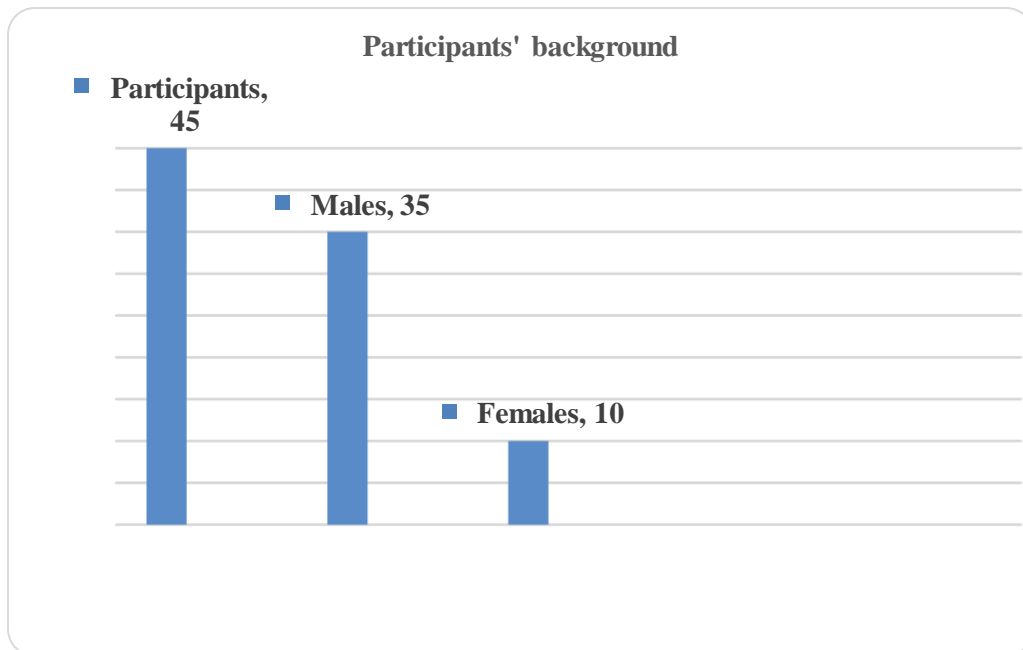
The data collected in the present study were of two types i.e. quantitative and qualitative. The quantitative data of the questionnaires were analysed in terms of percentage. To analysing the qualitative part of the data, on the other hand, content analysis method was used.

## **II.7 Participants' Background**

The informants who partook in this research were asked to fill the questionnaire related to personal information such as age, gender and specialty (field of study).

Table II-1 : Participants' background

Participants	45
Males	35
Females	10
Age	20-26
Profession	University Students



### **II.8** Questionnaire's Description

Foremost, we explained the reasons for the questionnaire to the participants for answering the questions.

Question 1: In your own opinion, is e-learning better than in-person education?

On this particular case in question, participants aired their views based on their experience. In their responses, there are two things involved eventually. It was either a yes or a no by giving reasons for their answers. Below is a figure of their outcome.

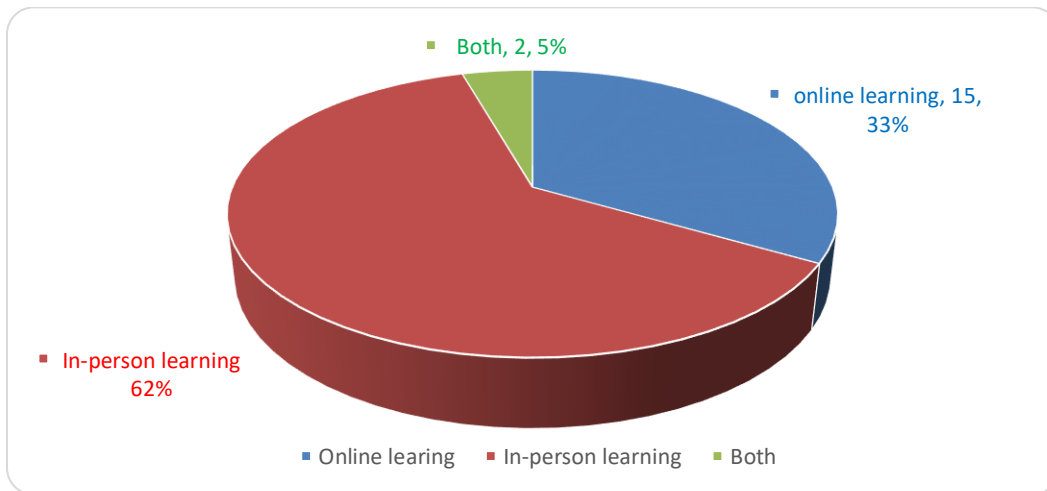


Figure II-2 : Online learning vs in-person learning

As observed from the above statistics, 62% of our participants voted for In-person learning. Various reasons were brought forward as why they opted for In-person education. The data obtained was put in percentage. 33% opted for online learning as the better option as compared to In-person learning, while 5% voted for both.

Question 2: To what extent has e-learning enhanced your success rate since you started using it?

Greater	Lesser
---------	--------

The second question measures the degree on whether or not e-learning made an impact in their studies since their debut. The figure below shows the statistics obtained.

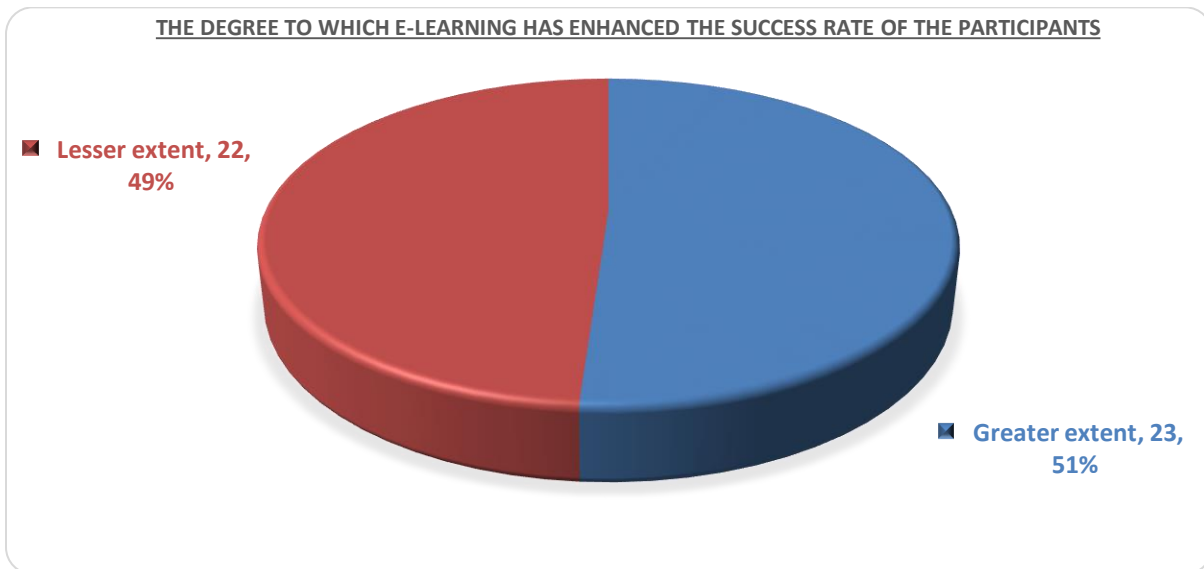


Figure II-3 : Impact of e-learning

The results showed different perceptions from the participants towards the degree on how online enhanced their success rate. 51% of our participants admitted that online learning has ameliorated their success rate by giving justifications for their answers. 49% did not concur.

Question 3: How satisfied or dissatisfied with the format of the course?

Very dissatisfied	dissatisfied	satisfied
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This question aims to reveal the layout of the course if it was nicely presented or not. The format of the course usually affects students' motivation in using online learning. Figure 3 summarizes the result about the layout of the course.

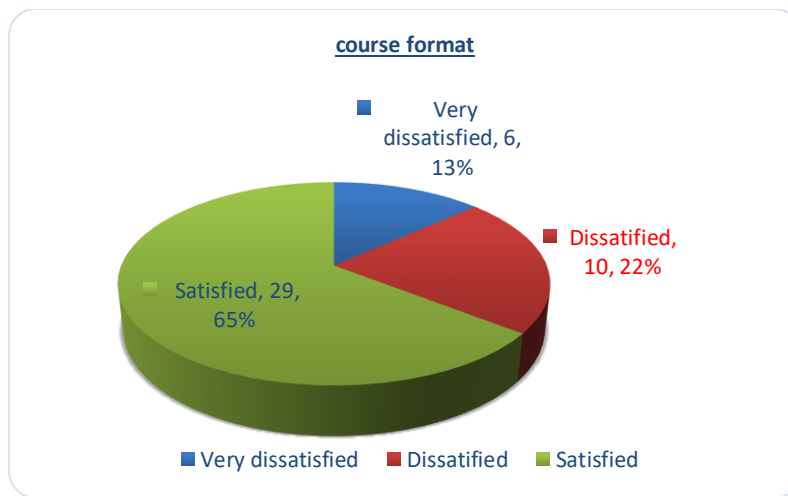


Figure II-4 : Format of the course

Our analysis revealed that the participants had no problem with the layout of the course. It showed that 65% were satisfied, while 22% were not convinced and a small portion of about 13% were totally dissatisfied with the format.

Question 4: The course instructor was accessible to answer questions or give feedback.

strongly disagree	disagree	undecided	agree
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The fourth question points out the availability of the professor. The availability of the professor plays a pivotal role in making sure that the success rate of using e-learning is achieved. The course instructor acts as a pillar for students' performance. The graph shows the outcome.

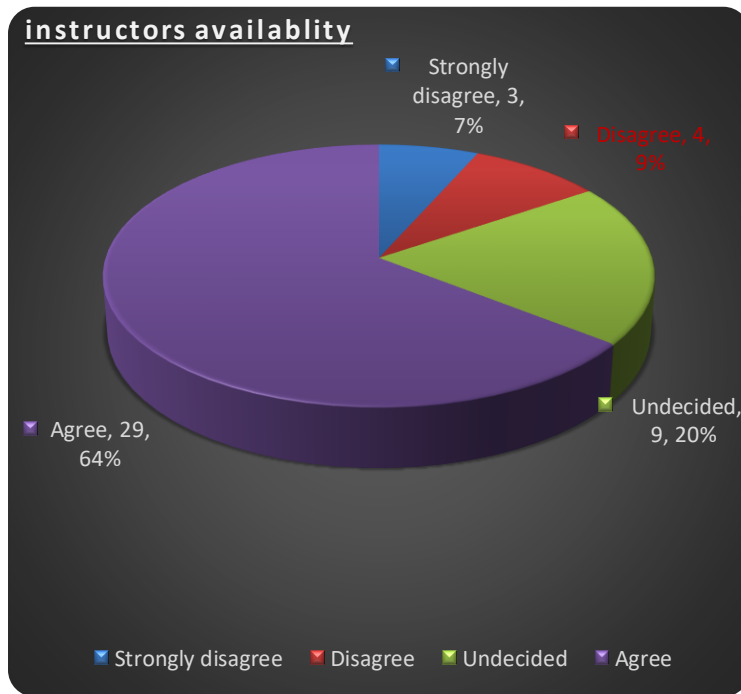


Figure II-5 : Accessibility of the instructor

The statistics derived from question 4 revealed that 64% of our participants admitted that the course instructor was accessible to give feedback, while 20% were undecided whether or not the accessibility of the instructor was enough for them. 9% were not agreeing and 7% strongly disagree.

Question 5: The presentation of courses was clearly outlined.

strongly disagree	disagree	undecided	Agree
-------------------	----------	-----------	-------

Question 5 evaluates participants' perception on the outline of the courses. Whether or not the courses were difficult to fathom or clearly outlined affects students' motivation. The table below shows our participants' response.

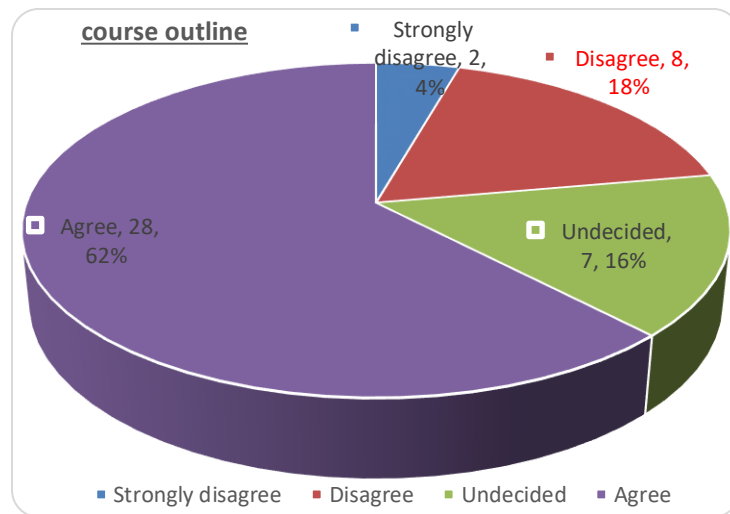


Figure II-6 / Outline of the course

The majority of the participants clearly stated that, indeed, the presentation of the course was apparent. 18% of them claims that it was not like so. They disagreed. 16% were undecided and 4% strongly disagree about the course presentation.

Question 6: I know how to open, modify, save and upload documents and I am comfortable in navigating web pages and sending and receiving emails.

yes	no
-----	----

This question aims to understand whether or not the participants are digital literate. We intended to know their views that we analyse to see whether are they ready for online learning or not. Figure 6 presents the results obtained.



Figure II-7 : Digital literacy of the participants'

Our analysis revealed that our participants are digital literate when it comes to manipulating information from web pages, uploading documents and so forth. It is evidenced by the results obtained as it shows 100%.

Question 7: I am prepared to learn to study in an e-learning environment.

yes	no
-----	----

Question 7 aimed to portray the readiness of participants inasmuch as online learning is concerned. The figure below gives the participants' response.

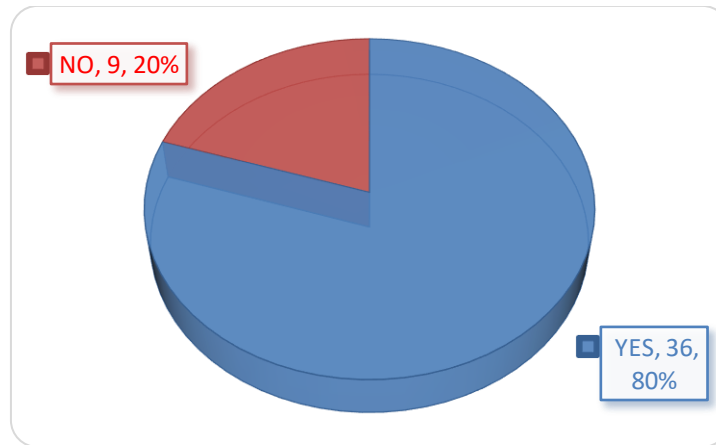


Figure II-8 : Readiness of the participants' in online classes

Results exposed that a majority of participants are willing to study in an e-learning environment. 80% has the zeal to study in an online environment. 20% are against this idea as they advocated for an in-class learning environment.

Question 8: I own or have daily access to a computer or any electronic device.

yes	no
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Question 8 is about to know the percentage of students who owns or have access to electronic devices. This give us a hint to know whether or not the effect of online learning in students' academics is determined by possessing these devices or there are some other factors which are remained to be seen. Below is a figure about the results obtained.

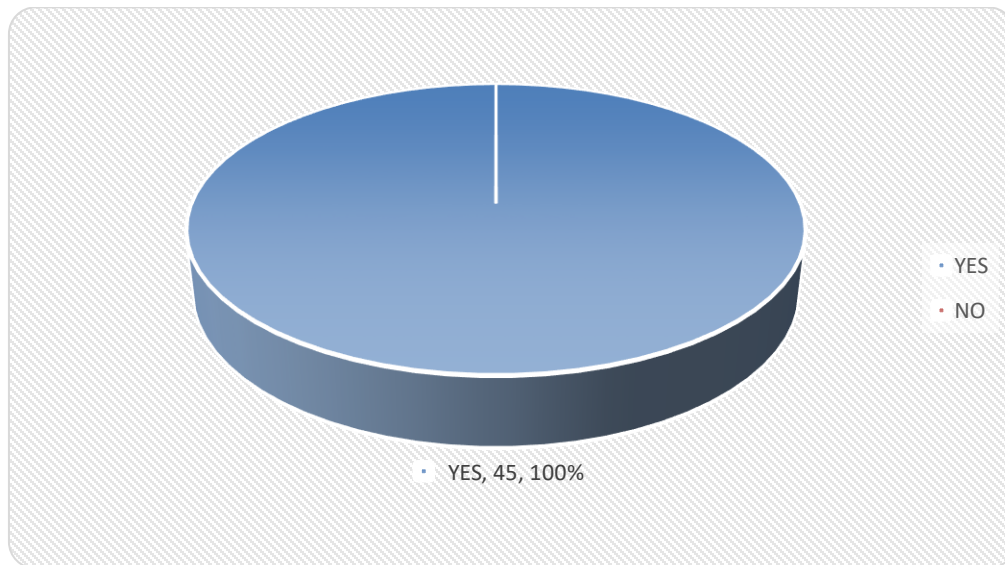


Figure II-9 : percentage of students who have daily access to a computer

Question 8 revealed a 100% record for the participants who personally own or have access to a computer.

Question 9: I am prepared to learn the necessary skills required to be successful in E-course.

yes	no
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Question 9 is all about the willingness of participants in regarding the electronic courses. Mental readiness of the participants in online learning affects students their performance.

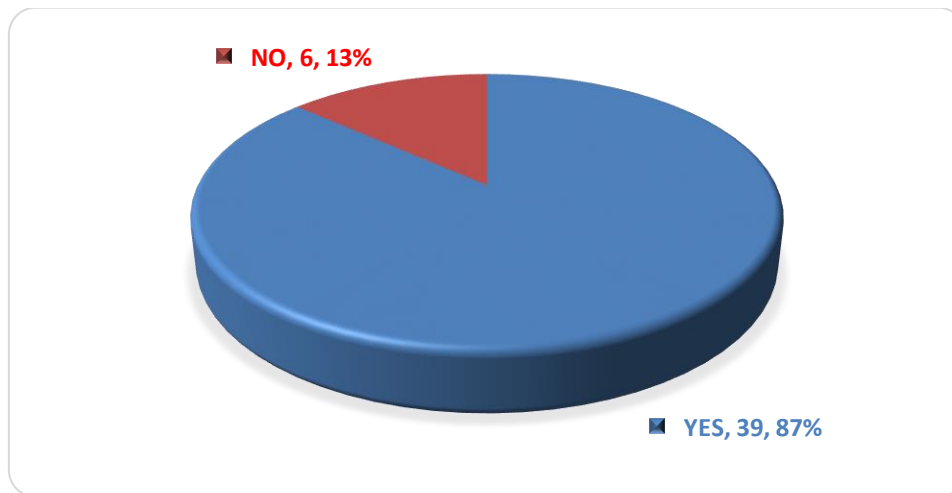


Figure II-10 : Participants' willingness to learn required skills in e-course

The statistics derived from question 9 revealed that 87% of our participants are willing to learn the necessary skills required to be successful in E-course. A portion of 13% is not prepared to engage themselves in acquiring the skills

Question 10: I do face some disturbances during my online classes.

yes	no
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Question 10 seeks to know if the participants in question have maximum focus throughout online classes or there are disturbances.

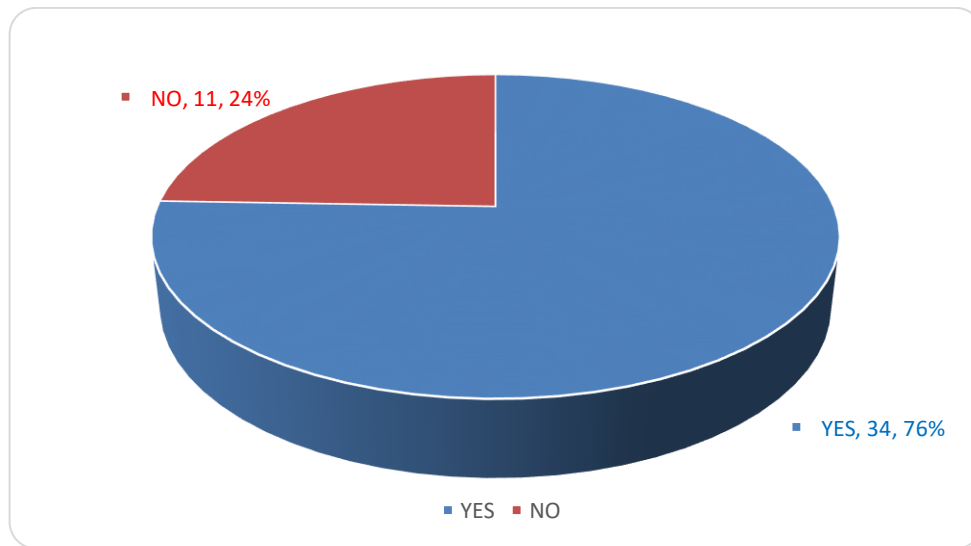


Figure II-11 : Disturbances of participant's in their online class

Our analysis revealed that a vast majority of about 76% of our participants do face some disturbances during their online classes. 24% of them have no problem in conducting online lessons. From the second segment of the questionnaire, 6-10. If you answered “Yes” to all the above questions, you are a potential candidate for an E-learning course. If you answered “No” to 1-2 questions, you may wish to strengthen the areas of your weakness prior to enrolling in an e-course. If you answered “No” to 2 or more questions, you may experience significant difficulties with the course format and your chances of successful completion are in jeopardy.

## **II.9** Conclusion

This chapter discussed the methods and procedures employed for collecting data. It made explicit the research design, context, and selected participants. It stressed the importance accorded to our unique method of enquiry and gave a detailed analysis of the questionnaire we used. Our next chapter is dedicated to the interpretation of statistical data saved.

## **Chapter Three: Results' Interpretation**

### **III.1 Introduction**

This last chapter advocates the analysis and discussion of data displayed earlier through the use of statistical figures. It discusses our specific findings to come out with conclusions that either confirm or annul the hypothesis(es) put forward at the beginning of our research. To remind the reader, our main query is to unveil the effectiveness of online education at university, the case of Mostaganem University. Moreover, this chapter uncovers the limitation and suggestions for more studies.

### **III.2 Results and discussions**

This section provides further analysis and interpretation of the sample data. This study's objective was to investigate the effectiveness of online learning, i.e. whether or not it enhances students' success rate. We emitted two hypotheses for investigating on how and to what extent E-learning could enhance students' motivation at university. In the same vein, we investigated if the participants were digitally literacy in knowing how to manipulate online learning devices and gadgets. As such, we designed our research questions to discover effectiveness of online learning.

Our participants' opinion on which one is better between e-learning and In-person education differed. Our participants gave a priority to in-person education as they brought forward various justifications claiming that in-person education promotes and creates personal relationship with their instructors. They also claim that in-person makes one to understand in a best possible way because of the availability of the course instructor. The response helps to understand that by choosing between e-learning and in-person education, the participants' opted for the latter. The response by the vast of the participants might suggest that not all participants

are technologically or digitally gifted. As a result, in-person education is the way to go. Our findings drawn from the participants' answers suggest that in-person education increased flexibility in their school schedule. Students can work at their pace and take on based tasks based on a timeline that feels comfortable for them. Research shows that students learn more when they are in-person at school. Students receiving in-person instruction have fewer distractions, increased concentration, and can receive more direct, personalised learning that keep them from falling behind.

The degree to which e-learning has enhanced the success rate of our participants also differed. Statistics have proved that the majority has admitted that indeed, e-learning has improved their success rate to a greater extent. The reason behind their justification was that they will be able to look out for information anytime and anyhow. During the COVID-19 pandemic, e-learning has been the saviour for most students. For this reason, the participants preferred e-learning to a great extent because there was no room for idleness since they had access to online lessons although universities were closed. The other group were of the opinion that online learning did not much improved their success rates. They cried foul claiming that there is no physical interaction because some of the courses need practical and laboratories use. Others claim that poor connection was a major disaster as it was so hard to get in touch with the professor. The group which advocated for a lesser extent argued that by using online learning, it appears like self-teaching as it reduces interaction with course instructors. The results obtained on this particular survey proved that online was a driving force inasmuch as their success rate was concerned. With ever changing landscapes and new global challenges, educators and learners around the globe have to accept online learning as an assisting approach to traditional learning methods. According to the data

collected, it has been proven that digital education facilities have enabled many learners to gain qualifications and retrain for new careers at any stage in their life, by offering online courses that can be taken over a long period of time. The result obtained from the group who voted to a lesser extent also suggest that many find speaking out in front of their peers intimidating and this limits their interaction and opportunity for valuable feedback. These students may find it easier to participate in class discussions when activities are hosted online.

The result obtained concerning the format of the course speaks a lot about online learning. We discovered that the majority of our participants were satisfied with the format of the course. The layout of the course motivated the participants to engage more in online learning. Our findings led to admit that the success of online learning is also affected by the course format. Very few individuals were either dissatisfied or very dissatisfied with the format of the course. We might consider that those were of the same category who advocated that online learning has enhanced their success rate to a lesser extent.

The findings revealed that the course instructor was accessible to answer or give feedback to the students. According to statistics obtained, the course instructor was a pillar for the students who give hand when questions arise and also give feedback whenever necessary. This signifies that students' motivation on the effectiveness of online learning increases because of the availability of the instructors. We found a correlation between students' motivation on the use online learning and the accessibility of the course instructor. The presence of course instructor is of utmost importance when conducting an online course. Not only does it help students feels connected to the instructor and the course, it can lessen any feelings of isolation and increase a learner's persistence in the course.

Our participants indicated that the presentation of the course was vividly outlined. In analysing this question, we found that several participants did agree on how clearly the presentation of the course was. This signifies that the participants are motivated by online learning. The findings also revealed that when the course is clearly presented it keeps the students engaged and it boosts their motivation inasmuch as online learning is concerned. It increased morale. We discovered few of our selected sample were either undecided or disagree about the presentation of the course whether or not it was clearly outlined.

Another aspect of the results was to test the digital literacy of the participants. We found that the majority of our participants are indeed digital literate. This signifies that the participants have the skills to learn and work in an environment where communication and access to information is rising up through digital technologies like social media, internet platforms and mobile devices. From the findings, there was 100% record that all participants were digitally literate. They are able to navigate web pages, modify, open, save and upload documents. They are also able to manipulate electronic devices. The idea of being technologically literate enhances students learning by providing a solid foundation for students to engage with online resources by utilizing digital tools effectively in the process. Being digitally literate is a skill of great paramount. The reason behind is that with this skill, students are able to move beyond a process-oriented understanding of technology and apply digital resources creatively in their original work. The result obtained on this particular issue proves that digital literacy plays a vital role in defining a student's ability to succeed in an online environment. This is an inherent aspect of 21<sup>st</sup> century education, which is the spine of our educational pedagogy.

Our participants indicated that they are well-prepared to learn or study in an e-learning environment. The results obtained proves that students are so much

flexible. Virtual learning can usually take place at a time that is convenient for the student. This readiness amongst students is a great motivation for them to engage in online courses. However, a calm and less intrusive environment plays an important role in building focus and accelerates the process of learning and retention. It is imperative that the students choose a location conducive for the online learning process with rare disturbance. Statistics shows that student are committed and prepared to partake their studies in an e-learning environment. Few participants advocated against this idea.

The result obtained about the participants who own or have daily access to a computer or any digital device that has to do with online learning is 100%. The primary goal of using digital devices is improved learners' outcomes. Having digital devices inasmuch as online learning is concerned is a boosts and can bring about positive educational outcomes, including deepened subject mastery and increased student engagement. Having a 100% vote majority of students who have access to digital devices signifies that there will not be a problem of adjustment when it comes to partake in an online environment. Thanks to the mass consumerization of technology, students are now some of the most enthusiastic and savvy users of state-of-the-art mobile computing devices. Also, we found that by having access to these devices, learning becomes student-driven. This might be a plus to their academics because they now have more authority over their own learning. They can pose questions and do research instead of just listening to the lectures. The result proves the effectiveness e-learning devices. Students can easily divide the whole course into chunks to quickly digest the lessons without getting a constant amount of daily work. From our analyses, it has been noted that if students forget the previous lessons, then the electronic storage media provides the facility to store the videos for later use.

The percentage of the participants who are prepared to learn the necessary skills required to be successful in E-course is overwhelming. It may go without saying, but being successful in E-course incorporates various elements. Self-discipline and self-motivation are paramount. To be successful, you will need to have self-discipline and self-motivation to regularly login to the course, monitor deadlines, and complete your course work regularly. Majority of our participants are well prepared to master the art of succeeding in an E-course. Essential skills for online learning differs and they affect students' motivation. In order to prepare oneself for online learning experience, the first step is to become oriented to how online learning works. Successful distance learning students are self-disciplined, self-motivated, prepared, good readers, good organizers and have good time management skills. Another small portion of our participants were not prepared to learn the necessary skills to be successful in E-course. This signifies that not everyone is privileged to work under an online learning environment. From the required skills mentioned above, it has been proven that the success of e-learning can only be achievable if there is sense willingness and readiness.

In the last part of our process of analysis on disturbances during online classes, we discovered that a lot of our selected sample are facing distractions during their online lessons. While electronic devices are required for online learning, they easily steal attention for a long periods of time. It has been observed that background noises can be a huge obstacle when it comes to online learning. The result might explain that this issue of online class disturbances affects students' motivation. According to our analysis, top distractions for students include social media, texting, television, and family, which can pull one's attention away from the task at hand and diminish productivity. It has been noted that social media and texts ping students with notifications, and the temptation to respond can pull at

one's attention. Few participants resisted to be disturbed in their online classes. According to our observation, chances are very high that this group of participants are organised in a certain way. It is more likely to be so because other ways to manage distractions as an online student include getting more organized, setting a schedule, planning out assignments and avoiding procrastination.

### **III.3 Limitation of the study**

In this study, we managed to verify the two hypotheses that formed the basis of our research questions. Through our investigation process, we found several results and some gaps to fill. The problems we encountered have undermined the results and reduced research. The problem has to do with the scale of the study e-learning which requires an in-depth analysis since it is a vast field. The study took a long time to refine the subject in a way that serves our interests. Besides, the COVID-19 period limited us to develop hidden subtleties of the selected sample. Some of the previous e-learning surveys have provided tools that have helped measure participants' motivation for high accuracy results. We were unable to research as we wanted. We have verified to hypotheses instead of the three planned. The current situation made us limit our study to the Cite Mille university residence in which only gathers male students. We have managed to collect data from the girls cite but with a few populations. A cross-sectional study with a quite a number of female participants would have provided much precision for the long observation involved. Some participants did not answer to the questions, some participants provided evasive answers. Another limitation was the lack of documentation such as books and other mean of documentation.

### **III.4 Recommendation for Further Research**

Suggestions for the further research emerge from the findings of this study. Firstly, to get more general results, more participants should be undertaken in the research so that the outcomes could be more reliable. We also propose for future researches in the field to cover the eventual students' motivation. For instance, the study might look for the consequences of using too much online learning such as excess exposure to screen time which has its own repercussions, lack of accreditation and low quality, intense requirement for self-discipline, social isolation and results in students not developing the necessary communication skills etc. Another suggestion is to broaden the scope by extending to a great sample of female participants for the data collection so that we would have much precision and a cross-sectional equal number of both sexes.

### **III.5 Conclusion**

The last chapter recapitulated the interpretations we deduced from the analysis of our findings. We confirmed our hypotheses in light of discussions issued from the results. After that, we unveiled some limitations and problems that faced us when conducting the research study. To end, we introduced some paths for future studies.

## **General Conclusion**

The present study investigated the effects of e-learning at university. It attempted to analyse and discuss students' motivation concerning the use of e-learning. It dealt with students' perception on e-learning in their studies, to find out the degree to which e-learning has an impact in their academic success. The research questions were created to reflect the research the research objectives. Hence, the first question attempted to investigate the preference by students between e-learning and in-person education. The second question aimed to examine the extent in which e-learning has enhanced the students' success rate. We wanted to reveal how deep e-learning affects students' academics.

In so doing, the research study helped verify whether the use of online learning produced effects on students' academic background. In order to verify our research hypotheses, we were cautious to select our context, population, procedure, research instrument and analysis of our questionnaire. We could discuss our findings appropriately and provided some limitations and suggestions to the given research. The participants were from different departments and the main faculties such as the faculty of Foreign Languages and the faculty of Technical Science. There were forty-five students who participated to answer the questionnaire.

At the end of our survey, we were able to confirm that the format of the course, outline of the course, accessibility of the instructor, preparedness of learning in an e-learning environment, digital literacy helped us verify the proposed research hypotheses.

Finally, the results confirmed the hypothesis students' motivation on the effect of online learning as positive. Indeed, online has a positive impact on students' academics at university. Concerning the second hypothesis, the results confirmed

that clear course outline, the availability of course instructor to give feedback, format of the course, all the above mentioned are the factors that influences the success of e-learning with regards to Mostaganem university students.

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**Appendix**

Thank you to devote your time to answer this questionnaire.

Research under the theme E-learning and Students' Motivation: A Research Study on the Effect of E-learning at University. The case of Mostaganem University.

You're kindly requested to fill in the questionnaire below. The fundamental aim of my research is to comprehend exactly to what degree does E-learning enhance student's academic performance.

I guarantee you that your personal information will be kept confidential and your answers will be used only for the research purpose

<b>Age</b>	
<b>Male</b>	<b>Female</b>
<b>Level of study</b>	
<b>Master</b>	<b>License</b>

**1) In your opinion, is e-learning better than in-person education?**

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**2) To what extent has e-learning enhanced your success rate since you started using it? Greater/Less? Explain.**

.....

**3) How satisfied or dissatisfied were you with the format of the course?**

A) very dissatisfied	B) dissatisfied	C) satisfied
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**4) The course instructor was accessible to answer questions or give feedback.**

A) strongly disagree	B) disagree	C) undecided	D) agree
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**5) The presentation of courses was clearly outlined.**

A) strongly disagree	B) disagree	C) undecided	D) agree
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**The second segment**

- 1) I know how to open, modify, save and upload documents and I'm comfortable navigating web pages and sending and receiving emails (**yes or no**)
- 2) I am prepared to learn to study in an e-learning environment (**yes or no**)
- 3) I own or have daily access to a computer (**yes or no**)
- 4) I am prepared to learn the necessary skills required to be successful in E-course. (**yes or no**)
- 5) I do face some disturbances during my online classes (**yes or no**)

If you answered “Yes” to all of the above questions, you are a potential candidate for an E-Learning Course. If you answered “No” to 1 or 2 questions, you may wish to strengthen the areas of weakness prior to enrolling in an e-course. If you answered “No”

to 2 or more questions, you may experience significant difficulties with the course format and your chances of successful completion are in jeopardy.