Towards a Successful Implementation of Online Learning in Algerian Higher Education: Readiness and Satisfaction as Key Tenets

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Abstract

The widespread pandemic (the Coronavirus) forced educators worldwide to change their instructional methods away from the conventional modalities, which requires a switch from the well-established face-to-face modality to an online one. To this end, the purpose of this study is twofold: to discover what attitudes actors in the pedagogical sector hold towards the underlying dimensions of readiness and satisfaction, and to pinpoint the fruitful roadmap implementation of the new online learning protocols. By exploring the readiness of students and the satisfaction of teachers, a holistic understanding of the factors that contribute to successful online education emerges. The findings of this research will offer valuable insights for educators, policymakers, and stakeholders, helping to shape a more effective and equitable educational system for the future. To undertake this study, the researcher has opted for mixed-method research that manifests in interviews with teachers and academics and a questionnaire with students at Saida University (in Algeria). The obtained results showed that the study participants demonstrated positive attitudes and significant levels of readiness, willingness, and salient satisfaction toward online learning. Furthermore, this worthy transition is a golden opportunity to ingrain in the minds of practitioners that strategic decision-making, critical thinking, adaptability, and resilience are among the fundamental tenets that obviously determine the nature and future of a new online learning era.

Keywords: Adaptability, Algerian Higher Education, online learning, readiness, satisfaction, strategic decision-making

ملخص

أجبر الوباء المنتشر (فيروس كورونا) المعلمين في جميع أنحاء العالم على تغيير أساليب التدريس الخاصة بهم بعيدًا عن الأساليب التقليدية، الأمر الذي يتطلب التحول من الطريقة الراسخة وجهاً لوجه إلى الطريق الإنترنت. وتحقيقًا لهذه الغاية، فإن الغرض من هذه الدراسة ذو شقين: اكتشاف مواقف الجهات الفاعلة في القطاع التربوي حول مدى الاستعداد والرضا اللذي يحملونه و من ثم رسم خريطة طريق مثمرة لتطبيق امثل لبروتوكولات التعلم الجديدة عبر الإنترنت. لإجراء هذه الدراسة، اختار الباحث منهج البحث الممزج الذي يتجلى في المقابلات مع المعلمين والأكاديميين، واستبيان مع طلاب جامعة سعيدة (في الجزائر). وأظهرت النتائج التي تم الحصول عليها أن المشاركين في الدراسة أبدوا مواقف إيجابية وكذلك مستويات من الرضا و الرغبة لواضحة ا تجاه التعلم الإلكتروني. علاوة على ذلك، يعد هذا التحول الجدير فرصة ذهبية لترسيخ في أذهان الممارسين أن اتخاذ القرار الاستراتيجي والتفكير النقدي الإبداعي والقدرة على التكيف والمرونة هي من بين المبادئ الأساسية التي تحدد بوضوح طبيعة ومستقبل عصر التعلم الجديد عبر الإنترنت.

الكلمات المفتاحية: التعلم عن بعد، الاستعداد، الرضا، اتخاذ القرار الاستراتيجي، التعليم العالي في الجزائر

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Introduction

The enormous changes the internet has brought about in almost every aspect of our lives have made online learning possible. Consequently, there is a current surge in interest in the use of online learning to improve and increase student learning outcomes among researchers and teaching personnel. Furthermore, students are becoming increasingly interested in online education from all over the world and from various backgrounds. Teachers now understand how important it is to have reliable and creative teaching and learning strategies because of these changes that affect the education industry and the stress of abruptly abandoning traditional in-person instruction. Thus, a critical factor in predicting the effectiveness of online programs, courses, technology choices, and course design is students' readiness aligned with teachers' satisfaction. This can also help create a smooth transition to the new online learning era. Understanding both students' readiness for online learning and teachers' satisfaction with this mode of instruction is essential.

As educational institutions worldwide transition from traditional classrooms to digital platforms, assessing students' preparedness and attitudes for this shift becomes increasingly important. Factors such as technological proficiency, self-discipline, intrinsic motivation, and individual learning preferences play crucial roles in determining how effectively students can adapt to and engage with online education.

This study's main goals are to investigate the variables affecting students' preparedness for online learning and gauge teachers' contentment with this mode of instruction. The study also intends to emphasize the key maxims that contribute to the implementation of successful online learning.

The following are the main research questions that are put up to meet the research objectives:

- What attitudes do teachers and students exhibit towards online learning?
- How can we maximize the successful implementation of online learning?

To answer these research questions, the study will gauge teachers' satisfaction with online teaching performance, analyze students' self-management, self-engagement and comfort in an online learning environment, and pinpoint the most important lessons learned to implement e-learning successfully.

Literature Review

The Educational Enterprise

The phrase "educational enterprise" refers to both the initiative that drives a new endeavor and all of the efforts performed to enhance education in a creative and businesslike manner. There are compelling arguments to support this view, given that we live in a time where the number of learners appears to be increasing in ratio to the number of teachers. With e-learning, however, there seems to be an opportunity to restructure delivery and support, ostensibly without sacrificing learning quality. Opportunities for an educational organization to innovate through e-learning abound and are a primary motivation for participation in the practice. E-learning provides a diverse range of opportunities. It offers numerous opportunities for such innovation. It influences teaching and learning approaches by increasing student flexibility, which can reflect a change from teacher-centered to learner-centered learning.

According to Belhamissi and Tlemsani (2023), it ensures the continuation of the educational process in all circumstances, even the most extraordinary ones, it has become increasingly necessary in light of the challenges and bottlenecks that most education systems face, particularly in recent times. As a result, it is a viable alternative to traditional education. The scientific and knowledge level of any nation is a criterion by which the progress of other nations and the advancement of societies is measured, provided that it makes knowledge and information easier for teachers and students to access to increase the development and prosperity of societies.

E-Learning in the Algerian Context

There is no one definition for online learning. It can be characterized as "web-based instruction," "e-learning," or "distance learning," among other terms. Dhawan has described it (2020) as learning experiences in synchronous or asynchronous contexts utilizing various internet-connected devices, such as laptops and mobile phones. In a similar line, several academics define online learning as any of the following: education that can be done from any location using a computer that is linked to a network (Walther & D'addario, 2001): computer-mediated learning, blended learning, open learning, web-based learning, and mediated learning. Internet-based education, or e-learning, according to Anderson (2004) is a catch-all term for learning that occurs over distances and incorporates websites into university curricula. These websites offer study materials, podcasts that students can listen to whenever they choose, email and discussion boards for in-depth communication, and the ability to submit and resubmit assignments.

Algeria believes that e-learning adoption is essential to the nation's progress. There is widespread consensus that the emergence of this new technology and society's subsequent revival in many areas may be somewhat attributed to it. Policymakers and decision-makers have come to understand the vital role that e-learning plays in the advancement of social, economic, and educational sectors. From their perspective, e-learning is an essential element of the significant task of teaching the next generations and establishing a knowledge-driven economy that enables the nation to stay up to date with the demands of the modern and future worlds.

Unfortunately, Algerian universities' preparations for this new online educational mode were neither especially quick nor effective; Zermane and Aitouche (2020) address this issue, saying that if its content lists the benefits we have lost as a result of the nation's current state of digitalization, then we have gained nothing. To try to capitalize on this crisis, it also identifies the areas and workshops that must be opened as soon as possible. By doing this, we can quickly strengthen our digital weaknesses and advance this sector, which will have a positive impact on the nation's overall situation and help us prepare for the future (p.162).

The crucial point to consider is that e-learning implementation is still in its infancy, or, to put it another way, much behind industrialized nations' accomplishments in the same field. Moreover, research by Lassassi et al. (2020) found that the following issues occurred in Algerian universities' context: Due to their inexperience with this new style of instruction and their lack of training, instructors' use of equipment is insufficient for their success. There is a glaring lack of technological know-how, competent staff, and sufficient equipment, as well as a dearth of technical support, scant follow-up from the service provider, equipment failures at numerous universities, and poor internet quality that many users encounter.

Online Learning Readiness

Warner et al. (1998) introduced the idea of their students' readiness for online learning, which can be divided into three main categories: student ability in self-directed learning, student preference for learning mode, and student skills and trust regarding the use of technology such as computers, the internet, and digital communication. The theoretical perspectives of students' preparation have given rise to four general concepts, which are online student properties, time management, technical skills, and internet-based communication capabilities.

From another parameter, Self-regulated learning, self-directed learning, locus of control, and academic self-efficacy are the four main elements of online student characteristics, according to Martin et al. (2020). Additional research backs up this assertion. In the same line of thought, the degree of self-directed learning or learner control obtained via self-discipline boosts a student's likelihood of success in online learning. The demand for communication and self-direction among learners is conducive to their performance in the online learning environment (McVay, 2001). Online learners with the locus of control also often demonstrate high levels of self-motivation and self-direction. To succeed in an online learning context, learners need to take control in planning their learning pace (Chizmar &Walbert, 1999). Furthermore, studies show that students' internal academic self-efficacy influences how prepared they are for online learning. Moreover, academic self-efficacy is linked to performance, tenacity, and motivation.

Researchers such as Allen and Seaman (2017) have shown a connection between students' capacity to acquire self-management abilities and their preparedness for online learning. Online learning can involve asynchronous as well as synchronous learning. It might be challenging to maintain self-discipline when studying asynchronously since it requires keeping up with classes, completing assignments on time, and actively engaging in discussions. More self-management and engagement enhance learners' ability to manage their time and refers to how actively learners take action to get involved in language learning activities (Zhang, 2023). Students therefore require exceptional time management skills to function in an online environment.

Numerous research indicate that one factor influencing students' preparedness for online communication skills is their degree of familiarity with online learning (Martin et al., 2020). Convenience in online learning, in the opinion of many academics, is the student's readiness to interact and establish a connection with peers and the instructor in an online environment—for example, through forum conversation, email, or discussion boards. Furthermore, a second study found that when there are stronger interactions during online training, students are more likely to achieve their individual learning needs (Kaymak & Horzum, 2013). Because of this, a crucial aspect of online learning is students' desire to engage in online conversations, which is correlated with the preparedness level. The ability to recognize and utilize digital information and technological tools (such as computer and internet abilities) is referred to as "technical competencies" (TC). In the context of online learning, prior research like that of Cho and Shen (2013) has shown the significance of technological skills and the close relationship they have with course satisfaction. Furthermore, with web-based online learning, students with strong technical abilities do better than those without (Tsai & Tsai, 2013). Thus, technological competency competence supports success in an online learning setting.

Online Learning Satisfaction

It is necessary to look at the many components of the complex issue of teacher satisfaction because they play a vital role in ensuring the quality of virtual learning and in promoting virtual communication through scaffolding strategies. According to Seaman (2017), instructors' opinions on how well students can study online are mostly responsible for their students' satisfaction with it. The elements that impact instructors' happiness with online learning include their perceptions of the effectiveness of online education, institutional support, online engagement, and various academic and non-academic difficulties. To provide live virtual education throughout the pandemic, educators played a crucial role in developing flexible and innovative curricula. Teachers who perform well in online learning typically have higher levels of flexibility, which boosts their confidence and poise. This flexibility, together with years of experience teaching online, enables instructors to better organize their classes and raise the standard of instruction for students. Further evidence of the crucial role perceived ease of use plays in promoting teacher satisfaction comes from the fact that instructors' opinions on the usefulness and simplicity of online training have a favorable impact on their satisfaction with it.

Many teachers, even those at the top of the profession, found it difficult to come up with effective online teaching strategies. Among the numerous challenges they faced were adjusting to online learning, juggling job and personal commitments, and managing mental stress. Since a lot of teachers were new to the classroom, their biggest concern was how the students interacted with the curriculum, their peers, and the teachers.

It is important to remember that contentment is a sentiment that emerges from a customer's post-evaluation of their interaction with a good or service. When the observed performance meets or exceeds one's expectations, a sense of pleasure occurs. Perceived utility and ease of use are more reliable indicators of consumers' emotional disposition toward technology than other factors like technical safety. As a result, the quality of the online training offered boosts instructors' satisfaction with the technology they utilize to address the issue of the epidemic's interruption of schooling (Wang & Chen, 2023). The ease of access to online learning and resources affects teachers' feelings and efficacy, affecting their performance and degree of pleasure. Online satisfaction is so crucial to be the most important factor of success in online learning, and self-efficacy, social skills, system quality, and multimedia guidelines have all been proven to be essential in online learning satisfaction(Alqurashi, 2019).

Methods

To address the practical issues previously mentioned, the current study uses a research methodology that stresses the use of a questionnaire and interview as the primary data-gathering techniques. Research methodology, in the view of methodologists, is an approach to considering and examining social reality. It is used to find answers to the research questions and consists of several methods and procedures for gathering and evaluating data.

Research Design

To obtain, analyze, and integrate quantitative and qualitative paradigms in a single study to comprehend a particular problem, the researcher uses an explanatory sequential mixed method design during the research process. Additionally coupled, integrated, connected, or

Towards a Successful Implementation of Online Learning in Algerian Higher Education: Readiness and Satisfaction as Key Tenets

ATRAS, pp. 137-154

embedded are the two study threads in mixed-methods research. To explain and provide a contextual framework, the researcher first collects quantitative data and then acquires qualitative data.

Participants

In this work, the researcher sought to enhance the study's methodology by using a simple random sampling strategy. The emphasis of the University of Saida, Dr. Moulay Tahar is still on third-year EFL students. One hundred students who answered the questionnaire were chosen at random to take part to guarantee a representative sample. By incorporating simple random sampling, we aim to ensure a fair representation of both students and teachers in our study, enhancing the robustness and reliability of our research outcomes.

Third-year students were specifically chosen due to their exposure to academic challenges and experiences, particularly during the COVID-19 pandemic, which brought significant changes to their learning environment. This selection criteria provides a unique opportunity to delve deeper into their learning strategies and adaptability during challenging times.

Furthermore, to enrich our understanding of transitional online learning, four teachers from the same department were randomly included in the study. These instructors bring a diverse range of teaching experience, spanning from 10 to 20 years. Their diverse perspectives and feedback are invaluable in comprehending the nuances of online learning and evaluating teachers' satisfaction with this educational approach.

Research Procedures

An online getting-ready assessment was adjusted to evaluate students' preparedness. The scale's eighteen components assessed four areas of students' preparedness for studying online: personal characteristics, technology skills, communication, and time management. The Likert scale had five points, with strongly disagree being the first point and strongly agreeing to be the fifth. A high score indicates a high level of preparedness for online learning, and vice versa.

Speaking with and listening to those affected by and participating in the process was essential to comprehending perceptions of online learning. As a result, the researcher examined the respondents' opinions on OL using a series of interviews and semi-standardized questionnaires. There are several questions in the interview protocol. Most of these questions demonstrate viewpoints regarding the degree of teachers' satisfaction with OL. Interviews are utilized as a methodical approach to gather qualitative insights. These interviews involve structured questions. According to Greenfield (1996), drawing from Patton, "Interviews are intended to reveal thoughts and perspectives that are not readily observable". For this particular investigation, a structured interview format was considered suitable. Predetermined questions were employed, and the same set of questions was presented to four teachers from the Department of English at the University of Saida, Dr. Moulay Tahar. The interview protocol consisted of four parts, ensuring comprehensive coverage of key aspects, as perceived by the teachers, and its impact on students' academic performance. Luqman et al. (2017) claim that performance is impacted by an internal psychological state called satisfaction. Blundell et al. (2020) discovered that during the COVID-19 epidemic, three essential aspects influenced faculty satisfaction with online teaching: the use of technology, contact between instructors and

students, and institutional support. Consequently, the focus of the interviews is the overall performance term, which includes the three previously indicated factors.

Furthermore, utilizing the online learning readiness scale, the questionnaire covers two sections, the former pertains to demographic data, whereas the latter examines three main constructs—self-management, self-engagement, and comfort—as critical determinants of students' preparedness for online learning.

Limitations

The sample size was decreased by excluding certain replies, and interviews were challenging due to low subject-matter expertise. It may have been more difficult to distinguish effects from attitudes and capabilities due to the quick transition to online learning, which also affected preparedness and satisfaction levels. Response bias may be introduced by self-reported data. Technical difficulties on online platforms, such as poor connectivity and low digital literacy, may have impacted participant experiences and study results.

Results

Questionnaire

Section1:DemographicParameters

Through data analysis, the researcher seeks to discover more about the participant's demographics. Their age, gender, and current level of education (undergraduate or graduate) were recorded. These demographic features provide the researcher with a basic understanding of the diverse backgrounds of the respondents, which helps interpret and contextualize the study's findings.

–Howoldareyou?

Based on the data, it can be concluded that most of the respondents are between 21 and 22 years of age.

Whatisyourgender?

Thirty-four (34%) of individuals identified as male and 66% as female, according to the analysis.

- What is your current level of education (e.g., undergraduate, graduate)?

The results reveal a mix of undergraduate and graduate degrees within the response pool, indicating the participants' educational attainment.

Section2:Measuring Students' Online Learning Readiness

Table1. *The student's attitude towards factors influencing self-management*

Variables	Items frequency					
	SD	D	NS	A	SA	Mean
-Self-directed learning	7	10	0	36	47	4,47
-Performance	8	4	7	42	39	4,06
-Time management	1	10	3	37	49	3,76
-Access to software management	5	8	4	30	53	4,33
-Internet self-efficacy	4	9	6	52	29	4,25

- interaction between students, students and teachers, and students' material	6	10	2	39	43	4,09
-Collaboration and participation	9	7	1	45	38	3,88
-Flexibility	9	7	1	45	38	4

As far as self-management is concerned, a substantial majority of respondents (38%–50%) believe that OL promotes self-directed learning and improves performance. This belief may be based on respondents' ability to take initiative, make their own decisions, and complete tasks at their own pace. Additionally, (50%) of students affirm their proficiency in using Microsoft Office programs such as Word and PowerPoint, aligned with time management in that they properly follow their planning time to effectively and productively acquire lesson content.

Because they can access and use online resources like videos, tests, and lectures that lecturers have posted, respondents also believe (52%) that OL helps them develop and increase their self-efficacy. The majority of students' attitudes are also influenced by interaction and teamwork. Participants (60%) agreed that there is a significant increase in student-teacher interaction and student-content reaction.

The overwhelming majority of students claimed that the sudden move to online learning enhanced their learning opportunities and resulted in student online networking. The students strongly agreed that involvement encourages interaction and creates feelings of integration, collectivity, and online presence for students (Leh, 2001). However, Walther (2001) claims that presence refers to the "involvement, warmth, and immediacy that students experience during communication and interaction with their peers during online learning" (p.1). One student also claims, "I appreciate the interactive online scenario. I believe it is a better course of action to interact with students and create stronger ties with them. I chose the online mode because it is much more convenient and flexible."

The use of the website as a communication tool seems to be working for the students, as is evidenced in above Table One. The majority of students (.56%) found that the website provided the information that they needed. A list of technology resources and tools that research participants identified as enhancing virtual engagement during the COVID-19 pandemic was included. For example, for teacher-to-learner and learner-to-learner interactions, students employed communication channels such as email, video, and video meetings.

Table2.*The students' attitude towards variables influencing self-engagement*

Variables	Items frequency					
	SD	D	NS	A	SA	Mean
-Revision and repetition of instructional material	3	8	2	48	39	4,36
-The ability to control the learning progress	0	2	11	52	35	4,51
-gathering information, using applications and accessing platforms	8	9	3	42	38	3,76
-Self-expression of notions and emotions	1	6	4	41	48	3,74
-Asking questions and making online discussions	8	2	1	53	36	4,66
-Gaining knowledge and technology skills	2	11	5	37	45	3,92

As indicated in the table above, engagement, which is the ability to behaviourally and cognitively participate in the learning process, seems to be a criterion of paramount importance to attain readiness. The participant agreed (39%) that OL allows them to uplift their learning commitment through revision and repetition of a medley of instructional materials.

To facilitate control of the learning progress by both the teacher and students, or amongst students themselves, various communication technologies were deployed. The use of emails, text messages, and readily available social media platforms like Moodle, Facebook, and Telegram were frequent practices for the exchange of educational resources and, thus, for gaining new insights, skills, and knowledge, according to students (35%−38%).

Also, respondents strongly believe (50%) that this new learning modality encourages them to express ideas, notions, and emotions, ask questions, and have discussions. Therefore, online discussion is an important predictor of students' readiness to be highly enrolled as an A-game online learner.

Table3.*The students' attitude towards variables influencing comfort*

Variables	Items frequency					
	SD	D	NS	A	SA	Mean
-Technical proficiency	5	0	8	52	35	4,49
-Motivation	6	4	9	43	38	3,77
-Preference	2	0	5	60	33	5,21
-Communication	10	6	0	41	43	4,08
-Accomplishing online projects and assignments	0	3	5	44	48	4,76
-Lack of anxiety, stress and shyness	4	7	3	55	31	4,53

Students have positive attitudes as regards factors impacting comfort with online learning, students (51,85%- 46,29%-42,59%) agree that it allows them to have comfortable interaction, motivation, full access to a plethora of resources (references, videos, images, etc.) smoothly and quickly, and to be eager to accomplish online projects regularly,"I contacted the Moodle platform. I've discovered that these electronic arenas are quite handyy," one student says. Another participant goes on to say: "You need to be more self-motivated to actively engage with the course content, formulate your questions, submit them, get instructor comments, and carry on the conversation. Learning from your classmates requires that you can relate to their inquiries and debates as well."

Other respondents (40%) strongly believe that numerous internet platforms are a source of inspiration for learning more through activities, making discussions, and receiving feedback. Also, students agreed (54%) that this changed learning framework lessened their anxiety, stress, and shyness. According to research, shy students are more likely to participate in online settings than in more traditional ones. According to McVay (2000), it's fundamental to provide platforms for student-teacher interaction and communication in web-based learning. Similar to this, Roper (2007) advised successful students to take advantage of online discussions, which can present chances for greater discourse and intelligent inquiries, as a strategy to engage both fellow students and teachers. Based on the results shown, the items obtained a mean value of 4.13 and 3.17. Hence, we can conclude that, in general, respondents agreed upon a cluster of issues that help in generating and promoting learners' freedom and self-discovery skills.

Asking questions allows you to delve further into the issue, which in turn helps you grasp it better. Additionally, students should take advantage of collaboration options with other online learners to avoid getting discouraged or losing interest when studying online. We conclude that engagement, self-management, and comfort are crucial components of students' online learning readiness.

Interviews

To fully unravel the main predictors of teachers' satisfaction with online learning and to determine the extent to which their satisfaction may support the new online learning protocols, it is important to thrash out teachers's perceptions of a cluster of variables in their new pedagogical experience. The interview served as the study's second research tool to unfold the following:

1. Teachers'level of education: What level of education do you hold?
2. Duration of teaching English: How long have you been an English teacher?
3. Nationality: all the interviewed teachers were Algerians.

The purpose of these two questions is to learn more about the qualifications and background of the teachers. According to the responses, each instructor has a senior lecturer position (MCB, MCA) and a (Professor) position. The range of the teachers' teaching experience was 10 to 20 years.

Question One: What do you think about the sudden shift to online Learning? (Performance)

Regarding the nature and features of online learning, there is almost complete agreement. The participants could not have failed to be aware that this new learning modality is an absolute pedagogical necessity due to crisis circumstances (i.e., the COVID-19 global pandemic), which involves a real departure from well-entrenched conventional or face-to-face learning to a new online one. According to teachers, this sudden shift appeared to be difficult for both teachers and students due to the in-depth conventional learning culture in Algerian educational institutions. A teacher asserts:

> The application of new learning protocols is the right fit." Due to this, teachers, students, academic staff, and administrations have been forced to comply with the new educational guidelines set up by top-down agencies, and students have been encouraged to adapt with.

As per the views, teachers emphasized that this learning framework embraces merits and demerits. As for merits, online learning increases high levels of flexibility, criticality, and adaptability in that both bottom-up and top-down actors find a slew of ways to solve immediate problems (the necessity of the establishment of MOODLE platforms) and look for long-term solutions. (the necessity of the foundation of a digital infrastructure). Additionally, almost all teachers have ensured that they have improved their online teaching skills. On top of this, e-learning is considered a golden opportunity to introduce new techniques, implement reliable strategies, and use innovation.

In addition to the above key considerations and the benefits brought about by online learning, informants acknowledged a cluster of demerits, as a vast majority of students didn't have access to the net, a lack of solid institutional support in that it is flimsy and incomplete, connectivity issues, and the delicate quality of online instructions.

Question Two: Are you satisfied with this new learning modality (technology skills)?

The participants are unanimous in their views that online learning is a viable option; thus, they were satisfied with the teaching they have experienced and the delivery mechanisms they have dealt with as MOODLE platforms for course management, task assessment, and the kind of technical support provided by the university computer experts. However, some of the interviewed teachers believed that online learning is as valuable as face-to-face learning. As regards students' supervision, teachers were delighted with the different features of exchanging modes such as dissertation evaluation and sending examination reports. One teacher comments, "Online learning is useful and practical. It accelerates the tone and tenor of the teaching and learning process. It facilitates our examination of several dissertations and speeds up students' mistakes correction. It also maximizes teacher-learner interaction and boosts students diligence and confidence."

What is more, teachers showed positive attitudes and commitment toward the convenience of online learning as an inevitable learning pathway as it affords a new pedagogical ecology with new learning modes of communication and student participation for the very reason that students can learn more by retrieving and downloading documents. The majority of teachers make a special reference to the suitability and effectiveness of videoconferencing as an ideal way to participate at their own pace and space, mainly for those who have children.

As regards training, A couple of interviewed teachers confirmed that they went through enhancement workshops with regard to how to use technology for teaching and learning purposes. Moreover, the majority of them said that they had the opportunity to participate in training sessions and attend several meetings for the sake of improving teachers' technological skills and minimizing technical problems. They further contend:

> Our department has organized study days, workshops, creating teachers' electronic accounts, and training sessions to improve teachers' technological skills because the majority of them were ignorant and unable to process the teaching-learning program. Now, most of us know how to post lectures and some supporting documents, evaluate assessments, and send feedback.

Question Three: What hurdles have you encountered during this new pedagogical journey? Online communication and interaction.

The participants are almost unanimous in their belief that online learning is critical in today's universities. Despite their claims to be helpful and advantageous, the truth is that students lack access to electronic devices like computers, smartphones, social networking sites, websites like YouTube, and so on, as well as support services. Their answers unequivocally show that integrating these catchy tools is neither simple nor undemanding, as actors like teachers and students encounter many challenges when attempting to access platforms to upload lectures, offer feedback, and integrate these platforms with the syllabus for the teachers and the students to revise and receive evaluations. One teacher further contends,

> The availability of online learning is essential and substantial. However, there are several deficiencies as regards students' lack of access to proper laptops and internet connections. The university does not provide sufficient alternatives.

Most of the teachers interviewed had the view that the complex nature of online platforms, coupled with poor university infrastructure and poor Internet use, are serious challenges. As they reported, these resulted in consequences, including anxiety and a loss of diligence, which added to the students' carelessness and lack of commitment. From another parameter, teachers clearly show that there is no organizational dimension for this special kind of shift, as it is dictated by an irreversible reality. This new learning experience was poorly planned and hastily launched, thus the results are insufficient.

Question Four: What is your future vision for better implementation of the online teaching and learning endeavor?

The interviewed teacher suggested that the university should take some initiatives for effective online learning. For example, the university has to make sure that Internet connectivity is available for everyone. Moreover, universities should explore the possibilities of using multiple technological tools for learning, teaching, and assessment purposes. In addition, the university should intensify professional opportunities for teachers through seminars, workshops, and conferences. and continual support, both at the individual and collective levels.

Most interviewees said that educational institutions had to focus especially on creating resilient, impartial, and balanced foundations for online learning. Access to the Internet, online learning tools, and pertinent software are a few of these. Most of the study participants also fervently advocated for making the virtual world a vital part of the curriculum at universities. The study's participants also emphasized the value of student empowerment in problem-solving, creativity, and critical thinking. The provision of professional development opportunities for instructors to study and apply different e-learning and e-assessment methodologies, as well as ongoing assistance on the e-pedagogical and technological fronts, were other recommendations.

Discussion

The study's findings showed that the majority of the students are convinced they are prepared for learning online. These qualities serve as crucial cornerstones for students' readiness for the online environment, according to Zhang (2023) and Martin et al. (2020). We work with digital learners who get their knowledge from digital teachers in a highly digitalized world, so their self-management, engagement, and comfort with a range of online learning platforms demonstrate that they are well-suited for an online learning environment. A seamless transition to virtual learning requires this preparedness, particularly for abrupt transitions like education.

From another parameter, Teachers found that online learning is a viable option. With a few exceptions, such as inadequate training, technological know-how, and technical support, Lassassi et al. (2020) confirmed that major inconsistencies omnipresent in Algerian universities complicate and make it difficult for them to resolve genuine, effective, and prospective online teaching. Consequently, instructors were somewhat satisfied with their overall teaching experience and the delivery mechanisms they employed, such as MOODLE platforms for course management. These findings answered the first research question that the new online

learning mode has shown pedagogical actors as students to be significantly prepared and teachers to be somewhat satisfied with it. The study showed that meeting expectations, such as meeting learning objectives and sustaining high-quality classroom involvement, had a favorable impact on instructors' evaluations of their usefulness and satisfaction.

The importance of academic institutions, including universities, treating these challenges seriously was highlighted by these findings. Since e-learning has proven to be the cornerstone of university structure, academic institutions should invest in developing comprehensive, well-structured, and pedagogically sound online curricula, strengthening their technological support, and enhancing the quality of their course materials to maximize the effectiveness of the shift to distance learning. This result is consistent with the findings of Belhamissi and Tlemsani's research (2023), which argued that e-learning has become increasingly important due to the challenges and bottlenecks that the majority of educational institutions face, particularly in recent years. It ensures that learning will continue in all circumstances, even the most extraordinary ones. For this reason, it's a fantastic alternative to traditional education. Teachers will feel more fulfilled as a result, and students will benefit from an improved learning environment. This might provide an answer to the second research question.

Based on the investigation, it was found that two essential components for a successful online learning implementation are teacher satisfaction and student preparedness. Without these, the teaching and learning process is weak and incomplete.

Outcomes and Outlooks

It becomes abundantly evident that online learning has taken up a more significant portion of the educational and environmental scene. To investigate student preparedness and teacher satisfaction concerning certain factors that are at the core of the new learning effort, the current study attempts to challenge the idea of the utility and practicality of OL. Furthermore, given the ongoing scarcity of educators, it appears that a new and planned learning ecosystem would be beneficial. Our investigation of the primary data from this study's mixed-methods methodology has allowed us to make some relevant findings about the efficacy of OL, which enhances students' dedication to and participation in pertinent modus operandi and generates excellent online learning partnership

The results of this study thus indicate that there are advantages to all aspects of learning access to resources and engagement in activities, collaboration and acquisition of learning evidence have been achieved through digital technologies (Blundell et al., 2016). and disadvantages to these interactive digital tools. Some academics stated that while they enjoyed getting to know their students, they found that the longer hours of online interaction were a new source of stress and effort (Lee, 2021). Students generally felt they received "clear instruction" and "lecturer support," even if not every teacher was approachable to the same extent. Notwithstanding the challenges and inconsistencies, the following top priorities are highlighted in this study: The potential of the online learning transition embraces sustained enhancement of using technology, learning ecology, and bottom-up agency.

Several important **recommendations** are made by the study on instructors' and students' fulfillment with online learning, to enhance the general efficacy and satisfaction of online education. These suggestions include various topics, such as professional development for teachers, access to technology, technical assistance, feedback systems, student orientation,

mental health services, communication tactics, subject engagement, institutional policies, and continuing research and development. By putting these suggestions into practice, the educational system may become more robust and efficient.

Axis 1: **Strategic Planning and the Learning Ecology**

According to several experts, many issues need to be taken into consideration when moving to online learning environments, including intellectual property, staff support, vision, strategic planning, and student help. Even though these areas are unique to the shift to online learning, general management concepts of educational transformation, such as effective leadership, a focus on teaching and learning, and an emphasis on evaluation, may also be used in this shift.

The institution must engage in strategic planning to ensure a seamless transition by using institutional strengths and readily available technology in response to the changing demands of distance education. According to some researchers, successful technology integration requires strategic planning. According to Moore and Kearsley (2004), a systems approach to remote learning would ensure that every area was appropriately prepared. A system must incorporate all of the individual elements that make up remote learning, such as instruction, learning, communication, design, and administration, together with an institutional philosophy.

According to their interpretation of distance education, the system would consist of the following elements:
(a) sources of knowledge (faculty);
(b) mechanisms for designing and delivering courses;
(c) interactions between students, instructors, and content;
(d) network management; and
(e) the learning environment.

Axis 2: Using Technology and Internet Self-Efficacy: It was also discovered by many researchers that students who had a high level of Internet self-efficacy outperformed those who didn't in web-based tasks.

Axis 3: Bottom-up Agency: Communication self-efficacy: For learning to be effective, students must engage in active online discussions with other students, and enquire of teachers to gain a thorough understanding of the material as well. cooperate with other distant learners, etc. Successful students should utilize internet forums, according to researchers.

Self-directed learning: Online learners must make choices that fit their learning preferences and abilities to succeed. To set learning objectives and assess learning results, online learners should use appropriate learning methodologies.

Learning control: According to Shyu and Brown (1992), learner control refers to the degree of autonomy that an online student has over their learning process. Giving online learners more control over their learning process might help them do better academically. According to Merrill (1984), the learner should be in total control of the order in which they make use of the instructional resources. In the same line of thought, Teachers should plan and implement tactics and ideas with precise instructions and goals in mind to help students get

settled in, get ready for, and receive teaching online. Additionally, they offer assistance and criticism that will help pupils accomplish their learning objectives. Three key elements must be taken into account at the bottom-up level for an online learning experience to be successful: (a) the learning environment (tools and technologies, accessibility, and flexibility); (b) learning design; and (c) learning interaction. Tools and settings that promote cooperation and foster a good learning environment are provided by an efficient collaborative online learning program.

Conclusion

To provide a more cohesive and effective online learning experience, the current study strives to improve the overall experience and satisfaction of both teachers and students. Educational institutions may build a robust and flexible educational system that can satisfy the changing needs of digital learning environments with focused efforts and planned implementations.

In response to the demands and competition of a worldwide society, online learning is a realistic and practical approach to study. Location and situational learning barriers are eliminated by online learning, which also improves global collaborations, linkages, and access to a variety of institutions, courses, and learning resources. It permits and promotes lifelong learning, and makes educational resources easier to access. It also accommodates a wider range of students, especially adult learners or professionals who must balance their personal, professional, and academic lives.

The results clearly show that one of the most cutting-edge approaches to language learning is online learning, which offers students a wide range of choices. A proactive approach by stakeholders to encourage students to regularly use online instructional resources is necessary because the study's primary goal is to enhance and improve the pace of successful online learning implementation. To provide students with the knowledge they need and better prepare themselves for upcoming challenges, educators should regularly review this new mode of learning. Universities should also take the lead in organizing specialized lectures and workshops on integrating ICT into the classroom.

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