

Distance Learning in Moroccan Higher Education during the Covid-19 Pandemic: The Case of Sidi Mohamed Ben Abdellah University Students

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Abstract

With the spread of Covid-19, several countries, including Morocco, have declared the status of a health emergency. This caused schools to stop giving classes and block the Moroccan educational system. The Ministry of Education resorted to implementing distance education as an alternative to guarantee learning continuity. This includes applying some measures, such as broadcasting classes on TV and encouraging teachers to use online platforms like Microsoft Teams and Zoom. However, the online experience was not an easy task due to a lack of digital training and internet access. In this regard, the present paper aims to investigate the extent to which Moroccan university students are satisfied with the implementation of online learning. It also investigates the main challenges students encounter in their virtual experience. This study is significant as it provides us with a clear understanding of distance learning as a novel experience in Morocco and the challenges that hindered its success. It is also important because it would add to the accumulation of human knowledge. Both quantitative and qualitative approaches were employed through means of questionnaires and interviews, respectively. Questionnaires were administered to students from Sidi Mohamed Ben Abdellah University in Fes who belong to different departments. As for interviews, they were conducted with the same students to give them the chance to elaborate on their answers. The findings of the study revealed that the majority of Moroccan university students were not satisfied with their distance learning experience as it was hard for them to interact due to connection issues. The study also showed that most of the students were confused and unmotivated to learn.

Keywords: Covid-19, digital Skills, distance learning, information communication technology

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Introduction

With the sudden outbreak of the Covid-19 pandemic, the world, including Morocco, has witnessed unprecedented changes in almost all life aspects. This health crisis has dramatically affected several vital domains, such as the economy, tourism, industry, and most importantly education. When the World Health Organization (WHO) declared a state of emergency worldwide, Morocco, like any other country, made tremendous efforts to come up with practical measures to deal with the Covid-19 pandemic. The Moroccan government decided to close schools, training centers, private institutions as well as colleges and resorted to distance learning as the only alternative to ensure learning continuity. Starting from March 16th, 2020, the Ministry of higher education and scientific research planned to transit from traditional-based classrooms into online classes and forums. To meet students' and teachers' virtual needs, the government launched several online programs and platforms, such as Tilmid Tice and Microsoft Teams. More than that, ready-made courses and lectures were broadcasted on different National Channels for various educational levels.

Soon after the implementation of distance learning, teachers and students were completely bewildered. They failed in building an effective teaching-learning process and they could not contribute to the construction of virtual knowledge. Concerning higher education, the sudden shift to online learning was surprising, especially for first-year students, who were in dire need of guidance and orientation. For instance, when they were asked to reflect on their experience with distance learning, the majority of them stated that they were entirely lost and could not understand the delivered lessons. On the other hand, higher education professors resorted to numerous types of online learning to interact with their students, including synchronous and asynchronous learning. The former took the form of video conferencing courses or Facebook live lectures delivered by professors to students. As for the latter, it was more about sending lessons in a word document or PDF form. Therefore, the rationale behind the present study is to approach the issue of distance learning in higher education since it is a novel experience in the Moroccan educational context. This research is required to explain the transition from in-site teaching to online classes from a Moroccan perspective.

This study aims to investigate Moroccan university students' attitudes and perceptions of online distance learning in the wake of the Covid-19 pandemic. It also endeavors to question the main challenges encountered by students in their new virtual experiences. Therefore, the objective of the study is to investigate the way distance learning was applied in higher education as well as the significant problems that surround its implementation.

The present study attempts to raise, investigate and answer the following questions:

- 1- What are the technological tools used by Moroccan university students in distance learning?
- 2- To what extent does distance online learning affect university students' motivation to learn?
- 3- What are the impacts of distance learning on Moroccan university students' achievement?
- 4- What are the significant challenges encountered by students in distance learning?

This present paper is structured according to four main parts. The first part is devoted to the literature review which gives a theoretical background regarding ICT, distance learning and higher education. The second part is dedicated to describing the research methodology

adopted. The third part is meant to analyze the collected data while the fourth part highlights the major findings and conclusions drawn from the study.

Literature Review

ICT in Higher Education

In education, Information Communication Technology (ICT) plays a great role in sustaining and facilitating the teaching-learning process. It is a crucial element that has altered both professors' and students' perceptions of education. Generally speaking, the importance of technology resides in its contribution to the development of the educational system. It can help students access various learning resources regardless of time and physical constraints. Adopting ICT could support students' learning by enabling them to acquire the necessary digital skills and enhance their experiences with technological tools. Besides, technology paves the way for university students to individualize their learning and make meaning of what they receive. In this respect, Barron (1998) claimed that knowledge is socially constructed and it is up to the learner to do their best to decipher meaning rather than being a passive recipient. Learning theories and approaches promoting ICT integration put students at the heart of the learning process by providing them with better opportunities to try plenty of beneficial resources and fostering a learner-centered environment (Berge, 1998). The focus of classroom practices should be on creating a flexible environment where students become active participants in learning.

Equally important, the incorporation of ICT in higher education has got an immense impact on promoting learner-centeredness. It has significantly redefined the teacher's role by turning it into a facilitator of knowledge compared to traditional-based approaches. Technology implementation should guarantee that students can assume responsibility for their learning by acting autonomously and searching for information themselves (Balanskat, et al., 2006). Regarding students' motivation, a set of motivational features have been outlined, including increased interest in the subject matter, commitment, fun, and enhanced autonomous learning. To illustrate this point, Naciri (2015) stated:

The use of ICT in higher education has immense power in promoting self-centeredness. It has significantly changed the teacher's role turning him into a facilitator in the learning process. It is demonstrated that its implementation is being strictly emphasized to ensure that students are responsible for their learning. (p. 2)

Hence, the effective use of technological tools can have a significant influence on students' learning and achievement. For this reason, professors are invited to diversify their teaching resources and devise learner-centered activities that kindle students' motivation, build their self-confidence, and promote their autonomy.

Distance Learning

Distance learning is a form of online training and education that employs the internet and technological tools such as websites, chat rooms, applications, and digital platforms. Its main objective is to ensure education continuity and improve the learning process, especially when traditional learning is challenging to attain, as has been the case with the Covid-19 pandemic. Distance learning provides students with the opportunity to deal with new digital resources and allows them to try new virtual experiences with their peers as well as professors. It is a type of learning that helps students learn anytime and anywhere they want. In this vein, Rodrigues et al. (2019) defined distance learning as a digital system based on a set of technological instruments

whose primary goal is to cater to students' twenty-first-century skills (critical thinking, creativity, collaboration, communication, etc.) and make their learning more enjoyable and learner-centered. In other words, distance learning maximizes students' chances to personalize their education and interact in a stress-free environment.

Moreover, there are two main types of online learning: synchronous and asynchronous learning. The former is a real-time interaction in which both teacher and student interact via video conferencing, live-streaming lectures, or telephone conversation, even if they are a bit traditional. In most cases, the meeting between students and their teacher is virtually scheduled at a specific time. With this type of learning, students are expected to be present during a lecture or course delivery Khan & Badii, (2012). Conversely, the asynchronous mode does not allow for real-time interaction between teacher and student. It can occur at any time in which the teacher can send content via email and receive feedback or comments later (Finol, 2020). Therefore, distance learning is a revolutionary movement in the sphere of education. The traditional teacher has suddenly become a virtual instructor who is supposed to master the appropriate digital skills and competencies to be up to distance teaching. According to Harandi (2015), with online learning, the role of the teacher has changed; his responsibility is not limited to imparting knowledge to students in a traditional-based class; he is rather required to devise new online courses and develop digital skills in a way that serves the virtual needs of students. As for learners, they are asked to discard their old learning roles by assuming responsibility for what they learn.

In the Moroccan context, several studies have been recently conducted regarding the issue of distance learning during the time of Covid-19. For example, Jebbour (2022) conducted a study about the unexpected transition to distance learning at Moroccan universities during the Covid-19 pandemic. The findings of the study revealed that teachers' experience of delivering language classes involved a lack of ICT infrastructure and an absence of students' interaction. In the same vein, El Hammouni and El Youssfi (2020) investigated Moroccan University students' attitudes towards distance learning in ENS (Ecole Normale Supérieure). The results showed that most of the students were not in favor of online learning as they faced many hindrances, such as technical issues and poor ICT skills. Besides, some studies were carried out about the effectiveness of the online platforms and applications used in distance learning. For instance, in a study about Moroccan high school EFL teachers' attitudes and anxiety about the Microsoft Teams platform, Sayeh and Razkane (2021) stated that the participants' perceptions of the usefulness of the platform were negatively associated with their years of experience and that teachers lack the adequate technological expertise. Therefore, previous studies reported that distance learning caused a real challenge for Moroccan universities.

Method

To investigate this issue and meet the research objectives, both the quantitative and qualitative approaches were adopted. The rationale behind using the quantitative approach was to quantify the problem and obtain numerical data regarding the perceptions and attitudes of Moroccan students about distance teaching. The statistics obtained were of great help in identifying the extent to which students were satisfied with online learning. On the other hand, the qualitative approach was beneficial in getting more in-depth data and digging further into the different aspects of the raised issue. In this context, interviews were conducted with the same students to get more detailed information. Hence, the main instruments used in this study were the questionnaire and the interview.

The questionnaire used in this study was written in both English and Arabic to target a maximum number of university students from different departments. It was primarily employed to investigate the perceptions and the attitudes that students hold towards distance learning at Sidi Mohamed Ben Abdellah University, Dhar El Mahraz in Fes. It was also utilized to determine the extent to which they were satisfied with their novel online experience. In this regard, the questionnaire was administered to both undergraduate and graduate students. One hundred copies of the questionnaire were sent via email, WhatsApp, and Facebook applications to students from different departments (English, Arabic, Sociology, History, etc.), to which only 70 responded. A short introduction was written to guide the respondents and explain to them the purpose of the study.

Moreover, a huge focus was on semi-structured interviews. That is to say, a set of selected questions were virtually sent to the same students through emails, WhatsApp, and Facebook forms to investigate their views about distance learning and understand the significant challenges they encountered in their new educational journey. The rationale behind conducting the interview was to provide students with more space to elaborate on their answers and obtain richer qualitative data to crosscheck the numerical findings and ensure data validity.

Participants

This study involves Moroccan university students from the faculty of letters and human sciences in Fes. The number of participants who took part in the questionnaire was about 100 students. They belong to different departments, including English, History, French, and Philosophy. The majority of them were Bachelor of Arts, Master and PhD students. Because of the status of emergency declared by the Moroccan government, it was hard to have face-to-face contact with students. Therefore, resorting to virtual communities was considered beneficial. The questionnaires were sent via e-mails, Facebook and, WhatsApp to students to fill out. As for interviews, they were also conducted virtually through WhatsApp audio and video calls. The number of students who participated in the discussion was 15 from various departments.

Research Instruments

The present study involves two principal research instruments: the questionnaire and the interview. The rationale behind this combination was to understand the research problem from several perspectives and obtain reliable data. It is also an attempt to crosscheck the numerical findings and provide the participants with the opportunity to elaborate on their answers and justify their choices. What follows is a description of the research instruments employed in the study:

Questionnaire

A research questionnaire is a quantitative instrument by which the researcher obtains numerical data. It is said to be a valuable research tool since it facilitates the task of researchers and enables them to reach a large number of respondents in a short time. Young (2016) defined the questionnaire as “any text-based instrument that gives survey participants a series of questions to answer or statements to respond to”(p. 5) The purpose of the questionnaire is to turn the respondents’ attitudes and opinions about an issue into numbers; it allows researchers to gather information in a structured and organized manner.

The questionnaire used in the present study encompasses many sections. The first section addresses the students' general background information, including their age, gender, and level of education. The second section is meant to get an idea about the student's perceptions of

implementing distance learning during the Covid-19 pandemic. It also deals with the extent to which Moroccan university students are satisfied with their virtual experience. The third section is devoted to questions about the types of digital tools and applications used by participants in their distance learning. The following section is designed to collect information about the major impacts that distance learning has on students' achievement and learning. Finally, yet importantly, a section is meant to investigate the challenges encountered by students when learning online.

Interview

The interview is a data collection instrument to gather qualitative data about a given issue. There are three approaches to interviewing; structured interview, semi-structured interview, and unstructured interview. A structured interview is the most formal approach to interviewing. In this investigation, semi-structured interviews were conducted with 15 Moroccan students at USMBA from the faculty of letters and human sciences, Dhar El Mahraz, Fes. On the one hand, interviews were carried out with some of the students who had already completed the questionnaire. This is because the questionnaire consists only of close-ended questions, which did not allow students to expand their ideas or discuss their points of view. That is, interviews were used with students to get more in-depth data regarding students' beliefs about their perceptions of distance learning in the wake of the Covid-19 pandemic. On the other hand, interviews were conducted with Moroccan university students to investigate the impact of this novel experience on their motivation and achievement. It was also meant to allow them to provide arguments regarding the challenges they faced with distance learning.

Research Procedure

The research procedure adopted in this study differs according to the research instrument used. For instance, the questionnaire was prepared based on the research objectives and questions. It was first sent to colleagues and friends to test its validity and reliability. After that, it was sent to the targeted population (university students). The questionnaires were later analyzed using SPSS, which is a program that allows the transformation of data into statistics, including graphs and tables. As for interviews, they were conducted online with students via WhatsApp Application. The participants' answers were typed and transcribed orthographically to facilitate the task of analysis.

Results

This section is devoted to analyzing the collected data through questionnaires and interviews. The rationale behind combining the findings of the two instruments is to crosscheck data, by describing the statistical results of the questionnaire and using the interview testimonies as evidence. It is also a way to give justifications and explanations for the numerical results.

Respondents' Background Information

Before embarking on the analysis and the interpretation of the gathered data, it is crucial to provide some background information regarding the study participants. To carry out this investigation, the respondents were randomly chosen to reach more reliable and valid data. The first section of the questionnaire consists of three main items. The first item gives information about the gender of the respondents, their educational level, and their place of living, as the figure below demonstrates:

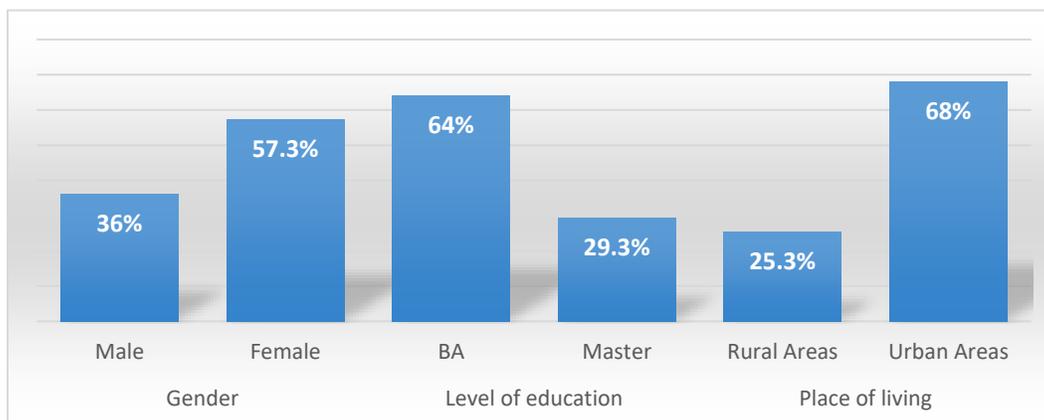


Figure 1. Students' background information

A close analysis of the graph above shows that female respondents outnumber males by 57.3% and 36%, respectively. It is also clear from the figure that most of the participants are BA students coming from different departments (English, Sociology, Arabic, French, etc.) by a number of 64%, while master students formed only 29.3%. Finally, it is evident from the statistical data that 68% of the respondents live in urban areas, whereas a low proportion (25%) originated from rural areas.

Students' Attitudes and Perceptions of Distance Learning

The current section is meant to investigate Moroccan university students' attitudes and views of distance learning and the extent to which they were satisfied with this novel experience during the Covid-19 pandemic. The following figure illustrates clearly whether students took part

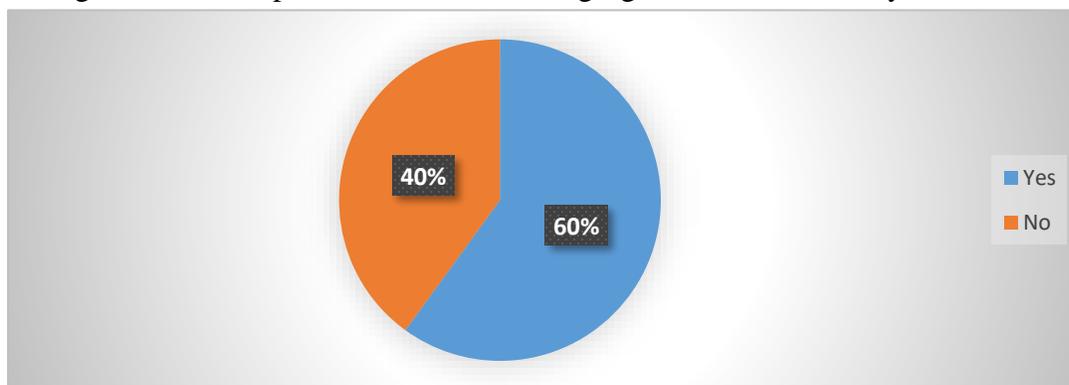


Figure 2. The use of distance learning

A close analysis of the above figure reveals that 60% of the respondents claimed that they participated in distance learning, while only 40% of them didn't take part. Those who responded positively to this digital experience stated that learning online was the only alternative for them to continue their studies and have access to courses and lectures even if they were not satisfied with it. To elaborate on this point, one of the respondents declared: *"I used online learning during the Covid-19 pandemic to try to contact my professors and classmates, but frankly speaking, I did not benefit from anything"*. Similarly, a respondent stated: *"In fact, I tried distance learning at first, but I gave up later because I was completely lost and I understood nothing"*. It seems that although some students attempted to be part of the virtual sphere, they failed to prove their presence as active participants in learning. This explains that most of the students were perplexed

and not well-armed with the necessary skills to deal with such a sudden experience. For others, the case was no longer the same. They argued that their being online was just to contact their friends via WhatsApp or Facebook groups to share with them courses or inform them about the exam schedule. This suggests that being online does not necessarily mean learning; it can be only a way to interact with classmates and speak about common issues. On the other hand, some respondents reported that they didn't participate in distance learning at all due to slow connection and financial issues, especially in rural areas. For example, a respondent said: *"I didn't learn online at all. I tried, but I couldn't. I had problems with internet connection and money all the time"*. It follows that distance learning at university was not a complete success and it was a challenging journey for a huge number of students.

Digital Tools and Applications Used in Distance Learning

The present section is devoted to questioning the types of network connections used by Moroccan university students, the devices they employed, and the different applications they joined to benefit from online learning. To address the first item, respondents were asked: What types of network connections did you use in distance learning? The numerical findings of this question are displayed in the figur3:

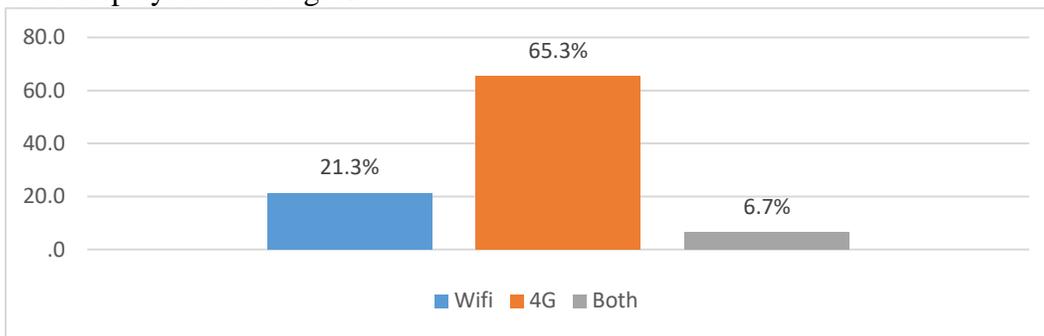


Figure 3. Types of network connection

It is striking from the chart that a large number (65%) of university students used 4G for connection and only 21.3% of them had access to Wi-Fi. This proves that the experience constituted a challenge for students in the sense that they could not connect easily and they had to invest money to recharge their credits. The findings imply that students were not logistically ready to participate in this virtual journey, which made them feel disappointed and unwilling to continue learning.

To have an idea about the different technological tools adopted by university students to benefit from distance learning, they were asked the following question: what types of digital tools

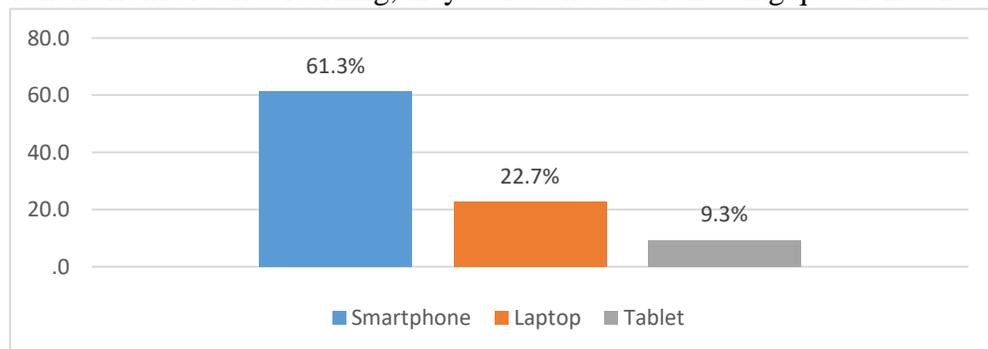


figure4:

Figure 4. The technological devices used by students for distance learning

As the above figure illustrates, 61.3% of the respondents claimed to use their smartphones, 22.7% resorted to laptops, and only 9.3% employed tablets. To elaborate on this point, the majority of students mentioned that they find it very easy to utilize their smartphones since they can carry them out with them anywhere and use them anytime they want. In this respect, a respondent said: *"I was using my smartphone most of the time because it is the only technological tool I had and it was effective"*. In the same context, respondent seven admitted: *"smartphone was good for me; I could access it easily, unlike a laptop, which I don't have"*. As far as those who resorted to laptops are concerned, they argued that they preferred laptops over other tools because they paved the way for them to contact their professors and classmates on a larger screen. They believe that laptops offer unlimited options for learning in comparison with smartphones. To clarify this idea, a male respondent signposted: *"I used my personal computer and it helped me a lot in saving important files and interacting comfortably with my professors"*. Yet, nothing has been said about tablets, which makes us wonder about the factors that drove this low number of students to rely on such devices. Therefore, it is worth mentioning that Moroccan university students were not able to choose one digital tool over another as they worked with whatever was available to them at home.

Furthermore, when inquired about the major digital applications they chose while studying online, students reported very discrepant results, which are distributed as follows:

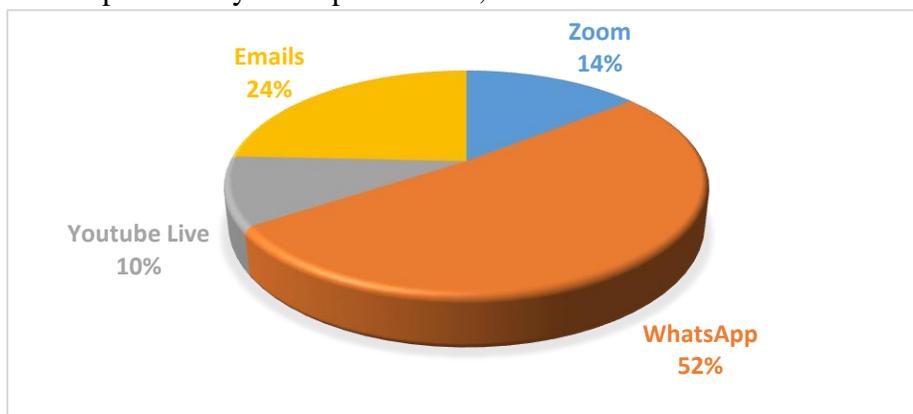


Figure 5. Online platforms used by students in distance learning

A close statistical analysis of the graph reveals that 52% of the respondents stated that they opted for the WhatsApp application to learn online. They assume that it is the most accessible social media platform and it does not require a high-speed network connection. For instance, respondent 3 admitted: *"WhatsApp was the only application I used and I didn't encounter any difficulty with it. It is common among us as digital users and it didn't form a challenge for us. The only problem I had sometimes was that I didn't have enough money to stay connected. So, I used to stay from one three to four days without connection"*. In the same context, respondent 1 indicated: *"I found WhatsApp easy to manage unlike other programs which I know nothing about"*. It is also clear from the figure that 24% of university students focused on emails to communicate with their professors. Interacting via email was their only alternative due to connection issues and the limited lectures delivered online. They opened their emails from time to time to check whether their professors sent them any documents. On the other hand, Zoom and YouTube constituted a low percentage with 14% and 10%, respectively. Zoom was common among some Master students who had the opportunity to meet their professors online

and share thoughts despite the discouraging circumstances. Hence, WhatsApp was heavily adopted by students more than other digital platforms, which entail a quality network connection.

The Impact of Distance Learning on Students' Learning

Concerning the impact of distance learning on students' achievement, a question was devised to determine whether university students benefit from this new digital experience or not. The numerical findings of this question are demonstrated in figure 6.:

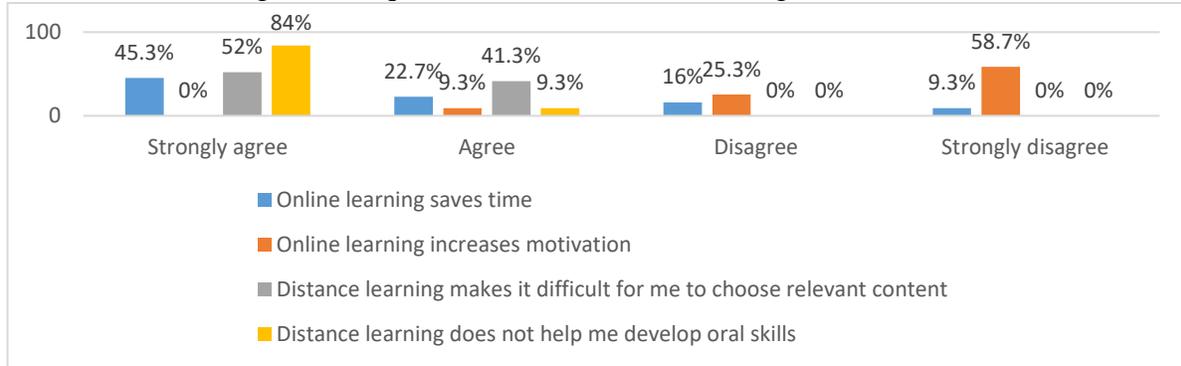


Figure 6. The impact of distance learning on students' learning

The above graph reveals that 84% of the respondents strongly agree that distance learning does not help them develop their oral skills and nobody disagreed with the statement. In most of the online courses during the Covid-19 lockdown, learning was asynchronous and did not facilitate interaction between professors and students. By so doing, students were not provided with opportunities to speak or develop their oral skills. Besides, the figure shows more than half of the respondents strongly disagree with the idea that distance learning increases motivation. To illustrate this point, a female student studying in a rural area admitted: *“I didn't like online learning because I didn't receive correct information and I was not motivated to study. I had to fight alone. At first, I tried, but I later gave it all up”*. The same view was shared by respondent five who stated: *“I didn't like the experience at all; nothing motivated me to study”*. This means that students do not have direct contact with their educators and this leads them to feel frustrated. 52% strongly agree that distance learning makes it difficult for them to choose relevant content and 41.3% agreed. This suggests that students were not qualified enough to distinguish between correct and incorrect input. Finally, the above findings demonstrate that 45.3% of the participants strongly agree that online learning saves time, 22.7% agree, 16% disagree, and only 9.3% strongly disagree.

Challenges Facing Distance Learning Effectiveness

To question the main obstacles and challenges hindering the effectiveness of online distance learning at university, the following question was asked: What are the challenges that you encountered with learning online? The statistical findings disclosed that there exist three basic obstacles, as they are made crystal clear in figure 7. :

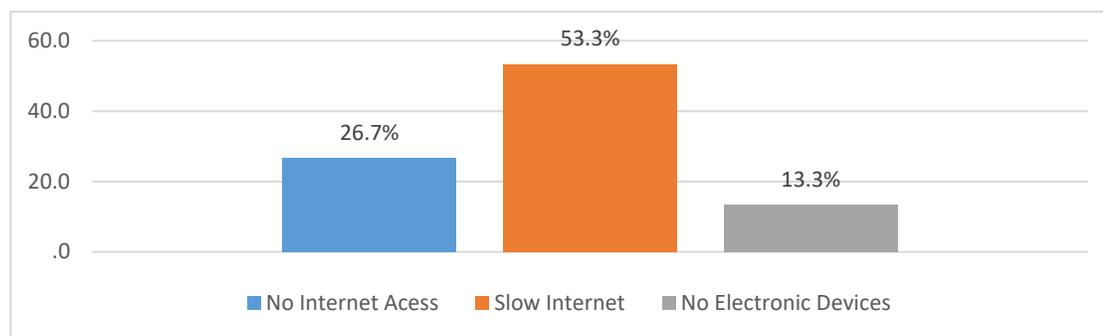


Figure 7. Challenges encountered in distance learning

It is apparent from the statistical data that slow internet formed a tremendous challenge for more than half of the students (53,3%). During the Covid-19 lockdown, they could not connect comfortably and benefit from online applications due to the low speed of their network connection. This made the task harder for them to be informed of the latest updates. The fact that they felt less involved virtually drove them to slacken down and, thus, distance learning was a disappointment. In this case, all they were worried about was communicating with their professors to explain courses to them and enlightening them about what to be included and what to be excluded in the exam. To illustrate this point, respondent four said: *"I tried harder to work harder and speak at least with my classmates, but I had a slow internet connection. What I was worried about the most was the exam. I was lost and didn't know what I should revise and you know what it feels like, especially for a first-year student like me"*. The second challenge facing students online was the lack of internet access, which constituted 26.7%. Those students, especially the ones living in rural areas, could not be part of the virtual community due to financial problems or the absence of network coverage. To make this point more explicit, a female respondent declared: *"I live in a remote area with my little family. I had no access to the internet and no money. I used to feel embarrassed when I asked my father for money. I'm poor"*. In the same vein, respondent 1 stated: *"I was suffering from connection; the place where I live was not covered by the internet. I used to walk miles to find an appropriate place to connect"*. The third challenge that received a low percentage (13.3%) was the unavailability of electronic devices. Therefore, the Moroccan Ministry of National Education is recommended to provide students with the needed digital tools and high network speed to study online.

All in all, the analysis of the findings of both questionnaires and interviews showed that most of the respondents did not have a satisfactory online experience. The sudden outbreak of the covid-19 pandemic put Moroccan students in a perplexing situation due to the lack of digital literacy. Besides, connectivity issues caused a challenge for a huge number of students, as they could not successfully benefit from distance learning. This frustrated them and decreased their interest in online classes.

Discussion

The study results revealed that distance learning was not a beneficial experience for Moroccan university students. They were not well-armed with the necessary skills to deal with this abrupt change in their learning. It was hard for them to put up with distance learning because of their lack of digital knowledge. This led to a motivation decrease and limited participation in online classes. That is, students were not pleased to learn online. Numerical data showed that

many students were not completely satisfied with their virtual experience. Some dated their reluctance to the low speed of network connection, especially in rural areas. Others claimed that they found it hard to self-study and assume entire responsibility for their learning. This explains that they were not technically and psychologically ready to undertake this novel journey. Besides, most of the interviewed respondents considered distance learning as a failure and preferred studying in traditional settings though it was not possible. According to students, the main factors that explain their preference for traditional-based classes over the virtual world stem from the problems experienced in the implementation of distance education, including lack of digital tools mastery as well as the inability to maintain a fruitful interactive learning process. The same point was emphasized by Moroccan teachers. In their study about Moroccan university teachers' attitudes towards distance learning during Covid-19, Rarkane et al. (2021) concluded that the majority of respondents displayed negative views about online teaching. The authors also reported that although many teachers took part in online teaching, most of them faced challenges like logistic and technical barriers. In the same vein, Slimani (2021) investigated the perspectives of Moroccan trainee teachers about distance learning in the wake of the Covid-19 pandemic. He found that almost all respondents had negative attitudes about the experience and thought face-to-face learning is more effective than distance learning.

Concerning the limitations of the study, they can be listed as follows:

- The sampling population was limited to only 100 university students. More studies should be conducted with a huge number of respondents to ensure the generalization of the findings.
- The study was carried out with students who belong to one Moroccan university.
- The study was limited to students' perceptions of distance learning. Further research can be done to investigate Moroccan teachers' attitudes towards the same issue.

Conclusion

The present paper aimed to investigate Moroccan University students' attitudes and perceptions towards the issue of distance learning by taking Sidi Mohamed Ben Abdellah University as a case study. The study revealed that a considerable number of students found their online experience unsatisfactory. The absence of digital literacy and connectivity issues were some of the main challenges reported by the majority of the respondents. The study also showed that students were not psychologically involved in the online learning process due to the health status of the country. It is noteworthy that distance education, in Morocco, is still in its embryonic stage. This painful reality leads us to consider some recommendations. On the one hand, the Moroccan government is expected to create a solid digital ground for both students and teachers to be able to build a meaningful rapport and, thus, contribute to the success of this new experience. For instance, the government should equip students and teachers with the required technological tools with a high-speed network connection. More than that, teachers are in dire need of continuous training and education to acquire basic digital skills to respond to their twenty-first-century demands. Simply put, the Moroccan Ministry of education should consider integrating ICT skills in training centers to improve the quality of the educational system and guarantee education for all.

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