Students’ Perceptions towards E-Learning as a Method of Instruction during Covid-19 Pandemic in Moroccan Universities

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Abstract
Due to the COVID-19 pandemic, e-learning has become a required component of all educational institutions such as schools, colleges, and universities worldwide. The offline teaching process has been severely disrupted due to this unexpected event. E-learning is a powerful instructional tool that helps pupils achieve their full potential. This paper aims to investigate the E-learning process among semester 6 English department students of Moulay Ismail University in Meknes, Morocco who have experienced online learning as well as the challenges they faced. To find out the students’ perceptions towards e-learning during the COVID-19 pandemic, primary data has been collected from Moulay Ismail University in Meknes, Morocco (semester 6 students of the English department) through a Google forms survey questionnaire. The findings demonstrate that most students are dissatisfied with remote learning and believe it has negatively impacted their academic performance. The results lead us to the realization that a tremendous reform has to be made to the Moroccan educational system.

Keywords: COVID-19, Distance education, face-to-face learning, Online learning, Students’ perceptions

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Introduction

Almost every aspect of life has dramatically changed due to the current circumstances imposed by the rapid emergence of COVID-19. The education sector is one of the areas in Morocco that has seen significant transformations. Moroccan authorities implemented a set of emergency measures after the World Health Organization declared a public health emergency worldwide. Online learning was quickly regarded as a technique for dealing with crises. The Moroccan Ministry of Education eventually switched from on-site teaching/learning to online learning on March 16th, 2020. This move was met with opposition from teachers, students, and parents. Public opinion was divided into those who take a cautious approach to crises and, understandably, appear to appreciate the decision, thanks to its advantages to its users in the development of online learning. For instance, students or even teachers did not need to travel to attend classes, which was cost-effective. It also provides students with a sense of comfort and improved time management, and several other benefits were discussed later. Those who believed that the transition from face-to-face to remote instruction was an overreaction by the authorities thought that online learning was putting students' academic progress at risk. Soon after the strategy was implemented, it became evident that neither the students nor the teachers could properly construct the learning and teaching process.

Similarly, several pupils indicated a need for more familiarity with ICT tools in addition to many other obstacles. Students need to be more motivated by factors such as a lack of essential devices, poor internet connection quality, and a lack of personal engagement with instructors and colleagues. Furthermore, despite the existence of Facebook groups, information or announcements are distributed to only some students. In this regard, the current study describes the theories, types of online learning, and their uses as a way of learning from students' perspectives. Thus, this paper aims to explore students’ perceptions towards E-learning as a means of education during the COVID-19 pandemic and its effects on students’ performance and motivation. In addition, this study focuses on the advantages offered and the challenges students face while using this innovative teaching method. Furthermore, this research aims to uncover the potential effect of distance education on the learner's effective filter.

This study makes a significant contribution in terms of research on online learning as a teaching method. The descriptive findings of this study will be helpful for both teachers and students; thanks to it, they will be more aware of the challenges faced during this period and hopefully will contribute to overcoming these obstacles.

To get a deeper understanding of students’ perceptions toward online learning, five significant goals can serve as a propeller of this study:

- To test students’ perceptions towards the use of e-learning
- To set the challenges faced when being involved in distance education
- To provide practical implications and recommendations on how to make distance learning effective.

The following research questions are addressed to achieve the study's previously stated objectives and understand better the efficiency or non-efficiency of distance learning.

a- What are the perceptions of students towards the use of e-learning?

b- How can e-learning be a valuable teaching and learning method to improve the Moroccan educational system?
Literature Review

Starting with the Covid-19 issue that erupted at the start of 2020, educational policies adopted many trajectories in the Moroccan context to address that unanticipatedly unfortunate circumstance. The importance of education has been recognized worldwide, and it is now distinguished by ways to make it affordable for everyone as well as by quick and efficient approaches to satisfy learning goals. The initial response to such conditions was to accept online education as the only replacement for traditional classroom instruction. Distance education was put into place by stakeholders in Moroccan higher education. Distance education is reflected in the integration of TV and radio channels for university students who cannot access the network and who reside in remote regions (Jamiai, 2021; Laachir, 2022; Mounjid, El Hilali, Amrani & Moubtassime, 2021).

According to Laachir, 2022, El Hilali, and Moubtassime, 2021, online learning using institutional platforms and other learning apps is the second type of education that has been deployed. Numerous voices supported or opposed these novel teaching and learning approaches between these two distinct categories, particularly among university professors and their students. This approach aims to determine whether the new methodology is suitable for students’ learning and whether students regard online classes as a legitimate replacement for in-person instruction. The development of e-learning in the field of education generally and during the Covid-19 outbreak, particularly, in Morocco, has captured the attention of academics and the general public. Since academics’ opinions on the validity and quality of online learning vary, the efficacy and quality of this kind of education is likewise a contentious topic. Research conducted during the Covid-19 conflict in Morocco heavily weighs the use of technology in higher education.

To give a better understanding of e-learning as a newly adopted concept during the COVID-19 pandemic, it is essential to define some fundamental concepts of this topic by providing a quick overview of the background and history of the term and some of its advantages and disadvantages.

Definition of E-learning

E-learning is one of the central and most difficult concepts to define as it constantly evolves, which makes it hard to come up with a single definition that researchers and scientists would agree on. Different authors and experts define e-learning differently. For instance, Simonson and Seepersaud (2009) define distance learning as Institution-based, formal education where the learning group is separated, and where interactive telecommunication systems are used to connect learners’ resources and instructors. A different view Simonson and Seepersaud characterized the definition of distance education by four components: institutionally based, separation of teacher and student, interactive telecommunications, and sharing of data voice and video (learning experiences) Garrison and Shale (1987) who offered only the following three criteria they regarded as essential for characterizing the distance education process which is: the communication occurs non-contiguously, that communication should be in two ways between teachers and students to have an effective distance learning, that e-learning uses technology to mediate the necessary two-way communication. Kaplan-Leiserson (2000) argued that online learning covers a broad set of applications and processes, such as Web-based learning, computer-based learning, virtual classrooms, and digital collaboration. It includes delivering content via the internet, intranet/extranet (LAN/WAN), audio and videotape, satellite broadcast, interactive TV, and CD-ROM. Another one by Marquès (2006), “E-learning is distance education through remote
resources” (p. 148).

The term "learning" was proposed by Elliot Masie at the 1999 TechLearn conference. This is the term's first use in a professional environment (Gutiérrez, 2014). However, the use of computers and other digital tools is older than about thirty years. In the mid-1960s, Stanford University psychology professors tried to use computers and teletypewriters to teach arithmetic and spelling to elementary school students (Jamison, 1979). In addition, in 1960, e-learning began to play an essential role at the University of Illinois. The university created an intranet for students to access course materials and listen to recorded lectures through a linked computer terminal system (Argawal & Pandey, 2013). By the mid-1980s, many university libraries followed suit, allowing students to access course content from the library terminal. The Electronic University Network provides the first batch of online courses that can be used on DOS and Commodore 64 computers. To access these courses, students must use proprietary software and telephones to communicate. With the emergence and popularization of the internet, thanks to local Internet service providers, online education has taken root not only in the United States but also in Europe.

In addition to schools, the company also invests heavily in developing technologies to improve e-learning methods. For example, in 1993, Cisco promoted a project to design practical and cost-effective networks for schools (Stanford-Smith & Kidd, 2000). This initiative led to the creation of the Cisco Networking Academy Program, which currently has more than 400,000 students in high schools, colleges and universities, and community organizations. Since the 1990s, online learning has continued to grow around the world. In the United States, from the fall of 2016 to the fall of 2017, the number of students who took at least some online courses increased by more than 350,000, an increase of 5.7% (Lederman, Evans 2018). In addition, according to Trines (2018), education trends in sub-Saharan Africa and South Asia show that despite technological barriers, online education is becoming more popular in these regions.

**Types of E-learning**

The conceptual framework and some theories of e-learning are discussed to provide a better understanding of e-learning, including distance learning. The purpose of the distance learning program is that online learning is an integral part of distance learning. With the general answer to the question 'what is e-learning', education scientists have identified different types and models of e-learning under categories such as learning styles, delivery methods and technologies, and educational tools used. Here are the types of e-learning currently in use.

**Computer-Managed Learning**

Computer-managed Learning (CML) can be defined as the systematic control of computer instructions. It is characterized by extensive testing, diagnostics, prescribing training and record keeping (Hofmeister, 1982, p. 45).

In a computer-managed learning environment, instructors use computers to provide learning goals and assess student learning outcomes (Day & Payne, 1987). Computer-driven learning systems can perform several functions, including creating tests, analyzing test results, and keeping records of learner progress (Sly & Rennie, 1999). The grading parameters used by these systems allow the learning process to be tailored to individual student preferences. Academies also use CML systems to store and retrieve educational aids and tools, such as conference information, training materials, and program information (Curie & Courduff, 2015).
Computer-Assisted Instruction

Computer-assisted instruction (CAI) is also referred to as computer-assisted learning, and it is not to be confused with CML since CML uses computers in teaching solely. In contrast, CAI is a type of online learning that uses computers along with traditional teaching. This method includes various activities, including drill and practice, tutoring and simulation activities (Cotton, 1991). These activities can be done alone or in addition to traditional teacher-led instruction. According to Tamm and Sander (2019), most online and traditional schools, today use different CAI methods to facilitate student skills development. Tamm further explains that the main value of CAI is interactivity, as it allows students to become more active in the learning process.

Synchronous E-learning

Synchronous e-learning happens in real-time. It consists of students and instructors interacting in a specific virtual place at a set time during which instructors usually take attendance, the same as they would during a regular face-to-face class. Due to instant feedback and interaction with peers and tutors, students actively perceive synchronized interactions online, increasing their participation in the online learning environment (Francescucci, Rohani, 2019). In a comparative study of asynchronous and synchronous online learning, Hrastinski (2008) believes that asynchronous online learning helps think through complex tasks without time limits, while synchronous online learning can stimulate participants to interact and participate in group activities with their peers.

Asynchronous E-learning

Asynchronous learning is usually applied to teacher-student interactions that occur in different places or at different times rather than an online learning experience that does not involve teachers, colleagues or peers. It is the most widely used method in online education (Parsad & Lewis, 2008) because students are open to time and can respond anytime and anywhere. The opportunity to delay the response allows them to use their advanced learning skills because they can think about the problem for a long time and can develop divergent thinking. A constructed response replaces the spontaneity of expression. Therefore, the asynchronous space leads to autonomous, independent, student-centred learning (Murphy, Rodríguez-Manzanares, & Barbour, 2011).

Theories on E-learning

Theoretical considerations are crucial in the study of distance education because they directly impact the field’s practice. Theoretical frameworks for online education have always come from outside the United States. However, in the United States, the area of e-learning has recently grown to the point where indigenous definitions and theories have begun to develop. Keegan categorized theories of distance education into three classes in his book “The Foundations of Distance Education (1986)”: theories of independence and autonomy, theories of industrialization of teaching, and theories of interaction and communication.

Theories of Independence and Autonomy

According to Wedemeyer, Adelberg and McLanahan (1981), greater student accountability, widely available education, a compelling mix of media and methods, flexibility to individual differences, and a wide variety of start, stop and learn periods are all crucial features of
independent learning. He set a distance education system that includes some characteristics that emphasize learner independence and the adoption of technology as a way of implementing it. For instance: Place greater responsibility for learning on the student to offer them wider choices (more opportunities) in courses, formats, and methodologies; use, as appropriate, all the teaching media and methods proven effective; preserve and enhance opportunities for adaptation to individual differences, permit students to start, stop, and learn at their own pace.

Theories of Industrialization of Teaching

Keegan’s (2013) work on a theory of industrialization in the 1960s reflects the attempt to view the field of distance education as an industrialized form of teaching and learning. To explain the theory of industrialization, Peter created new categories of terminology coming from the same field of industries and related them to distance education. For example, Rationalization, division of labour, mechanization, assembly line, mass production, preparatory work, planning, organization, change of function, formalization, change of function, etc. Industry terms with educational definitions.

Theories of Interaction and Communication

The third theory, which integrates theories of interaction and communication, was formulated by Holmberg (1990)—outlining this notation of conversation in his book Status and trends and distance education. Holmberg stated, “A kind of conversation in the form of two–way traffic occurs through the written and telephone interaction between the students and the tutors and others belonging to the supporting organization” (p.30). Another saying to elaborate further on his concept of Guided Didactic Conversation,

My theory of distance education as a method of guided didactic conversation implies that the character of good distance education resembles that of guided conversations aiming at learning and that presence of the typical traits of such conversation facilitates learning.(p.25)

This means that distance teaching and learning play an important role in replacing face-to-face classes as a new teaching and learning method and a solution to the issue caused by the COVID-19 outbreak using different technology tools to keep the continuity of students’ schooling.

Benefits of E-learning

The adoption of E-learning in education offers multiple advantages and benefits, particularly for higher educational institutions. E-learning is regarded as one of the most significant ways of education due to its numerous advantages and benefits. Several studies and authors have discussed the advantages and benefits of incorporating e-learning tools into schools.

Safety is the most important reason to apply distance learning in Moroccan universities during Covid19. E-learning allows us to resume studies from home in a safe and calm environment without needing to attend classes.

Distance learning has given not only students safety but also time and freedom. According to Smedley (2010), every student has the option of choosing the location and time that is most convenient for him or her similar view; objectives can be accomplished in the shortest time with the least amount of effort. E-learning helps to remove barriers to involvement, such as the fear of speaking with other students. Students are encouraged to communicate with one another through e-learning, as well as to exchange and respect diverse points of view. In addition to all these
advantages, distance learning occurs at a lower cost. For instance, Zhang et al. (2006) stressed that e-learning permits the exploration of flexible learning ways with a much-reduced need for travel to attend classes.

Finally, the last advantage that would be mentioned, according to Codone (2001), is that self-pacing is possible with e-Learning. The online method, for example, allows each student to study at his or her own pace and speed, whether slow or fast. As a result, it boosts happiness while lowering stress.

Disadvantages/ Challenges of E-learning

Despite the benefits of e-learning in education, it also has certain disadvantages. Studies support that e-learning possesses some drawbacks. For instance, according to (Somayeh et al., 2016), the most significant disadvantage of using e-learning is the need for more important personal connections, not just between students and teachers, but also among colleagues.

Moreover, developing countries confront some problems when it comes to implementing e-learning, including a lack of internet access, a lack of expertise about how to use information and communication technology, and poor content development (Aung, Khaing, 2015). Many instructors, particularly at the higher education level in developing nations, still need to familiarize themselves with the provision of content such as video and advanced applications.

Finally, researchers such as Klein and Ware (2003) have argued that not all fields or disciplines can employ the e-learning method in education. For instance, the purely scientific fields that include practical cannot be studied adequately through e-learning.

Method

There are, in fact, two basic research methods to this paper, viz. quantitative methods and qualitative methods. The former involves generating data quantitatively and can perform rigorous quantitative analysis formally and rigorously. The latter “is concerned with subjective assessment of attitudes, opinions, and behaviour. Research in such a situation is a function of the researcher’s insights and impressions” (Kothari, 2004, p. 120). Qualitative and quantitative methods were used to find answers to research questions and verify research hypotheses.

Research Instruments

For this research, an online survey questionnaire was used. It is one of the best tools for collecting data since it ensures quick access to a large group of people and opinions quickly. According to Munn and Eric (1990), “questionnaires are a popular way of gathering information, and it is easy to understand why. In large-scale surveys, questionnaires are by far the cheapest way of gathering information from hundreds or thousands of people” (p. 23). Moreover, according to Kothari (2004), a questionnaire mainly consists of the following:

- a number of questions printed or typed in a definite order on a form or set of forms. The questionnaire is mailed to respondents who are expected to read and understand the questions and write down their replies in the space meant for the purpose of the questionnaire itself. The respondents have to answer the questions on their own. (p. 100)

Since this paper mainly aims to investigate university students’ perceptions, a survey questionnaire was administered to the S6 students of the English department of Moulay Ismail University in Meknes, Morocco, including not only close-ended questions but also open and closed-ended questions that should allow students to express their opinions more freely. This should eventually
support the statistical data with justifications. The questionnaire includes many multiple-choice questions since it provides a fixed list of answer options and gives structured survey responses.

To analyze the quantitative data collected from the survey questionnaire, Microsoft Office Excel will be used to present the participants’ answers and opinions. It will also be used to generate graphs and help with data analysis.

**Participants**

The target population of this study is the S6 students of the English Studies Department of Moulay Ismail University in Meknes, Morocco. The study was conducted during the second semester (from June 1st to July 2nd 2022). The participants were consulted through a virtual learning Facebook community called "The English Department of Moulay Ismail University. For the sake of reliability and subjectivity, the sampling technique used is random sampling. This population consists of 44 students, 29 of whom are females and 15 males. As for their age group, 34 of them belong to the “20-24” age group, and the other 10 belong to the “25-30” age group.

Quantitative methods are mainly used to investigate the degree of students’ satisfaction with distance education. Quantitative methods will allow researchers to obtain statistical results in digital form, which can draw generalized conclusions. On the other hand, qualitative methods have also been used to compensate for the weaknesses of quantitative investigations, giving reasons behind the answers given by participants.

It is critical to offer information about the study's target population before embarking on analyzing and interpreting the graphs that match the research questions and objectives. The participants in this study were picked randomly to increase the study's validity and credibility. The graph below (figure one) shows the background information of the students who responded to the questionnaire. It shows three characteristics of the participants, namely their gender, level, and age.

Figure one revealed a considerable gap between the two genders as the participants comprised 28 females, who comprise 63.6% of the population, whereas 16 males form 36.4% of the population.

![Figure 1. Distribution frequencies of gender](image-url)
Age-wise (figure two below), 77.3% of the population belongs to the “20-24” age group, while the remaining 22.7% belongs to the “25-30” age group.

Results

Students’ Preferences on Learning Methods

The present section attempts to investigate the students' preferences regarding learning methods, namely on-campus learning versus online one. Figure three shows the drastic difference between those who are learning more in an on-site context in contrast to online learning. Those who prefer on-campus learning comprise 77.3% of the population, and the rest comprise roughly 22.7% of the participants.

Importance of On-site Learning for Practical Learning

Most students think face-to-face learning is essential for practical learning, while the rest are either unsure whether it is crucial or do not think it is necessary. As figure four demonstrates,
around 73% of the participants believe that on-campus learning is vital for practical learning, while 13.6% think that practical learning does not necessitate physical classes, and the remaining (13%) needed clarification.

![Figure 4: E-learning importance for the students](image)

![Figure 5: students’ willingness to opt for e-learning if it were not for the pandemic](image)

Figure five above represents the students’ willingness to opt for e-learning if it were not for the pandemic. A marked tendency to be against distance learning is evident in the distribution of the student’s answers, as 63.6% would not choose e-learning as a method of learning if it were an option, while 36.4% would gladly take online classes; however, the situation would be.

**Advantages and Disadvantages of E-learning**

**Advantages**

The most frequent advantages of e-learning chosen by respondents were the time efficiency (59.1%), followed by the fact that e-learning is cost-efficient (43.2%), self-paced (36.4%), and
customizable learning environment (34.1%).

Table 1. The most frequent advantages of e-learning

<table>
<thead>
<tr>
<th>Advantages</th>
<th>e-learning is time-efficient</th>
<th>e-learning is affordable for students</th>
<th>e-learning is self-paced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>59.1%</td>
<td>43.2%</td>
<td>36.4%</td>
</tr>
</tbody>
</table>

Disadvantages

The majority of respondents chose the lack of motivation and engagement as the main drawback of e-learning (59.1%), and the lack of physical interaction with instructors as the second most frequent challenge (56.8%), in addition to low-quality internet (36.4%), and lack of required devices (15.9%), whereas (18.2%) did not face any challenges in e-learning.

Table 2. The most disadvantages of e-learning

<table>
<thead>
<tr>
<th>Disadvantages</th>
<th>Lack of Motivation</th>
<th>Lack of physical interaction with instructors</th>
<th>Low-quality internet</th>
<th>Lack of required devices</th>
<th>no disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>59.1%</td>
<td>56.8%</td>
<td>36.4%</td>
<td>15.9%</td>
<td>18.2%</td>
</tr>
</tbody>
</table>

Most Preferable Applications Used by Students

According to the table below (table three), the most desirable applications used by students are the following, respectively: Google classroom (54.5%), Zoom (52.3%), and WhatsApp (25%).

Table 3. The most desirable applications used by students

<table>
<thead>
<tr>
<th>Applications</th>
<th>Google Classroom</th>
<th>Zoom</th>
<th>WhatsApp</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>54.5%</td>
<td>52.3%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Qualitative Data

The qualitative part of this research explores whether students think the Moroccan educational system is ready for e-learning as a permanent tool of education. The research question primarily guides this portion, "considering the structure of the Moroccan educational system, was e-learning beneficial for students?". This section was mainly added to allow the participants to express their opinion freely. Here are some of the most interesting answers we received from participants who believed that the Moroccan educational system was ready for e-learning as a means of learning.

"I think that e-learning made students more tech-savvy, in a sense that they started to make themselves familiar with the standard e-learning eco-system and other applications”.

E-learning was beneficial for students. Especially students who are used to working by themselves and organizing their time” As for the students who were not so supportive, these are some of their answers:

"I think e-learning in Morocco still has not reached students' expectations due to the poor platforms used for the application of remote learning and the lack of facilities and technological tools for students, which make the accessibility to courses sometimes hard to reach’’.
“Our experience with E-learning in the covid 19 era was not so successful due to the professors' lack of organization and responsibility, too much material, and there is no responsibility taken when it comes to the timetables”.

Based on the findings obtained from the current paper, it is evident that most participants express their readiness and willingness to continue their education through different online forms as the only option left by the COVID-19 pandemic. Despite all the challenges and obstacles they face while taking online courses, they have shown excellent educational performance.

**Discussion**

In a nutshell, this research aimed first to provide an overview of the critical concept and determine the extent to which s6 English department students of Moulay Ismail university were satisfied with distance learning. In addition, the study attempted to quantify and qualify the reasons behind these attitudes.

The data analysis findings revealed that the majority of s6 English department students of Moulay Ismail University are dissatisfied with their distance learning experience during the COVID-19 epidemic. In another way, an estimated 77.3% of participants prefer on-site education for various reasons. According to respondents, the primary reasons for choosing on-site education include a lack of physical interaction with instructors, similar to Somayeh et al. (2016). People who adopt this thinking may think they would be more productive while interacting with professors. It would help them to organize their thoughts, reflect on their understanding, and find gaps in their reasoning. In addition to that lack of motivation, people may get bored with the same routine every day, and they rise to laziness as they have to stay all day in bed. Another obstacle is the low quality of the internet. In Morocco, for example, many rural areas still need WIFI in their place, the network access is very weak, and it would be costly to pay for it every day.

Moreover, students and teachers also need help in dealing with ICT tools. This could be due to the lack of unfamiliarity while using it. There are no courses to develop computer and ICT tools skills, and courses are not given the same importance as other courses at school, such as French and Maths. For instance, the researchers suggest starting teaching such subjects from a very young age (primary school an example) for students to get familiar with them. Finally, the last challenge suggested by students was the need for more devices. As it is known, not everyone can buy a phone or a laptop, and people are struggling to fulfil basic needs such as food and clothes. Many parents do not consider studies a priority for their children and would not bother to buy them new devices to learn.

Having such obstacles cannot nullify the advantages that e-learning has. Similar to Smedley (2010) and Raba (2005), about 56% of participants agreed that online learning is time and cost-efficient. Many students may not have to travel to attend classes. In the case of Moulay Ismail university students, many students come from Azrou, Errachidia, Guelmima... and have to rent a house to stay close to the university, while others coming from Fez, Boufekrane have to wake up early to take the bus or the train to be able to attend on time. Sometimes there is even difficulty in finding transportation. Unlikely, Bates (2001) thinks that changing to a new learning method is costly and time-consuming. We may attribute the opposition in opinion to time. Bates' perspective is on 2001 while we were in 2021. One last advantage that will be discussed is that distance learning offers students an opportunity to be self-paced. In other words, students can choose which course to follow and with which professor; in addition to choosing the time they find suitable, they can organize their schedules based on their program. Many students have argued
that they have adopted some self-confidence. In on-site learning, they could not participate in class nor interact with professors due to negative feedback from colleagues and instructors.

Moreover, the study aims to give insight into students' preferred applications. According to the quantitative data, most students prefer Google Classroom and zoom because of the facilities for using such applications in addition to the unrestricted use and the uncomplicated access. The study also demonstrates that almost 75% of participants agree on the necessity of on-site education for practical learning. Perhaps many students learn more efficiently by actually "doing" activities. For instance, such subjects as oral communication certainly need face-to-face learning as students would learn more about non-verbal communication and pay attention to appearances, gestures and facial expressions.

Limitations of the study
This research has several restrictions. The restricted number of participants who were interviewed in the first drawback. Additionally, although 44 students completed the questionnaire, the number of respondents needs to be increased. We cannot argue that 44 replies adequately reflect students from various Moroccan universities. As a result, it is impossible to generalize the study's findings. Second, since perceptions towards technology integration are a complicated phenomenon, it has to be researched more thoroughly and credibly. For instance, it is possible to comprehend better students' worries about learning a foreign language by spending much time monitoring them as they participate in a real or virtual language classroom. Unfortunately, this was impossible owing to several limitations, including the limited time we had. Finally, future research can make use of the methodology and findings of the study to compensate for all the weaknesses of this research.

Conclusion
In conclusion, as mentioned earlier, this paper aims to discover students' perceptions towards e-learning during the COVID-19 crisis and uncover the main challenges students face while taking their courses. The contours of the education system are changing in response to efforts to prevent the spread of the new coronavirus, with online education becoming the dominant mode of instruction. Universities and institutions are turning to online platforms to keep up with the curriculum. This study attempted to discover students' perspectives toward online learning during the pandemic period, specifically s6 English department students of Moulay Ismail University. To figure this out, the research starts by giving an overview of the central concept (online learning), its definition and history, and presenting its types and theories. The study clarifies the main advantages as well as the main obstacles and challenges faced by students during the use of this tool of learning. A mixed research method (qualitative and quantitative) was conducted to collect data from participants and give a glimpse of the situation of Moroccan universities by choosing s6 English department students as the sample population. We used questionnaires as a research instrument. The findings reveal that the main obstacles faced by students are related to technical, academic, and communication challenges. These challenges contributed to students showing a negative view of their experience with distance learning and their dissatisfaction with this method of education.
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Students’ Perceptions towards E-Learning

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