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**Educational Achievements of EFL Students and E-learning  
during the Period of Pandemic Regulations-COVID19  
Case Study: Master Two Students at Dr. Moulay Tahar Saida University**

Dissertation submitted as partial fulfilment of the requirements for the degree of *Master* in  
Didactics.

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**Academic Year: 2021/2022**

### **Declaration of Originality**

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

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## **Dedication**

### ***To the queen of my heart, my lovely mother***

This work is dedicated to the only person who sacrificed her life to raise me in a good environment, the reason of what I become today, without her support I could never finish my studies and never come to this phase of education. Thank you so much dear mother **Halima** for all what you did for me just to see me happy. In fact, in spite of all what I passed through she was there for me behind my back to support me. To my grandmother **Mbarka** you were also a second mother for me without you I could never enter school or see the light outside.

### ***To my teachers***

This humbled work is also dedicated to all teachers who did their best to provide us with the right knowledge that we need. To my supervisor **Mr. Hadji** who was a good and skillful teacher. Dear supervisor, thank you so much for all the information and pieces of advice you gave me, you were not just as a teacher or a supervisor but you were also as a father who cares for his children. It is a pleasure for me to work under your supervision and I was so fortunate and lucky to be your student all these years.

## **Acknowledgements**

I want to express my gratitude to my supervisor **Dr. HADJI** who enabled me to complete this project. His support and advice helped me get through every stage of my project. I would also want to thank the members of the comettee **Dr. BABOU** and **Dr. GACEM** who have given their time to read, evaluate and correct this work.

I would also want to express my gratitude to my entire family and friends **Choumane Marwa, Zaidi Ali, Amine Wafaa** for their unwavering support and understanding during my research's writing process.

## **Abstract**

Moodle Platform has become a significant tool for professors and learners, especially in the last three years, because E-learning is a new approach embraced by universities in the COVID-19 period. It is built on a modern and contemporary learning method, which all learners have in common. Through an organized research instrument, this study intends to investigate EFL learners view about E-learning (Moodle Platform). It also examines and evaluates the link or the relationship between EFL Master graduate students' perceptions regarding Moodle Platform and the educational accomplishment at Moulay Tahar Saida University. This dissertation is divided into three chapters, the first one which discusses past researches on the topic of this dissertation. The second chapter describes the instrument that was used to perform this research as well as the study's procedure. The third chapter includes an analysis and discussion of the findings, as well as some suggestions and recommendations on the highlighted research topics. To answer the research question; "Is there a relationship between students' views about E-learning and the educational achievement?" this study used a correlational technique. This survey's data is gathered using a likert scale questionnaire, and the educational achievements are obtained from the administration. The findings revealed that some students refused to utilize Moodle Platform in their studies, in other words, they had a negative attitude towards E-learning and felt overwhelmed, especially when accessing so much information. Others, on the other hand, are enthusiastic and passionate about Moodle. Another finding of this study is that there is a strong significant positive relationship between students' attitudes towards E-learning and students' scores. This survey found that not all students are comfortable with the notion of learning on Moodle Platform. Furthermore, instructors and administrators should focus on adapting some of the features and methods they used previously to meet the demands of students in order to assist them adopt this new teaching and learning technique.

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**List of Abbreviations**

CBS: Columbia Broadcasting System (television networks in the US).

E-communication: Electronic communication.

EFL: English Foreign Language.

ICT: Information and Communication Technology.

MP: Moodle Platform.

ODLNET: Open and Distance Learning Network for Exchange Experiences.

TV: Television.

US: United States.

WBT: Web Based Training.

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## **General Introduction**

Due to the epidemic, there has been a shift from traditional learning to distant learning in the last three years (COVID-19). When Moodle Platform is integrated into a distant education method, it gives a better learning structure than traditional methods. The widespread perception of E-learning or distant learning is that technology has drastically altered how people learn. Some learners were open to this method of learning, while others were not. While using Moodle Platform as an important and a key tool in their learning process, some students have encountered various issues. The biggest issue was that they were afraid of having access to so much information without explanation. In general, EFL students have a negative attitude toward using Moodle in their studies, with just a small number of students having a favorable view. This study aims to shed light on learners' perceptions of Moodle Platform by highlighting the link between their attitudes about E-learning and their educational accomplishments. As a result, the key topic addressed in this study is if there is a link between students' views regarding E-learning and educational accomplishment? The following are some of the proposed hypothesis: The first is that there is a significant link (relationship) between students' views about E-learning and their educational accomplishment. The second hypothesis is; there is no link between students' views about E-learning and their academic accomplishment. This study was carried out using a quantitative correlational technique, with the goal of supporting the research hypothesis by using a questionnaire as a data collection instrument. Thanks to the survey, students' opinions on E-learning and Moodle Platform were obtained. The sample was selected at random from the master two population at Saida University's English Department, which comprises of 39 students. Thus, learners were chosen as the study's population because they have more experience than other learners with Moodle Platform do. A questionnaire was given to the research sample students to demonstrate the study assumptions. The goal of the survey was to gather useful information regarding learners' perspectives and attitudes towards E-learning. This dissertation has been divided into three chapters. The first chapter "Literature Review" what previous researches said about the theme of this research. The second chapter "Research Methodology" is about the description of research tool and the method used in this survey as well as the aim and the limitations of this research. The third chapter "Data Analysis and Recommendations" deals with the analysis, discussion of the findings. Also, some of the pedagogical implications.

**1.1. Introduction**

Since technology has a great impact on other societies like developed countries, it has a big influence on all the human activities too, so applying technology specifically on the learning process become so important. Along with the period of COVID-19 between 2019 until 2021 all, the communities adopted Distance Learning not only to facilitate the teaching/ learning process, but also to protect people according to the protocol that has been applied. Despite that, the Algerian universities utilized E learning to support the educational system and to deliver the lessons in an effective way. In this chapter, we will deal with the theoretical side of this research. In other words, what previous studies and scholars said about this theme, which is E-learning and EFL learners' educational achievements and their attitude towards this new method of teaching and learning imposed at universities in the current period. This literature review is divided into two sections. In the first section, we will have a look on definitions of some concepts such as "E-learning", "Academic Achievements" or "Educational Achievement", "Distance Learning" by scholars and dictionaries...etc. In addition, we will talk considerably about the history of E-learning. Furthermore, this literature review will deal with the online teaching and learning during COVID-19 and the difficulties that the learners and the lecturers faced when using online education. Moreover, we will have a look on facts about Distance Education, the status of distance education and distance education universities. Additionally, it will tackle types of E-learning and its impact on the students' learning and educational achievements. The second section is concerned about definition of attitude by scholars and dictionaries, components of attitude, types of attitude and the students' attitude toward E-learning.

**Section One: E-learning and the Educational Achievement****1.2. Definition of Some Concepts****1.2.1. *E-learning***

E-learning is commonly known as distance education. Zare et al (2014), declared that E-learning can be defined as working with computerized schooling technologies like, computer networks, computerized publication, data processing machines, computer-generated programs, mixed media CDs and so on. Their main goals to save time and money while achieving clear, quick, obvious and great education. According to Lee & Lee (2006), E-learning or online learning is the distribution of learning and discipline using Internet to the

materials of final user. In the same vein, Li, Lan Dharmendran (2009), declared that E-learning is the distribution through computerized channels of practice knowledge and study curriculum. While, Garrison & Anderson (2003) looked at the modern and late era of distance learning as E- learning. According to Bowkes (2000), in order to meet the teaching and learning goals, E-learning forms working with media electronics to obtain knowledge. Hence, according to Wanting et al (2000), the profit and earning of dispersed information with computerized equipment is called E-learning.

In general, E-learning is described as a method planned on electronics, group bound by interest, goal, work and administration that provides learners with the competence and capacity to gain knowledge through computer networks and assists the progress of their education (Levy, 2006). Bermejo (2005) defined E-learning as the transfer and interchange of knowledge while using digital transmission of information as setting for contact and cooperation of learners with tutors.

Furthermore, Obliger & Hawkins (2005) stated that updating E-learning from the entire online course to working with telecommunications in order to distribute a program unit of perpetual date and location is called E-learning. In addition, E-learning is defined in Cambridge dictionary as working with lessons administered in online way and electronics to study from the house.

### **1.2.2. Academic Achievement**

Bhatnagar R.P (1969) viewed the learner's academic achievement or performance as the result of the learner's engagement with his surrounding which includes faculty, professors and mates as a singular person. It is a component of a learner's overall behavior. Moreover, the academic achievement or performance, similarly to any accomplishment in other domains, is a complicated task encompassing a collection of points (Gupta & Capoor, 1969). According to Good (1959), academic achievement is the person's understanding and familiarity obtained or competence and experience built up or improved in faculty topics, which commonly denoted by assessment results or notes determined by professors.

Academic achievement is a well-finished level of learning achieved by any person and capacity and talents to gain accomplishment and benefits in studies. Furthermore, the term "educational achievement" is divided into two terms. Achievement is defined as something completed with exceptional abilities, significant efforts or tremendous courage.

In Oxford Dictionary, achievement is when someone accomplished something by putting out his or her own work and talent. Education is a process of teaching, training and learning that takes place primarily in schools, colleges and universities with the goal of improving knowledge and skills. In other words, education happens at schools or university it is a movement to gain or contribute computerized training.

In Cambridge dictionary, the method of coaching or studying particularly at any department or university is referred to as education. Education also includes the examination of teaching techniques and concepts. The word achievement means when achieving anything in a nice and challenging way. Another definition of the word achievement in Cambridge dictionary, achievement is anything you did or obtained after planning and engaging to make it happen and provides you a sense of comfort or the process of striving to make it happen gives you a sense of gratification.

### **1.2.3. Distance Education**

Distance education is defined by Sinonson (2009, 2010), as a type of formal education provided by an institution in which the learning group is divided and interactive telecommunication systems are utilized to connect students, basics and faculty. In addition, the online learning also known as the distance education. This term is used in colleges and universities. Hence, Hilary Perraton (1988) stated that distance education is a type of education in which someone who is physically and chronologically separated does a major percentage of the instructions from the students. In the same vein, the educational or academic accomplishment is defined by Chaplin (1959), as a certain degree of attainment or proficiency in academic work as determined by teachers, standardized examinations, or a mix of both.

In Merriam Webster dictionary, distance education is a type of education in which professors and learners do not reach each other in the study room instead conduct sessions via computer networks, electronic mail and other means. Additionally, in Cambridge dictionary, distance education is a method of learning by the absence of the person from the department, faculty and academy, although the person mainly learns from home by being instructed, educated and assigned homework via the computer networks.

Once finishing defining and explaining the terms related to this study, the next idea or the next point worth explanation is the history of E-learning. In other words, talking little bit about the history of E-learning in the world.



**1.3. The History of E-learning**

To begin with, E-learning advancements are linked to technological progress, as well as improved computer budget. The first electronic method of education (Computer-Based-Training) appeared in the 18 and 19 century. This is the foundation of today's E-learning (Eger, 2005). In addition, Information could only be transmitted in text format at first, but the browsers were developed in the early 90s that allowed users to add visuals to the text. The new Web-Based-Training (WBT) was conceived. Modern plans were developed not just to instruct, although it gives the opportunity to teachers and learners to communicate with one another. This new system was similar to the one in use today, although it was not given a name until 1999 (Kopecky, 2006).

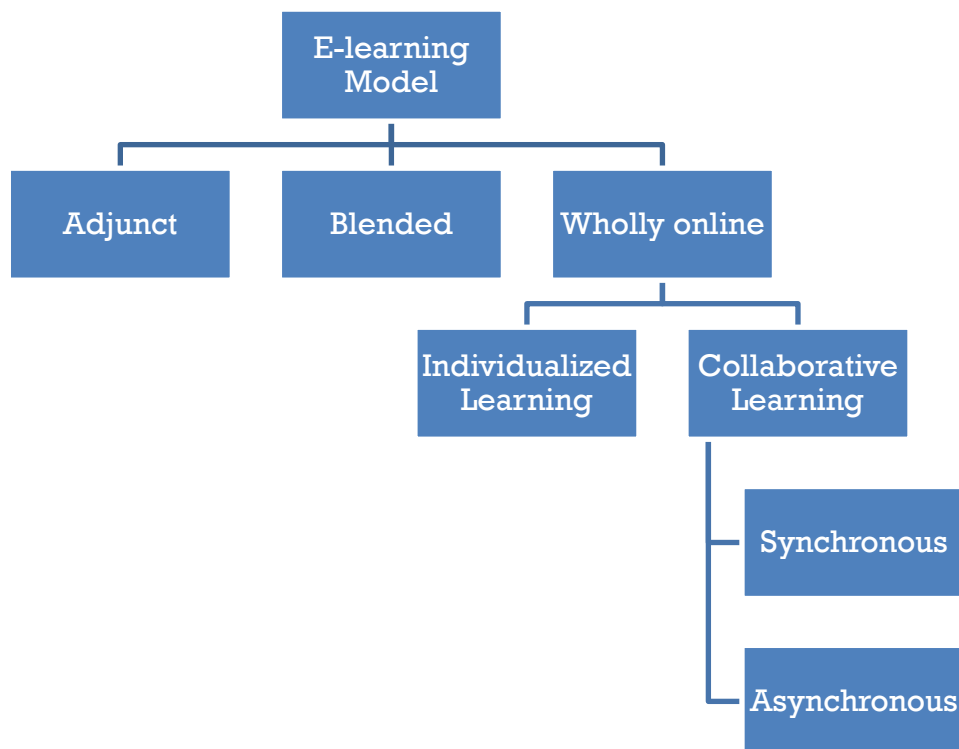
E-learning programs for the years 2002-2006 debated the following year. To disseminate information about new teaching methods was the primary objective, as well as the enhancement of the educational system. The suggested amount of costs for E-learning development was formalized during a meeting of the European Union Council in Barcelona in 2002. The next movement of E-learning innovations begun with the subject matter and format of recent lessons curriculums and schedules for the colleges. This tendency has also affected the use of electronic forms of education in Czech Republic. The ODL NET "Open and Distance Learning Network for Exchange Experiences" program was crucial in establishing connections with other societies. Increasing the quality of online teaching with innovative learning and methodological approaches was the main significant objective as well as informing the academic community about technological advancements in the field of online education. Finally, this project involved eight European communities: Great Britain, Ireland, Portugal, Spain, Greece, Finland, Cyprus and Czech Republic. Now it is possible to talk about the teaching/learning process during the period of COVID-19.

Now it is time to talk about the next point, which is the online teaching-learning process during the period of the virus COVID-19, and how teachers and learners deal with it.

**1.4. Online Teaching and Learning during the Period of COVID-19**

Dhawan (2020) defined online learning as when using various materials like phones and personal computers and other Internet connected devices in order to study in a simultaneous environment. Students in synchronous learning environment attend live lectures, collaborate with them in real time and receive immediate reaction. Although, in an asynchronous

situation, learning takes place at different times and in separate places, making fast response and reaction impossible. Dhawan goes on to say that online learning may make the teaching learning process more student-centered by allowing students to learn whenever and wherever they choose, schedule or organize their time to finish the course, boost their learning potential and build new abilities for learning continues throughout one's life. During the pandemic regulations, it is impossible to neglect using telecommunication tools in the teaching/learning process.



*Figure 1.1 A Model for Using E-learning in Education*

Equally important, because it can erase space and time with the use of Internet-Based digital platforms, online learning is regarded a promising option for contributing the learning/teaching process during the pandemic. As a result, it significantly aids the learning process without requiring physical connection. However, putting online learning into practice is not as simple as we may believe. It requires expertise to keep it running smoothly and efficiently. The university or institution should have online learning experience. The surroundings of online or classical learning settings, like all teaching atmospheres, impose a range of limits on the instructors' knowledge about real world classroom activities. Online education and classical education contexts when delivering knowledge goes on, with the same

instructions and contacts in the learning setting can be practiced across circumstances and surroundings (Brown, Collins & Duguid, 1989; Halpern & Hakel, 2003). Moreover, the learner educational achievement does not enhanced by telecommunication itself, but may lead to improvements of belief and desire, both of which are critical for educational success... among the criteria leading to fortunate telecommunications adoption for the teaching and learning process is the acceptance of beliefs and inclinations towards electronic application (Lederer et al, 1998 Davis, 1998; Liaw, 2003; Migliorino & Maiden, 2004; Albirini, 2006). O'Neill et al (2004), asserted that in order to get the highest advantage of computerized education setting, universities will require to improve their abilities.

On the other hand, old teachers do not desire of being networked educators and should not be pushed to do so. Instead, those who are curious about online teaching should be given a chance to discover the variations and comprehend the benefits, flows and distinctions of education by technology, which will help learners to study in a better way (Fein & Logan, 2003; Okojie & Olizock, 2006). Meanwhile, Volery & Lord (2000) asserted that learners would demand to be prepared for digital-generated education setting at higher education institutions. Learners and instructors that are exposed to the framework of computerized input previously in their scholar careers are thought to become more effective. Anticipated flexibility in use refers to an individual judgment that technology cooperation would be approximately available of subjective strain. In other word, facility of practice gives back the facility, which the learner can cooperate with a certain software fabrication. Davis, Baggozi & Warshaw (1989), determined that the recognized utility of something has an impact on how people feel about using it. A good belief toward the adoption of technology is created by its anticipated utility.

### **1.5. Difficulties of Online Learning**

There are various concerns with new technology especially in online teaching along with download faults, problems of installation, and problems of login to the accounts, facing difficulties concerning video calls and audios and so on.

Furthermore, some learners may find online instruction to be tedious and uninteresting. They find it difficult to study or complete chores since they have so much time and freedom. Lack of time to plan a class, insufficient professional development in technology, restricted facilities and a lack of technical assistance are all issues that teachers face when adopting E learning.

Similarly, it was discovered that the main major obstacle is a lack of time to design an online lesson, followed by infrastructure and technology and last obstacle is the absence of students ICT abilities. Instructor's difficulties include lack of E-learning understanding and difficulty in accessing students. Students, instructors, educational program and institution were used to categorize E-learning hurdles. Budget difficulties, desire, encouragement and interest, method evaluation, displacement from the mattes, insufficient readiness and techniques, online practice, good will and communal sphere are some of the learner's difficulties. Uncertainty, value, status, the resource teaching method and evaluation are some of the educational program hurdles. According to the study's findings, EFL students believe that using distance education during the period of COVID-19 is the greatest option for preventing the virus from spreading. E learning on the other hand is widely seen as being as successful as face-to-face learning in terms of application. The most significant impediments that learners comfort are mechanical and economical concerns. Meanwhile, the lectures' understanding and background with E-learning are insufficient. Online studying can be persuasive if it is carefully planned and equipped such as through changing instruction approaches, controlling time and creating content that addresses both the educational program and the learner participation. As a result, now is the greatest time for instructors to bring a change from offline to online education. Additionally, students who were taught online spend more time, had more access to materials, and cooperated differently than students who were taught in a traditional classroom. It is not surprising that online students have a higher success rate. "A review of the studies on online teaching/learning processes was published by a group of academics and scholars like Mary K. Rennels" (Tallent. Rennels et al, 2006). They find that the problem of early research on distance education has yet to be addressed in this review. The lack of theoretical foundation and the ad hoc characters of the investigations and the difficulty of extrapolating results from one study to other scenarios are all issues that need to be addressed. The research finding that learners have a good feeling towards E-learning and fear of computer is not an issue for the majority of learners, is the main conclusion provided in this review. The importance of design and the quality cannot be overstated. Online courses that are treated accurately have been associated to better learning results and general learner's comfort.

According to Ronsisvalle & Watkins (2005), B grades and above marks achieved by most learners who are electronically connected and instructors' folk's learners and inspectors' level of pleasure with online learning was extreme. When conducting a Meta-analysis on the

validity and efficacy of online learning, they declared that in online education classes learners' functioned more excellent than student enrolled in regular schools. They concluded that existing studies imply that online learning technologies do not always result in a less effective learning environment and in some cases; they may even improve it (Allen et al, 2004).

Distance education can be effective if it is well designed and taught. It appears that well-planned; efficiently taught online courses are just as effective as traditional taught and prepared classes. Sun et al (2008), asserted that students fear of computer, adaptability, course nature views, simplicity of use and subject matter utilities. Sun et al (2008), sets out to identify the key characteristics that influence learner's satisfaction and views. The most important elements, which affect perception and satisfaction, were the instructors' attitude towards online education of course quality, perceptions of content usefulness, course flexibility and students' computer anxiety according to the findings. Eger (2005), assume that the combination between efficient control and the instructional concepts that began to be applied in 2002 with some faculty obviously good outcomes, cooperation and mixed learning reveal that online learning may be efficiently worked with for both the old and the current way of teaching, it has its own wealth. Moreover, Ozkan & Koseler (2009) and Sun et al (2008) supported each other's findings. A study was conducted by Berg & Muilenburg 2000 to determine the obstacles that impede departures. Statistics demonstrate that the obstacles were:

1. The absence of policy unauthorized usage.
2. The growth in education involvement.
3. The need for fund to conduct programs of online education.
4. The need for telecommunications and electronics.
5. Advanced classrooms, laboratory and groundwork.
6. Struggles of maintaining with technological advancements.
7. The slow progression of application.
8. The absence of critical outlining for online learning.
9. The need for support materials to aid program advancement.
10. Electronic components expense.
11. Low of parental participation.

Simonson (2001) mentioned that anxiety, practice, opportunities, required variation were the absolute arguments declared by a group of teachers why they did not participate and work with online learning in South Dakota. According to Chen (2009), schedule increasing, expenses, dealing with call of duty at Universities, university compensation requirement for giving distant learning courses; are the three key obstacles that restrict schools and colleges from proposing online learning.

In contrast, Berrett & Sander (2013) argued that learners of online courses consume much time on their course task than traditional learners according to the national survey of learner's involvement outcomes conducted in 2012. With the application of computer connection and networks, online learning chances are rapidly expanding. An instructor usually organizes the course materials, readings and tasks. Learners are required to study the material, watch videos, listen to records, finish tasks and engage in online discussions with their classmates. The introduction of computer conference in capacities has altered the old approach to distance learning course design. Because connection techniques allow learners to access data collection, of course knowledge, instructional professionals and other learners in real time, collective training is conceivable. As an example, learners can use their personal computers to communicate with other individuals who can provide them with the required knowledge. Cooperation and collaboration is genuine because it is content and student centered rather than instructor centered.

On one hand, early research on peoples' beliefs towards computer technology found that current civilization, cooperation with instructors and discussion were hindrances of prosperity in education at distance. Furthermore, these studies found no substantial changes in accomplishment grades between online and regular students. On the other hand, Kirkup & Jones (1996) asserted that we could not expect and anticipate the good outcomes of online education programs. They list nearly all the fundamental shortcomings of remote learning as follows: the failure and incompetence in providing discussion in the identical manner that traditional learning does and the rigidity of its material and learning procedures, displacement and individuality of learners. According to Hilgenberg & Tolone (2000), in a lot of online education lessons the lack of communication and conversation between students and lecturers as well as among students with their mates are the biggest familiar challenges that students face. Khine (2001), agreed with Yuen & Ma (2001), that the important factors in deciding the ICT utilization are the instructional usage, common value, mastery of performance and influential moods.

**1.6. Facts about Distance Education**

1. According to some research is about distance education, learners who study at distance, their learning process is not worse or better than the regular ones. Equally important, the US Department of Defense and some research universities let the groundwork for the Internet as a mechanism for scientists to communicate scientific knowledge.
2. Distance education is unquestionably not a long-term solution. On the other hand, there are other resources which are disturbing like distance learning, E-learning and virtual schooling.
3. Employed people who are neglected by their association, aged learners and the ones who live far from universities and colleges are concerned with E-learning and distance education.
4. According to Christensen (2003), there is a gap left by the earlier technology so distance education has risen in order to manage and fulfill a performance.
5. It is claimed by some distance educators that the ideal way for learners is distance education; it gives those learners the chance to learn.

**1.7. The Status of Distance Education**

Many colleges have adopted distance education and it influenced and changed systems all over the world, such as Hong-Kong University, Anadolu University (Turkey)...etc. Other intriguing findings include the fact that over 90% of public colleges offer online courses. In addition, educators employ computerized resources to boost isolated learners' connection to classes, to enhance the basics connection and have a similarity between the isolated and local learners.

**1.8. Distance Education Universities**

The growth in electronic communication technology encourages demonstrating the main mechanisms of distance education in the US. 176 radio stations in the 1920s were built, however; most were decommissioned in the delay of the decade. At University of IOWA, Purdue University and Kansas State college exploratory TV learning courses were formed in the beginning of 1930. University credits courses did not become available until the 1950s through TV shows. At the early of 1951, Western Reserve College was the primary

University offered regular set of such courses. On CBS from 1957 to 1982, “Sunrise Semester” was a famous television set of courses by New York University.

Furthermore, computer networks make it simple to send course materials to learners all across the world. In order to make course materials available to their learners, so many professors are now using the World Wide Web. Some of most well-known European online education suppliers are “The British Open University”, “Fern University of Germany” and “the University of Twente in the Netherlands”. In the United States, “the Western Governors University”, “Nova Southeastern University” and “the University of Phoenix” have a long history of being a pioneer in online learning.

### **1.9. Types of E-learning and its Impact on the Students’ Educational Achievements**

The following is a report of an analysis in this topic. According to Keshavarz et al (2013), E-learning has a beneficial and a good effect on the learners’ academic results. ZarieZavaraki&Rezaei (2011) discovered that adopting an E-portfolio enhanced in a great way the learners’ behavior, mood, inspiration, encouragement and educational accomplishment in their research analysis at Khaje Nasir Toosi University’s E-learning center.

On one hand, Mahmoodi et al (2015) discovered that incorporating E-learning into teaching/learning process boosts learners’ ability to learn and innovation. Zare et al (2015) discovered that learners who were training using mixed media approaches learned and remembered is greater than those who were taught using classical techniques. According to analysis of previous works completed in the area of E-learning use and its effects on education and productivity reveals that the employment of this instruction approach in the teaching/learning process can practice efficiency. With the introduction of recent ideas of teaching and learning has caused the learning process to change from a professor-centered to a learner-centered model. Furthermore, the invention and growth of recent communication technology has empowered contemporary individuals to utilize the current way of education while overcoming time and distance obstacles and continuing in order to acquire information at any time and location that suits their requirements and wants (Hosseini et al,2015). According to Magnoson et al (2010), the employment of electronic technology has resulted in the expansion of educational options and the increasing of learners’ talents. According to research, E-learning can have a dramatic and good effect on the learner engagement, favorable professor’s behaviors, individualized education and learner inventiveness.



According to Negash& Wilcox (2008), as cited in Mahmoodi et al (2015), there are six E-learning forms. The six forms listed as follows:

1. E-learning with physical presence and without E-communication (face to face).
2. E-learning without presence and without E-communication (self-learning).
3. E-learning without presence and with E-communication (asynchronous).
4. E-learning with virtual presence and with E-communication (synchronous).
5. E-learning with occasional presence and with E-communication.
6. E-learning with presence and with E-communication.

On the other hand, various sorts of E-learning approaches have been presented, however; the current inquiry focuses on the category number two, namely self-education with self-reliance. Actually, this sort of E-learning is a technique of education based on self-paced learning. Kumar & Kumar (2003) declared that the number of computer participation has an effective impact on beliefs about computer that a great of instructors agreed on. Sanders & Morrison Shetlar (2001) declared that it has been demonstrated that ICT assist students to improve in their second language studies and stimulate them in a good and innovative way. According to Sankaran (2000), learners who selected technology-assisted lessons functioned and did excellent than those who were delivered in a paper version. Moreover, according to the findings of an investigation conducted by El Faki et al (2019), the numerical mean of learners' grades in the exploratory class is great and numerically important than the average grade of learners in the monitoring band. Additionally, according to Tegegne (2014), there were no meaningful variations in learners' grades while adopting Information and Communication technology supported education. The difference in performance could be attributed to the courses' type, which are elaborated and learned in a good way using traditional methods rather than learned via using Information and Communication Technology.

An investigation by Salamat et al (2018), from the University of Lahore looked into the impact of education strategies on the learners' encouragement and desire. E learning according to the research stimulates self-learning and provides a sense of more adaptability and elasticity in the education period while encouraging learners and improving their educational achievement. According to a survey managed by Mahdinejad &Amoii (2011), on the learning of Universities, 54, 2% of institutions do not have well-equipped computer labs. As a result, many institutions were unable to provide the Information and Communication

Technologies infrastructure essential for successful educational program's transfer. This meant that only some Universities would be able to guarantee the value and features of their teaching and learning methods. Learners' educational performance will without doubt suffer because of this environment.

## **Section Two: Attitudes of Students**

### **1.10. Definition of the Term Attitude**

According to Venes (2001), attitude is a manner of conducting oneself, which is instituted on attentive and awake or subconscious psychical concepts and beliefs that have advanced over time. In the same vein, Dark (2005) stated that attitude is a continual and endless psychological or brain mode of preparedness in order to respond to a specific category of goals, not in the same current state of affair, however; as they are imagined to be. Alternatively, a continuing, educated readiness to act regularly towards a particular set of things.

Moreover, Eagly & Chaiken (1993) developed what is perhaps nearly almost commonly used explanation today. An attitude is a cognitive inclination, which is manifested by a positive or a negative evaluation of a certain system. In addition, attitude is reasoning and understanding approach or a sense of awareness, which modifies and influences the human's ethics. In other words, attitude is a specific feeling or an idea toward a person or an issue. Another definition, attitude is a physical preparation and engagement to react in an exclusive manner to a specific stimulus.

### **1.11. Components of Attitude**

It is widely agreed that attitude refers to an individual, area, element, an aspect, an act, or an affair beneficial, helpful or bad and pessimistic psychological and neurological preparedness. There are three elements to it which are affective component (neural, feeling and emotion), behavioral component (readiness, response/action), and cognitive component (mental, belief / evaluation).

#### ***1.11.1. Affective Component***

The sentimental and sensitive answer and reaction to an attitude object is known as the affective component. The role of the later is emphasized in the majority of studies. Because of feeling and psychological procedure concerning an attitude, object function in tandem.

Agrawal & Malhotra (2005), present a unified kind of belief and opinion by linking and connecting the sensation and perspectives, beliefs, reaction “graded assessment about a type of morals” flows and drifts of investigation.

### ***1.11.2. Behavioral Component***

According to Wicker (1969), a behavioral component is a person’s spoken or definite psychological inclination, which comprises of behaviors noticeable feedbacks as an outcome of an attitude object. It is concerned with an individual’s “positive or negative” answer in doing anything in relation to an attitude object.

Defleur & Westie (1963) declared that the majority of people’s attitudes are logical and similar. That is a succession of answers and feedbacks to a single behavioral provocation are probably to exhibit a few amount of organization and regularity.

### ***1.11.3. Cognitive Component***

A person’s point of view (faith/doubt) regarding a certain thing is formed by a cognitive component, which is an interpretation and assessment of the system. The term “cognitive” relates to and deals with the person’s ideas, opinions, views and ideologies regarding an attitude object.

According to Fishbein & Ajzen (1975), a faith and opinion is knowledge that the individual possesses concerning a specific item; knowledge that particularly relates something and a feature. The repository field of the cognitive component is where a person arranges data.

## **1.12. Types of Attitudes**

### ***1.12.1. Positive Attitude***

The positive attitude is one sort of managerial and behavioral attitude. In order to maintain the task in progressing and changing, one must grasp how important it is to maintain a positive mentality. It entails maintaining a cheerful attitude and reasoning about the larger good regardless of the difficulties and hindrances. The positive attitude holds other types like:

#### ***Confidence***

Confidence is a healthy attitude and the most fundamental component of a positive attitude. In order to surround life with taste and energy, any person must be self-assured.

***Happiness***

The next set of attitudes and actions is happiness. A cheerful brain is a home for the completely nice things that come into one's life. Self-assured persons are successful and joyful because they are not concerned with outcomes or other aspects of life that are designed to put us to the examination.

***Determination***

One of the most advantageous aspects of having a positive attitude is determination. Someone who is focused and persistent will reduce every barrier.

***1.12.2. Negative Attitude***

Each individual have to stay away from having a negative attitude. Individuals with pessimistic attitude tend to overlook the positive aspects of life and focus solely on whether or not they will succeed. The negative attitude contains other types for example; anger, doubt and frustration.

***Anger***

Anger is the basis of all self-destructive behavior. In other words, an individual with a pessimistic and unfavorable outlook is frequently observed to be furious.

***Doubt***

Doubt is another type of negative attitude, which is quite difficult to deal with. In other words, self-doubt prevents improvement and frequently drives to a lack of belief on oneself.

***Frustration***

Frustration is the third type of negative attitude. Frustration will not assist any individual in advancing his path. It upsets and annoys people. In other words, it will tend to block any person from having and getting any good steps forward.

***1.12.3. Neutral Attitude***

Another prevalent way of thinking is that of cynic. This is a neutral frame of mind. Individuals have a tendency to neglect challenges in their lives. It is as if they do not believe and appreciate and do not give any interest to anything.

***1.12.4. Sicken Attitude***

The sicken attitude is the fourth type of attitude. It is capable of ruining any representation associated with a good form. In other words, it is an extremely harmful attitude and more negative.

It is claimed in a previous research that there are various varieties of attitudes, according to Jung's definition, that might be mentioned under the headings below:

***1.12.5. Implicit and Explicit Attitude***

The implicit and explicit attitudes are concerned with how the inside motivation and the outside provocation influence the human behavior and reaction adjustment.

***1.12.6. Conscious and Unconscious Attitudes***

Two different attitudes are presented is actually common. The first one is conscious and the second is unconscious. It indicates that consciousness or awareness has a distinct pattern of constituents than the unawareness. In other words, this dualism is most visible in mental disturbance and disorder.

***1.12.7. Extraversion and Introversion Attitudes***

This pair is so fundamental to Jung's notion of attitude types, which he dubbed them "the attitude type". Some people are the extraverted type, while others are the introverted and peaceful type. The individual variances in these attributes influence the person attitudes about an affair, an item, circumstance or an experience.

***1.12.8. Rational and Irrational Attitudes***

The rational attitude is splitting into cognitive actions of reasoning and emotion, each with its own attitude. The illogical attitude is splitting into the cognitive actions of sense and insight, each having its own attitude.

Once finishing explaining the types of attitudes, it is time to move to the next point, which is the student's attitude towards E-learning.

**1.13. Student's Attitude towards E-learning**

The learners' positive attitudes regarding E-learning and distance education include arranging elasticity and adaptability, money and time savings, as well as the ability to study despite of the region, the place and the date. As a result, E-learning is a valid option for working learners, it authorize them to tailor their study schedule to their working hours. However, one of the reasons for learners' negative attitudes about E-learning is their inability of working with telecommunication means in a skillful and easy way like script Computer programs, read through computer networks and exchanging information through using online mail, as well as the absence of some electronics.

Learners are forced to deal with sensitive issues because of their inability (dissatisfaction and disappointment), anxiety and uncertainty emotions. Those feelings manifest as a result of the absence of individual engagement with universities and lecturers. As a result, learners who lack encouragement are opposed to implementing E-learning.

Engineering learners from the University of Kabangsaan Malaysia participated in a survey. Learners choose classical education methods rather than E-learning, according to the findings of this investigation. This means that the significance of E-learning is not increasing in lockstep with classical education methodologies and that extra operation is required to strengthen the online education process.

At Al-Quds University in the Salfeet region, a survey was conducted to examine and assess the mathematics and computer learners' behaviors about E-learning applications in mathematics. The findings announced that the learners' behaviors and beliefs about E-learning is approximately 59, 58%, indicating that learners of mathematics' behaviors are too good than computer students. The findings suggested obtaining additional computer networks and it should be secured, as well as training the people who work at University on how to place the lessons on the internet also to educate learners with different and various media communication and cooperation for the sake of the advantage of the learners' education.

#### **1.14. Conclusion**

To conclude with, this field of E-learning is a critical issue that requires particular consideration. The majority of previous studies determine hurdles and hindrances concerning the utilization of E-learning and its effect and impact on the learners' curiosity. Furthermore, only some few studies have looked into the learners' attitude toward E-learning. As technology turns more integrated into the overall activity of the educational institutions and

the learners' capacity in incorporating recent technologies with their education turns an increasingly important factor of effectiveness and success. This technological innovation influenced the academic surroundings and aided in the growth of E-learning. Frequently these take the place of old techniques, which allow learners in joining and interconnecting with their education over different Web telecommunications either in addition to or contrary to traditional, transfer of lectures. Tapscott (1998) referred to today's learners as network population yet Prensky (2001) named them as computerized community. Because of that, those learners were born into an environment dominated by computerized science, which is an integral factor and a vital element of their daily life. According to Prensky (2001), the current generation has been defined and revealed to a vast quantity of knowledge since the beginning of the period of being young and as a result, they anticipate and realize knowledge rapidly and they are prepared to perform multiple tasks simultaneously. Learners on the other hand, have limited patience for protracted work and they are quickly disinterested. As a result, it is critical for instructors to change their teaching methods and subject matter.

**2.1. Introduction**

The previous chapter dealt with the theoretical side of this study. In other words, it dealt with what previous studies said about E-learning and learners' attitudes towards online education and difficulties that EFL learners face also the impact of this new method of teaching and learning adopted by universities on the students' learning and educational achievements during the period of COVID-19. Therefore, chapter two is the practical side of this study. It is divided into two sections; the first section is concerned with research methodology. It will tackle the definition of the research approach by scholars, a diagram of research methodology components, the characteristics and objectives of research. Furthermore, this section will deal with the quantitative research definition by scholars, the characteristics of quantitative research, types of quantitative research, definition of questionnaire by scholars and dictionaries, objectives of questionnaire and advantages VS disadvantages of questionnaire. The second section is concerned with the research tools. In other words, the research design, tools used to collect data in this study besides the description of the instrument used to conduct this study and the description of participants who are EFL learners at the English Department in Saida University. This chapter also aims at introducing the significance, aim and the limitations of this research.

**Section One: Research Methodology****2.2. Definition of Research Approach**

The research approach or methodology is a strategy and a technique that includes everything from broad hypothesis to specific information gathering, evaluation, examination and clarifying procedures. As a result, it focuses on the origin of the current study issues. The research methodology is separated into two sets.

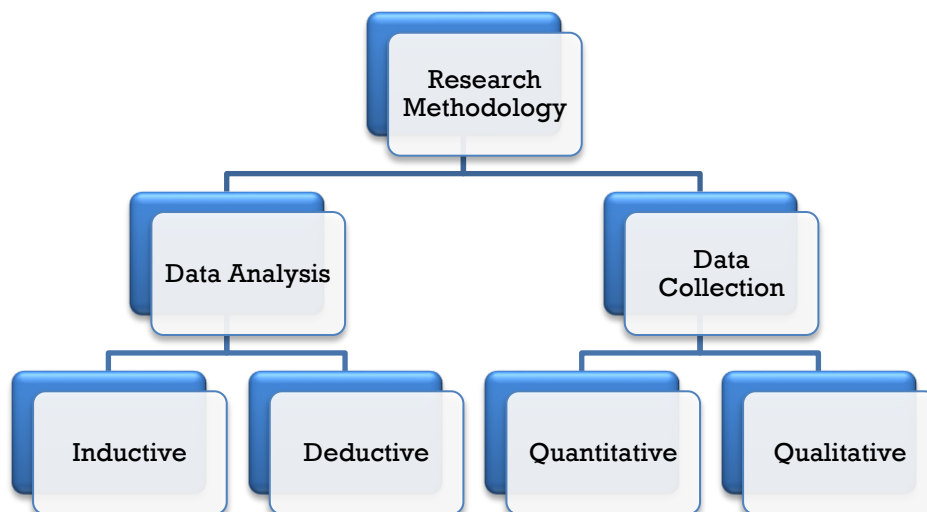
1. The first is the facts and information gathering strategy.
2. The statistical technique of information evaluation or interpretation falls under the second group.

Sarantakos (1998) defines research methodology as the approach of procedures. Robson (2002) describes it, as the analytical and academic, official, logical and rational foundations to public investigation as well as the consequences for the study method and the employment of certain study methodologies. Polit & Beck (2004) asserted that methodology indicates and assigns to methods of gathering, organizing and analyzing information.



Moreover, according to Creswell (2003), methodology is a cohesive combination of collection of procedures and approaches that work together in order to generate information and the research results, which show and indicate the question of the study, also which are appropriate and serve the investigator's goal. Furthermore, according to Bowling (2002), methodology refers to the entire framework or form of a certain investigation project, including model content, extent, procedures, information collection, the preparations and approaches and statistics analysis.

The dictionary defines research as “a critical investigation or examination notably by the discovery of alternative facts in any subject of knowledge”. The definition of research includes characterizing and describing problems constructing propositions or suggesting and offering recommendations, acquiring, structuring, modeling and evaluating information, drawing connections and coming to a conclusion in order to determine if the suggestions are suitable, adequate and enough or not.



*Figure 2.1 Components of Research Approach*

### **2.3. Characteristics and Purpose of Research**

In general, research may be thought of as a unique approach to the current body of field of educational that contributes to its development. It is the pursuit of truth by research, observing, criticism and testing. Based on the preceding explanation, the coming features of research may be drawn.

1. In the analysis or examination, research is methodical.
2. A research project is an examination into a certain topic or branch of study.

3. The purpose of research is to discover facts or concepts and theories.
4. Research is a unique participation in this current form of information that contributes to its growth. In other words, it is an innovative contribution to the progress of existing categories of data.

Several fields and subjects including linguistics, philosophy, poetry, politics and social science have vast investigation areas. Whatever the topic issues are, the research must be an effective, serious, attentive, methodical, and analytical technique in order to identify, comprehend or examine facts, actions, experiences, attitudes and hypothesis. Numerous scientists and researchers state that the primary goal of an investigation is to establish and identify solutions for problems via the use of analytical techniques and they claim that there are some undiscovered facts, which are not revealed yet and must be identified via researching. Although, some investigators and academics conduct works and studies in order to face obstacles in tackling deep-seated issues. Other researchers have conducted and carried out experiments because of the publics' interest regarding innovative ideas in order to generate cultural understanding and consciousness, social reasoning, differentiation and wakening one may break down the objective of study into a variety of sub-categories such as:

1. Enhancing and developing acquaintance and awareness with an issue or achieving different and multiple insights and perspectives about it.
2. To clearly explain the features of a distinct scenario, circumstance or a unit.
3. To control the speed and regularity to which something happens or is connected to another thing.
4. To see if a basic link among factors and items is true.

#### **2.4. Definition of Quantitative Research**

The quantitative research is a type of instructive and relevant inquiry where the scientist or the researcher chooses what and how to experiment or investigate, poses and offers specific questions, collects quantifiable data and statistics from respondents, analyzes results through using figures and conducts the evaluation with a good applied unbiased manner. Quantitative approaches are used to test if the hypotheses' perspective application remains relevant. Quantitative research is concerned with the amount of items, how many are in and the numerical correlations that exist. In order to make conclusions and judgments, it usually examines and describes the nature of statistics and analyzes them, which includes totaling or measuring and categorizing them.

Additionally, the truth could be evaluated in an objective way. When employing this approach, the investigator should stay detached and neutral from the subject of investigation. The investigation in quantitative method is generally focused around deductive form and reality. Concepts, principles and hypothesis are examined throughout the process of correlation “cause and effect”. The ultimate purpose of this strategy is to produce applicability that leads to the theory and allows the investigator to anticipate, describe, analyze, comprehend and grasp the situation. Quantitative investigators, on the other hand; use realistic and scientific approach to study to their study (Creswell, 2009).

According to Morvaridi (2005), quantitative and qualitative researches are the most common approaches in social sciences and humanities research. Moreover, Morvaridi (2005), claimed that one of the most commonly utilized methods for conducting public study is the quantitative method. It is based on an effective intellectual concept that places a great amount and a high level of confidence in codes, which reflect and symbolize various ideas, viewpoints and \or notions. As a result, by emphasizing measurements in gathering and evaluating statistics, quantitative study can be carried out. It is based on suppositions, which are formed and generated scientifically outside of an approach; the goal is to verify the concept by observing and gathering information and results of which would either corroborate or refuse the concept after evaluation.

Finally, according to Bryman (1989), the quantitative method is imbued with certainty and confidence, which is a style of studying individuals that emphasizes on the utilization of the systematic and experimental approach.

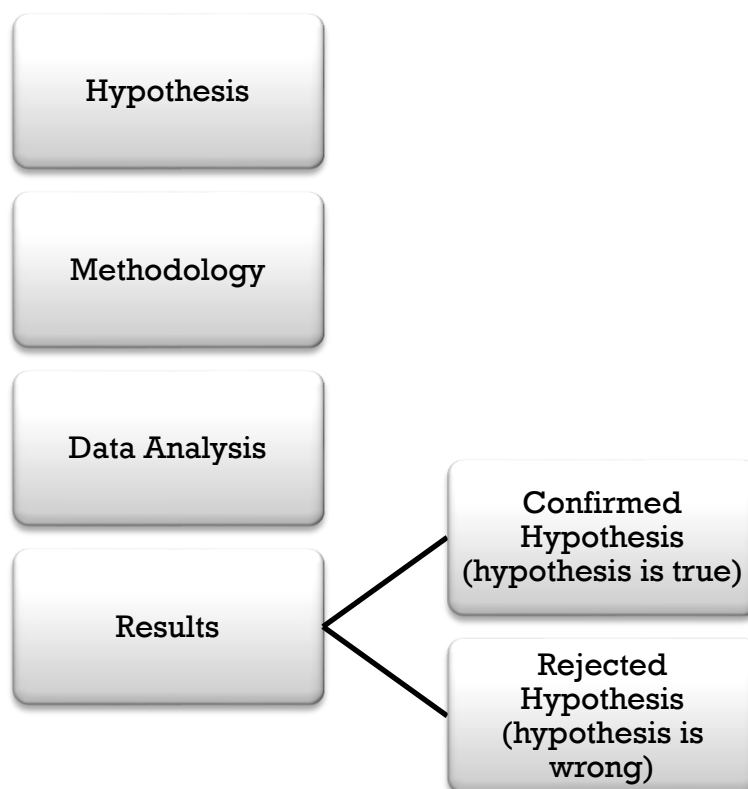
## **2.5. Characteristics of Quantitative Research**

First, the focus of this strategy is on gathering and examining numerical information to understand, diagnose or manage and direct events of curiosity. Moreover, the analysis of data and information is mostly statistical, with the focus on gathering ratings and numbers that evaluate various characteristics of institutions and people. In addition, this approach focuses on processes for evaluating and measuring a number of individuals collectively or related issues about people in investigations or cause / effect research and questionnaires. The quantitative test’s conclusions must be expressed and shown as sequence of codes, in charts, figures, columns, diagrams or other stats’ types and formats.

In an essay published in the *Educational Researcher*, William Firestone (1987) distinguishes between quantitative and qualitative approaches depending on four components and measurements, which are like the following: the aim, techniques, the study's position and preconceptions. Quantitative study, on the other hand; is classified depending on whom you ask, as either experimental or analytical investigation.

In reality, a great of quantitative information evaluation instruments demand a sufficiently large data collection to function successfully. Since the mathematical current techniques in quantitative evaluation need a specific, quantity of information to perform effectively, little quantities of information can frequently cause to inadequate, erroneous or confusing conclusions.

Furthermore, a quantitative technique is argumentative and logical where the researcher generates theories compared with earlier established science that we often attempt in order to confirm or reject with their own analysis. The most of academics think that good planned quantitative researchers may deliver significant information, additionally; they believe that exploratory approach or quantitative study is vital, crucial and significant since it presents a sort of proof, which permits specific kinds of assertions to be made.



*Figure 2.2 Quantitative-deductive approaches*

**2.6. Types of Quantitative Research***2.6.1. Descriptive Quantitative Research Design*

This statistical research strategy is suitable and useful if the researcher wants to examine and determine or identify the variables and the relationship between them. The descriptive method, on the other hand, may demonstrate logical links among variables. Since the researcher's position is purely the same as an operator, the descriptive or explanatory study is often referred to as "population experiments". While preparing and completing their thesis, they could conduct one of the sorts of descriptive researches below:

*Case or Case Study*

It is indeed a simple type of the descriptive study in which information is collected with only an individual study topic.

*Case Series*

The analysis is classified or can be described as a systematic report when the investigator reviews findings through some study participants.

*Cross-Sectional Study*

The investigator assesses factors in a cross-sectional survey's specific population. Eventually, the investigator makes non-causal connections between them.

*Prospective study*

A systematic review also known as an observational or prospective research, entails examining selected factors when starting the research process. Just at the end of the trial, investigators do additional analysis on the findings. These investigations can last long period, for instance; academics evaluating people's eating behavior and afterwards estimating the risk of cardiovascular events within thirty years.

*Case-Control Study*

Investigators can expend situations, instances or topics, which have a specific property to situations or topics (respondents) who do not have specific features or characteristic (the controls). Long-term researches are another name for this type of research.

**2.6.2. Correlational Quantitative Research Design**

The correlational study is the same as the descriptive one in that it makes no efforts to affect the components, elements and statistics. In addition, the investigator assesses or examines the factors at hand. A correlational research aims at identifying and determining the correlation among variables, whereas; the descriptive research attempts to identify the association among variables. A correlation analysis can also determine if the link is favorable or unfavorable and harmful. A positive correlation indicates that the items are moving towards a common goal. While, a negative correlation indicates that they are moving in different ways. It is worth noting that the correlational analysis can indeed yield zero correlation results.

A typical source of misunderstanding among novice investigators is the idea of a correlational study cannot be utilized to show causes and correlation. It seems that it appears to be a natural consequence that perhaps a waiter who loses trays regularly gets lower rates. The point is that correlational researches do not give conclusive evidence that one factor causes the other.

The correlational technique entails determining whether there is any correlation among items. The investigator could be curious if participants' personal matters in online network programs are connected to the individual intelligence, character, professional position, knowledge standards, ethnicity, budget, race, age and other factors. All information of all items confidentiality preferences... etc is gathered afterwards connections and correlations are investigated. Individuals with specific psychological characteristics for instance, may utilize additional restrictive security preferences than those with other personality characters, as evidenced by the statistics.

Because the quantity of elements has to be determined, the Correlational technique is defined by measurements. Classifications and groups are developed for numeric variables as person's character category and gender. Interviews, observation, questionnaires, online quizzes and assessments are some of the approaches of data gathering from respondents. If questionnaires are incorporated in the experimental technique, correlational approaches are frequently used in conjunction with experimental procedures.

Correlational approaches strike a good mix among specificity and significance and relevancy. Specificity is reduced since the information and knowledge was not obtained in a

closed and controlled environment. Evidence produced using correlational approaches is speculative rather than causal.

### **2.6.3. Quasi-Experimental Quantitative Research Design**

The investigator is attempting to develop and create a cause and effect link between two variables. One of the factors in this research is self-reliant, while the other is completely reliant. The amount independent factor is unaffected by all other factors; nevertheless, the value of the dependent factor is entirely reliant on the independent factor's modifications. Since respondents are not divided into groups randomly, a quasi-experimental research is not experimental method research. Instead, it allocates individuals to specific classes based on a particular characteristic or semi-criteria. While experimental test subjects are not required, investigators frequently use them.

### **2.6.4. Experimental Quantitative Research Design**

It creates processes, which help the investigator in order to examine theories and investigate causal links between variables in a methodical and systematic manner. It consists of three essential steps:

1. The investigator begins by measuring the factors.
2. The investigator then attempts to affect or interfere with the factors in some way.
3. The investigator takes another set of measurements in order to see how the treatment and modification altered the factors.

Since the investigator's function is purely observational, they rarely generate a theory or a hypothesis in advance. Instead, the theory is developed by the empirical or the descriptive investigator or reporter while gathering and analyzing information.

## **2.7. Definition of Questionnaire**

A questionnaire is an investigation instrument that consists of a series of statements and questions or other forms of stimuli designed and aimed at gathering data from a participant. The questions are generally a mix of close-ended and open-ended inquiries; long and extended questions allow the repliers to elaborate on their thoughts. A questionnaire is defined as series of questions about a certain issue or a field or a range of subjects meant to be filled and replied by participants (Richards and Schmidt, 2002).

A questionnaire is a well-known powerful instrument in social sciences studies for gathering information about individuals' behavioral traits, current and previous actions, rules and concepts of performance, intention and opinions, as well as suggestions and directions for activity on the issue under inquiry (Bulmer, 2004). The questionnaire is a typical and necessary instrument for gathering data about social awareness and understanding of environmental dangers; it may provide valuable and crucial data to potential treatments authorities for formation and maintenance. A proper survey methodology, on the other hand; is critical (Bulmer, 2004; Creswell, 2003; de Vaus; McGuirk & O'Neill, 2005; Oppenheim, 1992; Parfitt, 2005; Patton).

A questionnaire, according to the Cambridge Dictionary (2020), is a series of a given questions being posed to various individuals in order to gather and obtain data about a certain topic. According to BBP Learning Media (2009), the questionnaire is a tool and technique for presenting and distributing questions to participants so that the researcher can capture and collect their responses; as it is the principle instrument industry investigation.

## **2.8. Objectives of Questionnaire**

The major goals of the questionnaires are to help everyone to obtain much fuller and precise possible valid information in a logical process, therefore; the researcher may draw reliable and accurate hypotheses from what they are looking at. The questionnaire which is planned in a good way have to fulfill the study's purpose and aims, also reducing the number of the questions left unanswered; which is a typical concern in questionnaires.

Furthermore, the questionnaire's form is determined by the kind of data that will be gathered; for example, qualitative questionnaires are developed to obtain and gather scientific information or to confirm or disconfirm theories. Whereas, quantitative questionnaires are developed in order to confirm or evaluate predefined scientific theories. The most important aspect of questionnaire methodology is that items and questions are organized in a coherent order, which allows for a smooth flow and shift between items (Sarantakos, 2000). This is going to guarantee that respondents know and comprehend the investigation's goal and that they are qualified and willing to complete the questionnaire till the final question (McGuirk & O'Neill, 2005).

This may be done by collecting similar questions underneath a brief headline that describes the topic of the chapter. In particular, in order to achieve trustworthy, accurate and effective



solutions using this approach, the investigator should concentrate carefully to the phrasing of every question, which must be specific, concise and clear so that all the respondents can grasp it accurately (Payne, 1951).

The constancy and coherency of a question, or the possibility of getting the similar findings if the question is repeated, is thought to and called as dependability. The relevance of a question relates to how it examines what it was designed to access and test (Oppenheim, 1992). To ensure accuracy, reliability and validity, questions have to be brief, concise also in accordance with the language and dialect that the target group can understand, hence; difficulties such as dual questions should be avoided.

### **2.9. Advantages of Questionnaire**

The following are some of the benefits of implementing and choosing questionnaires in studies:

Generally, it is simple to perform and would almost definitely provide big volumes of data from multiple participants. In another words, when investigators want to reach a big community, questionnaires are practical, profitable and economical. Secondly, a large area of access; questionnaires may directly and quickly access the worldwide regional and provincial and governmental participants. The online world or the World Wide Web, especially media pages has shaped it in a direct and a simple way to utilize surveys to contact distant participants who are located far away. Moreover, the received replies are honest, genuine, truthful, private and confidential. With the exception of interviews, questionnaires are appropriate for questions, which are personal and emotional for questions that are concerned with self-pride.

Additionally, using a questionnaire to do an investigation takes and requires less efforts and time, so participants may complete surveys at their ease and pleasure. Finally, questionnaires give quantitative results to researchers. Numerical results would be used in order to support or reject previous theories. Investigators may simply calculate the findings of surveys using maybe traditional methods or digital solutions like SPSS.

### **2.10. Disadvantages of Questionnaire**

The following are some of disadvantages of utilizing questionnaires in any study:

Firstly, for unclear and confusing statements, there is no explanation. Questionnaires, according to some academics and scientists, are insufficient for studying individuals' psychology. Also, insufficient desire to participate and reply; some participants may be frightened and driven away by the questionnaire's unappealing design and structure.

Furthermore, sometimes statements and comments may be inappropriately phrased and some might be blunt and straightforward. When it comes to obtaining relevant data and facts, these inquiries and investigations are ineffective. Therefore, numerous scholars claim that questionnaires are unreliable since they provide data with no justification. Another Disadvantage of using questionnaire is that surveys may not be acceptable across all participants, resulting in a low returned sample size. Finally, participants sometimes understand certain questions in manners that the investigators did not expect and did not even mean, leading to useless data. It is indeed challenging and hard for investigators to determine how honest the answers were.

### **Section Two: Research Tools**

#### **2.11. The Research Design**

The handed study is a correlational research, which investigates a variety of variables that thought to have a link between students' attitudes towards E-learning and the educational success. As well as how E-learning effects the educational achievements at the Master Two level in the English Department at Moulay Tahar Saida University. This research uses quantitative method in gathering the information in order to have a look into the nature of learners' opinions regarding E-learning.

In addition, two variables are measured in this current study; the first one is the attitudes of learners towards Moodle platform. The second variable is the scores and grades in other words, the educational achievements of learners at the English Department in order to answer the research question of this research. In order to analyze the educational achievements, the researcher used the GPA "grade point average".

The GPA is a statistic that represents how well the learner did in their studies through the course of the entire semester period and within the year. The GPA will vary and change throughout the period that the learner stay at the college "academic career" and could be affected by how well the learner increase his or her total marks, in certain situations how far the learner fall down. The GPA is a rating used to measure learner's accomplishment

throughout the learner's graduate certificate in the very same manner that the teachers and educators provide the learner with a mark in order to measure and analyze the performance and achievement in the semester.

### **2.12. Description of the Research Tool**

In fact, all the researches are depending on various research tools in order to represent the results more valid, honest, reliable and credible. Therefore, the current study makes use of one research tool hope to be good in investigating the research question at the time of which this work is given. This research tool is a questionnaire which was designed for Second Year Master English Students at Moulay Tahar Saida University in order to know their attitudes towards E-learning "Moodle platform". The questionnaire is divided into four sections, which contain a mixture of likert-scale questions, demographic questions, multiple choice questions and open-ended questions.

The first section, which is designed to explore the participants' general information "demographic background", is made up of multiple choice questions for "the gender", "the marital status", "employment" and "years of experience of using Moodle platform" also open-ended questions for "the age". Moreover, the second section consists of likert-scale questions which deal with the student's beliefs and affective attitudes towards E-learning "Moodle platform" and its use in their studies.

The same type of questions is included in the third section, which is about the behavioral attitudes of participants towards Moodle platform which examine participants' reactions and behaviors about Moodle platform if it facilitates their studies or make it difficult. The fourth section explores and covers the cognitive attitudes of learners about the importance of E-learning and Moodle platform in the current period along with the COVID-19 pandemic and whether it is relevant and accurate or it is irrelevant and hinders the development of the learning skills.

At the same time, likert-scale questions are used primarily to discover learners' attitude beyond all the three area of expertise "affective, cognitive, and behavioral domains". And that was by checking views and perceptions about having courses through using Moodle platform.

The researcher used the GPA in collecting data about the educational achievements. This method is a calculation and a figure, which shows how good the learner did on estimate level in his or her classes. Its purpose is to assess the marks of the learner typically on a scale of 1.0

to 4.0 all through his or her courses and determine if his or her total marks were good or bad. Then this result or score can be used to determine if the learner fulfill the graduate colleges or system's criteria and standards. Every score learners obtain equates and refers to a value mark, either in numbers, alphabets or percentage format. A good mark is nearly typically assigned on a rating or a scale of 4.0 from 4 to 0. The greatest possible degree is "A, 10, 5, 100% and so on and so forth" will correspond to maximum proportion upon that grade.

There are four types of GPA, which are like the following: The first type is unweighted GPA, the second type is the weighted GPA, the other two types, which are the cumulative, and the overall GPA. To comprehend the distinction between cumulative and overall GPA the learner should grasp that they already represent the learner's passing results "average grades". The distinction is that the cumulative GPA is calculated beyond a shorter period, such as a trimester or a semester. The median marks earned by the learner through the course of his or her educational career are referred to as his or her overall GPA. This implies that the aggregate GPA takes into account all outcomes from all trimesters or semesters.

### **2.13. Description of Participants**

In most researches, investigators use random sampling in choosing their population. The random sampling also known as probability sampling, it is a sample size or approach which enables choosing models randomly, in other words; every sample seems to have almost the same chance of being chosen as a representative or delegate of the total population as other samples. In the domain of research, random sampling is regarded among the most common and straightforward information gathering procedures. It permits collecting data in an honest way, allowing researches to reach honest findings. Simple random sampling, systematic sampling, stratified sampling and cluster sampling are the four basic forms of random sampling.

The present research's capacity is shaped and narrowed to investigating student's attitude towards E-learning and its relation with their educational achievements. All of the respondents represent the recent graduates and full English members of Moulay Tahar Saida University Second-Year Master degree at the time of the investigation. The overall amount of two groups (Didactics field and Literature/Civilization field) is investigated in this thesis. The actual population's number is 76 participants divided between (37 to 39 learners) in each group. Actually, it is consists of 76 Second Year Master students from the English Department.

**2.14. Aim and Significance of this Research**

This current investigation is to investigate and examine whether there is a relationship between EFL students' attitudes and E-learning and if this new method of teaching affected their educational achievements in a positive or a negative way. In other words, if those EFL learners got good grades or bad educational achievements along those years of COVID-19 since implementing this new method in teaching and learning processes at Universities.

**2.15. Limitations**

Most of the researchers face difficulties when conducting their studies and investigations. The primary difficulties that the investigator had were the participants' refusal and unwillingness to reply and answer to the delivered questionnaire, which made the information, answers and statistics gathering technique difficult. This is what made the researcher obliged to change the population sampling twice. Meanwhile, the investigator's work made it little bit hard to manage time between working outside and collecting and writing the information for this thesis. However, the researcher tried so hard to organize things and collect the information needed in a reliable way.

**2.16. Conclusion**

The purpose of this chapter is to give the viewers and readers a description of the study technique and the methodology used in this investigation also to tell them about the present study's design. This chapter is divided into two sections. The theoretical background of this investigation is addressed in the first section, in which the academic or the researcher defined the research methodology and listed some components of the methodology adopted to do this investigation.

The second section is about discussing the tools of this research that drive this undertaking work. Meanwhile, the investigator offers a detailed overview of the data collection instruments as well as the study strategy. Also, included the description of the participants as well as, talking a little bit about the aim and significance of this work.

**3.1. Introduction**

The data acquired by the questionnaire is analyzed in this chapter. It is divided into two sections. The first section deals with the examination of information gathered by the research instruments, as well as the discussion of the evaluation in light of the study's question and hypothesis. In addition to the data analysis there will be the discussion of the results handed. The questionnaire is divided into four sections which are like the following: "demographic information", "cognitive attitude", "affective attitude" and "behavioral attitude", each section will be analyzed alone.

The purpose of this study is to have a look on the attitudes of learners towards E-learning (using Moodle platform) and if there is a relationship between their attitudes and their educational achievements. The questionnaire was designed to know the students' attitudes; it was designed for master graduate English learners at Moulay Tahar Saida University. The second section is about the implications and suggestions for this research.

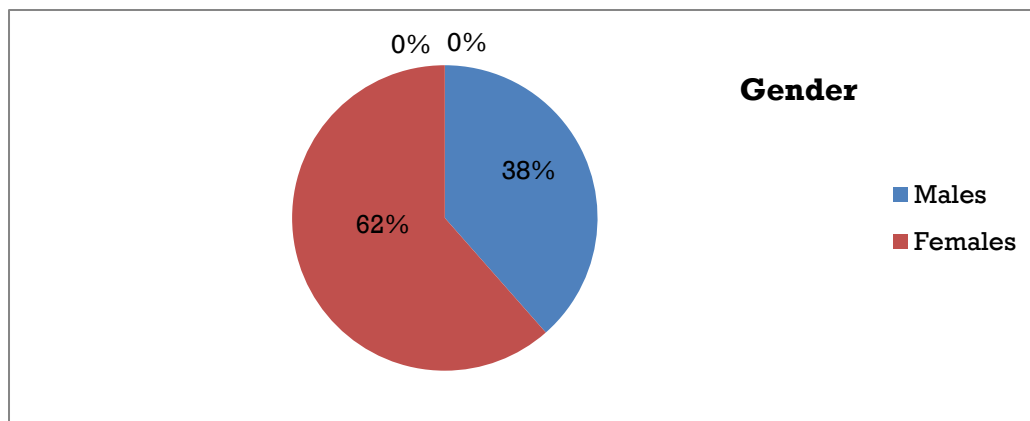
**Section One: Data Analysis and Discussion****3.2. The Analysis of the Questionnaire**

The questionnaire was divided into four sections that were intended to address the research questions. These are the points to consider:

1. The students' demographic background (personal information).
2. Affective attitude.
3. Behavioral attitude.
4. Cognitive attitude.

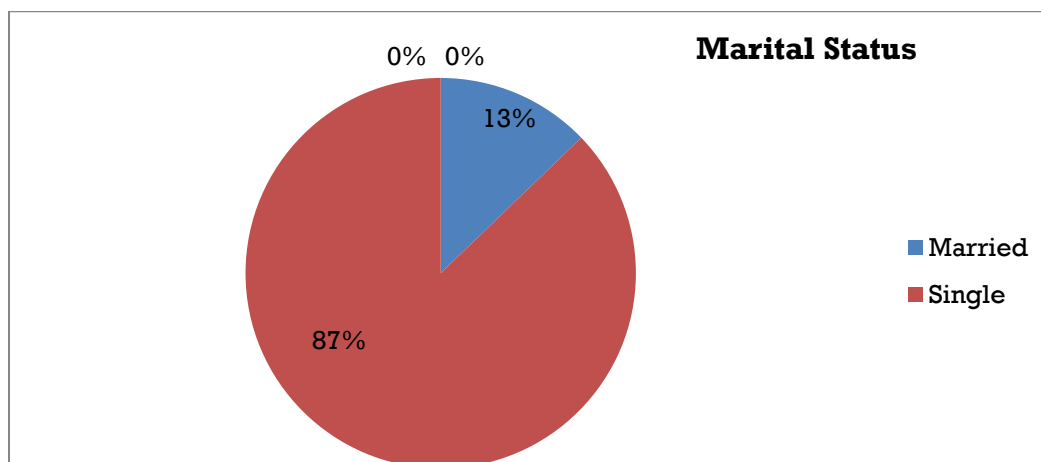
In this questionnaire, the researcher used different types of questions according to each section. The types were between likert-scale questions, open-ended questions to multiple choice questions.

**3.3. Learners' Demographic Background**

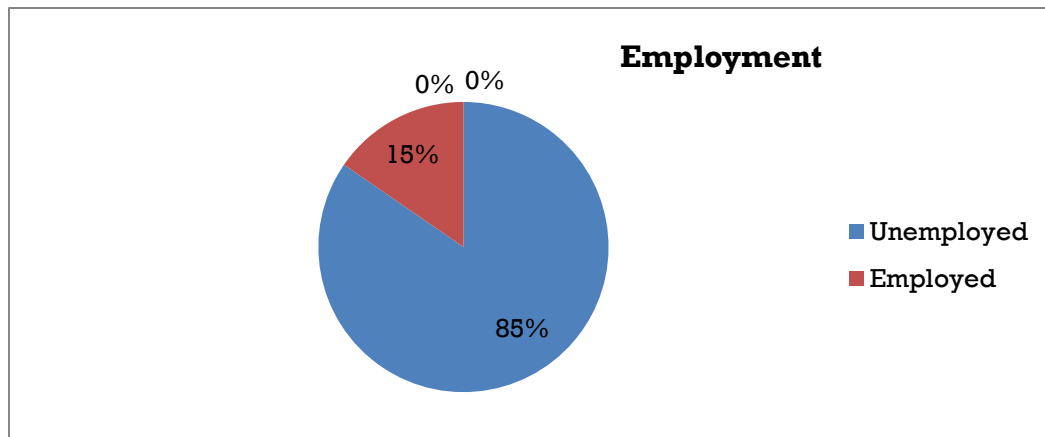


*Figure 3.1 Learners' Background (Gender)*

The participants or population of this research consists of two groups from 37 to 39 learners in each group. It is composed of 76 participants (Master graduate English learners at Moulay Tahar Saida University. The age of participants varies from 22 years old to 40 years old. The majority of participants are females (61.5%) whereas, the rest are males (38.5%). From 76 graduate English learners only 39 answered the questionnaire. Indeed, most of respondents are single 87.2% while, only few participants are married (12.8%).

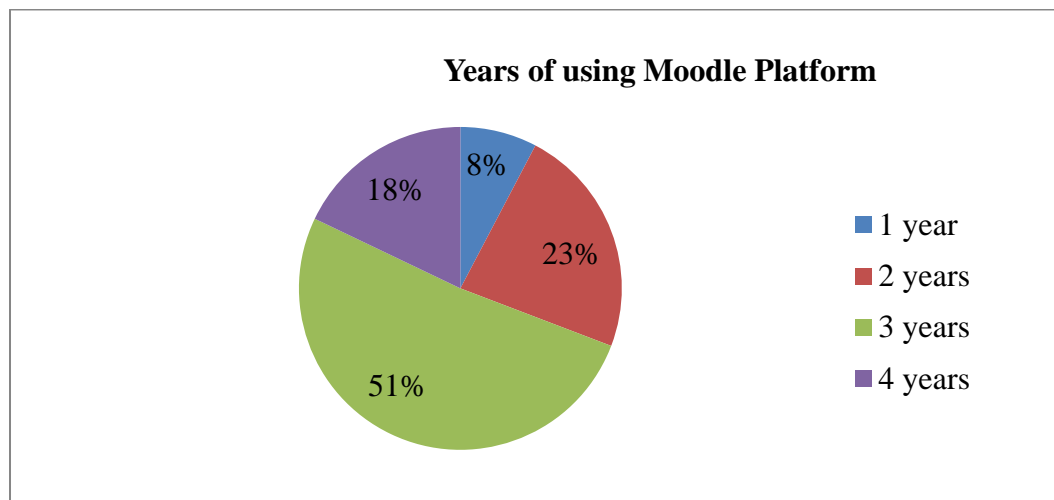


*Figure 3.2 Participants' Marital status*



*Figure 3.3 Participants' Social Status*

For the social status of the participants only 15.4% were employed learners whereas, the majority of participants 84.6% were unemployed learners.



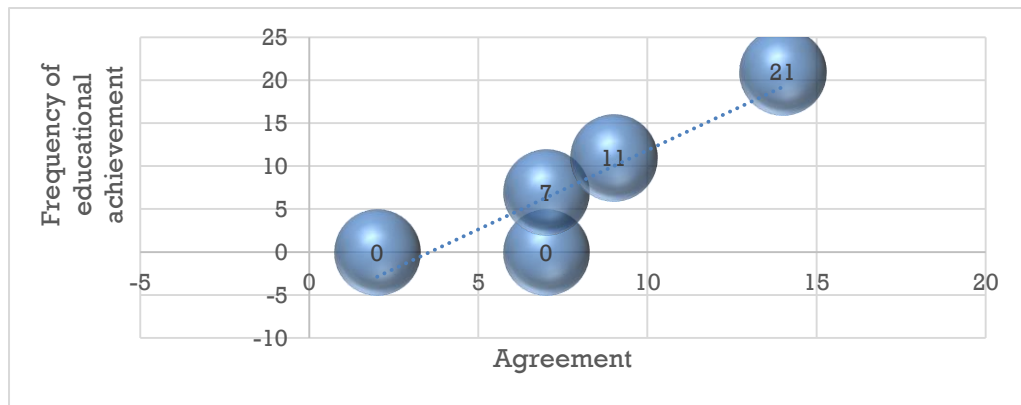
*Figure 3.4 Years of Experience of Using Moodle Platform*

For the question of experience of using Moodle platform, most respondents 51.3% claimed that they used Moodle platform for 3 years while, 23.1% stated that they used Moodle platform for 2 years and 17.9% mentioned that they used Moodle platform for 4 years whereas, only 7.7% claimed that they used Moodle platform for one year.

### 3.4. Cognitive Attitude's Analysis

**Q01:** The relationship between Moodle platform assisting student to learn and educational achievement.

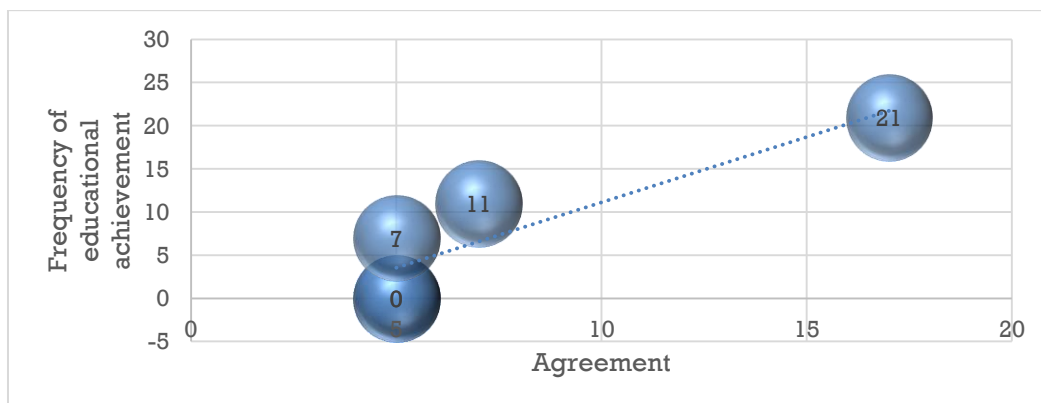




**Figure 3.5 Relationship between MP Assisting Students to Learn and Educational Achievement**

According to the scatter plot below there is a positive trend because the line is going upward from the left to the right. So there is an increasing, strong, positive, linear association between the first statement (Moodle platform assists students to learn) and the educational achievement because  $r=0.9$ . In general, as learners' agreement on the first statement increase, the frequency of the educational achievement increase as well.

**Q02:** The relationship between the importance of Moodle platform at this current moment in the studies of students and the educational achievement.

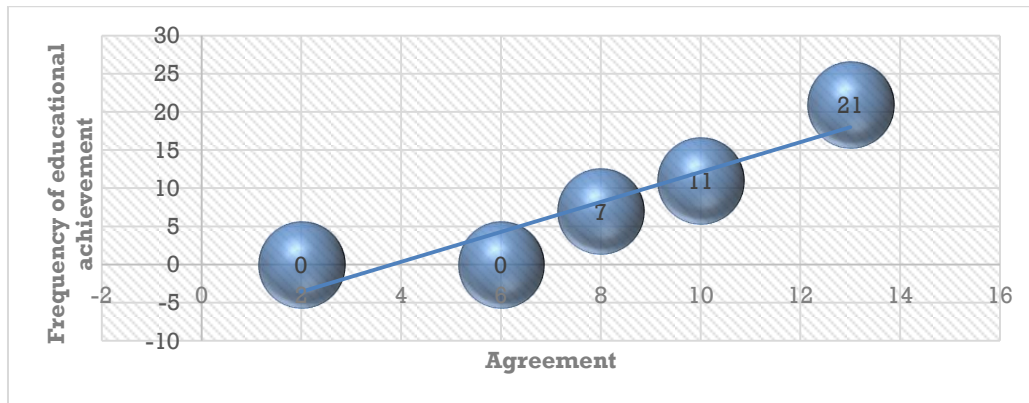


**Figure 3.6 Relationship between the Importance of MP at the Current Time and Educational Achievement**

According to the scatter plot below there is a positive trend because the line is going upward from the left to the right. So there is an increasing, strong, positive, linear association between the second statement (Moodle platform is important at this current moment in the students' studies) and the educational achievement because  $r=0.9$ . In general, as the

participants' agreement on the statement increase, the frequency of the educational achievement increase as well.

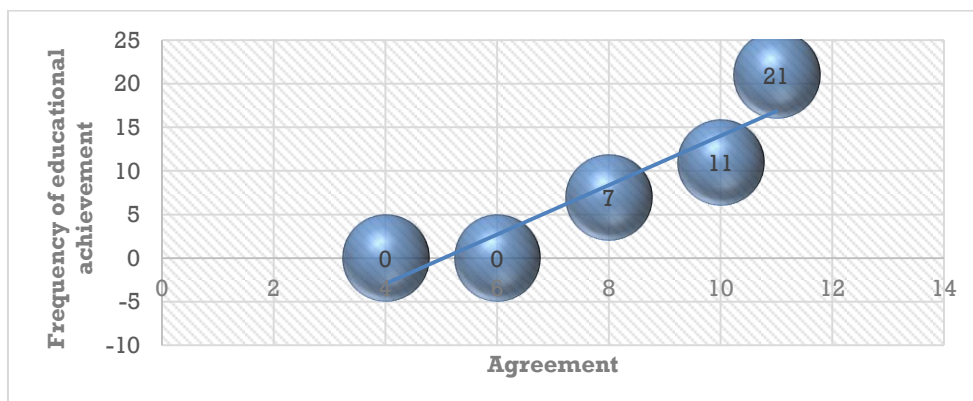
**Q03:** Relationship between believing the integration of Moodle platform into the process of studying to be a positive thing and Educational achievement



**Figure 3.7 Relationship between the Integration of MP into the Process of studying to be a Positive Thing and Educational Achievement**

According to the scatter plot below there is a positive trend because the line is going upward from the left to the right. So there is an increasing, strong, positive, linear association between the third statement (I believe that the integration of Moodle platform into my study process to be a positive thing) and the educational achievement because  $r=0.9$ . In general, as the students' agreement on the statement increase, the frequency of the educational achievement increase as well.

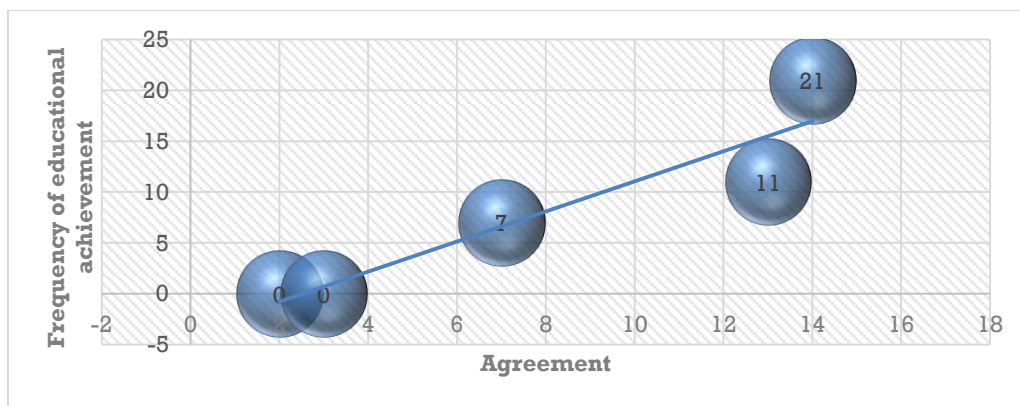
**Q04:** The relationship between Moodle Platform is irrelevant in student's learning and Educational achievement.



**Figure 3.8 Relationship between MP is Irrelevant in Student's Learning and Educational Achievement**

According to the scatter plot below there is a positive trend because the line is going upward from the left to the right. So there is an increasing, strong, positive, linear association between the fourth statement (Moodle Platform is irrelevant in my learning) and the educational achievement because  $r=0.9$ . In general, as the learners' agreement on the statement tended to increase, the frequency of the educational achievement increase as well.

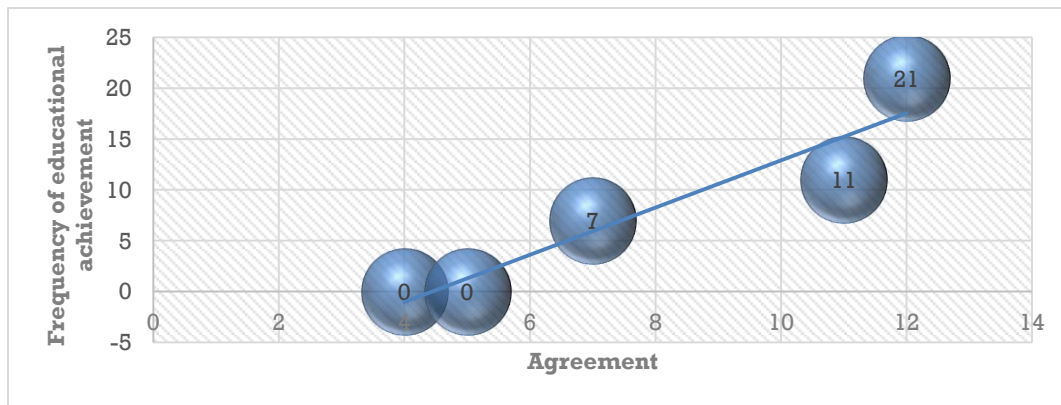
**Q05:** The relationship between Moodle Platform allowing student to acquire basic skills for his or her studies and Educational achievement.



**Figure 3.9 Relationship between MP Allowing Students to Acquire Basic Skills for their Studies and Educational Achievement**

According to the scatter plot below there is a positive trend because the line is going upward from the left to the right. So there is an increasing, strong, positive, linear association between the fifth statement (Moodle Platform allows me to acquire basic skills for my studies) and the educational achievement because  $r=0.9$ . In general, as the participants' agreement on the statement tended to increase, the frequency of the educational achievement increase as well.

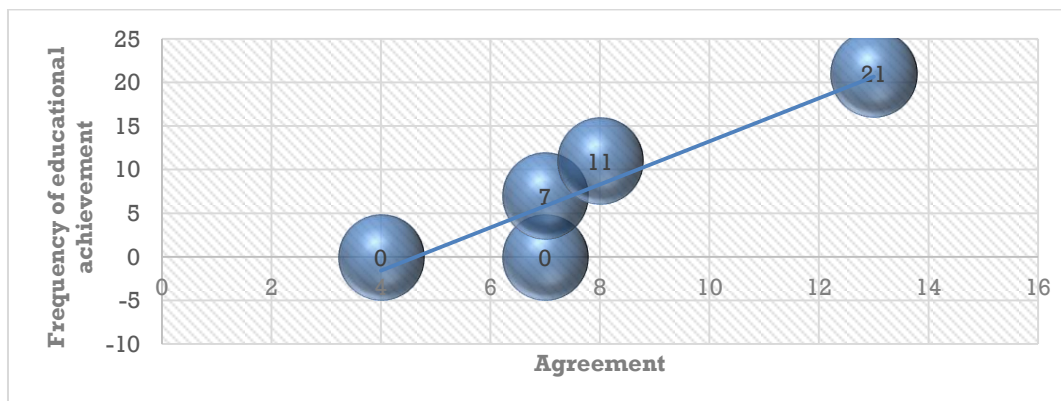
**Q06:** The relationship between Moodle Platform providing flexibility of space and time to communicate with teachers and students and Educational achievement.



**Figure 3.10 Relationship between MP Providing Flexibility of Space and Time to Communicate with Teachers/Learners and Educational Achievement**

According to the scatter plot below there is a positive trend because the line is going upward from the left to the right. So there is an increasing, strong, positive, linear association between the sixth statement (Moodle Platform provides flexibility of space and time to communicate with teachers and fellow students) and the educational achievement because  $r=0.9$ . In general, as the students' agreement on the statement tended to increase, the frequency of the educational achievement increase as well.

**Q07:** The relationship between the use of Moodle Platform hindering the development of study skills and the educational achievement.



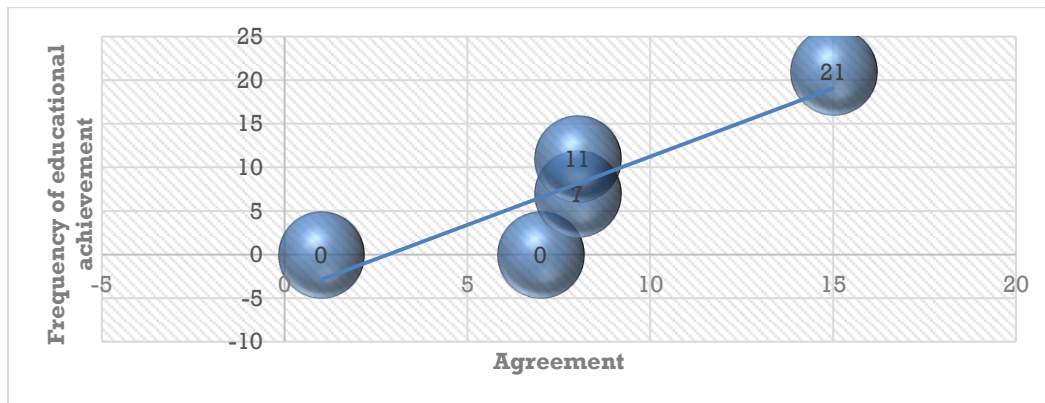
**Figure 3.11 Relationship between the Use of MP Hindering the Development of Study Skills and Educational Achievement**

According to the scatter plot below there is a positive trend because the line is going upward from the left to the right. So there is an increasing, strong, positive, linear association between the seventh statement (the use of Moodle platform hinders the development of study skills) and the educational achievement because  $r=0.9$ . In general, as the participants'

agreement on the statement tended to increase, the frequency of the educational achievement increase as well.

### 3.5. Affective Attitude's Analysis

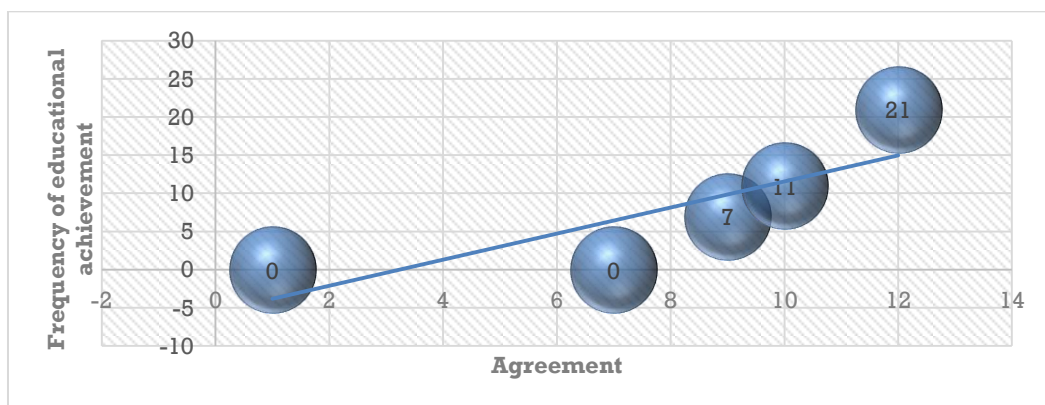
**Q01:** The relationship between students would have more Moodle resources for their studies and educational achievement.



**Figure 3.12 Relationship between students would have more Moodle Resources for their Studies and Educational Achievement**

According to the scatter plot below there is a positive trend because the line is going upward from the left to the right. So there is an increasing, strong, positive, linear association between the first statement (I would have more Moodle resources for my studies) and the educational achievement because  $r=0.88$ . In general, as the learners' agreement on the statement tended to increase, the frequency of the educational achievement increase as well.

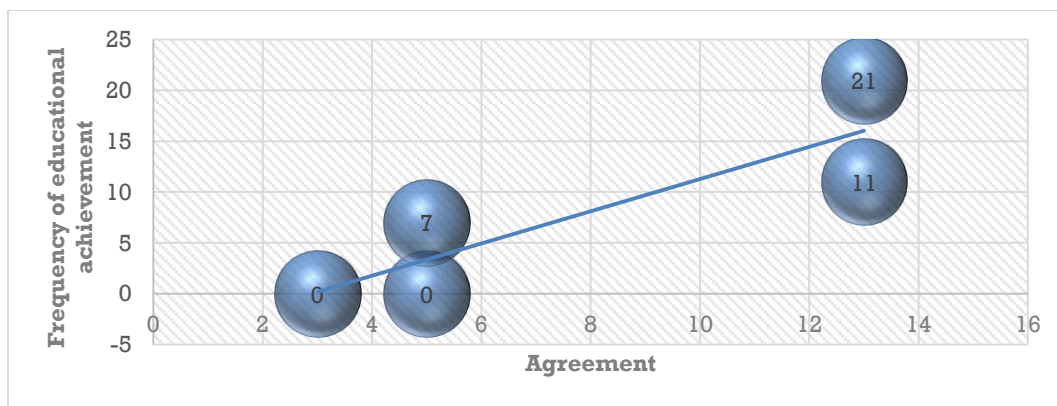
**Q02:** The relationship between students feeling at ease using Moodle Platform and the educational achievement.



**Figure 3.13 Relationship between Learners Feeling at Ease Using MP and Educational Achievement**

According to the scatter plot below there is a positive trend because the line is going upward from the left to the right. So there is an increasing, strong, positive, linear association between the second statement (I feel at ease using Moodle Platform) and the educational achievement because  $r=0.81$ . In general, as the agreement of participants on the statement tended to increase, the frequency of the educational achievement increase as well.

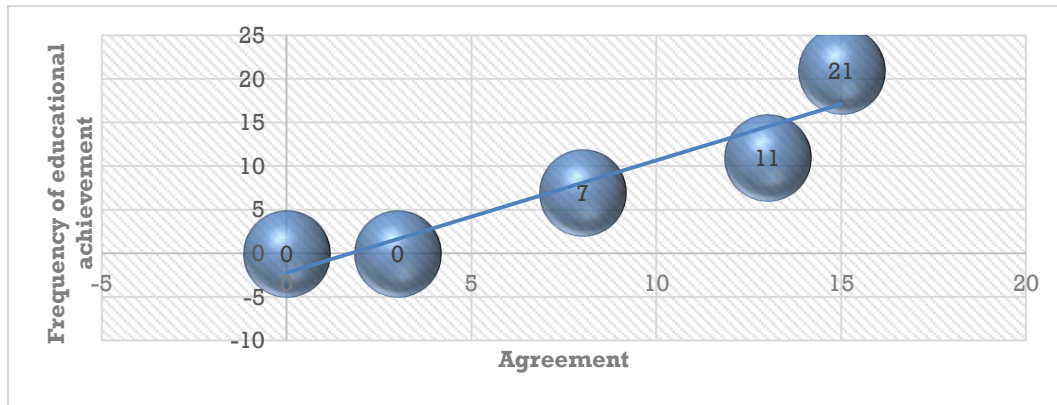
**Q03:** The relationship between students got overwhelmed accessing so much information on Moodle Platform and the educational achievement.



**Figure 3.14 Relationship between Students Got Overwhelmed Accessing so much Information on MP and Educational Achievement**

According to the scatter plot below there is a positive trend because the line is going upward from the left to the right. So there is an increasing, strong, positive, linear association between the third statement (I got overwhelmed accessing so much information on Moodle Platform) and the educational achievement because  $r=0.87$ . In general, as the participants' agreement on the third statement tended to increase, the frequency of the educational achievement increase as well.

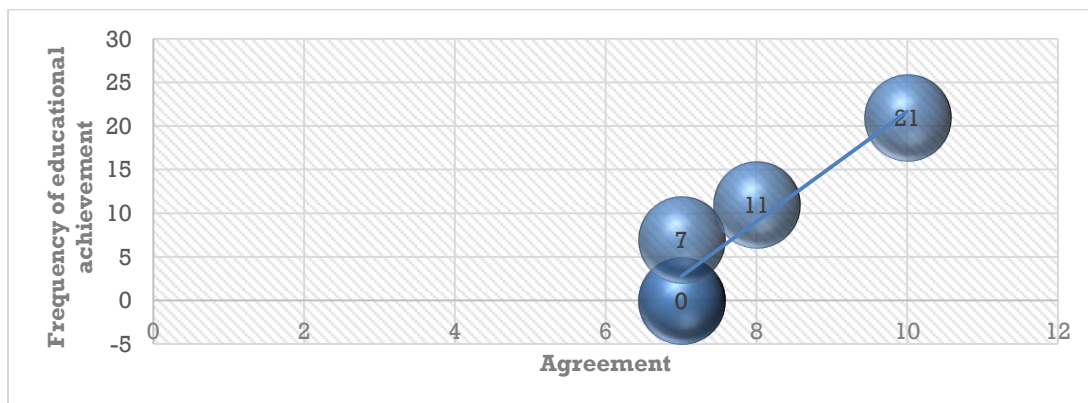
**Q04:** The relationship between students having chosen the university taking into account whether it uses Moodle Platform in teaching and the educational achievement.



**Figure 3.15 Relationship between Students Having Chosen University Taking into Account Whether it Uses MP in Teaching and Educational Achievement**

According to the scatter plot below there is a positive trend because the line is going upward from the left to the right. So there is an increasing, strong, positive, linear association between the fourth statement (when choosing my University, I took into account whether Moodle Platform would be used in teaching) and the educational achievement because  $r=0.9$ . In general, as the participants' agreement on the statement tended to increase, the frequency of the educational achievement increase as well.

**Q05:** The relationship between student likes to work in virtual class and educational achievement.

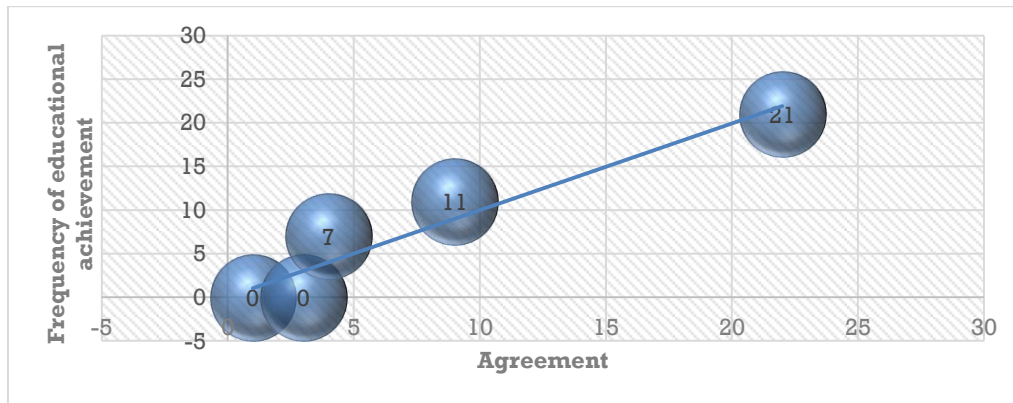


**Figure 3.16 Relationship between students like to Work in Virtual Class and Educational Achievement**

According to the scatter plot below there is a positive trend because the line is going upward from the left to the right. So there is an increasing, strong, positive, linear association between the fifth statement (I like to work in virtual classes) and the educational achievement

because  $r=0.9$ . In general, as the participants' agreement on the statement tended to increase, the frequency of the educational achievement increase as well.

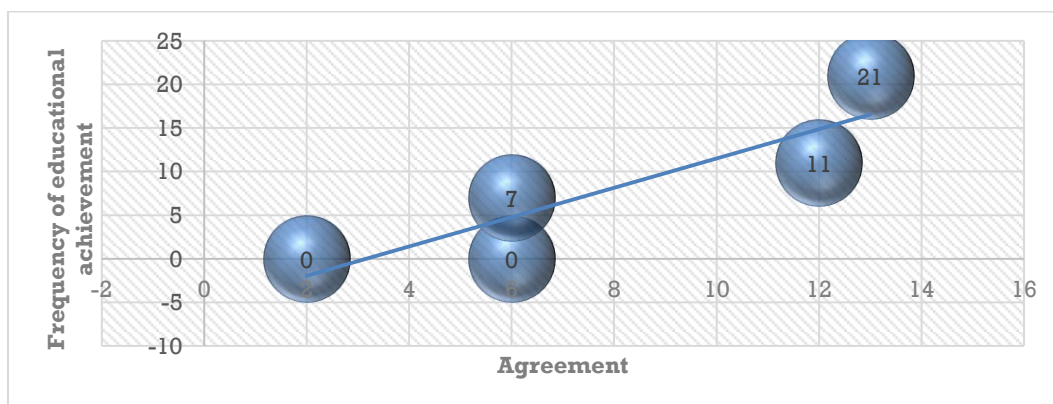
**Q06:** The relationship between Moodle Platform changing students' way of learning and the educational achievement.



**Figure 3.17 Relationship between MP Changing Students' Way of Learning and Educational Achievement**

According to the scatter plot below there is a positive trend because the line is going upward from the left to the right. So there is an increasing, strong, positive, linear association between the sixth statement (Moodle Platform changed my way of learning) and the educational achievement because  $r=0.9$ . In general, as the participants' agreement on the statement tended to increase, the frequency of the educational achievement increase as well.

**Q07:** The relationship between students like to work through Moodle Platform and the educational achievement.

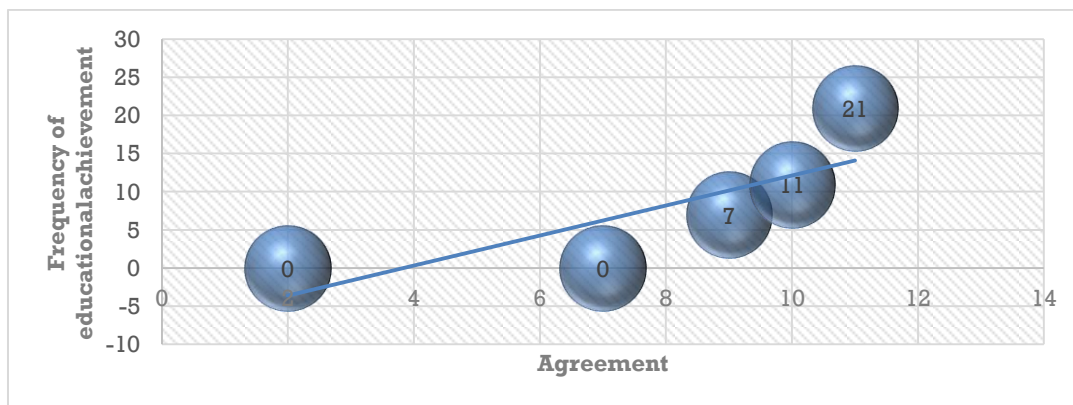


**Figure 3.18 Relationship between students like to work through MP and Educational Achievement**



According to the scatter plot below there is a positive trend because the line is going upward from the left to the right. So there is an increasing, strong, positive, linear association between the seventh statement (I like to study through Moodle Platform) and the educational achievement because  $r=0.88$ . In general, as the participants' agreement on the statement tended to increase, the frequency of the educational achievement increase as well.

**Q08:** The relationship between students being worried that their professional future would have to use Moodle Platform and the educational achievement.

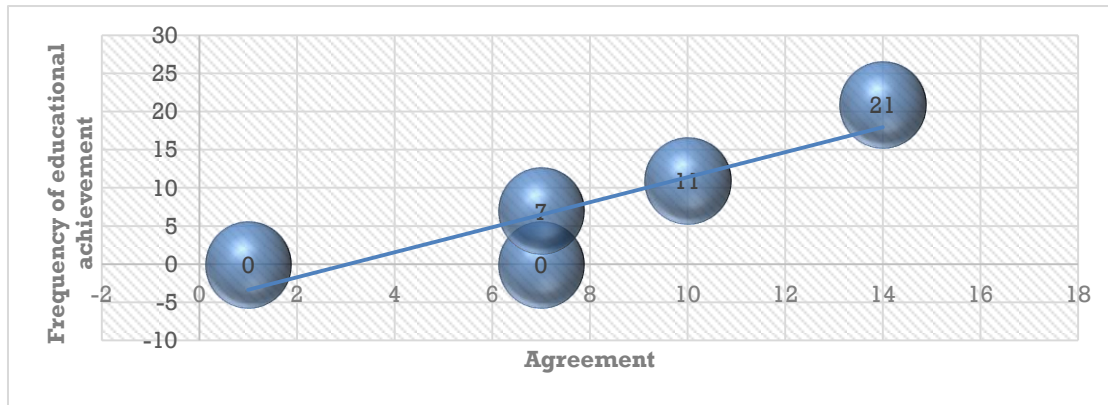


**Figure 3.19 Relationship between Students Being Worried that their Professional Future Would Have to Use MP and Educational Achievement**

According to the scatter plot below there is a positive trend because the line is going upward from the left to the right. So there is an increasing, strong, positive, linear association between the eighth statement (I worry that in my professional future I will have to use Moodle Platform) and the educational achievement because  $r=0.79$ . In general, as the participants' agreement on the statement tended to increase, the frequency of the educational achievement increase as well.

### 3.6. Behavioral Attitude's Analysis

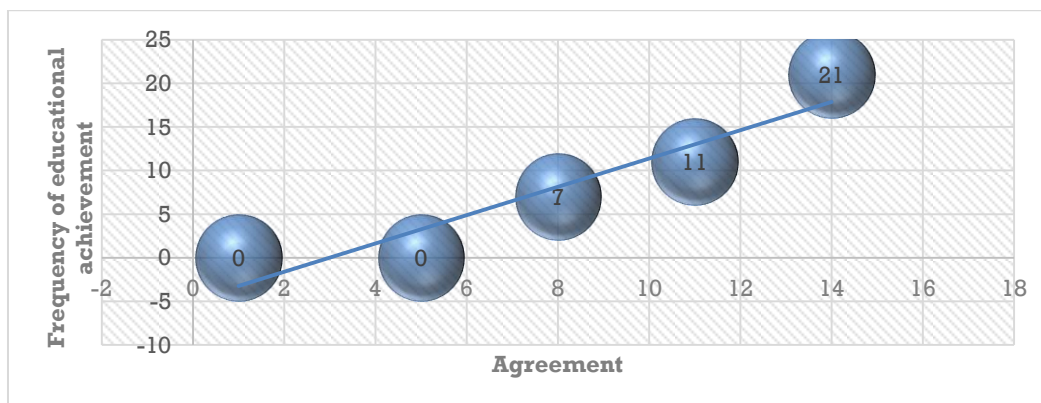
**Q01:** The relationship between Moodle Platform facilitating student's study of the subject and the educational achievement.



**Figure 3.20 Relationship between MP Facilitating Student's Study of the Subject and Educational Achievement**

According to the scatter plot below there is a positive trend because the line is going upward from the left to the right. So there is an increasing, strong, positive, linear association between the first statement (Moodle Platform facilitates my study of the subjects) and the educational achievement because  $r=0.89$ . In general, as the learners' agreement on the statement tended to increase, the frequency of the educational achievement increase as well.

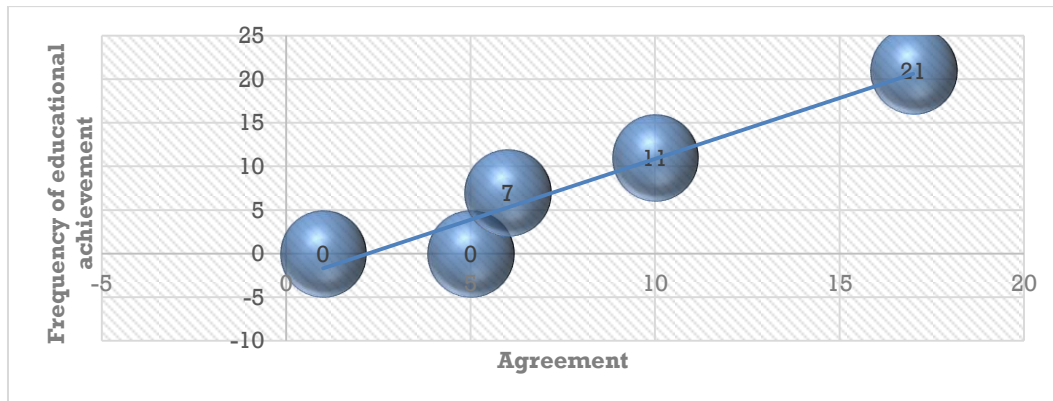
**Q02:** The relationship between students would have more resources of Moodle for their studies and the educational achievement.



**Figure 3.21 Relationship between Students Would Have More Moodle Resources for their Studies and Educational Achievement**

According to the scatter plot below there is a positive trend because the line is going upward from the left to the right. So there is an increasing, strong, positive, linear association between the second statement (I would have more Moodle resources for my studies) and the educational achievement because  $r=0.9$ . In general, as the participants' agreement tended to increase, the frequency of the educational achievement increase as well.

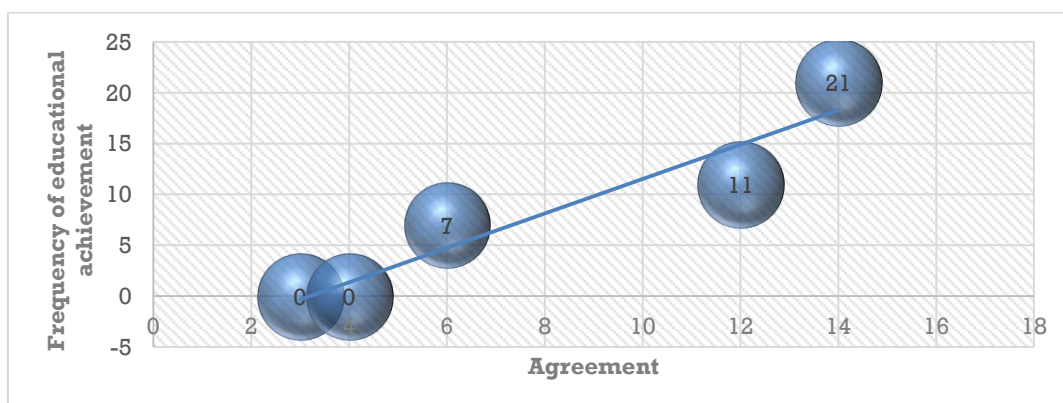
**Q03:** The relationship between students feeling at ease using Moodle Platform in their University studies and the educational achievement.



**Figure 3.22 Relationship between Students Feeling at Ease Using MP in their University Studies and Educational Achievement**

According to the scatter plot below there is a positive trend because the line is going upward from the left to the right. So there is an increasing, strong, positive, linear association between the third statement (I feel at ease using Moodle Platform in my University studies) and the educational achievement because  $r=0.9$ . In general, as the participants' agreement on the statement tended to increase, the frequency of the educational achievement increase as well.

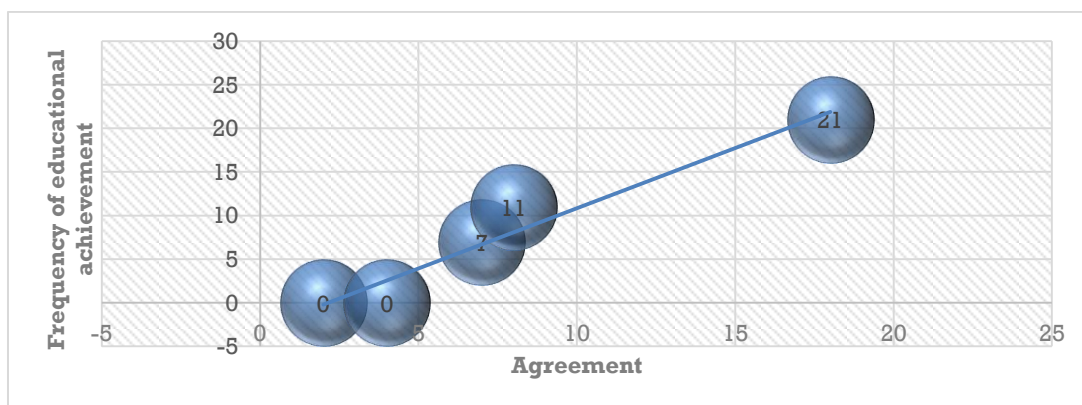
**Q04:** The relationship between students getting overwhelmed accessing so much information on Moodle Platform and the educational achievement.



**Figure 3.23 Relationship between Students Getting Overwhelmed Accessing so much Information on MP and Educational Achievement**

According to the scatter plot below there is a positive trend because the line is going upward from the left to the right. So there is an increasing, strong, positive, linear association between the fourth statement and the educational achievement because  $r=0.9$ . In general, as the participants' agreement on the statement tended to increase, the frequency of the educational achievement increase as well.

**Q05:** The relationship between students' way of studying that is helped by the use of Moodle Platform and the educational achievement.



**Figure 3.24 Relationship between Students' Way of Studying Helped by the Use of MP and Educational Achievement**

According to the scatter plot below there is a positive trend because the line is going upward from the left to the right. So there is an increasing, strong, positive, linear association between the fifth statement (my way of studying is helped by the use of Moodle Platform) and the educational achievement because  $r=0.9$ . In general, as the agreement of learners on the statement tended to increase, the frequency of the educational achievement increase as well.

### 3.7. Discussion of Results

The purpose of this study was to determine the correlation between students' attitudes towards E-learning and the educational achievement and to discover or examine the attitudes of EFL learners towards E-learning in this case Moodle Platform, in other words; how EFL learners react when they hear the word Moodle Platform or their opinions about this Platform adopted by their University. According to the findings, it may be conclude that there is a positive correlation between students' attitudes towards E-learning (Moodle Platform) and the educational achievement.

To begin with, the more learners accept using Moodle Platform the more they get used to it and know how to deal with it so that they get benefits from it. In contrast, if learners do not accept using the platform, they will face difficulties and it will affect their educational achievements. However, most learners know that using Moodle Platform have an important role in the current moment (COVID-19) because of Moodle Platform allows learners to connect to learning resources via using Internet and analyze their progress, which is especially useful for individuals who work they can continue working at the same time they can carry their studies also to protect themselves from the virus that what pushes learners to study through Moodle in order to boost their educational achievement. Furthermore, as far as learners believe in that the integration of Moodle Platform in the learning process to be a good thing or a positive thing their scores will be boosted because Moodle Platform may help some learners in their learning process and facilitates things for them than others in other words, some learners believe that Moodle Platform do not suit them maybe they faced some difficulties while using this Platform like, increased possibility of technological issues, such as Internet server overload and lack of success to provide all assignments and incapable to create modifications without the supervisor or the director as Diane Elkins (2020), mentioned that if anyone have only had lousy and awful E-learning, it is to be enthusiastic about it. In addition, M.P helps learners to learn new skills that enhance their learning process so that their scores get higher. For example, basic web browsing abilities are required for students in order to set it up. They will also need to understand how the process works. Indeed, Moodle Platform provides elasticity of time and space in other words, learners can study anytime they find it good for them at any place suits them also gives them the chance to contact teachers and their mates to leave comments about lessons provided in Moodle in order to have clarifications whenever they do not understand something as Ben Aston (2020), declared that online learning creates a united investigation environment which improves regularity. E-learning saves time also it allows workers to work around their timetables. People get the information needed with critical resources available anytime on their preferred device. With one education platform, teachers can concentrate on offering the best learning experience possible, which will result in regular, high quality output.

On the other hand, some learners believe that the use of MP hindering the development of study skills because of the platform has not been sufficiently evaluated for learners' background knowledge and they are missing out on practical assignments, with the lack of engagement and cooperation with other students posing the greatest challenge. Indeed, some

students want to use more Moodle resources for their studies and feel at ease when using this platform, while others find it hard to use it maybe just because they do not have access to internet or they do not have digital devices such as laptops or phones...etc. Some students got overwhelmed accessing so much information on MP maybe because the huge amount of lessons and knowledge delivered in Moodle is so much for the students brains especially when the guidance of the teacher is missed in other words, learners cannot handle big amount of information especially for long lessons without explanation.

To conclude with, some learners like to work in virtual classes others not maybe because some like to discuss things concerning the lessons in front of the teacher like extroverted learners; others prefer to just write what they have understood like introverted learners. Moodle Platform changed the students' way of learning because it is a new method adopted by their Universities. Learners did not dealt with such method of learning before; it brought new ways and techniques to their learning process such as browsers, sites...etc. Some learners like to work through Moodle while others prefer the old methods of learning especially because it is a new method as mentioned before maybe if the administrators work more on changing some features, learners will like to work with it. Also some have been worried that their professional future would have to use Moodle Platform maybe they did not like certain things or features concerning Moodle. Learners agreed on that MP facilitates their study of the subjects as Dr. Sharon Jones (2020), mentioned that along with many other advantages, online learning allows for greater flexibility and makes the process of planning growth prospects much smoother. Furthermore, the capacity for individuals to connect knowledge whenever they need, it offers the key fair and equitable (just in time) aspect for professional work relevance. Trainers seek for education that is relevant to their jobs, fast and worthwhile, while using online website which enables them to study at their own speed and apply what they have learned when they need it. It is a victory for everyone. In general, the strength between the educational achievements of learners and the statements mentioned before is more than 0.75 so; the correktion is strong and positive.

## **Section Two: Implications and Suggestions**

### **3.8. Solutions**

To begin with, professionals and specialists should work on upgrading Moodle Platform in some ways in other words, they may change some features. Organizations should also make it easy to obtain lessons instead putting Moodle in a website or accessed through a site, they

may shorten the learning degree of difficulty or the challenge for students by providing an application that can be downloaded on any device. The administration should work and seek to offer Internet access and devices such as tablets and smart phones...etc for students who do not have such electronics, or to make the process of purchasing these equipments from retailers and stores easier, for example, by allowing learners to use their student's ID to get discount i.e. to reduce the price, especially in developing nations, electronic gadgets and Internet access are not available to all residents.

Furthermore, the administration in charge of offering lessons must schedule specific sessions to explain Moodle Platform's functioning mechanism and how to deal with it, as well as the platform's features and benefits, in order to assist students overcome their fear of using it. On the other hand, with regard to the huge and massive amount of information that the student receive, which gives them enormous anxiety and makes them fear studying on Moodle Platform. Lessons should be made as simple as feasible by teachers. They can also include an audio clip (recording) alongside each title or paragraph that explains the textual notion and that makes it easier. To avoid any misunderstanding, so that learners reformulate the ideas in a new way and fully comprehend any lesson. Teachers can also explain things by filming a video and uploading it at the end of the lesson so that students can refer back to it if they are unsure about something or missed any idea.

Finally, as Kassy Laborie (2020), asserted that virtual instructor-led training offers enormous opportunities for bringing learners together and creating real, instantly relevant education. The challenge is to execute it properly and take into account the learners experience. It plays a very important role to maintain the spotlight on them. Indeed, one addressed hypothesis is confirmed by the findings. This hypothesis is like the following: there is a significant relationship between students' attitudes towards E-learning and the educational achievement.

### **3.9. Conclusion**

This chapter is about finding if there is a correlation between students' attitudes towards E-learning and the educational achievement. In addition, to figure out the results of the research instrument used to conduct this study in order to analyze and discuss them. This chapter is divided into two sections, the first one is about analyzing and discussing findings and the second one is about suggestions and implications in other words solutions. This chapter aims at proving or disproving the addressed hypothesis suggested by the researcher.



## **General Conclusion**

E-learning is primarily defined as a student centered learning environment. To enhance experience and competences, E-learning is a necessary method of education (teaching and learning processes). In order to motivate learners to study, many colleges and universities, such as Saida University, use E-learning web applications like Moodle Platform to offer the educational process. E-learning, as many students and teachers are aware, has grown in popularity throughout the world, allowing students to study from the comfort of their own homes rather than attending colleges.

Furthermore, the researcher discovered that there are very few studies that discuss the interaction and cooperation between learners and teachers, despite the fact that this latter plays a very important role, particularly for learners, in order to see whether they understood the lesson or not, as well as to share additional ideas about the lesson. This study offers light on the scope of this research, which is E-learning and the educational accomplishment of learners, by analyzing the learners' perspectives of E-learning and assessing their academic accomplishment.

The present work is divided into three chapters. To begin, the first chapter comprises of the "Literature Review". The researcher strives to emphasis the most significant factors connected to E-learning, learners' attitudes and educational achievement throughout the first chapter. Additionally, the second chapter "Research Methodology" defines the general structure of the conducted study by emphasizing the survey's methodology, explaining and describing the research instrument and addressing or referring to the research's goal and limitations. Finally, the third chapter "Data Analysis and Recommendations" focused on the analysis and discussion of the findings, as well as instructional recommendations.

A quantitative correlational study was conducted in order to offer and explore answers to the research question and validate or verify the researcher's hypotheses. In this line, a quantitative technique was used to study learners' views about E-learning by administering a questionnaire to two groups of Master Graduate English learners at Moulay Tahar Saida University. In order to determine if there is a link between learners' attitudes and educational attainment, the correlational approach was also used. The educational achievements have been taken from the administration.



The present study is based on a single research question: is there a relationship between students' attitudes towards E-learning and academic achievement? In response to this study's question, the researcher anticipated that 1) learners' view of E-learning and academic achievement had a substantial link. 2) There is no substantial correlation between students' view about E-learning and their academic achievement.

The results of the students' questionnaire revealed that some students had a negative attitude towards E-learning (Moodle Platform) due to several issues. The biggest stumbling block is because they obtained or received so much knowledge without explanation, particularly during extended lectures. Others expressed a good attitude regarding using Moodle Platform in their studies, claiming that it aids and facilitates their learning process while also providing time and space flexibility. As a result, the hypothesis is validated by the data of this investigation.

In the context of the present study's findings, it is feasible to recommend that future or the coming researchers or investigators concentrate more on learners' attitudes and perceptions of Moodle Platform in order to assist professors and administrators in making Moodle Platform suitable for learners in a way that allows them to accept using it in order to improve their educational scores, because these findings can provide factors about how EFL learners feel, experience, assume, believe and what they want to or would like.

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## Appendices

## Appendix A:

## Questionnaire

This questionnaire is meant to collect data about the attitudes of Master two students in the department of English language and literature in order to describe how they feel about distance learning using MOODLE platform. Therefore, your effort is highly appreciated. Further, I would like to inform you that your personal data will be in confidentiality and they will be used only in matter.

Thank you so much for your cooperation.

## 1. Demographic information

1.1.Gender	Male	Female
------------	------	--------

1.2. Age.....

1.3. Marital Status	single	married
---------------------	--------	---------

1.4. Employment                      employed                      unemployed

1.5.Years of experience of using MOODLE platform

## 2. Affective attitudes towards distance learning (MOODLE Platform)

Please select the right answer for you.

2.1.I would have more MOODLE resources for my studies

Strongly disagree      1      disagree      2      undecided      3      agree      4      Stronglyagree      5

2.2.I feel at ease using MOODLE platform

Strongly disagree      1      disagree      2      undecided      3      agree      4      Stronglyagree      5

2.3.I got overwhelmed accessing so much information on MOODLE platform

Strongly disagree      1      disagree      2      undecided      3      agree      4      Stronglyagree      5

2.4.When choosing my University, I took into account whether MOODLE platform would be used in teaching

Strongly disagree      1      disagree      2      undecided      3      agree      4      Stronglyagree      5

2.5.I like to work in virtual classes

Strongly disagree      1      disagree      2      undecided      3      agree      4      Stronglyagree      5

2.6.MOODLE platform changed my way of learning

Strongly disagree      1      disagree      2      undecided      3      agree      4      Stronglyagree      5

2.7.I like to study through MOODLE platform

Stronglydisagree      1      disagree      2      undecided      3      agree      4      Stronglyagree      5  
e      e

2.8.I worry that in my professional future I will have to use MOODLE platform

### 3. Behavioral Attitudes towards the use of MOODLE platform

Please select the right answer for you

3.1.MOODLE platform facilitates my study of the subjects

Strongly disagree      1   disagree   2   undecided   3   agree   4   Strongly agree   5

3.2.I would to have more MOODLE resource for my studies

Strongly disagree      1   disagree   2   undecided   3   agree   4   Strongly agree   5

3.3.I feel at ease using MOODLE platform in my university studies

Strongly disagree      1   disagree   2   undecided   3   agree   4   Strongly agree   5

3.4.I got overwhelmed accessing so much information on MOODLE platform

Strongly disagree      1   disagree   2   undecided   3   agree   4   Strongly agree   5

3.5.My way of studying is helped by use of MOODLE platform

Strongly disagree      1   disagree   2   undecided   3   agree   4   Strongly agree   5

#### **4. Cognitive attitudes towards the use of MOODLE platform**

Please choose the answer which suits you

4.1.MOODLE platform assists me in my learning

Strongly disagree      1   disagree   2   undecided   3   agree   4   Strongly agree   5

4.2.MOODLE platform is important at this current moment in my studies

Strongly disagree      1   disagree   2   undecided   3   agree   4   Strongly agree   5

4.3.I believe the integration of MOODLE platform into my study process to be a positive thing

Strongly disagree      1   disagree   2   undecided   3   agree   4   Strongly agree   5

4.4.MOODLE platform is irrelevant in my learning

Strongly disagree      1   disagree   2   undecided   3   agree   4   Strongly agree   5

4.5.MOODLE platform allows me to acquire basics skills for my studies

Strongly disagree      1   disagree   2   undecided   3   agree   4   Strongly agree   5

4.6.MOODLE platform provides flexibility of space and time to communicate with teachers and fellow students

Strongly disagree      1   disagree   2   undecided   3   agree   4   Strongly agree   5

4.7.Use of MOODLE platform hinders the development of study skills

Strongly disagree      1   disagree   2   undecided   3   agree   4   Strongly agree   5

## Appendix B:

### Learners' Educational Achievements

PV de cursus de l'année 2020-2021													Transférés	0 (0.00%)
													C. acad.	0 (0.00%)
													Abandon	0 (0.00%)
Département : Lettres et langue anglaise														
Niveau : M2 Domaine : Lettres et langues étrangères														
Filière : Langue anglaise														
Spécialité : Didactique des Langues Etrangères Date : 19-04-2022														
N°	Matricule	Noms & Prénoms	S1		S2		S3		S4		MGF	MGC	Somme des Crdts	Décision Jury (Cursus)
			Moy1	Créd1	Moy2	Créd2	Moy3	Créd3	Moy4	Créd4				
1	161638030106	ABDELKRIM Amina	15.51	30	15.53	30	15.88	30	17.5	30	16.11	16.11	120	Admis(e)(S1)
2	161638034384	MALEK Assia	13.65	30	13.71	30	13.82	30	17.5	30	14.67	14.67	120	Admis(e)(S1)
3	161638031644	GRIIB Souhila	13.44	30	12.92	30	13.4	30	17	30	14.19	14.19	120	Admis(e)(S1)
4	161638033070	KENDOUCI Ikram	12.9	30	13.84	30	13.63	30	16	30	14.09	14.09	120	Admis(e)(S1)
5	161638033375	BOUTALBI Fatima Zohra	12	30	12.67	30	12.75	30	17	30	13.61	13.61	120	Admis(e)(S1)
6	161638066983	KHADER Abir Insaf	12.01	30	12.51	30	12.57	30	17	30	13.52	13.52	120	Admis(e)(S1)
7	161638033368	BOUKHAL Souad	12.4	30	11.79	30	12.49	30	17	30	13.42	13.42	120	Admis(e)(S1)
8	161638029700	LAZREG Khadidja Razika	12.18	30	11.73	30	12.5	30	16.5	30	13.23	13.23	120	Admis(e)(S1)
9	161638031280	DJERFI Aicha	11.6	30	12.39	30	12.63	30	16	30	13.15	13.15	120	Admis(e)(S1)
10	161638032424	DAHMANI Hadjira	11.84	30	11.62	30	12.04	30	17	30	13.13	13.13	120	Admis(e)(S1)
11	161638033113	DJELAILI Dhiba	12.08	30	12.57	30	11.84	30	15.5	30	13.00	13.00	120	Admis(e)(S1)
12	161638036039	TETA Fatiha	11.84	30	11.4	30	11.54	30	16.5	30	12.82	12.82	120	Admis(e)(S1)
13	161638037615	MAMMERI Mohamed	11.36	30	11.69	30	11.6	30	15.5	30	12.54	12.54	120	Admis(e)(S1)
14	161638064410	DIF Rania Amel	11.51	30	10.99	30	11.51	30	16	30	12.50	12.50	120	Admis(e)(S1)
15	161638031520	HALIMI Amina Belkais	11.86	30	10.19	30	11.41	30	16.5	30	12.49	12.49	120	Admis(e)(S1)
16	161638034328	BOUKABENE Nadjat	10.47	30	10.57	30	13.03	30	15.5	30	12.39	12.39	120	Admis(e)(S1)
17	151538068356	BENGUEMMAR Naceur	10.79	30	11.03	30	10.57	30	16.5	30	12.22	12.22	120	Admis(e)(S1)
18	181538067010	KHERICI Hemza	10.85	30	11.16	30	11.91	30	17	30	12.73	12.09	120	Admis(e)(S2)
19	161638066891	SLIMANI Amal	10.89	30	11.29	30	11.13	30	15	30	12.08	12.08	120	Admis(e)(S1)
20	161638069921	BOUGUEFDA Sara	11.29	30	12.35	30	11.59	30	13	30	12.06	12.06	120	Admis(e)(S1)
21	161638031737	AMARI Fatima Zohra Djihane	11.27	30	11.26	30	11.01	30	15	30	12.13	12.01	120	Admis(e)(S2)
22	161638031301	KERROUM Mokhtar	10.01	30	10.31	30	11.25	30	16	30	11.89	11.89	120	Admis(e)(S1)
23	161638029370	ANIBA Imene	10.07	30	11.36	30	11.62	30	14.5	30	11.89	11.89	120	Admis(e)(S1)
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PV de cursus de l'année 2020-2021

Département : Lettres et langue anglaise  
Niveau : M2 Domaine : Lettres et langues étrangères  
Filière : Langue anglaise  
Spécialité : Didactique des Langues Etrangères Date : 19-04-2022

Admis 33 (82.50%)  
Avec dettes 0 (0.00%)  
Ajournés 7 (17.50%)  
Transférés 0 (0.00%)  
C. acad. 0 (0.00%)  
Abandon 0 (0.00%)

N°	Matricule	Noms & Prénoms	S1		S2		S3		S4		MGF	MGC	Somme des Crédits	Décision Jury (Cursus)
			Moy1	Créd1	Moy2	Créd2	Moy3	Créd3	Moy4	Créd4				
24	161638031823	ANENE Nesrine	10.68	30	10.24	30	11.22	30	15	30	11.79	11.79	120	Admis(e)(S1)
25	161638033532	CHIKH Chaïmaa Fatima Zohra	10.78	30	10.78	30	11.44	30	14	30	11.75	11.75	120	Admis(e)(S1)
26	161638070014	BOUDAHRA Omar Houssam Eddin	10.96	30	10.9	30	11.29	30	13	30	11.54	11.54	120	Admis(e)(S1)
27	161638031233	KHERIS Oussama	11.74	30	11.46	30	10.25	30	13	30	11.61	11.50	120	Admis(e)(S2)
28	161638066791	BENDJERAD Mouna	10.43	30	10.23	30	10.68	30	15	30	11.59	11.47	120	Admis(e)(S2)
29	161638034524	KOUDDAD Nacera	10	30	10.24	30	10.51	30	15	30	11.44	11.44	120	Admis(e)(S1)
30	161638067519	BOUFENIK Farida	10.01	30	10.38	30	10.6	30	14	30	11.25	11.14	120	Admis(e)(S2)
31	161638034310	ARZAG Wafaa	10.08	30	10.21	30	10.65	30	14	30	11.23	11.01	120	Admis(e)(S2)
32	161638037173	HOCINE Ikram	10.07	30	10.03	30	10.43	30	14.5	30	11.26	10.92	120	Admis(e)(S2)
33	161638065554	ALLAOUI Henia	10.12	30	10.04	30	10.6	30	13	30	10.94	10.83	120	Admis(e)(S1)
34	161638031194	BENHAMIDA Nada Fatima Zohra	10.01	30	10	30	7.84	8	0	0	06.96	00.00	68	Ajourné(e)
35	181538066886	CHAIBI Khadidja	10.53	30	10.42	30	10.76	30	0	0	07.93	00.00	90	Ajourné(e)
36	161638034826	HAMIDATE Fatima Zohra	10	30	10.56	30	0.82	0	0	0	05.34	00.00	60	Ajourné(e)
37	171438059357	HEDIAM Boudjemaa	11.66	30	12.82	30	13.31	30	0	0	09.45	00.00	90	Ajourné(e)
38	191538031839	MEGLALI Boumediene	13.82	30	13.26	30	10.35	30	0	0	09.36	00.00	90	Ajourné(e)
39	161638066559	TANNAH Leila	10.23	30	10.13	30	10.24	30	0	0	07.65	00.00	90	Ajourné(e)
40	161638030277	TEKFA Rania	12.27	30	12.37	30	11.88	30	0	0	09.13	00.00	90	Ajourné(e)

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