

E-learning at the Algerian University in light of the Corona crisis - obstacles and prospects -A case study on the faculty of Economics, Business and Management Sciences At the University of Kasdi, Merbah Ouargla

التعليم الإلكتروني في الجامعة الجزائرية في ظل أزمة كورونا. المعوقات والآفاق.
دراسة حالة كلية العلوم الاقتصادية والتجارية وعلوم التسيير جامعة قاصدي مرباح ورقلة

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Received: 01/09/2020

Accepted: 04/12/2020

Published: 10/01/2021

ملخص

تهدف هذه الدراسة إلى التعرف على متطلبات التعليم الإلكتروني ومعوقاته من وجهة نظر هيئة التدريس بجامعة قاصدي مرباح ورقلة، معتمدين في ذلك على المنهج الوصفي التحليلي. وطبقت الدراسة على عينة بلغ عددها 130 أستاذ من كلية العلوم الاقتصادية والتجارية وعلوم التسيير من جامعة قاصدي مرباح ورقلة، تم اختيارهم بطريقة عشوائية، واستخدمت الباحثات أداة الاستبانة لجمع المعلومات والبيانات المتعلقة بالدراسة، والتي تعد من أكثر أدوات البحث شيوعاً واستخداماً في مجال العلوم الإنسانية. وتم تحليل بيانات هذه الدراسة باستخدام التكرارات وتحديد التوجه العام للعينة المستجوبة. وتوصلت الدراسة إلى نتائج عديدة من أهمها ما يلي: كشفت نتائج الدراسة أن هناك موافقة بين أفراد عينة الدراسة على أهمية التعليم الإلكتروني، يوجد توجه إيجابي من طرف أساتذة الكلية على تطبيق التعليم الإلكتروني؛ أما فيما يتعلق بأهم العراقيل التي تواجه التعليم الإلكتروني فتمثلت في: وجود ضعف كبير في توفير خطوط الإنترنت للأساتذة وللطلبة؛ كما أن أغلبية الأساتذة لم يستفيدوا من الدورات التدريبية في مجال التكنولوجيا ومواقع التعليم الإلكتروني.

الكلمات المفتاحية: تعليم الكتروني، تعليم عالي، معوقات تعليم الكتروني، أزمة كورونا، جامعة قاصدي مرباح ورقلة.

التصنيف: JEL: I21, I2, I

Abstract

This study aims to identify the requirements and barriers of e-learning from the viewpoint of the faculty at the University of Kasdi Merbah Ouargla, relying on the descriptive and analytical approach. The study was applied on the study sample, which amounted to 130 professors from the College of Economic and Commercial Sciences and Management Studies from the University of Kasdi Merbah Ouargla. The data of this study were analyzed using Frequencies statistiques and determine the general orientation of the questioned sample. The study reached many results, are: The results of the study revealed that there is agreement among members of the study sample on the importance of e-learning, As for the most important obstacles that we face in e-learning are: There is a great weakness in providing internet lines for teachers and students and providing them with electronic devices, Lack of e-learning training.

Key words: E-learning, Higher Education, E-learning Obstacles, Corona Crisis, Kasdi Marbah Ouargla University.

Jel Classification Codes : I21, I2, I

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Introduction:

Today, the world is witnessing a fierce global crisis threatening all fields of life. Dating back to January 20th, 2019, the Chinese government announced the spread of a fatal virus known as (Covid 19) deriving from the Corona virus family. Corona is a group of viruses that cause human diseases and inflammations in the respiratory system. This includes colds, severe cough, and severe diarrhea with a fever that may cause the death of the targeted person. There are no approved vaccines or antiviral to prevent or treat these viruses. This virus, Covid 19 has caused a major crisis in education and is even expected to be the most fatal and damaging in our times. Its impact on education is likely to be more serious especially in countries where educational results are low and their inability to control technology and rely on digitization and distance education is not well.

On March 12th, 2020, Algeria, like all countries of the world, closed its schools, universities and institutes and imposed partial quarantine, as a logical and principled solution to impose social distancing and try to control the spread of Corona virus infection. Despite the fact that the virus attacks the elderly and not the young, it may lead young people to transmit the virus to adults. Although these initial solutions may contribute to limiting the power of the spread of this virus, which has caused the killing of millions across the world, suspending studies in all stages for a long period will certainly have a negative impact, especially if students and students do not have an opportunity to learn in Home or remotely, and their stay at home may prevent the parents from continuing their activities and work outside the home.

The developed countries find in distance education, or what is known as e-learning, a solution to the Corona crisis and the closure of the majority of schools and universities as it allows pupils and students to follow their lessons via the Internet. Besides, to maintain social distancing and adhere to quarantine these countries urged to lean towards a distancing system. However, this solution remains the preserve of those countries that were the first to this type of education. Though it is adopted in some developing countries; it is advancing in a modest way and with no clear infrastructure and commitment on the part of the concerned authorities.

Like international and national universities, Ouargla Kasdi Merbah University is trying to find solutions to the problem of education and scientific research interruption due to the Corona pandemic by resorting to e-learning via the MOODLE platform, but this is not an easy matter, especially when the experience is momentary and new for most professors and students.

Problematic:

From the foregoing, the following problem can be raised:

What are the obstacles and challenges facing the application of e-learning at the University of Kasdi Merbah Ouargla?

From this, a group of sub-questions can be raised:

- What are the attitudes of the faculty members at Kasdi Merbah Ouargla Towards e-learning?
- What is the importance of e-learning as viewed by the faculty members at Kasdi Merbah Ouargla?
- What are the requirements for e-learning as seen by the faculty members at Kasdi Merbah Ouargla University?
- What are the most important obstacles facing faculty members at Kasdi Merbah Ouargla University in e-learning?

Importance of the study:

The aim of this research: Algeria is living today in a state of instability due to the Corona crisis which affected all sectors. The higher education sector is considered as one of the most important sectors that bear the task of education and scientific research. In order to overcome this crisis, it is necessary to continue education through what is known by e-

learning relying on educational platforms that link the professor and the student in an interactive way that allows the continuation of lectures and the completion of the program. It provides the student with an opportunity to communicate with the professors and protects him from leaving the study. This research also aims to define the requirements for adopting e-learning in the Algerian university, control and overcome the obstacles that prevent its adoption by coming up with recommendations that serve this modern trend in Algeria.

As for the importance of this study, it came from:

- This type of learning is the new trend of many academic institutions towards a major focus on employing information and communication technologies in the educational process though it is in its first steps in Algeria;
- The importance of e-learning as a modern technology in education that contributes to solving many problems such as the explosion of knowledge, the information revolution, the problem of not taking into account individual differences between learners, the overcrowding of classrooms with students and the shortage of teachers, as its importance is evident in the light of the Corona crisis that the world as a whole is experiencing, and the difficulty to join the professor and the student in the classroom at the same time because of quarantine conditions;
- The lack of research on the subject of e-learning in Algerian universities, and the need to identify the most important reasons delaying the application of e-learning, though the university has the Moodle platform that facilitates the process to start this type of education.

Literature Review:

- **Study (Ratiba Taibi, 2019): titled Quality Assurance Standards in the E-Learning System and its Role in Achieving the Effectiveness of the Formative Process**

The study aims to define the standards adopted for quality assurance in electronic educational systems and their relationship to achieving effectiveness in the formative process, and the study reached a set of results, the most important of which are: It has become necessary for educational institutions, including university, to keep pace with the requirements of the digital age and the revolution in communication and information and to keep pace with the successive and accelerating technological developments in the third millennium. Thus, adopting the e-learning system approach has become a necessary requirement as it is an alternative strategy to education in its traditional sense and a new mechanism for upgrading the formative process in university education, developing and improving university performance, and introducing change in teaching methods and technologies using modern multimedia communication technologies, and providing educational content to the learner in the shortest time anywhere at the lowest cost and greatest benefit. (Taibi, 2019)

- **A study (Al-Saif, 2009): titled Availability of E-Learning Competencies, Their Impediments, and Methods of Development from the Viewpoint of the Faculty Members of the College of Education at King Saud University)**

This study aims to reveal the level of qualification of faculty members to implement the e-learning system at King Saud University from the faculty point of view. The most important findings of the study were: The availability of e-learning competencies among female faculty members in general with a medium degree, but this does not negate the existence of high and weak competencies. The age difference between female faculty members was influential, as female faculty members with ages (less than 35 years) outperformed their older colleagues in the level of their possession of computer skills, while it was not statistically significant in its effect on the level of their possession of the competencies of the interlocutors. The other female faculty members emphasized that what hinders them from developing their e-learning competencies are obstacles beyond their control and more related to technical control of the devices and programs that contribute to this education. (Al-Saif, 2009)

- **Study (Rafi Abbas Hassan, Hussein Hakim Hammoud, 2009): Entitled the basic parameters of the idea of shifting from traditional education to e-learning**

This study aims to list the most important requirements for the success of e-learning in Iraq, and the study reaches a set of results, the most important of which are: The technical and technical sense of the professor to interact with his inputs to the e-learning system at the same time in response to what the student positively or negative reflects raises the level of the presented scientific material and then develop and support the student's academic achievement. Accordingly, the professor needs training in modern educational techniques, and providing students with advanced personal computers while providing Internet services in their study sites is an urgent factor for the success of the experiment.(Hassan & Hammoud, 2009)

- **A study (Al-Hawamdah, 2011): Entitled Obstacles to the Use of E-Learning from the Viewpoint of the Faculty Members at Al-Balqa Applied University,**

This study aims to uncover obstacles to the use of e-learning from the viewpoint of faculty members at Al-Balqa Applied University. The results of the study reveal that the articles of the tool as a whole form obstacle to e-learning faculty members. The results of the study also showed that there are no statistically significant differences between the averages of the faculty members' estimates in the scientific academic disciplines and the faculty members in literary academic disciplines on the obstacles to using e-learning for each of the study axes, and on the axes as a whole. The results also show that there are no statistically significant differences between the averages of the estimates of the faculty members who obtained the International Computer Driving License (ICDL) and the faculty members who did not obtain the barriers to using e-learning for each axis of the study.(Al-Hawamdah, 2011)

- **Study (Sherif Mourad and Azzouz Mounir, 2018): titled the effect of using e-learning as a tool to improve the quality assurance system in higher education in Algeria - a case study of the University of M'sila**

This study aims to uncover the value of the impact of adopting the various e-learning mechanisms at the University of M'sila and its role in improving the training process. The study reached a set of results, the most important of which are: Professors at M'sila University are aware of the importance of using e-learning as a tool to embody the higher education quality system. E-learning has a positive effect on the higher education quality assurance system in Algeria with a strong positive correlation coefficient ($R = 76.2$). (Sherif & Azouz, 2018)

- **A study (Aisha Al-Eidi and Muhammad Boufateh, 2018): entitled Backgrounds of E-Learning in Higher Education - Laghouat University as a model.**

This study aims to reveal the extent of application of e-learning at Ammar Thleji University in Laghouat. Clarifying the background of e-learning in higher education, with some international experiences and the experience of Laghouat University. The two researchers reach a set of results, the most important of which are: The educational process mostly still takes place inside the halls and is based on the professor as a source of information, and it is done by traditional methods based on the paper book, pen, blackboard and some old teaching aids. As for the use of computers, the Internet, and laboratories with multiple educational media, they have not yet found their way to the University of Laghouat on a large scale, with the exception of some scientific colleges that practice practical classes using computers and exchange programs, lectures and tests through the Internet. One of the most important obstacles facing the future of e-learning in our university is the lack of knowledge of most students and professors about the concept of e-Learning.(Al-Eidi & Boufateh, 2018)

- **A study (Ahmed Hafez Ibrahim et al., 2019): titled Obstacles to applying e-learning in the Faculty of Mass Communication, DhiQar University.**

The research aims to apply the electronic system in university education through the use and employment of modern technologies in education to identify the electronic and professional obstacles facing the Faculty of Information University of DhiQar in the application of e-learning. The main results of the research Facing the Faculty of Media

University of DhiQar are a set of obstacles in the application of e-learning, including physical and electronic obstacles which are devices, tools and networks and financial and regulatory constraints.(Ibrahim & others, 2019)

I-The Theoretical Framework of the Study:

I-1-Definition of E-learning:

a-The historical Development of E-learning:

The concept of e-learning emerged at the beginning of the eighties of the last century through the growing ability of modern technologies concerned with the speed of transmitting messages, researches and studies (sound and image). Nevertheless, the term does not exceed two levels of understanding:

- The first is to learn to use modern electronic devices and benefit from their ability to receive, transmit and store information, as well as add, transfer and switch operations;
- Second: Receiving systematic lessons from an educational institution on an ongoing basis and specific dates to obtain an academic certificate in a specialization after making some preliminary arrangements. The first level of e-learning is the common level in developing countries, including Iraq, as the issue of understanding dealing with electronic devices, their programs, systems and capabilities remains the first obstacle towards the second level of e-learning.(Aboud & others, 2008, p. 278)

Itmazi adds that in the seventies of the last century, international universities used television technology and video tapes in the educational structure. In the eighties and nineties, four universities were established in Europe; more than twenty university around the world applied e-learning technology. In the late 1980s the field of e-learning was achieved. Network education has made great progress as it employed compressed technology for educational video films, and it became composed of optical fibers in two directions, video and audio. Thus, modern technology shortened the distance between the professor and the recipient who heard each other. Itmazi divided e-learning into three generations.(Itmazi, 2010, pp. 21-30)

- **The first generation:**

It appeared in the early eighties until the mid-nineties. The educational courses and lessons were on CD-ROMs. The interaction through them was individual between the learner and the professor and the focus was greater on the role of the learner. This period was the period before the use of the Internet.

- **The second generation:**

According to Gharib(2009), the second generation of e-learning began in the eighties of the last century and continued until the year (2000) with the beginning of the use of the Internet. The development of methods and educational decisions as well as the contents of the courses and educational methods became more sophisticated than its predecessor. As opposed to the previous generation, it is more based on communication and interaction in a way that focuses on participation and teamwork.(Ismail, 2009, p. 41)

- **The third generation:**

According to Itmazi, this generation appeared after the year 2001 with the technology revolution that witnessed its progress at the end of the nineties. This generation is characterized by a qualitative transformation in terms of educational content in terms of including so-called multimedia (digital pictures, presentations, video files) and others. As well as the emergence of the so-called virtual world and communication via satellite . All this contributed to the emergence and development of this generation until it became what it is now in terms of the use of modern technologies in the exchange of data and information as well as the growth of interaction skills between the professor and the learner during the educational process. The scientific development continued to increase until the emergence of digital content. Tools were designed to achieve Maximum interaction, direct writing and instant messaging techniques.

Then, educational electronic portals, communication and messaging services and voice and animation technologies appeared. This services contributed to the development of e-

learning as several names for e-learning appeared including online education, distance education, virtual education, and e-learning which is education that meets the needs of many of students in various parts of the world, especially those prevented by many obstacles to continuing traditional education, besides staying away from the majority of universities, the high costs of travelling and accommodation, or getting a job that cannot be forfeited for the sake of studies, the problem of mother-tongue and the foreign language, and living in a society of various customs and traditions. E-learning is a method of teaching using modern communication mechanisms from a computer, its networks and its multimedia, including sound and image, graphics, search mechanisms, electronic libraries, as well as internet portals, whether remotely or in the classroom, i.e., the use of technology of all kinds to deliver information to the learner in the shortest time with less effort and greater benefits.

b- The concept of E-Learning

There is no agreement in the definition of e-Learning, but the majority of definitions are relating the concept of e-learning to information and communication technology.

Yousef Al-Arifi defines it: "E-learning is the provision of educational content with its explanations, exercises, interaction and follow-up, partially or comprehensively in the classroom, or remotely by means of a disk stored on a computer or via the Internet"(Al-Arifi, 2003, p. 06); (Olaniran, 2009, p. 63) defines it as the process that involves acquiring and disseminating knowledge through the use of information and communication technology means or electronic media. Thus, it is in agreement with both (Watanabe, 2005, p. 78) and (Naidu, 2006, p. 01). (Al-Owaid & Al-Hamid, 2003, p. 17) also defines it as a method of teaching using modern means of communication from the computer and its networks and multiple media such as sound, image, graphics, search mechanisms, and electronic libraries as well as internet portals, whether remote or in the classroom. He, (Abdel Fattah, 2006, p. 05), adds that e-learning is one of the forms of distance education which is done by using modern communication mechanisms in order to communicate information to learners in the fastest time and by the lowest cost, and in a way that enables the management of the educational process, controls it, measures and evaluates educated performance.

From the above, e-learning can be determined as an interactive educational process, whether directly or indirectly, between the professor and the learner through modern means of communication from the computer, its networks and its multimedia with less time and cost, and it also allows students who cannot come to the classroom - because of their jobs or their far place of residence from the teaching facilities - to continue their education comfortably and from a distance.

c- Types of E-Learning:

There are two types of e-learning:

- **Simultaneous Electronic Learning:**

It is intended to exchange lessons, lectures, research and discussions between the professor and the learner directly and at the same time, through conversation programs and virtual classes. Among the positive points of this type of e-learning is that the learner gets immediate feedback and direct communication with the professor to clarify any information. It also increases the strength of interaction and participation between the learner and the professor, and the most important obstacle to using this type is its need for modern devices and a good communication network, as this education is the most advanced type of e-learning.

- **Asynchronous e-Learning:**

In this type, there is no need for direct communication between the professor and the learner, as knowledge is obtained through communication between them through e-mails, or any other available social media. Among the most prominent features of this type of e-learning is that the learner learns according to a convenient time; and he can repeat the lesson whenever he wants because it is available to him. (Salem, 2003, pp. 275-276)

d- E-Learning via (Moodle) Platform

Moodle Platform is one of the Learning Management Systems (LMS) which is a free and open source system available for all. The origin of the word (Moodle) is an abbreviation for the phrase (Modular Objectif oriented dynamic learning environment), which translates into English (an objective-oriented dynamic model environment), which is one of the most important e-learning platforms today previously known as (Mooch), an idea developed by the computer scientist Martin Dujimas from the University of Curtin Perth in Western Australia. Dujimas developed the Moodle system and launched its first version in 2002. The philosophy of the Moodle system is that knowledge is built into the mind of the learner through the information provided to him where the professor's role is to provide an interactive environment that makes the learner build his knowledge through his experiences and qualifications. This philosophy differs from traditional education in which the professor chooses what should be presented and what the professor should know. (Al-Hamami & Sarhan, 2015, p. 08)

Among the advantages of the MOODLE system that can be well used in education are: A suitable tool for building e-curricula (compilation, tab, presentation). The existence of a forum in which the professor discusses topics related to the educational process. The system supports forty-five languages, including Arabic; Interested in the lesson unit to create several pages displaying the content or part of it, and at the end of each page, a question or link can be added to a next or previous page or another; - It is given a good opportunity for the learner to send his meals and tasks assigned to it by the professor and upload them to the website in different formats in order to present them to the professor. Follow-up of the student from the beginning of his logging in the system until his logging out with the availability of a report for each student; - It includes various evaluation tools (tasks, activities, tests, questionnaires) and a glossary to make dictionaries of terms used in the curriculum. Students can also be assigned to write terms for professor evaluation before presentation. The system allows the professor register his students or registers themselves automatically without referring to the professor. Correction and automatic grading according to criteria set by the teacher for multiple choices tests, true or false, or other types of tests. The teacher can create discussion groups according to the tasks and educational level, or the system creates them; - The system has chat rooms and educational dialogue forums; finally, the system supports international SCORM standards. (Bassiony, 2007, pp. 276-280)

Moodle system has a working interface that supports more than a hundred living languages in the world, especially its support for the Arabic language. More than 100,000 international organizations benefit from this system that is distributed in nearly 227 different countries providing more than 150 million students around the world with its services and features.

This educational system has proven a brilliant and great success, at various global and Arab levels in terms of converting the work of educational organizations from traditional to electronic work. Moodle system can speed up the educational process and greatly ensure its quality. It is easy to use, whether by the administration, the educational staff, the students or the beneficiaries. From the system and the organization can easily be installed on the institution's website to comply with the identity of the educational organization.

I-2- The Importance and Purpose of E-Learning

The world witnesses today, in the light of technological development and the revolution in communication and the Internet, radical transformations that have greatly affected the course of life and imposed new management patterns on all sectors. The higher education sector is one of the educational sectors that bears the burden of education, training and scientific research. It has imposed new educational methods to develop education by shifting towards the idea of merging education with technology especially with the fact that traditional education systems no longer meet the requirements of transforming society into a society based on spreading knowledge, acquiring skills and developing oneself for everyone who

wishes to learn at any age and at any cultural level in order to achieve the idea of continuous education or lifelong education. For that, e-learning has several goals, including:

- It Contributes to creating a strong IT infrastructure, based on cultural foundations, with the aim of preparing a new generation society which is in line with the requirements of the time;
- It develops a positive trend towards information technology through the use of the Internet by parents and societies as a whole, thus creating a sophisticated information society;
- It solves real life problems and situations in the school environment and uses internet resources to deal with problems and solve them;
- It provides young people with independence and self-reliance in the search for knowledge and information they need in their research and studies, and gives them the opportunity to criticize information and question its credibility which helps to enhance their research skills;
- It prepares rational and conscious personalities and promotes electronic interaction between learning parties;
- It provides the new generation with plenty of good future options and unlimited opportunities in the economic, cultural, scientific and social fields;
- It provides students with a future information service based on contact and meeting with other members from within or outside the community aiming at promoting tolerance, understanding and mutual respect; and at the same time preserving the national interest and identity leading to the development of dialogue skills, the exchange of creative and constructive ideas, and cooperation in beneficial projects that lead to a better standard of living, besides exposing them to a healthy atmosphere of widespread global competition that leads to develop their personalities in their future lives;
- It provides students with a large amount of tools in the field of informatics to help them develop and express themselves properly in society; in addition to developing skills, knowledge and experiences that lead to the development of productivity and autonomy;
- It provides society with strategic capabilities for economic and technological competition. The great revolution in the field of technological information in this century represents a great opportunity for nations that have left the path of civilization, so that they can pass through stages it lags behind because of the convergence of the line reached by others, through the use and management of this technology and its inclusion within real national development plans. (Moussa & Al-Assadi, 2016, pp. 180-181)

II- The Practical Study:

The University of Kasdi Merbah Ouargla puts the Center for Networks, Systems, and Televised Education and Distance Education at the disposal of all professors of Ouargla to create and publish lectures online, through the distance education platform (Moodle) where an account is opened for the professor to place the lectures so that students can view them, through Following the guide available on the page level, and the same agency provided a ground (Progress), through which the professor inserts the examination points and directed work related to the students, as through this platform the final results of the students are included. These two grounds are considered as a positive initial step towards e-learning at the university.

II-1- Study methodology and tool:

Since the study aims to survey the points of view of professors at the Faculty of Economics and Sciences at Kasdi Merbah University of Ouargla concerning e-learning, the descriptive analytical approach is adopted by preparing an exploratory questionnaire based on previous studies and the personal experience of researchers in the field of university teaching. The questionnaire is divided into four axes: The first axis is concerned with the commitment and orientation towards e-learning. The second axis is devoted to the goals and importance of

e-learning. The third axis is related to potentials; the last axis is devoted to the obstacles that may prevent the application of e-learning at the university. We have also added an open question for professors to express the most important obstacles and possible solutions to activate e-learning at the university.

An electronic questionnaire was distributed to 130 professors at the Faculty of Economic, Business and Management Sciences at the University of Kasdi Merbah Ouargla, via social media, where 93 questionnaires are retrieved that could be processed and analyzed.

II-2- Analyses and discussion of the results:

a-The study sample:

By analysing the retrieved questionnaire, we notice an increase in the category of lecturers who responded to the questionnaire compared to other categories, as the percentage of lecturers reached 68.1%, and higher education professors accounted for 11.7%, while the assistant professors accounted for 20.2% which is explained by the fact that professors Lecturers communicate more with electronic communication sites, due to the great orientation towards scientific research, after discussing their theses and devoting them to articles and scientific forums, as well as friction and communication with researchers to exchange scientific experiences and new information in the research field. As for the assistant professors, they are less communicative, due to their preoccupation in preparing their theses and not being devoted to answering electronic questionnaires. As for the category of higher education professors, their interests and orientations have become different, more profound and developed, and took a different direction somewhat away from scientific research and being devoted to answering electronic questionnaires.

- **Presentation and discussion of the results related to the axis of commitment and orientation towards e-learning.**

The first question of the study was: “**What are the attitudes of the faculty members at the University of Kasdi Merbah Ouargla towards e-learning?**” Through the following table, we explain the direction of the study sample answers on the axis of commitment and orientation towards e-learning at the university.

Through Table (1), we note that the majority of the faculty professors have committed to developing lessons through the Moodle platform, directly after students leave the study seats due to the Corona crisis by (87.10%). And they see that it is the best way to teach after leaving university, and they did not find it difficult to access the Moodle platform with a collective agreement of (54.84%), Despite the commitment of the faculty professors to the Moodle& progress platforms, they agreed that e-learning impedes the work of the university professor and reduces the interaction of learners with lectures by an agreement of 45.16%. The professors also agreed that e-learning in the current situation reduces students' absorption of lectures by an agreement rate of 61.29%, And despite all the professors agreeing on the necessity of the Algerian University working to generalize e-learning by 79%, despite the fact that 61% of the professors' answers are directed towards preferring traditional learning over e-learning.

Through the answers of the researched sample, it can be said that there is a positive trend towards the use of e-learning at the university, especially in light of the Corona crisis, and this is consistent with the study (**Ratibah Tayibi, 2019**), and contradicts the study (**Aisha al-Eidi and Muhammad Boufateh, 2018**) that was conducted in circumstances, not the same with the conditions of the university at the present time, especially with the Corona crisis outbreak.

Table n°1: The study sample answers on the axis of commitment and orientation towards e-learning

| Phrases | Agree | | neutral | | Not agree | |
|---|-------------------------|------------|-------------------------|------------|-------------------------|------------|
| | Statistical frequencies | percentage | Statistical frequencies | percentage | Statistical frequencies | Percentage |
| You committed to placing lessons on the Moodle platform directly after students left school due to the Corona crisis | 81 | 87,10 | 8 | 08,60 | 4 | 04,30 |
| You feel well of having the Moodle platform available to complete the lectures that were suspended due to the Corona crisis. | 64 | 68,82 | 18 | 19,35 | 11 | 11,83 |
| You found it difficult to place lectures on the Moodle platform due to insufficient knowledge about the platform. | 34 | 36,56 | 13 | 13,98 | 46 | 49,46 |
| Access to the Moodle platform is easy and available for professor and students. | 51 | 54,84 | 17 | 18,28 | 25 | 26,88 |
| The Moodle platform is a good solution that must be adhered to continue lectures electronically with students in light of the Corona crisis. | 66 | 70,97 | 14 | 15,05 | 13 | 13,98 |
| You have committed to easily enter student evaluation points on the Progress platform. | 54 | 58,06 | 16 | 17,21 | 23 | 24,73 |
| The university uses the Progress system to shift towards electronic education. | 63 | 67,74 | 15 | 16,13 | 15 | 16,13 |
| The best way to teach after leaving the classroom is e-learning. | 70 | 75,27 | 10 | 10,75 | 13 | 13,98 |
| E-learning is necessary to cope with the Corona crisis. | 83 | 89,25 | 4 | 04,30 | 6 | 06,45 |
| I communicate electronically and continuously with students to practice my educational tasks (teaching, supervising) in light of the Corona crisis. | 68 | 73,12 | 13 | 13,98 | 12 | 12,90 |
| I prefer using Moodle in teaching because it improves my performance. | 35 | 37,63 | 32 | 34,41 | 26 | 27,96 |
| E-learning increases the interaction of learners with lecturers. | 21 | 22,58 | 30 | 32,26 | 42 | 45,16 |
| Using e-learning hinders your work as a professor. | 24 | 25,81 | 25 | 26,88 | 44 | 47,31 |
| E-learning increases students' understanding of lectures. | 8 | 8,60 | 28 | 30,11 | 57 | 61,29 |
| You prefer traditional education over e-learning. | 61 | 65,59 | 17 | 18,28 | 15 | 16,13 |
| Algerian universities must work to popularize e-learning, especially in light of the Corona crisis. | 79 | 84,95 | 12 | 12,90 | 2 | 2,15 |
| TOTAL | 93 | 100 | 93 | 100 | 93 | 100 |

Source: Prepared by researchers

- **Presentation and discussion of the results related to the axis of the importance and purpose of e-learning:**

The second question of the study was: “What is the importance and purpose of e-learning as seen by the faculty members at Kasdi Merbah Ouargla?” Through the

following table, we explain the direction of the study sample answers about the axis of importance and purpose of e-learning at the university.

Table n°2: The study sample answers about the importance and purpose of e-learning axis

| phrases | Agree | | Neutral | | Not agree | |
|--|-------------------------|------------|-------------------------|------------|-------------------------|------------|
| | Statistical frequencies | percentage | Statistical frequencies | percentage | Statistical frequencies | Percentage |
| E-learning contributes to improving the teaching process. | 53 | 56,99 | 22 | 23,65 | 18 | 19,36 |
| E-learning contributes to improving the university professor's outputs | 43 | 46,24 | 22 | 23,65 | 28 | 30,11 |
| University e-learning is more visible to students. | 8 | 08,60 | 36 | 38,71 | 49 | 52,69 |
| The E-learning contributes to adherence to the lessons prescribed to students. | 52 | 55,91 | 15 | 16,13 | 26 | 27,96 |
| E-learning contributes to providing the learner with self-learning skills. | 62 | 66,67 | 15 | 16,13 | 16 | 17,20 |
| E-learning contributes to developing students' personality and developing their ideas. | 47 | 50,54 | 21 | 22,58 | 25 | 26,88 |
| E-learning contributes to facilitating and activating communication between professor and student. | 56 | 60,21 | 15 | 16,13 | 22 | 23,66 |
| E-learning works to develop the outputs of the educational process. | 50 | 53,76 | 21 | 22,58 | 22 | 23,66 |
| Using e-learning saves time and effort for professor and students. | 62 | 66,67 | 17 | 18,27 | 14 | 15,06 |
| E-learning eliminates the problem of controlling the large number of students | 61 | 65,59 | 10 | 10,75 | 22 | 23,66 |
| Relying on Progress platform has reduced effort and saved time. | 52 | 55,91 | 24 | 25,82 | 17 | 18,27 |
| The university relies on the Progress system to provide an integrated information system platform for all students and professors at the university. | 51 | 54,84 | 32 | 34,41 | 10 | 10,75 |

Source: Prepared by researchers

Through Table (2), we note that the majority of the professors agreed on the importance of e-learning, in the order as follows:

The Progress system will contribute to a comprehensive remote management of all university affairs by 75.27%; Saving time and effort of professors and students by 66.67%; Providing the learner with self-learning skills, at 66.67%; Eliminates the problem of controlling the large number of students, with an agreement of 65.59%; Facilitating and activating communication between professor and student by 60.21%; Improving the teaching process, adhering to the prescribed lessons for students, developing their personality, developing their ideas, and stimulating creativity. Distance education also supports s for the context of governance and digitization of the higher education sector in Algeria, at rates close to between 40% and 50%, but the majority of professors believe that e-learning is less clear compared to traditional learning.

Through the answers of the study sample, it can be said that there is awareness on the part of professors of the importance of e-learning, because of its advantages that distinguish it from traditional education, especially as it achieves a qualitative leap towards the development and technology orientation in higher education, and this is consistent with the study of (Sherif Murad and Azouz Mounir, 2018) and the study (Kholoud Musa Omran, 2013).

- **Presentation and discussion of the results related to the axis of potentials available for the application of e-learning:**

The third question of the study was: “What are the requirements for e-learning and the capabilities that must be provided from the viewpoint of the faculty members at the University of Kasdi Merbah Ouargla?” Through the following table, we clarify the direction of the study sample answers on the axis of the possibilities available for the application of e-learning at the university.

Table n°3: Answers of the study sample on the axis of the available possibilities for applying e-learning at the university.

| phrases | Agree | | Neutral | | Not agree | |
|--|-------------------------|------------|-------------------------|------------|-------------------------|------------|
| | Statistical frequencies | percentage | Statistical frequencies | percentage | Statistical frequencies | percentage |
| You own the electronic devices that help you in the teaching and scientific research process | 60 | 64,52 | 10 | 10,75 | 23 | 24,73 |
| You a high-traffic internet | 20 | 21,51 | 14 | 15,05 | 59 | 63,44 |
| The Progress platform is robust and easy to use and access. | 29 | 31,18 | 23 | 24,73 | 41 | 44,09 |
| The moodle platform is robust and easy to use and access. | 43 | 46,24 | 15 | 16,13 | 35 | 37,63 |
| The university has all the necessary capabilities for the e-learning system to work | 5 | 05,38 | 19 | 20,43 | 69 | 74,19 |
| The university provides professors with training on how to handle Progress & Moodle. | 12 | 12,90 | 15 | 16,13 | 66 | 70,97 |
| Total | 93 | 100 | 39 | 100 | 23 | 100 |

Source: Prepared by researchers

Through Table (3), we note that the majority of professors agree that they own personal electronic devices that help them in the process of distance education and scientific research by 64.52%. But they suffer from the problem of the flow of the Internet with an agreement of 63.44, the weak ground of both Moodle and progress and the difficulty of using them due to the weakness of the Internet, and they also suffer from the university's failure to provide the necessary capabilities for the application of distance education at an agreement rate estimated at 74.19, and the professors agreed didn't received training To be able to use Moodle and progress, with an agreement rate of 70.97%, and their reliance on self-training and the adoption of explanatory videos.

Through the answers of the study sample, we find that there are no necessary capabilities to implement e-learning, especially the weakness of the Internet, and the majority of professors did not benefit from the necessary training that would overcome the difficulties before them to deal with the various floors devoted to e-learning, and this is consistent with the study (Rafie Abbas Hassan, Hussein Hakim Hammoud, 2009).

- **Presentation and discussion of the findings related to the axis of obstacles that may prevent the application of e-learning:**

Table n°4: Answers of the study sample on the axis of obstacles facing professors in applying e-learning

| Phrases | Agree | | Neutral | | Not agree | |
|---|-------------------------|------------|-------------------------|------------|-------------------------|------------|
| | Statistical frequencies | percentage | Statistical frequencies | percentage | Statistical frequencies | percentage |
| You have the ability to perform a series of tasks related to electronic media. | 44 | 47,31 | 36 | 38,71 | 13 | 13,98 |
| I believe that e-learning requires me to have high skills and to undergo a training process. | 59 | 63,44 | 15 | 16,13 | 19 | 20,43 |
| The university must subject professors to training programs on e-learning | 83 | 89,25 | 6 | 06,45 | 4 | 04.30 |
| I welcome every electronic change in order to move towards e-learning. | 79 | 84,95 | 9 | 09,68 | 5 | 05,37 |
| Continuous change in the content of the educational program obstructs the application of e-learning. | 42 | 45,17 | 29 | 31,17 | 22 | 23,66 |
| E-learning takes away the human character of the education process. | 58 | 62,37 | 19 | 20,43 | 16 | 17,20 |
| E-learning does not take into account individual differences between learners. | 64 | 68,82 | 20 | 21,50 | 9 | 09,68 |
| Lack of informatics and digitalization culture among professors and students hinders e-learning. | 77 | 82,79 | 12 | 12,91 | 4 | 04,30 |
| The lack of automatic equipment and electronic devices for students and professors will impede the e-learning | 86 | 92,47 | 4 | 04.30 | 3 | 03,23 |
| Students' lack of seriousness towards e-learning will hinder it | 79 | 84,94 | 9 | 09,68 | 5 | 05,38 |
| The lack of internet coverage in some areas where professors and students live will impede the e-learning. | 86 | 92,47 | 5 | 05,38 | 2 | 02,15 |
| The unavailability of Internet cafes due to the quarantine in light of the Corona pandemic will impede the e-learning. | 81 | 87,10 | 6 | 06,45 | 6 | 06,45 |
| Lack of coordination and harmony between the technologists responsible for the distance education platforms and the professors responsible for developing the lectures. | 71 | 76,34 | 12 | 12,91 | 10 | 10,75 |
| The lack of support, motivation and cooperation in order to move towards e-learning will prevent its implementation. | 79 | 84,94 | 11 | 11,83 | 3 | 03,23 |
| Total | 93 | 100 | 39 | 100 | 23 | 100 |

Source: Prepared by researchers

The fourth question of the study was: “**What are the most important obstacles that face faculty members at the University of Kasdi Merbah Ouargla in e-learning?**”

Through the following table, we explain the direction of the study sample answers about the axis of obstacles that may prevent the application of e-learning at the university.

Through Table (4), we note that the majority of college professors consent on arranging the obstacles they face in applying e-learning:

- - The lack of automatic equipment and electronic devices for students in particular, and professors in general, a rate to 92.47%.
- - Lack of internet coverage in some areas where professors and students live, by 92.47%.
- - Professors do not benefit from training courses on e-learning and its requirements, at a rate 89.25%
- - The unavailability of internet cafes due to the quarantine in the light of the Corona pandemic by 87.10%;
- - Students' lack of seriousness concerning e-learning with a rate about 84%.
- - Lack of support and motivation on the part of the university and cooperation to move towards e-learning, a rate about 84.94%;
- - Lack of information and digitization culture among professor and students a rate about 82.79%;
- - Lack of coordination and harmony between the technologists responsible for the distance education platforms and the professors responsible for developing the lectures a rate about 76.34%;
- - E-learning depletes the humanization process, a rate about 62.37%.

Through the answers of the study sample, we find that e-learning at the university faces many obstacles, the most important of which are: The lack of automatic equipment and electronic devices for students and professors; Lack of internet coverage in some areas where professor and students live; Professors do not benefit from training courses on e-learning and its requirements, and this is consistent with the study of both (**Hawamdeh Study, 2011**) and the study (**Ahmed Hafez Ibrahim et al., 2019**).

Conclusion

In light of the abovementioned study, we conclude with the following results determining the direction and to what extent the university professors are committed to electronic education. Besides, this study identifies the most important available and unavailable means and equipment that constitute a barrier to applying this modern approach in the Algerian University. Thus, the study questions are answered as follows:

- The majority of the Faculty of Economic Sciences' professors are committed to inserting lectures on the Moodle platform immediately after leaving the university due to the Corona crisis to pursue distance education;
- The majority of the professors electronically communicate with students, either to explain lectures or to supervise them.
- The majority of professors agree on the necessity of implementing e-learning at the university, especially in the light of the Corona crisis;
- There is a positive trend towards implementing e-learning, especially in light of crises.
- The majority of professor agrees that e-learning has a great importance and that it must be applied and taken advantage of.
- The Algerian University has not reached the level of providing the necessary potentials to implement e-learning yet.
- There is a great weakness in providing internet lines for professors and students and providing them with electronic devices. The majority of professors have not benefitted from training courses in technology and e-learning sites.

Recommendations:

- Implementing training courses in the use of computers, the Internet et and digital floors for e-learning, such as Moodle and Brokers, for students and professors;
- Providing a strong internet connection at the national level and spreading it in remote areas;
- Providing the professor and students with electronic devices that assist him in e-learning;
- E-learning requirements whether electronic devices or software, must be secured in advance and maintained on an ongoing basis.
- Spread awareness of the concept of e-learning and its importance, and how to benefit from it at the level of higher education institutions, especially in the light of the Corona crisis and circulate it even after the crisis;
- Increasing support for universities to upgrade the e-learning infrastructure;
- Increase financial allocations for e-learning;
- Supporting professor financially and encouraging them to apply e-learning;
- Providing rooms equipped with devices and equipment necessary for the e-learning process;
- Conducting studies on the requirements and obstacles to e-learning in Algerian universities;
- Conducting comparative studies between the requirements of e-learning in Algeria and in the leading countries in this field;
- Establishing an independent department specialized in e-learning at the local level (universities) and at the central level (the Ministry of Higher Education) to follow up its implementation;
- Forming a working group at the level of all colleges of the university that studies and directs the use of e-learning and its applications in all Its branches; and the creation of a platform that helps implement the principles of governance, on top of which is electronic monitoring.

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