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## **Students and Teachers' Attitudes towards the effectiveness of Distance Education during Covid-19 Pandemic: Egypt and Morocco as case study**

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**Abstract.** Within a few years, the distance education platforms have emerged to attain a valuable presence in higher education institutions especially during Coronavirus. During the pandemic most of the countries declared a state of emergency which resulted in the suspension of face to face learning in all the educational institutions. Universities around the world were obliged to shift from traditional classrooms to virtual ones using different tools and technologies. This study aims at investigating the effectiveness of distance education through highlighting the attitudes of both students and teachers. To draw logical conclusions about the effectiveness of distance education in Morocco and Egypt, two major approaches are used qualitatively that took the form of online interviews with university teachers to detect their attitudes towards distance learning. Also, a quantitative that took the shape of a questionnaire to evaluate the experience of students with distance education during the pandemic in both countries.

**Keywords.** Covid 19, distance education, offsite learning, onsite learning, effectiveness

### **Introduction:**

The Coronavirus pandemic has led to radical changes in different areas of human's lives all over the globe. The pandemic has also affected all stages of education, from kindergarten to higher education, as the lockdowns imposed in all countries resulted in a prompt closure of schools and universities. Also, it caused the shift to remote delivery of lectures and all the educational activities.

Distance education has been defined from various perspectives over the years. (Keegan, 1996) defines distance learning as the teaching-learning process in which teachers and students are not together physically, but they can be connected by technologies such as the Internet. Moore and Kearsley define distance learning as follows: 'Planned learning that normally occurs in a different place from teaching and as a result requires special techniques of course design, special instructional techniques, and special methods of communication by electronic and other technology, as well as special organizational and administrative arrangements. (Moore and Kearsley, 1996).

Scholars like Honeyman and Miller define distance learning as a field of education that focuses on teaching methods and technology with the aim of delivering teaching, often on an individual basis, to students who are not physically present in a traditional educational setting such as a classroom. It has been described as ‘a process to create and provide access to learning when the source of information and the learners are separated by time and distance or both (Honeyman and Miller, 1993, p.68). Judith V and Justice Lorraine believe that distance education is a flexible learning process: learners can study anywhere and anytime. It can be defined as the semi- permanent separation of teacher and learner, the use of technical media, and the provision of two-way communication. The quasi-permanent separation of teacher and learner throughout the length of the learning process distinguishes it from conventional face-to-face instruction.(Judith V. Justice, Lorraine, 2005) In his article : “Interactivity Demystified; A structural Definition for Distance Education and Intelligent CBT” Michael Yacci defines Distance learning as “Distance education is the practical subset of education that deals with instruction in which distance and time are the criterial attributes, that is, student and teacher/ and other students are separated by distance and / or time.” Holmberg (1989.p.11) defines and describes distance education as “various forms of study which are not under the continuous, immediate supervision of tutors present with their students in lecture rooms or on the same premises, but which nevertheless benefit from the planning guidance and tuition of a tutorial organization” According to the definitions clarified by scholars, one can conclude that distance learning is a type of education which is used in all levels of education and it is based on the fact that, both teacher and learners are not physically present in the classroom and even may not have the same time zone, but they can communicate to each other through the various means of communication and with the use of new technologies. This study aims at investigating the attitudes of both teachers and students towards the effectiveness of distance education during the pandemic of Covid-19 via comparing between the two modes of teaching: face- to -face and online education.

### **1. Review and background of the study**

Due to the spread of the covid-19 pandemic and the implementation of social distancing in many countries in recent years, offsite learning has been the alternative solution for onsite education. According to Sadiku, Adebo, & Musa, 2018, online learning refers to learning environments that are accessible via the internet and typically require computers, laptops, or smartphones as well as a high-speed internet connection. So during this period, the aim of online learning was to educate as well as to limit the spread of COVID-19. (Almosa, Alzahrani, 2022; Ali, H. A., Mohamed, 2023, Omar, Musa, Mohamad, Che Cob, Othman, Ramli, 2022; Zhou, Zhu, Zhou, 2022)

The terms offsite learning, online instruction, and online teaching and learning can all be used interchangeably in a broad sense. In comparison to traditional classroom instruction, effective online instruction can have a number of common characteristics, including the ability to be accessed from anywhere at any time; the use of online tutorials and learning activities, interactive multimedia, simulations, and virtual manipulative; the use of aspects of online learning to help students develop positive attitudes; the facilitation of various learning experiences; and the provision of online tests and feedback. (Meylani, Bitter, & Legacy, 2015).

Teachers have had to transition from onsite to online teaching in this online world. Offsite instruction with one-way communication from the teacher to an unknown voice coming from the computer speaker. In particular, students’ turning off cameras has become a common feature of the online educational process. The transition from face-to-face to online teaching required both university teachers and students to adapt, with both facing numerous challenges

(Gradiak, Polak, 2021). Individualized education (Poláková, Klmová, 2021), the student was isolated from his classmates, and he was reliant on his technical equipment.

Based on the previous, offline learning has become a buzzword in the student community because it allows them to develop their skills and competencies through self-study and online lectures. Traditional face-to-face (onsite) learning has remained consistent over the last few decades; universities and schools continue to offer live classes because students striving for high grades continue to attend classes, conferences, and exams. The COVID-19 pandemic has had a significant impact on the entire educational system. It has impacted all types of schools, from kindergartens to universities, and has had a significant impact on the educational process's trajectory, which has shifted from schools to the home environment. Less interaction between teachers and students has also had an impact on the educational process. It has led to a loss of motivation and concentration (Gonçalves, Sousa, Pereira, 2020). Modern applications and online platforms, on the other hand, have enabled the use of new visual learning experiences (Jennifer, Lipin, 2020). In any case, people should be ready to face new situations and learn regardless of the circumstances; they must adapt to new skills and learn new knowledge in order to keep up with world events. However, while face-to-face education is superior to online education in some ways, such as student-teacher interaction, the possibility of student distraction, and certificate validity, distance education is less expensive and more flexible.

## **2. Methodology**

To draw conclusions about the effectiveness of distance learning quantitative and qualitative methods were used. The rationale behind using both methods is to get the point of view of both parties of education namely students and teachers. Hence, a qualitative interview was used and aimed at studying the standpoint of teachers about distance learning in both Egypt and Morocco. The quantitative method took the shape of a questionnaire for the students and aimed at studying the effectiveness of distance learning from the viewpoint of the students. The usage of both methodologies is crucial in deducing logical conclusions that can help in enriching the readers' knowledge about the topic, in the sense that, the reader will get to know about the topic from all stakeholders and partakers of education.

Both academicians and students started the academic year of 2019 using the traditional mode of education that we call onsite learning. However, by the middle of the year after the outbreak of SARS Covid-19 pandemic all courses switched from onsite to offsite as a response to laws and the regulations of the educational authorities in the governments. The universities were not prepared for such a quick movement in the way of delivering lectures. Hence, they needed a fundamental change which took time and delayed the progress of education. To get to know the point of view of students and teachers about distance learning in general and during the period of the pandemic in particular the questionnaire and the questions of the interview were sent to the research participants using emails and WhatsApp and other social media platforms.

The questionnaire is divided into three sections and was preceded by a text that explains to the students the reason behind it and confirmed that all responses are going to be kept confidential and anonymous. The first section dealt with basic demographic information such as age and gender, in addition to that this section also tackled some data that are vital for this study like the students IT skills and whether they have experienced distance learning or not. The second section is considered to be the heart of the questionnaire since it is a comparison between onsite and offsite learning in terms of knowledge development, interpersonal skills, feedback produced by the teachers and student's activity during onsite and offsite learning. The third section is composed of only one question that was concerned with the student's evaluation

of the whole experience of E-learning. This will help the researchers in determining whether the experience of E-learning was an effective one in the countries of Egypt and Morocco during the pandemic or not.

The qualitative interview took the shape of a written interview which was sent to the interviewee. The interview started with a small text that hints at the reason behind the questions of the interview and presents the main objective of the research. The interview was composed of ten questions that the university teachers had to provide a response to. The response of the teachers is to be considered as an evaluation of their experience with E-learning during the pandemic. The questions of the interview tackled many major points of the research such as the effectiveness of online lessons and examination, feedback of the teachers, students' activity and engagement in the courses and other pillars of this research.

Both the qualitative and the quantitative method will serve as an eclectic methodology to approach the topic of the effectiveness of E-learning. Since the topic cannot be studied only through the point of view of the students but we need also the view of the teachers. Hence, it is true that we can get the evaluation of the students through numbers and percentages, however, with the teachers we need details and authentic personal experiences that can validate or undermine any previous hypothesis.

### 3. Participants

Demographics	Gender		Age Category			Experience of E-learning		IT Skills		
	Female	Male	18-23	24-30	31-40	yes	No	high	average	Low
Morocco	51.9%	48.1%	63.9%	33.9%	2.2%	99%	1%	52.3%	41.9%	5.8%
Egypt	49.7%	50.3%	70.4%	20.4%	9.2%	60.7%	39.3	11%	58.2%	30.8%

**Table 1: Participants from Egypt and Morocco**

The researchers focused their research on the department of English Language in two universities, namely, Sidi Mohammed Ben Abd Allah University in Morocco and Swiss Canal University in Egypt. 616 students participated in the research, 308 students from Morocco and the same figure from Egypt. The researchers made the questionnaire open to all age categories to include not only undergraduate students but also masters' students and PhD students. The Reason behind including Masters' students and PhD students in the research is based on the idea that those students were either at the undergraduate program at the time of the pandemic or at the master program. Hence, their experience can add a crucial value to this research. Concerning the interview, there were five participants in total, two associate professors from Egypt, and three associate professors from Morocco which is a reasonable number of interviews considering that the research focuses only on one department.

As stated above 616 students participated in the research; nearly 50 per cent of them were male and 50 per cent female in both countries. To elaborate more on the basic demographics of the participants and according to statistics that we got from the questionnaire we find that 51.9% of the participants were females and 48.1% were males in Morocco while in Egypt 50.3% were male and 49.7% were females as it is shown by the table above.

Various age categories participated in the study as stated previously. However, most of the participants with high percentages are between 20 and 30 years old. Age categories that are 30+ stand for less than 10 % in total of the participants. These statistics are true for both Egypt and Morocco as it is revealed by the table.

This confirms the major aim of the research which is getting the point of view of the students who were active at the time of the pandemic. This idea is further strengthened by the percentage of participants who have experienced offsite learning in Morocco which is 99%, while the percentage of people who did not experience offsite learning stands for 1% of the participants. In Egypt, however, the percentage of participants who have experienced off site learning is only 60.7% while the percentage of people who did not experience offsite learning stands for 39.3% of the participants.

Most of these participants stated that their IT skills are either high or average while a minority stated that they considered their Skills at IT to be low in Morocco. In Egypt most of the participants stated that their IT skills are average or low while a minority stated that their skills in information technology is high. The idea of low level at IT stand as an early disadvantage and barrier of E-learning that will be discussed further in this research together with other factors that the participants have experienced.

#### 4. Results and discussions

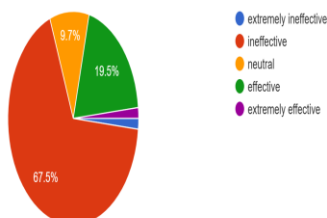
##### 4.1 Comparison between Onsite and Offsite Learning

Comparison between offsite and onsite learning has been made by many researchers and specialists in the field of education as it has been mentioned previously in this paper. What differs this piece of research from the others is the fact that comparison is meant to confirm or undermine the previously stated ideas about the effectiveness of E-learning. This time, the students are going to compare between e-learning during the period of the pandemic and traditional learning on the basis of their experience. The points that the questionnaire tackled are the same as those mentioned in the literature review in order to either endorse them or undermine them. The questionnaire compares between onsite and offsite learning in terms of knowledge development, interpersonal skills, feedback, and student’s activity during onsite and offsite learning.

In this section of the questionnaire the students were given eight questions. The aim of this section as stated before is to compare the experience of the students with onsite and offsite learning by rating the effectiveness of both of them on a scale of 1 to 5 ( where 1 is extremely ineffective, 2 ineffective, 3 neutral, 4 effective, 5 extremely effective).

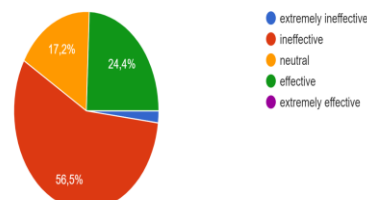
##### 4.1.1 Knowledge Development

10. Using a five- point scale (where 1 extremely ineffective, 2 ineffective, 3 neutral, 4 effective, 5 extremely effective) rate the effectiveness of offsit... (online learning) in terms of increasing knowledge. 308 responses



**F.1. E-learning’s knowledge development in Egypt**

10. Using a five- point scale (where 1 extremely ineffective, 2 ineffective, 3 neutral, 4 effective, 5 extremely effective) rate the effectiveness of offsit... (online learning) in terms of increasing knowledge. 308 réponses

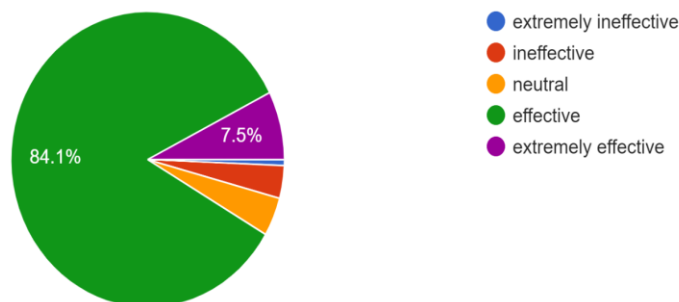


**F.2. E-learning’s Knowledge development in Morocco**

While comparing between E-learning and traditional education in terms of knowledge development one can acknowledge that E-learning hasn't yet reached the point to have a major effect on improving the learners' scientific background. According to the results of the questionnaire the majority of the participants agree on the idea that E-learning didn't have a major role during the pandemic of covid-19 in shaping and refining their knowledge. In Egypt, 67.5% of the participants stated that E-learning was ineffective in developing their knowledge while 9.7% chose to be neutral, however, 19.5% of the participants decided that on the basis of their experience, E-learning had an effective role in affecting their knowledge positively during the pandemic. Furthermore, a percentage of 1.6% stated that the experience was extremely ineffective and the same percentage said the opposite and that the experience was extremely effective. In Morocco, almost the same results occurred, in the sense that 56.5% of the participants stated that the experience was ineffective and 1.9% even suggested that it was extremely ineffective in terms of knowledge development, 17.2% chose to be neutral while 24.4% agreed that the experience was effective and fruitful.

13. Using a five- point scale (where 1 extremely ineffective, 2 ineffective, 3 neutral, 4 effective, 5 extremely effective) rate the effectiveness of face to face learning in terms of increasing knowledge.

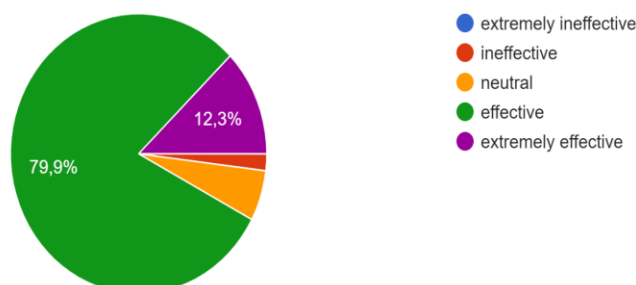
308 responses



F.3. Onsite's Knowledge development in Egypt

13. Using a five- point scale (where 1 extremely ineffective, 2 ineffective, 3 neutral, 4 effective, 5 extremely effective) rate the effectiveness of face to face learning in terms of increasing knowledge.

308 réponses



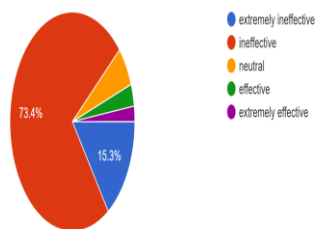
F.4. Onsite's Knowledge development in Morocco

According to the results of the questionnaire, it seems that the majority of the participants agree that traditional education is more effective in improving their knowledge than E-learning. In Egypt, 84.1% stated that face to face learning has an effective role in increasing and improving their knowledge, furthermore, 7.5% even stated that face-to-face learning plays an extremely effective part in their knowledge development. Less than 8.4% of the participants in total have suggested either that this form of education is either ineffective, extremely ineffective or preferred to stay neutral. Approximately the same results were achieved in Morocco, since on the one hand, 79.9% of the Moroccan participants stated that face to face learning is more effective in positively affecting their knowledge than E-learning, Moreover, a percentage of 12.3% agree that face-to-face education is an extremely effective method when it comes to improving the learners knowledge. On the other hand, only 7.8% of the participants stated either that this form of education is ineffective or preferred to stay neutral.

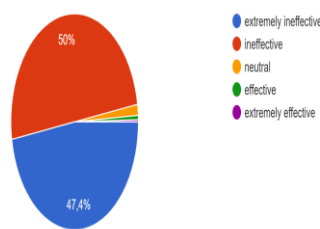
On the basis of the results of this section of the questionnaire it seems that E-learning during the period of the pandemic was not effective in improving the knowledge of the students. Taking a close look at the percentages we can conclude that face-to-face education is more effective and trustworthy than online learning according to the point of view of the learners.

#### 4.1.2 Interpersonal skills development

11. Using a five- point scale (where 1 extremely ineffective, 2 ineffective, 3 neutral, 4 effective, 5 extremely effective) rate the effectiveness of offsite...aming) in terms of developing interpersonal skills.  
308 responses



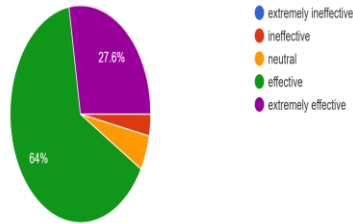
11. Using a five- point scale (where 1 extremely ineffective, 2 ineffective, 3 neutral, 4 effective, 5 extremely effective) rate the effectiveness of offsite...aming) in terms of developing interpersonal skills.  
308 réponses



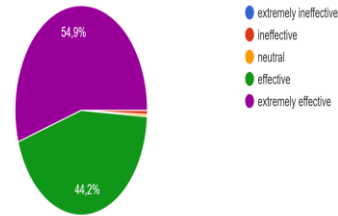
#### F.5. Offsite's interpersonal skills development in Egypt F.6. Offsite's interpersonal skills development in Morocco

One of the most outstanding aims of education is developing interpersonal skills. E-learning as a form of education, seems to be not effective in developing those skills according to the results of the questionnaire. On one hand in Egypt, a percentage of 73.4% of the participants stated that this form of education is ineffective and 15.3% suggested that it is extremely ineffective, while a percentage of 11.3% stated either that it is effective, extremely effective or preferred to stay neutral. On the other hand in Morocco, 50% of the participants selected the option of ineffective to describe the E-learning experience in relation to developing interpersonal skills, and a percentage of 47.4% stated that when it comes to developing interpersonal skills E-learning is extremely ineffective, while less than 3% stated either that it is effective, extremely effective or preferred to stay neutral.

14. Using a five- point scale (where 1 extremely ineffective, 2 ineffective, 3 neutral, 4 effective, 5 extremely effective) rate the effectiveness of face t...earning in terms of developing interpersonal skills.  
308 responses



14. Using a five- point scale (where 1 extremely ineffective, 2 ineffective, 3 neutral, 4 effective, 5 extremely effective) rate the effectiveness of face t...earning in terms of developing interpersonal skills.  
308 réponses



**F.7.Onsite’s interpersonal skills development in Egypt F.8.Onsite’s interpersonal skills development in Morocco**

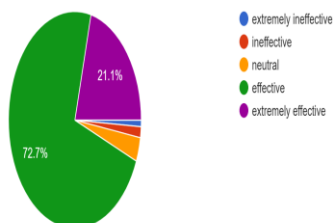
Face-to-face learning seems to be more effective in developing the learners’ interpersonal skills according to the point of view of the participants. In Egypt, a percentage of 64% of the participants stated that this form of education (face to face learning) is effective in developing interpersonal skills, and 27.6% even suggested that it is extremely effective, while only 8.4% stated that it is ineffective or favored to keep neutral. The results of Egypt are confirmed by results of the questionnaire in Morocco, in the sense that a percentage of 54.9% claimed that face-to-face learning is extremely effective and 44.2% stated that it is effective while less than 0.9% of the participants suggested that it is ineffective or chose to stay neutral.

Interpersonal skills development as a major component of education seems to be lacking in offsite learning. As suggested before in the literature review and confirmed by the results of the questionnaire, face-to-face education is more effective in helping the learners as active participants in society by developing their interpersonal skills and aiding them in mingling in their surroundings.

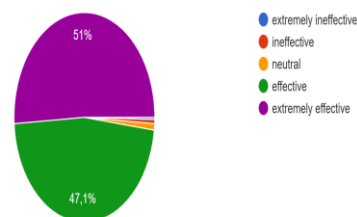
**4.1.3 Teacher’s feedback**

Teacher’s feedback is one of the most important pillars of any form of education. Feedback is a tool used by the teachers to enhance and improve the level of the students and the way they should learn it and even apply it. Students’ point of view about the feedback provided to them by the instructors during the period of the pandemic through E-learning differs completely from their view point about teachers’ feedback during face-to-face learning.

15. Using a five- point scale (where 1 extremely ineffective, 2 ineffective, 3 neutral, 4 effective, 5 extremely effective) rate the effectiveness of face ...ning in terms of feedback given by your professors.  
308 responses



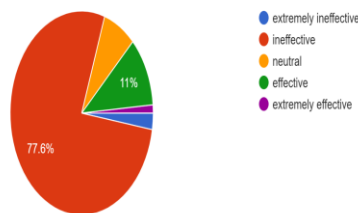
15. Using a five- point scale (where 1 extremely ineffective, 2 ineffective, 3 neutral, 4 effective, 5 extremely effective) rate the effectiveness of face ...ning in terms of feedback given by your professors.  
308 réponses



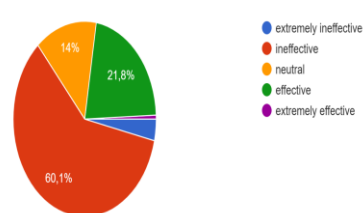
**F.9.Face-to-face learning: Teacher’s feedback in Egypt F.10.Face-to-face learning: Teacher’s feedback in Morocco**

Based on the questionnaire completed by the students it appears that the feedback given by the teachers during onsite learning is more effective than the one given during offsite learning. In Egypt, a percentage of 72.7% stated that the face-to-face feedback is an effective tool while 21.1% even suggested that it is extremely effective, while a total of 6.2% claimed that it was ineffective, extremely ineffective or else preferred to stay neutral. In Morocco, 47.1% suggested that face-to-face feedback is effective and 51% stated that it is extremely effective, while a total of 1.9% suggested that it was ineffective, extremely ineffective or else favored to stay neutral.

12. Using a five- point scale (where 1 extremely ineffective, 2 ineffective, 3 neutral, 4 effective, 5 extremely effective) rate the effectiveness of offsi...ning) in terms of feedback given by your professors  
308 responses



12. Using a five- point scale (where 1 extremely ineffective, 2 ineffective, 3 neutral, 4 effective, 5 extremely effective) rate the effectiveness of offsi...ning) in terms of feedback given by your professors  
308 réponses



#### **F.11.Offsite learning: Teacher’s feedback in Egypt F.12.Offsite learning: Teacher’s feedback in Morocco**

When the students were asked about their point of view about the feedback provided by the teachers during online classes, most of the answers in the questionnaire seem to not favor this feedback. On the basis of the questionnaire, the results show that the feedback provided online was not convincing and effective. In Egypt, on the one hand 77.6% of the participants stated that it was ineffective and 8% suggested that it was extremely ineffective, and on the other hand, a percentage of 11% stated that it was effective, 1.3% chose to respond by extremely effective while 7.5% stayed neutral. The results in Morocco were somehow similar to those in Egypt confirming the idea of the ineffectiveness of the feedback provided online. To be precise, a percentage of 60.1% stated that this feedback was ineffective, and 11% suggested that it was extremely ineffective, while a great percentage of 21.8% chose to respond by effective to describe their experience with the online feedback, 0.6% of the Moroccan participants claimed that it was extremely effective and 14% of participants’ answers were neutral.

On the basis of the questionnaire it seems that distance learning in the form of E-learning lacks the necessary effectiveness when it comes to teachers’ feedback. Although some participants in the interview suggested that their experience with the feedback delivered by the instructors during the period of the pandemic through e-learning as a form of teaching and learning was effective or extremely effective, it remains a fact that the majority of the participants claim the opposite. The idea that students didn’t benefit a lot from the feedback of the teachers can also be understood as the teacher’s inability to know whether the students are engaged or not especially if the teachers do not receive any feedback from the students, this idea is mentioned by Dr. Slaoui in the interview

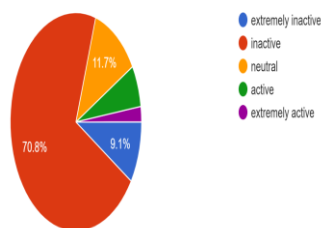
✓ **On the basis of your experience in teaching online during the pandemic, how would you evaluate the effectiveness of E-learning in classroom feedback?**

*It was not such an effective experience as not many students ask questions or get involved, which make it hard for the teachers to get a good feedback about whether the students have really understood the lecture or not*

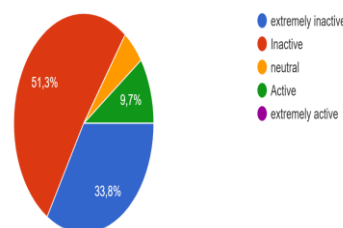
However, any careful reader has to admit that E-learning in relation to classroom feedback on the basis of the results of this questionnaire has succeeded in convincing a respected percentage of learners of its value. It had proven that it has the potential to enhance the students' ability to learn and help the learners in improving their ways of learning.

#### 4.1.4 Student's activity and participation

16. Using a five- point scale (where 1 extremely inactive, 2 inactive, 3 neutral, 4 active, 5 extremely active) describe your activity during online learning  
308 responses



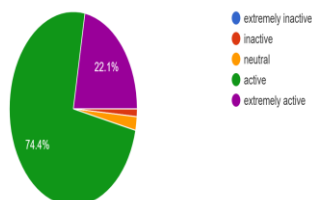
16. Using a five- point scale (where 1 extremely inactive, 2 inactive, 3 neutral, 4 active, 5 extremely active) describe your activity during online learning  
308 réponses



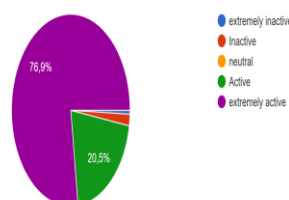
#### F.13.offsite learning: Student's activity in Egypt F.14.offsite learning: Student's activity in Morocco

The activity and participation of learners during the online classes is another point that was discussed previously in the literature review. Most researchers suggest that learners show a kind of passiveness and inactivity during online classes. Based on the results of this section of the questionnaire, it appears that most of the participants share and confirm the same idea. In Egypt, 70.8% of participants stated that they were inactive during the online course at the time of the pandemic, a percentage of 9.1% even stated that they were extremely inactive and passive; while 11.7% preferred to stay neutral, a total of 8.5% suggested either that they were active or extremely active. In Morocco, on the one hand a percentage of 51.3% stated that they were inactive during the online classes and 33.8% suggested that they were even extremely inactive and on the other hand 9.7% of the participants claimed that they were active while 5.2% favored to stay neutral.

17- Using a five- point scale (where 1 extremely inactive, 2 inactive, 3 neutral, 4 active, 5 extremely active) describe your activity during face to face learning  
308 responses



17- Using a five- point scale (where 1 extremely inactive, 2 inactive, 3 neutral, 4 active, 5 extremely active) describe your activity during face to face learning  
308 réponses



#### F.15.onsite learning: Student's activity in Egypt F.16.onsite learning: Student's activity in Morocco

The idea of activity and participation of students during the classes is another point of difference between distance learning in the form of E-learning and face-to-face learning. As discussed before in the literature review the majority of the researchers claim that learners are active during face-to-face learning, a point that this questionnaire confirms with numbers and

percentage. In Egypt, a percentage of 74.4% stated that they were active during onsite classes and 22.1% of the participants suggested that they were extremely active, while a total of 3.5% favored to stay neutral or claimed that they were active. The results in Morocco confirmed those in Egypt, in the sense that 76.9% of the participants stated that they were extremely active and 20.5% suggested that they were active, while a total of 2.6 % claimed either that they were inactive or extremely inactive.

It is clear that the results of the questionnaire for this section are a confirmation of what the researchers and the specialists of the domain have already stated as discussed in the literature review. Offsite learning in the form of E-learning hasn't still achieved the same trust and effectiveness of face-to-face learning especially when it comes to students' participation and activity during the classes, a fact that it is confirmed through numbers in this study which aims at either confirming or undermining what other researchers have claimed about both forms of learning. Dr. Said Chemlal from Sidi Mohammed Ben Abd Allah University strengthen the idea in the written interview that face-to-face learning engages the students in the lectures

✓ **Would you prefer to teach fully onsite/online or blended? Why?**

*I prefer onsite simply because I feel more at ease with this method, while learners get more engaged.*

There is a huge difference between learners' activity during onsite learning and their participation during offsite classes which is suggested by the numbers achieved in both countries through the questionnaire. In both countries, the vast majority of learners admit to being either active or extremely active during onsite classes, while describing their situation during online classes to be inactive or lacking class participation.

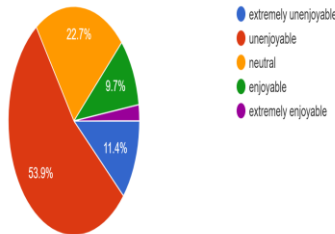
**5. The satisfaction and acceptance of E- learning (as a form of Distance learning)**

This study was conducted in Egypt and Morocco; thus, it contributes by adding empirical evidence regarding online student engagement and satisfaction in the context of developing countries. This study aimed at identifying factors affecting students' satisfaction with online learning during Coved-19. Through this section we can decide if distance learning was successful in those countries or not. It remains a fact that those results are affected by many factors as mentioned before and as Dr. Asmaa Mohammed from Egypt stated in the written interview

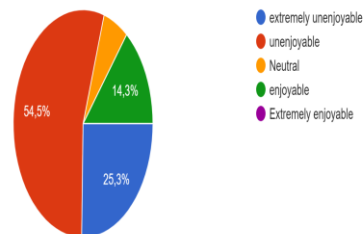
**What are the major obstacles that face you in the E-classrooms?**

- a. *Lack of interaction between me and the students.*
- b. *Misunderstanding on the side of the students.*
- c. *Technical problems the students may face during E-learning.*
- d. *Poor digital literacy, some learners aren't up to speed with the latest technology*

18. Using a five- point scale (where 1 extremely unenjoyable, 5- extremely enjoyable) rate how much did you enjoy the e-learning classes during the Covid 19.  
308 responses



18. Using a five- point scale (where 1 extremely unenjoyable, 5- extremely enjoyable) rate how much did you enjoy the e-learning classes during the Covid 19.  
308 réponses



### F.17. Satisfaction of E-learning in Egypt F.18. Satisfaction of E-learning in Morocco

In this part of questionnaire, in the term of the satisfaction and acceptance of E-learning ( as a form of Distance learning) By analyzing students' answers in Egypt for this part , we found that 53.9 % of students answered with unenjoyable , 22.7 % answered with neutral 11.4 % of students answered with extremely unenjoyable and 9.7 % of students answered with enjoyable while in Morocco we found that 54.5 % of students answered with unenjoyable, 25.3 % of students answered with extremely unenjoyable and 14.3 % of students answered with enjoyable. The results showed that students in the two countries are not happy and satisfied with E- leaning.

## 6. Conclusion

During Covid-19 pandemic, the adoption of distance learning in the form of E-learning was a necessity all over the world. This paper attempted to seek students' and teachers' views of the status of E-learning during the pandemic in Egypt and Morocco as a case study. The main aim was to confirm or undermine all the ideas and papers published on the topic of E-learning through studying and analyzing the point views of the learners and the instructors. The paper tried to come up with some results that can assist future research in studying the effectiveness of this form of learning.

Overall, the results indicate that offsite learning during the pandemic didn't promote students' engagement and participation. This paper has proven that there was a lack of students' interest and motivation in studying from distance with no touchable contact with the teachers. Inability to adapt to an unfamiliar technology was another obstacle that hinders the success of offsite learning during the pandemic. Students were completely isolated socially during the pandemic which resulted in the inability to understand course expectations, especially with the lack of an effective face-to-face feedback of the teachers that can assist the students in developing their knowledge and improving their learning methods. Furthermore, technical issues were another obstacle that led the students and teachers to favor face to face learning instead of E-learning since not every student and teacher was trained enough to use the newly adopted technology, in addition to network problems in rural areas and poverty.

The pandemic served in testing the effectiveness of e-learning and whether it can replace traditional onsite learning. This paper concluded that offsite leaning was not effectives in many ways through the questionnaire completed by the students and the interviews with the teachers from Egypt and Morocco. In fact many of the interviewed professors have suggested that using E-learning alone as a form of education was not effective and will not be in the future,

they suggested a blended form of education that can include all the advantages of both forms of education in order to avoid the disadvantages.

## Appendix Sample of the interview

### Sample of the Interview

**Dear Professor,**

It is clear that the Covid 19 has changed the lifestyle of human beings all over the world. This virus made radical changes in different fields such as economy, health care and of course education. On March 2020, all the educational institutions declared a state of emergency and called for the shift from traditional classrooms (face to face) to distance learning (e-learning). The aim of this interview is to investigate your opinion about the effectiveness of e-learning during Covid 19 pandemic.

**Please indicate that you agree to participate in this study**

I agree to participate in this study. I was informed that participation in this study is voluntary.

1. How would you describe your experience in relation to E-learning?

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2. Have you ever experienced the digital education before the appearance of Covid 19?

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3. Does E-learning help you to deliver the lectures in smooth way to your students in comparison to traditional classrooms?

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4. What are the major obstacles that face you in the E-classrooms?

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5. Would you prefer to teach fully onsite/online or blended? Why?

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6. On the basis of your experience in teaching online during the pandemic, how would you evaluate the effectiveness of E-learning in delivering the lessons?

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7. On the basis of your experience in teaching online during the pandemic, how would you evaluate of the effectiveness of E-learning in classroom feedback?

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8. On the basis of your experience in teaching online during the pandemic, how would you evaluate of the effectiveness of E-learning during examination?

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9. On the basis of your experience in teaching online during the pandemic, were there any issues during online examinations (e.g. cheating)?

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10. On the basis of the all the above, do you think that E-learning courses can result in a 100 % accredited diplomas and certificates?

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**Thanks for your time and participation.**

## Sample of the questionnaire

**Students and Teachers' Attitudes towards the effectiveness of Distance Education during Covid-19 Pandemic: Egypt and Morocco as case study**

**Dear Student,**

In 2020, all countries declared a state of emergency because of Covid-19 that caused in the suspension of the traditional learning (Face to Face) in all the educational institutions. All universities were obliged to shift from traditional classrooms to virtual ones. We developed this questionnaire to know your opinions on E- learning during the pandemic. Participation in this survey is voluntary and anonymous.

In the first section of the survey we would like you to describe your basic demographics, your experience in the digital education, and your IT skills. In the second section please choose advantages and disadvantages of distance learning. In the third part, you are supposed to evaluate your experience with the courses and materials given online in terms of materials given by professors, the preferred teaching methods for the follow up of courses at a distance, and the validity of taking exams from distance. In the fourth section, you are requested to compare between face to face learning and E- learning. In the last section please describe how much you enjoyed distance learning during the Covid 19 pandemic.

Sincerely Yours/ Ahmed Mohammed Boukranaa, Rania Abdasalam Mjahad, Rabah Elsayed Mohammed (1, 2, 3) English Language Institute, Jazan University, Kingdom of Saudi Arabia

**Please indicate that you agree to participate in this study**

I agree to participate in this study. I was informed that participation in this study is voluntary.

Section I: Basic demographics

1. What is your age?

\_\_\_\_\_

2. What is your gender?

Male     Female

3. How would you describe your IT skills?

High     Average     Low

4. Have you ever experienced the digital education?

Yes     No

II- Comparison Between onsite and offsite learning in terms of knowledge development, interpersonal skills, and feedback. Student's activity during onsite and offsite learning.

5. Using a five- point scale (where 1 extremely ineffective, 2 ineffective, 3 neutral, 4 effective, 5 extremely effective) rate the effectiveness of offsite learning (online learning) in terms of increasing knowledge.

1     2     3     4     5

6. Using a five- point scale (where 1 extremely ineffective, 2 ineffective, 3 neutral, 4 effective, 5 extremely effective) rate the effectiveness of offsite learning (online learning) in terms of developing interpersonal skills.

1     2     3     4     5

7. Using a five- point scale (where 1 extremely ineffective, 2 ineffective, 3 neutral, 4 effective, 5 extremely effective) rate the effectiveness of offsite learning (online learning) in terms of feedback given by your professors

1     2     3     4     5

8. Using a five- point scale (where 1 extremely ineffective, 2 ineffective, 3 neutral, 4 effective, 5 extremely effective) rate the effectiveness of face to face learning in terms of increasing knowledge.

1     2     3     4     5

9. Using a five- point scale (where 1 extremely ineffective, 2 ineffective, 3 neutral, 4 effective, 5 extremely effective) rate the effectiveness of face to face learning in terms of developing interpersonal skills.

1     2     3     4     5

10. Using a five- point scale (where 1 extremely ineffective, 2 ineffective, 3 neutral, 4 effective, 5 extremely effective) rate the effectiveness of face to face learning in terms of feedback given by your professors.

1     2     3     4     5

11. Using a five- point scale (where 1 extremely inactive, 2 inactive, 3 neutral, 4 active, 5 extremely active) describe your activity during online learning

1     2     3

12. Using a five- point scale (where 1 extremely inactive, 2 inactive, 3 neutral, 4 active, 5 extremely active) describe your activity during face to face learning

1     2     3     4     5

III- The satisfaction and acceptance of E- learning (as a form of Distance learning)

13. Using a five- point scale (where 1 extremely unenjoyable, 2- extremely enjoyable) rate how much did you enjoy the e-learning classes during the Covid 19

Extremely unenjoyable    Very unenjoyable    somewhat enjoyable    Very enjoyable    Extremely enjoyable

1     2     3     4     5

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