

Student Engagement for Quality Enhancement and Responding to Student Needs in the Moroccan University: The Case of the English Studies Track

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Abstract

The present article aims at providing some empirical evidence on the important role student engagement plays in responding to student needs and in enhancing the quality of the teaching and learning environment in Moroccan universities. Student engagement happens at many levels that correspond to the “principles of good practice in undergraduate education” that were suggested by Chickering and Gamson (1987). This article tries to identify these aspects of student engagement and good practice in the English Studies Track (EST) program from the EST students’ perspective. The data were collected in three Moroccan universities: Abdelmalek Essaadi University in Tetouan, Ibn Tofail University in Kenitra, and Cadi Ayad University in Marrakech. An adapted version of *Student Engagement Questionnaire* (Kember, Leung & McNaught, 2005 in Kember & Leung, 2009) was administered to 883 EST students. The data were submitted to a statistical analysis of frequencies using SPSS. The results of this study show that EST students experience a low level of engagement with their studies and that the EST program lacks some aspects of “good practice” in higher education. This study can help enhance the quality of university programs as it reveals some gaps and negative practices that need to be taken into account in the reform process Moroccan universities are going through. Another implication of this research is that students are aware of their needs and, hence, are able to provide useful feedback that can be used to improve the quality of the teaching and learning environment in Moroccan universities.

Keywords: Moroccan university reform, quality enhancement, student engagement, student needs

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