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## Investigating Students' Readiness And Teachers' Satisfaction with Online Transitional Learning

Case Study: Third-year EFL Students at Dr. Taher Moulay University of Saida

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

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## **Declaration of Originality**

I hereby declare that the work presented in this thesis is entirely my own and has been completed without any unauthorized assistance. All sources of information and ideas that are not my own have been properly cited. This thesis has not been previously submitted for any degree or examination at any other institution.

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# Dedication

I dedicate this modest work, first and foremost, to the most beautiful and strongest souls in my life—my dear parents. Their unwavering support and constant encouragement have taught me to believe in myself and the power of hard work. Their love and guidance have shown me that so much can be achieved with them by my side.

To my friends whom I met at university and who became part of my life

Thankful for all the memories we have made together and unwavering support

Also, I dedicate this work to my own journey of self-discovery and empowerment. Through every challenge and triumph, I have learned to harness my inner strength and resilience, proving to myself that I can achieve anything I set my mind to.

**A special thank goes to:**

My grandmothers for their prayers to me, and to whom I wish long life.

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## **Abstract**

The shift to online learning has emerged as one of the most significant transformations in education in recent years, largely accelerated by the COVID-19 pandemic. This transition has introduced a novel set of challenges and opportunities for both students and educators. This study aims to investigate the readiness of students and the satisfaction levels of teachers regarding this transition. A mixed-method approach was employed in which a questionnaire was administered to students to assess their technological skills, motivation, and familiarity with online learning platforms. Concurrently, interviews were conducted with teachers to evaluate their satisfaction levels and concerns regarding the quality of course materials and the availability of technical support. The interviews aimed to identify the challenges faced by teachers in adapting their teaching methods to the online format, their access to professional development opportunities, and their overall satisfaction with the support provided by their institutions. The findings indicate that students are generally well-prepared for online learning. However, teachers report lower satisfaction levels, primarily due to issues with the quality of online course materials and the availability of technical support. The research concludes that while students' readiness for online learning is promising, addressing teachers' concerns is critical to achieving a cohesive and effective online educational environment.

**Keywords :**Online learning , Student readiness , Teacher satisfaction

Technological skills, Technical support .

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## **List of Abbreviations**

- ❖ (EFL) \_\_ English as foreign language
- ❖ (ELA) \_\_ English learning achievement
- ❖ (OLSES) \_\_ Online Learning Self-Efficacy Scale
- ❖ ( TOL) \_\_ Transitional online learning

# *General Introduction*

In today's rapidly evolving educational landscape, online learning has become a vital component for maintaining educational continuity and flexibility, particularly accelerated by recent global events such as the pandemic. Understanding both students' readiness for online learning and teachers' satisfaction with this mode of instruction is essential. This study aims to explore the intricate relationship between these aspects to shed light on the factors influencing the success of online learning environments.

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

Therefore, the primary focus of this research is to explore the factors influencing students' readiness for online learning and assess teachers' satisfaction with online teaching. Additionally, the study aims to examine the challenges faced by both students and teachers in the online learning environment.

To achieve these objectives, the study will evaluate the technological proficiency and self-discipline of students in an online learning environment, assess their intrinsic motivation and individual learning preferences, measure the satisfaction levels of teachers with online teaching methods, and identify the challenges encountered by students and teachers in online learning environments.

To address these objectives, the key research questions posed are:

- **Q1:**What attitudes do teachers and students exhibit towards transitional online learning?
- **Q2:**How can we maximize the successful implementation of transitional online learning ?

In order to address these inquiries ,the following research hypotheses are developed :

-It is hypothesized that students may be adequately prepared for learning online. Teachers, however, have lower satisfaction assessments.

-It is hypothesized that enhancing the quality of digital educational resources and providing robust technical support systems seem essential for ensuring a successful and sustainable transition to online learning.

The study will employ a simple random sampling approach focusing on third -year EFL students at Dr. Taher Moulay University of Saida. A mixed-Method will be utilized, including structured questionnaires for students and interviews with teachers experienced in online teaching.

Additionally, the present study contains three chapters, preceded by a general introduction and followed by a general conclusion. The first chapter represents the theoretical background of the research study, which embraces the main factors that influence student preparedness and the satisfaction of the teachers about this shift. Meanwhile, in chapter two, the research design and methodology were analyzed. It provided detailed descriptions of the study tools, participants' profiles, and research procedures. The last chapter is devoted to data analysis and interpretations, as well as some recommendations and suggestions.

Limitations of the study include its focus on a specific group of students at a single university, potentially limiting the generalizability of findings, and the reliance on self-reported data, which may introduce bias.

In summary, the shift to online learning represents a significant transformation in the educational landscape, one that requires careful evaluation and adaptation. By exploring the readiness of students and the satisfaction of teachers, this study aims to provide a holistic understanding of the factors that contribute to successful online education. The findings of this research will offer valuable insights for educators, policymakers, and stakeholders, helping to shape a more effective and equitable educational system for the future.

# CHAPTER

# ONE

## **Introduction :**

Moving to online learning in education has highlighted how ready students are and how satisfied teachers are with the change. It's important to look at students' technological skills, ability to learn on their own, time management, and motivation to see how well they adapt. Likewise, understanding how satisfied teachers are with online teaching can provide valuable information about their performance and the quality of online education. This study aims to explore what affects student readiness and teacher satisfaction when switching to online learning.

### **1.1 Online Transitional Learning:**

Transitional online learning refers to the process of shifting traditional learning methods to online platforms, enabling students and educators to engage in virtual classrooms through digital technologies. This approach involves adapting educational practices to the online environment, emphasizing the importance of connectivity and community in the learning process. The aim is to provide a seamless and effective learning experience by leveraging technology to facilitate teaching, learning, and collaboration in virtual settings.

According to Lee et al . (2021 page ), "Transitional online learning involves the adaptation of traditional learning methods to online platforms, fostering connectivity and community in the virtual learning environment". Add interpretation of the quote

## **1.2 Students readiness for transitional online learning :**

According to Smith and Jones (2021), evaluating students' technological aptitude and self-control abilities is crucial for smooth transitions to online learning. Their focus on efficient preparation highlights how crucial it is to provide students the knowledge, abilities, and attitude needed to successfully negotiate the difficulties present in online learning settings. In particular, they mentioned that "Effective preparation is essential for students to navigate the challenges of online learning successfully" ( ebid, 2021, p. 56).

This emphasis on evaluating students' preparedness prior to making the switch to online learning is consistent with a growing body of research that highlights the role that readiness plays in improving student outcomes and lowering attrition rates in online learning. Teachers may help students in their online learning journey more effectively and create a more conducive learning environment by recognizing the value of self-regulation and technical competency.

Online learning readiness refers to an individual's ability and willingness to participate and succeed in an online learning environment. It encompasses competencies such as technology skills, self-directed learning abilities, motivation for learning, self-regulation, and effective time management. Scholars emphasize that learners' readiness for online education is crucial for their engagement and success in the digital learning environment. Warner et al. (1998) initially defined online learning readiness as students' inclination towards classroom preferences.

According to Sharma and Saini (2022 ), "Student readiness for transitional online learning involves their preparedness and ability to adapt to the shift from traditional face-to-face learning to online educational settings, encompassing technological competence, self - directed learning skills, time management abilities, and motivation for learning in a digital environment".



## **1.2.1 Factors Influencing Student Readiness :**

### *1.2.1.1 Technological Proficiency and Online Learning:*

The readiness of students for online learning is significantly influenced by their technological proficiency. According to research by Jones and Czerniewicz (2019), digital literacy skills are crucial for effectively navigating online platforms, engaging with course materials, and participating in virtual discussions. Students who possess strong technological skills are better equipped to interact efficiently with online learning tools, access resources effectively, and communicate with peers and instructors in virtual environments. Digital literacy empowers students to adeptly handle the complexities of online courses, actively participate in discussions, and utilize technology to enrich their learning experience.

In the context of online learning, technological proficiency extends beyond basic computer skills; it encompasses the capacity to effectively use a range of digital tools, software applications, and online resources. Students with high technological proficiency can quickly adapt to new platforms, independently troubleshoot technical issues, and utilize technology to improve their academic performance. Furthermore, digital literacy skills enable students to critically evaluate online information, collaborate with peers on virtual projects, and engage in multimedia-rich learning experiences that foster deeper understanding of course content.

Overall, technological proficiency plays a crucial role in shaping students' preparedness for online learning by empowering them to confidently navigate digital environments, meaningfully engage with course materials, and communicate effectively in virtual settings. Educators can support students in thriving in online courses and achieving academic success in digital learning environments by fostering digital literacy skills and providing assistance in enhancing technological proficiency.

### **1.2.1.2 Self directed learning :**

Self-directed learning is a fundamental aspect of education, where learners take on the responsibility of organizing, executing, and evaluating their own learning experiences. According to Brookfield and Hiemstra (1991), In self-directed learning, learners assume primary responsibility for organizing, carrying out, and assessing ability to identify their learning needs, set specific goals, determine necessary resources, select appropriate strategies, and evaluate outcomes independently or with external support.

Self-directed learners exhibit traits such as self-control, independence, curiosity, self-motivation, and openness to learning. As noted by Tough (1979) "Self-directed learning is a crucial skill for success in today's workforce, as it enables individuals to take charge of their learning and adapt to the constantly changing digital, interactive, and global society" (p. 112). This developmental process allows individuals to deepen their understanding of concepts, solve problems effectively, and achieve goals by testing ideas in real-world contexts and incorporating personal reflection and external feedback for refinement.

Research indicates that self-directed learning is a multidimensional concept viewed from various disciplinary perspectives. It is interconnected with other success skill concepts like 21st-century skills or deeper learning competencies. The development of self-directed learning skills is influenced by individual and organizational factors such as attitude, ability, motivation, training content, and context.

Instructional strategies that promote self-directed learning include providing students with the autonomy to choose their learning materials, define objectives, and engage in self-reflection and evaluation. By fostering the development of self-directed learning techniques, educators help students become more independent and self-reliant in their academic pursuits.

Assessing self-directed learning abilities can be challenging due to its comprehensive nature that considers both process and outcomes. Researchers and practitioners have devised various assessment methods like performance tasks, portfolios, and self-report questionnaires to evaluate these skills effectively. These assessments offer valuable insights into students' capacity to manage their education autonomously and identify areas for improvement.

Understanding the factors influencing the development of self-directed learning and employing effective teaching strategies are essential for fostering this critical skill in learners. By evaluating self-directed learning abilities efficiently, educators can empower students to enhance their autonomy and self-regulation in education, leading to improved performance and personal growth.

### **1.2.1.3 Motivation to learn :**

Research has indicated that in virtual learning settings, there is a moderate association between motivation and English learning achievement (ELA). Hung, Chou, Chen, and Own (2010) found that motivation has a moderate correlation with ELA. Additionally, in distance learning, motivation is a critical predictor of student interactions. According to self-determination theory, motivation is a multi-dimensional construct encompassing intrinsic motivation, extrinsic motivation, and amotivation. Intrinsic motivation refers to the enjoyment and interest in learning for its own sake, while extrinsic motivation involves engaging in learning activities to achieve external rewards or avoid negative consequences. Amotivation refers to the absence of motivation or a lack of intent to engage in learning activities.

Research has shown that motivation is influenced by various factors, including individual differences, learning environments, and instructional strategies. For example, students with higher levels of computer/internet self-efficacy and self-directed learning are more likely to be motivated to engage in online learning. Providing students with autonomy

to select their learning materials, define their own learning objectives, and participate in self-reflection and evaluation can foster motivation and self-directed learning.

Motivation is a critical factor in students' readiness for transitional online learning. Understanding the factors that influence motivation and employing effective instructional strategies can help educators foster motivation and promote successful online learning experiences.

Garcia et al. (2020) emphasized the crucial role of prior online learning experiences and access to technology in shaping students' readiness for transitional learning. Their findings highlighted the significant impact of previous exposure to online tools and resources on students' comfort and performance in online transitional learning. Specifically, they noted that "previous exposure to online tools and resources significantly influences students' comfort and performance in online transitional learning" (Garcia et al., 2020, p. 78). This underscores the importance of students being familiar with online tools and resources, as this familiarity enhances their ability to adapt to and succeed in online learning environments. By leveraging their past experiences and technical know-how, students are better prepared to face the opportunities and challenges associated with online transitional learning.

#### **1.2.1.4 Teacher Characteristics:**

- A study found that professional expertise, instructional management style, and personal traits of teachers are critical for improving student achievement (Research Studies on Education, 2023). Positive interactions between teachers and students are essential for fostering a supportive learning environment, significantly impacting students' academic success. To create a positive environment that increases student motivation and engagement, it is important to prioritize effective communication techniques, empathy, and understanding.
- Teachers' methods of instruction affect students' preparedness, as diverse approaches accommodate different learning styles and encourage engagement and comprehension. Clear communication, constructive feedback, and the encouragement of student participation are aspects of teaching that positively impact students' readiness to learn.

By emphasizing the development of positive relationships, adopting effective teaching approaches, and improving communication skills, teachers can create an environment that supports healthy connections. This, in turn, enhances student engagement, motivation, and academic success.

#### **1.2.1.5 Academic Experiences :**

- A student's previous academic experiences, both positive and negative, can significantly shape their current readiness levels. Successes in past learning environments can instill confidence and a sense of self-efficacy, motivating students to engage more actively in their studies. Conversely, challenges and struggles in earlier academic settings can lead to feelings of apprehension or disengagement, hindering their readiness to learn. These past experiences, whether triumphs or tribulations, become ingrained in the student's mindset and can profoundly influence their approach to new learning opportunities. Educators must be mindful of these formative academic experiences and work to create an environment that builds upon students' strengths while addressing any lingering concerns or barriers to learning.

#### **1.2.1.6 Institutional Support :**

- The level of institutional support provided to students can greatly enhance their readiness to learn. When schools and educational institutions offer adequate resources, support services, and a positive overall climate, it creates a conducive learning environment that fosters student engagement and motivation. Access to necessary materials, technology, and personalized assistance can empower students to take ownership of their education and overcome any challenges they may face. Moreover, a school culture that values student well-being, encourages collaboration, and promotes a sense of community can further bolster students' readiness by providing a supportive network and a sense of belonging. By prioritizing institutional support, educators and administrators can cultivate an environment that enables students to thrive academically and develop the necessary skills and mindset for success

### **1.3 the role of self-efficacy :**

Self-efficacy is a crucial factor in predicting successful adjustment to online learning environments for college students. Studies have demonstrated that self-efficacy, particularly in the context of online learning, significantly influences students' ability to navigate and excel in virtual educational settings. Students with high levels of online learning self-efficacy are more likely to thrive in online courses. Believing in one's capabilities to perform well in online learning tasks is essential for overcoming challenges and actively participating in the virtual classroom.

Research has emphasized the importance of self-efficacy as a psychological factor in online learning environments, impacting students' academic achievements and their interactions with peers and instructors in online settings. Self-efficacy has also been associated with students' satisfaction, motivation, and attitudes towards participating in online courses. A positive perception of one's abilities in online learning is linked to improved academic performance and successful learning outcomes.

Self-efficacy serves as a guiding principle for students in managing their resources effectively, engaging in self-regulated learning, and overcoming challenges related to online collaboration, socialization, and technology use. Various studies have highlighted self-efficacy as a critical element of academic success in online learning environments, influencing students' learning behaviours and outcomes.

Zimmerman and Kulikowich (2016) developed the Online Learning Self-Efficacy Scale (OLSES) to assess students' self-efficacy specifically in virtual educational settings. This scale is recognized for its validity, reliability, and simplicity in measuring different aspects of self-efficacy related to online learning.

In summary, self-efficacy plays a vital role in predicting successful adaptation to online learning environments for college students. It enables students to overcome challenges, actively engage in virtual classrooms, and achieve academic success in the online educational landscape.

#### **1.4 Exploring teachers' satisfaction in online learning environments:**

Teachers' satisfaction in online learning environments is a crucial factor in the success of online teaching and learning. According to Zhang and Wang (2023), teachers' satisfaction with online teaching significantly impacts their performance, which forms a basis for teaching reform and enhancing the quality of online education.

Zhang and Wang's study found that teachers' perceived ease of use and perceived usefulness were positively correlated with their satisfaction in online teaching. This suggests that teachers' awareness of ease of use plays a significant role in their overall satisfaction.

Similarly, a study by Du, Liang, Zhang, and Wang (2023) identified three primary factors influencing teacher satisfaction in online learning environments: flexibility, communication and community, and success and support.

Flexibility refers to teachers' ability to adapt their teaching methods and schedules to the online environment. Teachers who are new to online teaching have a high need for professional development. Providing flexibility in teaching methods and schedules can help teachers feel more comfortable and confident in the online environment. Additionally, offering training and support to help teachers develop their online teaching skills can contribute to their satisfaction.

Communication and community are also essential for teachers' satisfaction in online learning environments. Teachers need to feel connected to their students and colleagues to maintain a sense of community and collaboration. Providing opportunities for interaction through online forums, chat rooms, and video conferencing can help foster a sense of community and improve teachers' satisfaction.

Finally, success and support are crucial for teachers' satisfaction in online learning environments. Teachers need access to resources and support to succeed in the online environment. Providing quality online teaching resources, technical support, and professional development opportunities can help teachers feel more confident and satisfied with the online learning environment.

## **1.5 The role of teachers' satisfaction in online education :**

According to Sharma and Saini (2022),” teachers who demonstrate high performance in online teaching often exhibit greater adaptability to online teaching, which enhances their confidence and composure in this mode of instruction”.

This adaptability, when combined with extensive online teaching experience, allows teachers to plan their lessons more efficiently and improve the quality of their online education. Moreover, teachers' satisfaction with online instruction is positively influenced by their perceptions of its utility and simplicity, highlighting the critical role that perceived ease of use plays in fostering teacher satisfaction.

Sharma and Saini (2022) further emphasize that teachers' satisfaction with online teaching resources is significantly influenced by how easy they find these resources to use. Although the study did not investigate direct correlations between perceived usefulness and teacher satisfaction, it revealed that teachers' attitudes are shaped by their perceptions. The findings underscore the importance of contentment, perceived utility, and expectation validation in online instruction.



Additionally, Lin et al. (2011) found a positive correlation between instructors' satisfaction and performance in online teaching and their perception of the utility and simplicity of online teaching tools. The study demonstrated that instructors' perceptions of their own usefulness and satisfaction are positively influenced when expectations, such as achieving teaching goals and maintaining high-quality classroom engagement, are met.

## **1.6 Educational decision between traditional face to face learning and online learning:**

The choice between traditional in-person instruction and online instruction is multifaceted, depending on various factors such as subject matter content, accessibility, and individual learning preferences. It is crucial to evaluate the benefits and drawbacks of both approaches before making a decision.

One of the primary benefits of online learning is its flexibility. Online learning appeals particularly to non-traditional students, such as working professionals and parents, who require a flexible schedule to complete their education. It allows them to access educational resources anytime and from any location. Additionally, online learning exposes students to various online tools, enhancing their proficiency with these tools, and provides broader networking opportunities, especially for those in internationally focused programs.

In contrast, traditional in-person instruction offers a more controlled learning environment with prearranged and scheduled lessons. This method can foster greater debate, engagement, and involvement, as is common in group settings. Traditional learning also relies on resources like textbooks and lecture notes, which some students may find more comfortable and conducive to learning.

However, effective online learners must be motivated, self-directed, disciplined, and skilled in time management, despite potentially lower levels of accountability compared to in-person learners. Since many online learning activities and materials involve reading written content, watching and listening to video content, and interacting in various communication modes, diverse communication skills are also essential.

In conclusion, the choice between traditional in-person instruction and virtual learning is influenced by individual learning preferences, subject matter complexity, and accessibility. While face-to-face instruction provides a more structured learning environment and traditional learning materials, online instruction offers flexibility and exposure to digital resources. The final decision should be based on the learner's specific requirements and objectives.

## **1.7 Conclusion :**

In conclusion, the shift to online learning has become an essential component of modern education, driven by technological advancements and events like the global pandemic. This study underscores the connection between students' readiness for online learning and teachers' satisfaction with this method, highlighting key factors that contribute to its success. Student readiness depends on technological skills, self-directed learning abilities, motivation, and prior academic experiences. Technological proficiency is crucial for navigating digital tools, while self-directed learning fosters independence. Motivation, influenced by intrinsic and extrinsic factors, is vital for engagement.

Teachers' satisfaction is equally important and is influenced by the ease of use and perceived usefulness of online tools, teaching flexibility, and a sense of community. Professional development and support are essential for teachers' confidence and effectiveness in the online environment. Collaboration among policymakers, educators, and technologists is necessary to refine online education strategies and improve teaching methods for diverse learners. This collaborative effort will help ensure a more adaptable and effective educational future.

# Chapter

# Two

## Research Methodology

### introduction:

This study used a mixed-methods approach, a good research methodology incorporating both quantitative and qualitative research approaches. Mixed-methods are well-known to be a perfect choice when researchers seek to present a holistic understanding of a research problem by using data collection and analysis from different sources. As stated by Creswell and Plano Clark (2011) "mixed-methods is a research methodology that involves integrating both qualitative and quantitative traditions in a single inquiry, combining their complementary strengths". When applied to learning investigating the contextual difficulties in a regular schooling and transition to online reformulate, a mixed approach is especially relevant as combining a deep understanding of nuances and personal experiences of students and teachers, with broader and generalized data collected quantitatively.

### Research design

The study adopts a mixed-methods approach, incorporating both quantitative and qualitative research methodologies, to comprehensively investigate the transition the students readiness and teachers satisfaction to online learning. This holistic method facilitates a nuanced exploration of the multifaceted dynamics involved. Qualitative inquiry delves into the intricacies and personal narratives of students and teachers, while quantitative analysis offers a broader, generalized view. Through this integrated approach, a deeper comprehension of the complexities inherent in online learning emerges

Explanatory sequential design is used. This type of research design aims to uncover the "why" and "what" of an object of study, focusing on establishing cause-effect relationships to deepen understanding. Explanatory studies can involve determining causes through post-facto research or testing effects through experimental research, leading to the deepest level of knowledge

According to Tegan George and Julia Merkus (2023), Explanatory research is a research method that explores why something occurs when limited information is available. It can help

researcher increase your understanding of a given topic, ascertain how or why a particular phenomenon is occurring, and predict future occurrences.

Explanatory research can also be explained as a “cause and effect” model, investigating patterns and trends in existing data that haven’t been previously investigated. For this reason, it is often considered a type of causal research.”

### **Sampling Decisions :**

In this research, we are introducing a simple random sampling approach to enhance the study's methodology. The focus remains on third-year EFL students at Dr. Taher Moulay University of Saida. To ensure a representative sample, 100 students were randomly selected to participate by completing a detailed questionnaire. By incorporating simple random sampling, we aim to reduce bias and increase the generalizability of our findings.

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

Furthermore, to enrich our understanding of transitional online learning, three teachers from the same department were randomly included in the study. These instructors bring a diverse range of teaching experience, spanning from 10 to 20 years. Their diverse perspectives and feedback are invaluable in comprehending the nuances of online learning and evaluating teachers' satisfaction with this educational approach. By incorporating simple random sampling, we aim to ensure a fair representation of both students and teachers in our study, enhancing the robustness and reliability of our research outcomes.

## **Research Tools and Data Collection :**

The study will employ a combination of questionnaires and interviews as research tools. The questionnaires will be utilized to gather quantitative data regarding students' readiness for the proposed changes. Meanwhile, interviews will be conducted to acquire qualitative insights into teachers' satisfaction with transitional online learning. Rigorous attention will be given to the design of the data collection process to uphold the reliability and validity of the gathered information.

## **Questionnaire :**

According to Brown (2001) "Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers"(p. 6).

The investigation focuses on assessing the readiness of students and the satisfaction of teachers with online learning. For instance, a structured questionnaire is conducted among third-year students at Dr. Moulay Taher University of Saida to examine their preparedness for online learning and to gauge teachers' contentment with the online teaching environment. The questionnaire comprises 15 questions organized into five parts, each part incorporating closed-ended questions, providing predetermined answer choices, and open-ended questions, allowing students to express their thoughts freely. Additionally, multiple-choice questions are included to enable both qualitative and quantitative analysis.

- **2.4.1.1 Part one** :demographic information

**What is your age?:**

- This question aims to collect data on the age of the respondents . in which this range allows us to compare how opinions and behaviors vary by life stage

**What is your gender?:**

- This question seeks to identify the gender of the respondents . Collecting gender data enables us to see if there are any differences in responses between males and females

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

- This question focuses on the educational background of the respondents, which is valuable for understanding the audience's educational attainment and tailoring products or services accordingly

- **2.4.1.2 Part two**: Technology Proficiency

**- The question how comfortable are you with using technology for learning purposes ?**

- It is meant to assess individuals' comfort levels with using technology for learning.

**-The question how familiar are you with the features and tools used in online learning platforms (e.g., video conferencing, discussion forums, file sharing)?**

- It aims to assess how comfortable and experienced individuals are with utilizing these specific tools within the context of online learning

**- The question how would you rate your overall digital literacy skills (e.g., ability to navigate the internet, use productivity software, troubleshoot technical issues)?**

- It aims to evaluate students competence in utilizing digital technologies for personal and academic purposes.

- **2.4.1.3 Part three** : Self-Efficacy and Motivation

**- How confident are you in your ability to learn effectively in an online environment?**

- This question is to assess individuals' self-efficacy and motivation regarding their capability to succeed in online learning settings, emphasizing the importance of confidence and belief in one's ability to learn effectively in a digital educational environment .

**- How motivated are you to engage in online learning activities and complete your coursework?**

- This question seeks to understand how motivated EFL students are to participate in online learning activities and whether they feel satisfied with their experience transitioning to online learning.

**What are the primary factors that influence your motivation and self-efficacy for online learning? (open-ended)**

- This question aims to explore the main factors that impact EFL students' motivation and confidence in their ability to learn effectively in an online setting.

- **2.4.1.4 Part four:** Access and Support

- **How would you rate the quality of your internet connection and access to necessary devices (e.g., laptop, tablet, smartphone) for online learning?**

- This question highlights the importance of reliable connectivity and appropriate devices in facilitating effective engagement in online education

- **How do you perceive the level of support and guidance provided by your institution for online learning (e.g., technical assistance, academic advising, peer support)?**

- This question aims to gauge the perception of support and guidance from the educational institution regarding online learning, including technical assistance, academic advising, and peer support, to understand if students feel adequately supported in their online learning journey.

- **What additional support or resources would you find helpful to improve your online learning experience? (open-ended)**

- This question seeks to identify any additional support or resources that students feel would enhance their online learning experience, allowing institutions to address specific needs and improve overall satisfaction and effectiveness of online education.

- **2.4.1.5 Part five :**Perceptions and Preferences

- **How do you compare the effectiveness of online learning to traditional face-to-face learning .**

- This question aims to gather students' perceptions about the effectiveness of online learning compared to traditional face-to-face learning, providing a spectrum of responses to understand varying viewpoints on the matter.

- **What are the main advantages and disadvantages of online learning from your perspective? (open-ended)**



- This question aims to elicit insights from EFL students about the perceived benefits and drawbacks of online learning from their personal perspective, providing a nuanced understanding of the strengths and weaknesses of this transitional in education.

**- Given the choice, would you prefer to continue your education through online, face-to-face, or a hybrid (combination) learning format?**

- This question seeks to gauge individuals' preferences regarding the format of their education, offering options between online, face-to-face, or hybrid learning, allowing teachers and universities to tailor their educational delivery based on student preferences.

## **2.1.2 Interview:**

In the exploration of students' preparedness and teachers' contentment with online learning, interviews are utilized as a methodical approach to gather qualitative insights. These interviews involve structured questions . According to Greenfield (1996), drawing from Patton,“ interviews are intended to reveal thoughts and perspectives that are not readily observable For this particular investigation, a structured interview format was considered suitable. Predetermined questions were employed, and the same set of questions was presented to 4 teachers from the English department of Dr. Moulay Taher University. The interview script consisted of 4 part each par had 3 questions , ensuring comprehensive coverage of key aspects , as perceived by the teachers, and its impact on students' academic performance .

**\_What is your educational level?**

**\_ How long have you been teaching English?**

- The first question focuses on the teachers academic background, while the second question aims to assess their experience and expertise in teaching English, providing insights into their educational trajectory and proficiency .

### **▪ 2.4.2.1 Part one : Experience with Transitional Online Learning**

**\_Can you share your experience with transitional online learning during the recent period of adjustment ?**

- This question to collect teacher perspectives on adapting to online learning in recent times for insights and firsthand accounts.

**\_ What were some of the challenges you faced while transitioning to online teaching ?**

- Identify challenges in transitioning from traditional to online teaching to understand individual experiences and difficulties.

**\_How did you adapt your teaching methods to suit the online environment ?**

- This question examine how teachers adapt their approaches to fit the needs of online learning in order to provide good academic training.

### **▪ 2.4.2.2 Part two :Satisfaction with Online Teaching**

**\_ How satisfied are you with the effectiveness of online teaching compared to traditional classroom instruction?**

- This question seeks to assess satisfaction with online teaching versus traditional classroom instruction and understand perceptions and experiences with remote learning.

**\_What aspects of online teaching do you find most beneficial for student learning?**

- The main aim of this question is to discern the aspects of online teaching that respondents perceive as most advantageous for enhancing student learning experiences.

**\_Are there any specific tools or resources that have been particularly helpful in your online teaching?**

- This question seek to Identify tools/resources that are useful in online teaching, gathering insights into technological aids for remote instruction to support teaching practices.

▪ **2.4.2.3 Part three : Student Readiness and Engagement**

**\_In your opinion, how prepared were students for the transition to online learning?**

- The first question is to get the views of teachers on students' readiness for online learning, highlighting perceived readiness and challenges during the transition.

**\_Have you noticed any differences in student engagement levels between online and in-person classes?**

- The second question seeks teachers' insights on variations in student engagement in online versus in-person classes to comprehend how the learning environment affects participation and interaction.

**\_What strategies have you found effective in keeping students engaged and motivated in the online setting?**

- This question is asking for advice from teachers on useful methods for keeping students interested and motivated during online learning, in order to find effective ways for remote teaching.

▪ **2.4.2.4 Part four :Future Outlook**

**\_Based on your experience, what do you think the future of education might look like in terms of online learning?**

- this question Seeking insights on the future of education evolution and the integration of online learning through individual perspectives, expectations, and predictions for education.

**\_How do you envision the integration of online learning into traditional classroom settings moving forward?**

- This question explores opinions on integrating online learning into traditional classrooms, looking at potential changes and collaborations between online and in-person education.

**\_What changes or improvements would you like to see in the online learning environment to enhance student readiness and success?**

- Asking for recommendations and input from teachers to enhance online learning, with a focus on improving student preparedness and achievement in virtual education.

## **2.2 Limitations :**

Limitations in this study include a small number of participants and time constraints. Some students were not serious in their responses, leading to contradictions. Limited access to resources and articles on the research topic online and in the university library was challenging. Excluding certain responses reduced the sample size, and limited knowledge of the topic made interviews difficult. The rapid shift to online learning may have impacted readiness and satisfaction levels, complicating the separation of effects from attitudes and capabilities. Self-reported data could introduce response bias. Technical issues like connectivity problems and digital literacy levels on online platforms may have affected participant experiences, influencing study findings.

## **2.3 Conclusion :**

By employing a comprehensive research methodology that combines qualitative and quantitative approaches, this study aims to provide a holistic and insightful exploration of the relationship between students' readiness and teachers' satisfaction with the transition to online learning. The detailed outline of the research design, target population, research tools, and qualitative methods will serve as a solid foundation for the study, ensuring the reliability and validity of the findings.

# Chapter

# Three

## **Data analysis :**

The analysis of data plays a crucial role in the research process to interpret and examine the data collected from students' questionnaires and teachers' interviews. This aims to present information and draw conclusions. According to Cohen et al (2007), "Data analysis is a body of methods that help to describe facts, detect patterns, develop explanation, and test hypotheses. It is used in all of the sciences." The data from the students' questionnaires were thoroughly and clearly analysed to yield robust results for the current research.

### **3.1 Analysis of Students' Questionnaire**

After the process of gathering data, the results of this designed questionnaire have been analysed qualitatively and quantitatively as follows:

#### **▪ 3.1.1Part one : Demographic Information**

In our data analysis, we sought to gain insights into the demographic profile of our participants. We collected information on their age, gender, current level of education (such as undergraduate or graduate), and their field of study. These demographic details provide a foundational understanding of the diverse backgrounds of our respondents, which is essential for interpreting and contextualizing the findings of our study.

##### **- What is your age?**

The results indicate that the majority of respondents, fall within the age range of 21 to 22 years old.

##### **- What is your gender?**

The analysis reveals a gender distribution among participants, with 34% identifying as male and 66% as female.

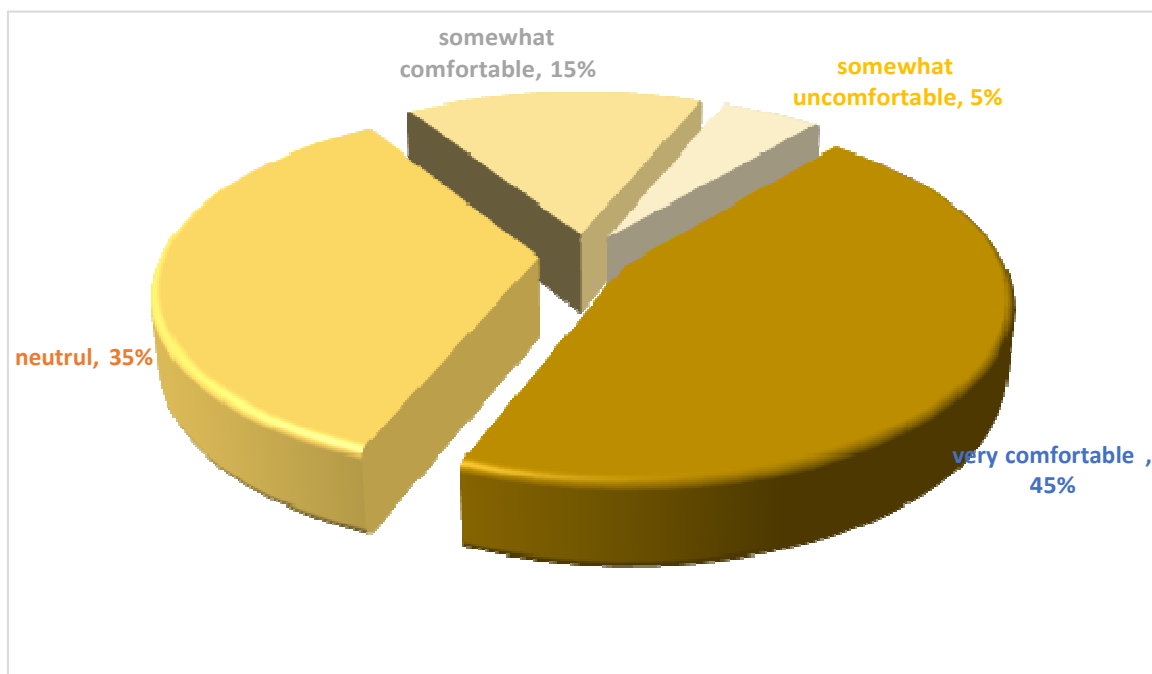
##### **- What is your current level of education (e.g., undergraduate, graduate)?**

The findings illustrate the educational attainment of participants, showing a mix of undergraduate and graduate levels within the respondent pool.

### ▪ 3.1.2 Part two : Technology Proficiency

In our analysis of the Technology Proficiency section, we looked at how comfortable participants are with using technology for learning, their familiarity with features in online learning platforms, and their overall digital literacy skills. The findings revealed that a significant number of respondents (45) feel either very comfortable or somewhat comfortable using technology for learning, showing a generally positive outlook on digital tools in education. Moreover, most participants demonstrated varying levels of familiarity with features in online learning platforms what kind of features? examples, with many feeling either very familiar or somewhat familiar. When it comes to overall digital literacy skills, responses ranged from excellent to very poor, indicating a diverse range of proficiency levels among participants. These insights into technology proficiency offer valuable context for understanding participants' preparedness and abilities to engage effectively in online learning environments.

#### - How comfortable are you with using technology for learning purposes?



Pie chart 3.1 \_ comfortable levels with using technology for learning purpose .

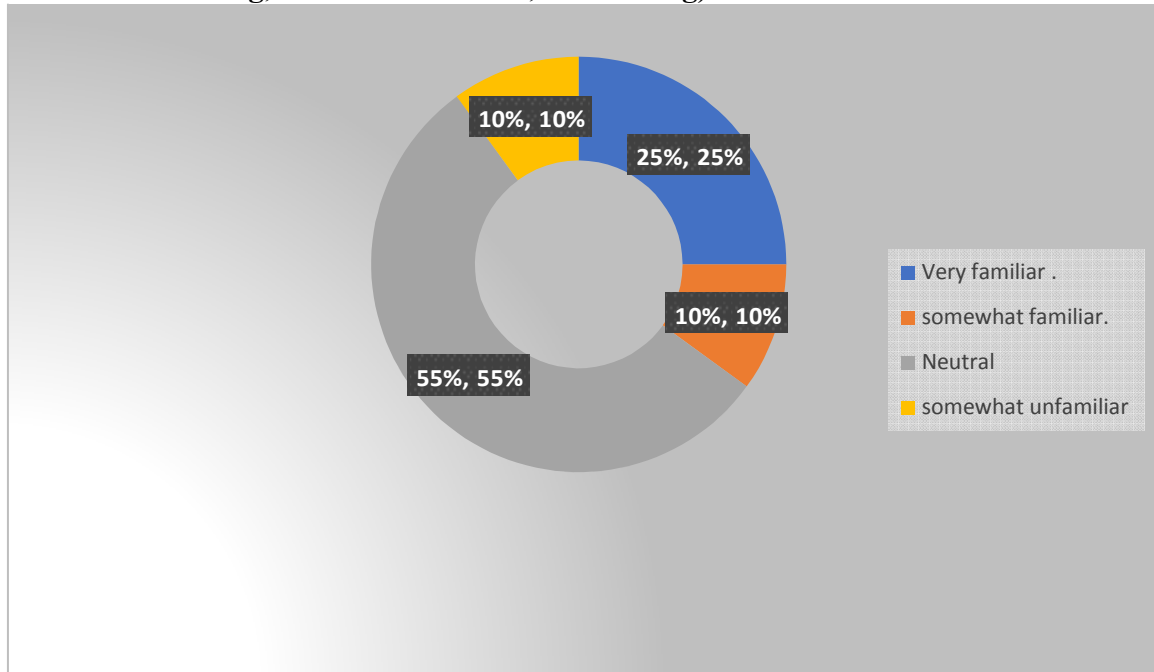
The study reveals a diverse range of attitudes towards technology use in learning. 45% felt

very comfortable, 15% somewhat comfortable, 35% neutral, and 5% somewhat



uncomfortable. However, no respondents reported feeling very uncomfortable, indicating a generally positive disposition towards technology-mediated learning experiences. The majority felt confident and proficient in using digital tools for educational purposes.

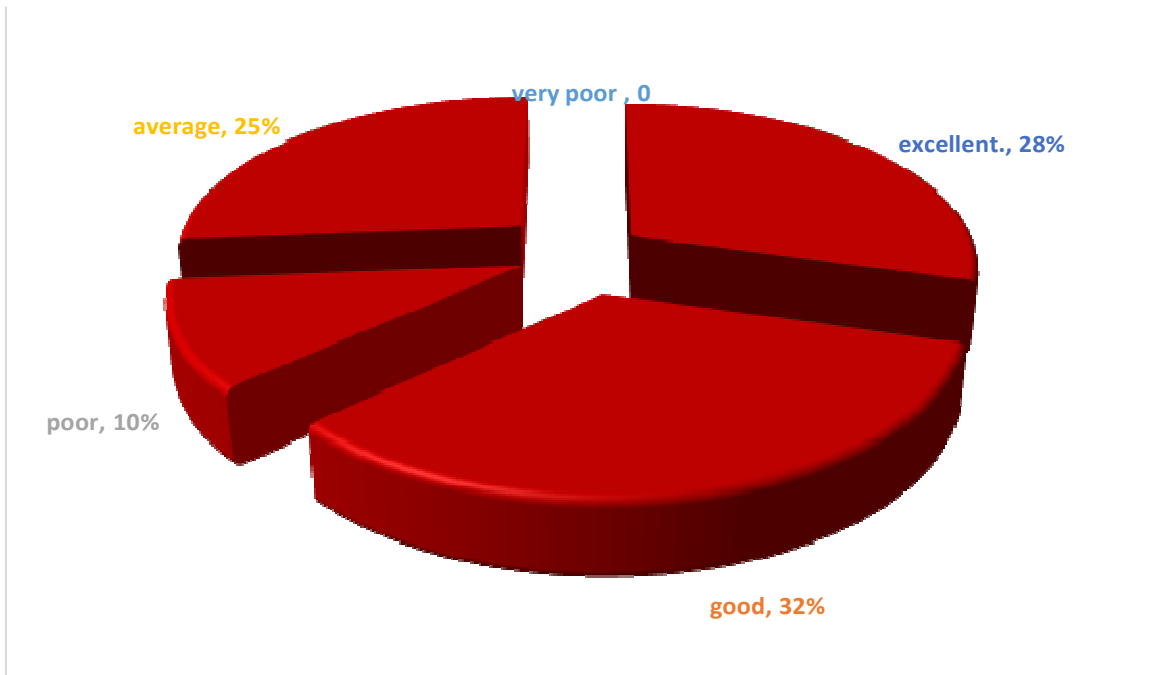
**- How familiar are you with the features and tools used in online learning platforms (e.g., video conferencing, discussion forums, file sharing)?**



**Pie Chart 3.2 \_"Familiarity with Online Learning Platform Tools"**

The study reveals that 25% of respondents feel very familiar with online learning platform features, while 10% feel somewhat familiar. The majority (55%) are neutral, with 10% feeling somewhat unfamiliar. However, no respondents feel very unfamiliar, suggesting a baseline level of exposure to these platforms.

**- How would you rate your overall digital literacy skills (e.g., ability to navigate the internet, use productivity software, troubleshoot technical issues)?**



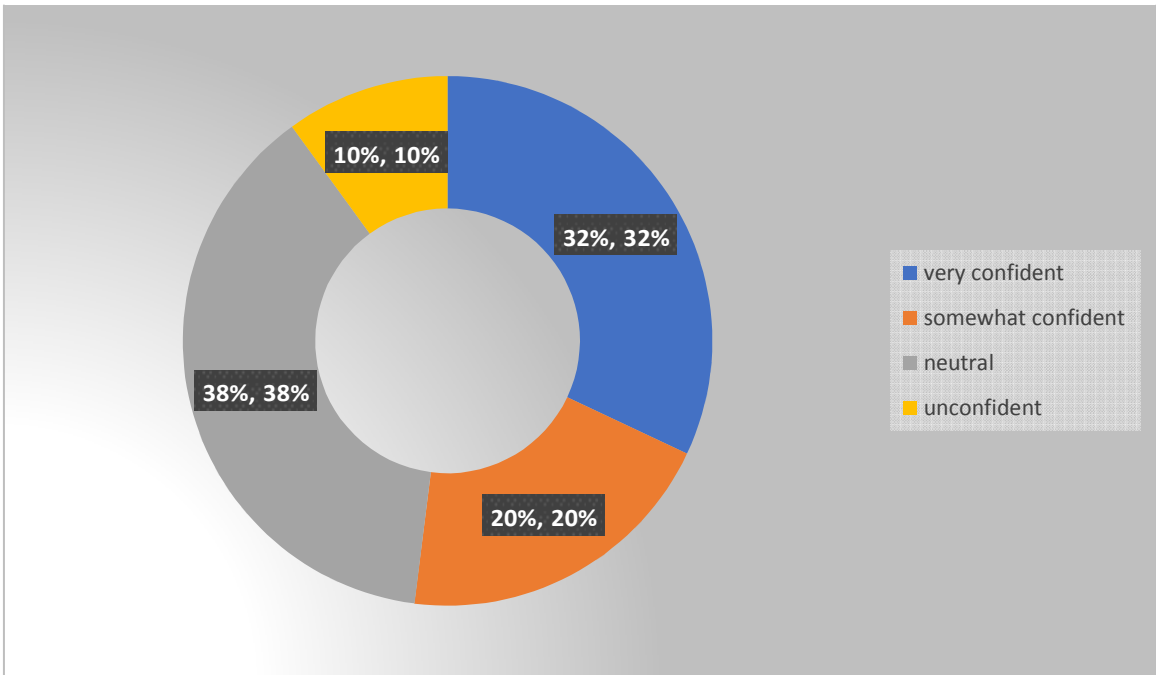
**Pie chart 3.3 \_ "Assessment of Digital Literacy Skills"**

The survey shows that 28% of respondents find their digital literacy skills excellent, while 32% rate them as good. 60% feel comfortable using productivity tools and solving technical problems. However, 25% rate their skills as average, 10% as poor, and 5% as very poor.

▪ **3.1.3 Part three : Self-Efficacy and Motivation**

The survey reveals a diverse range of attitudes towards online learning, with confidence levels ranging from high to low. Motivation levels also vary, with some expressing high, while others have moderate levels. Understanding these factors what factors? can help identify challenges and areas for improvement in online learning environments, potentially enhancing engagement and supporting learners' educational goals.

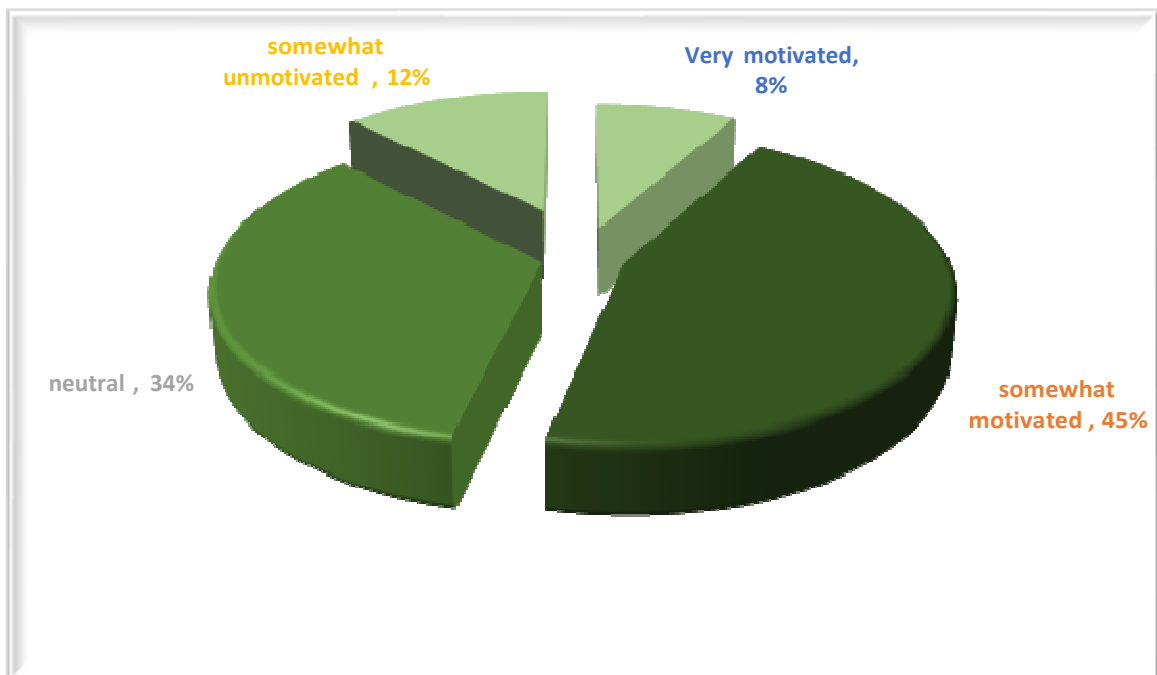
**- How confident are you in your ability to learn effectively in an online environment?**



**Pie Chart 3.4 \_"Confidence Levels in Online Learning Effectiveness"**

The survey revealed a diverse range of confidence levels among the Students. 32% felt very confident, while 20% felt somewhat confident. The majority, 38%, exhibited a neutral stance, suggesting uncertainty. 10% expressed some level of unconfidence, suggesting a minority may perceive challenges. These findings highlight the need for support and resources to enhance confidence in online learning.

**How motivated are you to engage in online learning activities and complete your coursework?**



**Pie chart 3.5 \_ "Motivation Levels for Online Learning and Coursework Completion "**

The study reveals a diverse range of motivation levels among individuals, with 8% expressing high motivation, 45% feeling somewhat motivated, and 34% being neutral. The majority feel unmotivated, with 12% feeling somewhat unmotivated. These findings highlight the complexity of motivating individuals in online learning environments and emphasize the need to understand and address various factors impacting motivation for successful engagement and coursework completion.

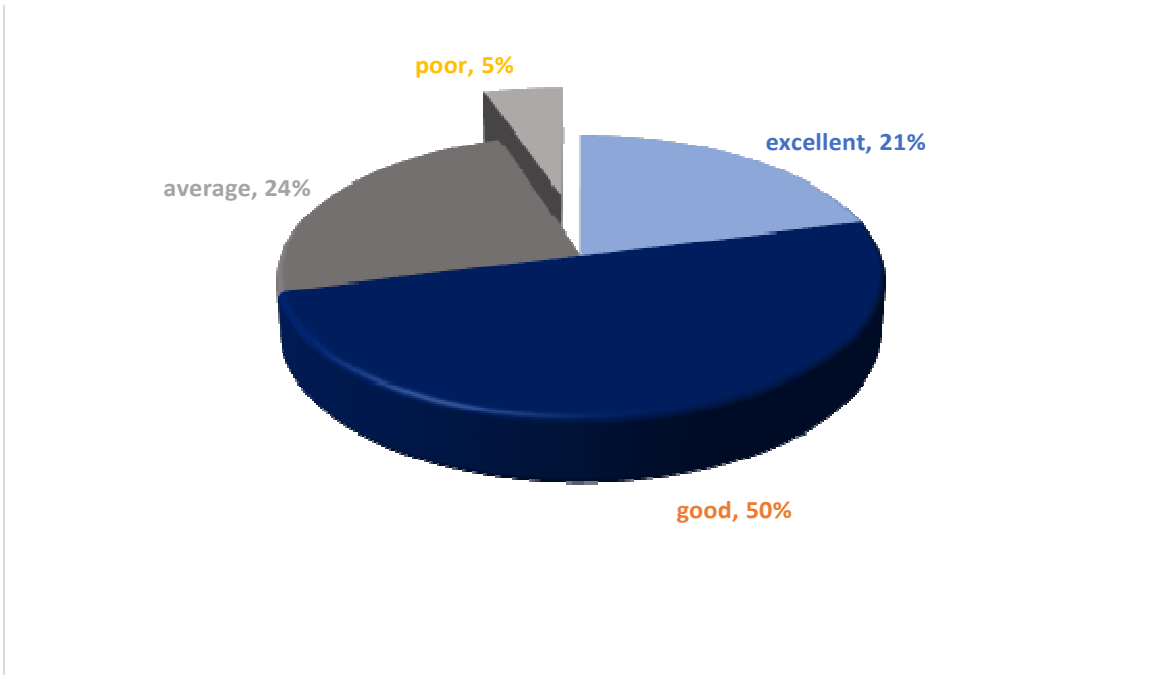
**-What are the primary factors that influence your motivation and self-efficacy for online learning? (open-ended)**

The findings reveals that motivation and self-efficacy in online learning are influenced by clear course goals, effective communication, personal interest, a conducive learning environment, time management, interactive materials, peer collaboration, and feedback. Barriers include technological challenges, distractions, and external responsibilities. Tailored approaches are needed to enhance engagement and support learners effectively.

▪ **3.1.4 Part Fort :Access and Support**

The data on online learning access and support reveals varying experiences among respondents. Most respondents rate internet connection and device accessibility as excellent or good, while other rate it as average or lower. Institutional support is also rated as excellent or good, but some rate it as average or poor. Additional support, such as technical assistance and academic advising, is needed to improve online learning experiences.

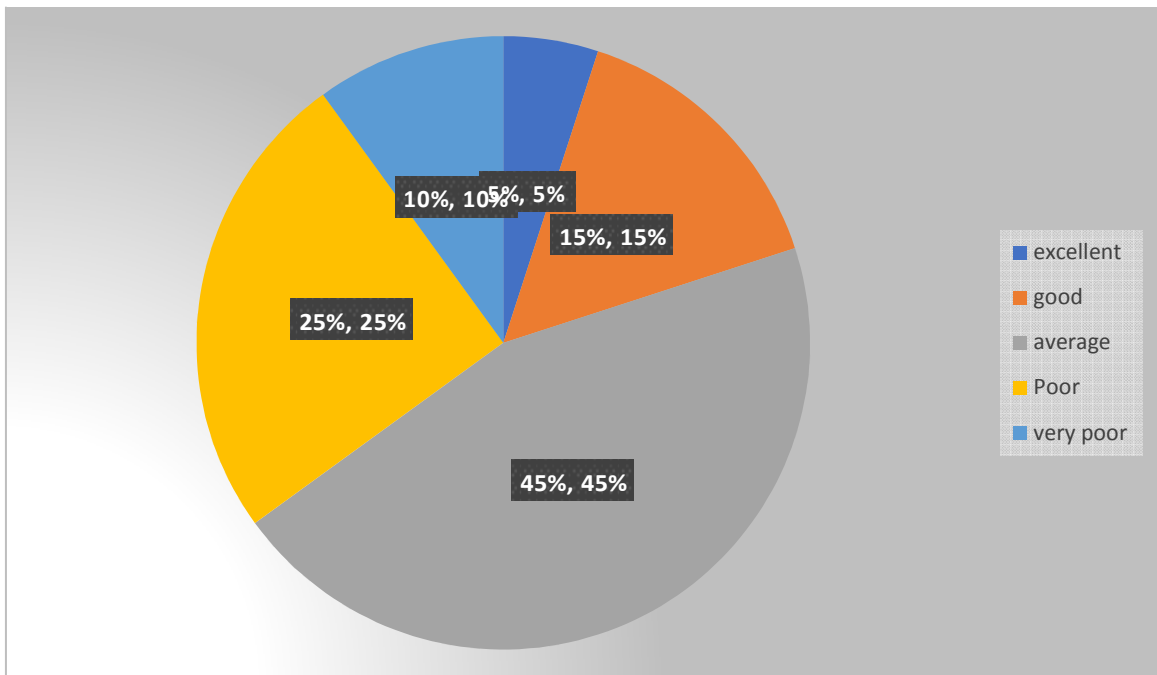
**-How would you rate the quality of your internet connection and access to necessary devices (e.g., laptop, tablet, smartphone) for online learning?**



**Pie chart 3.6\_” Internet Connection Quality and Device Access for Online Learning”**

A significant majority of respondents, 71%, rate their internet connection and access to necessary devices for online learning as "Excellent" or "Good." This indicates positive perception of technology infrastructure. However, 29% rate their experience as "Average," "Poor," or "Very poor," suggesting challenges with connectivity or device availability. Attention may be needed to address the needs of those who perceive their access to technology as less than optimal.

**- How do you perceive the level of support and guidance provided by your institution for online learning (e.g., technical assistance, academic advising, peer support)?**



**Pie Chart 3.7 \_ "Assessment of Support and Guidance for Online Learning"**

Data on support and guidance for online learning that was indicated to third year students shows varied responses, with 20% rating it positively and 70% giving average to poor ratings. This suggests a significant number of students feel unsupported. The high percentage rating it as average may indicate that the existing support is insufficient. Additionally, a sizable proportion giving poor ratings indicates significant challenges. University needs to evaluate and improve their support systems to better aid students in online learning.

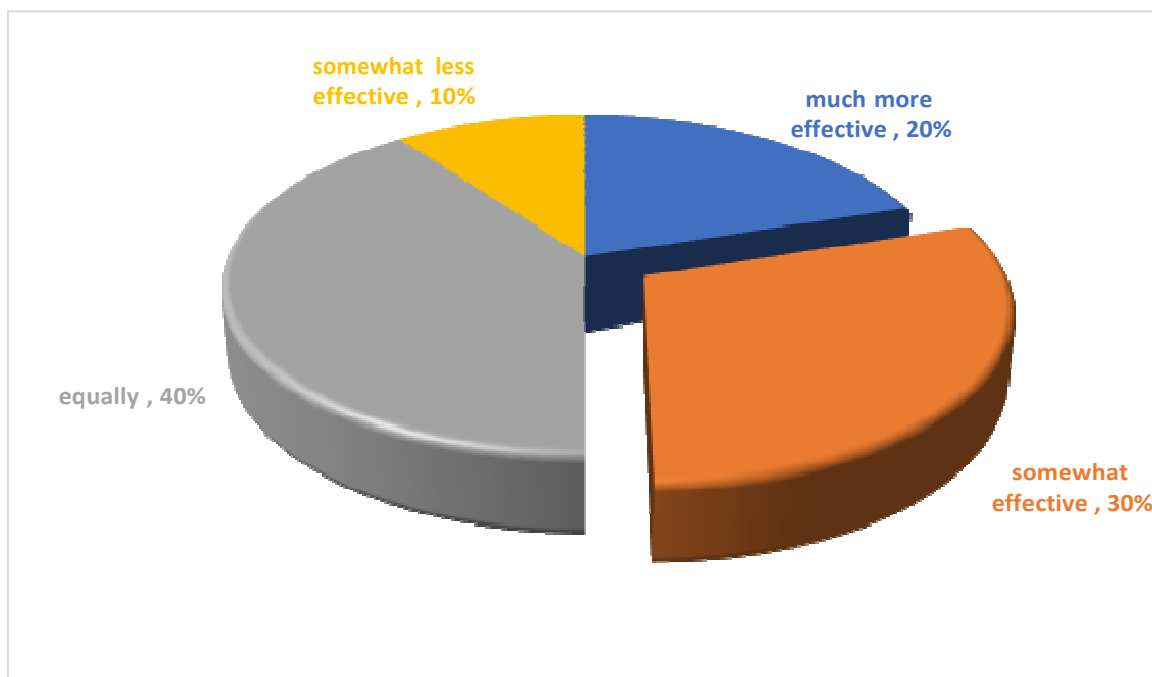
**- What additional support or resources would you find helpful to improve your online learning experience? (open-ended)**

In this question, merely 43 students or 42% of the whole population have answered this question whereas the rest of participants (58%) have not. The main source is posting lectures on Moodle, they didn't aware of the missing lectures. Especially the mobile app, also the gamification

### ▪ 3.1.5 Part five :Perceptions and Preferences

In this part the data analysis reveals a diverse perspective on learning formats, with some stating online learning is more effective than traditional face-to-face instruction, while a significant minority perceives it as less effective. Advantages include flexibility and accessibility, while challenges include lack of interaction and technological barriers. A significant proportion prefer online learning, despite acknowledging face-to-face interaction. This highlights the complexity of evaluating different learning formats.

**How do you compare the effectiveness of online learning to traditional face-to-face learning?**



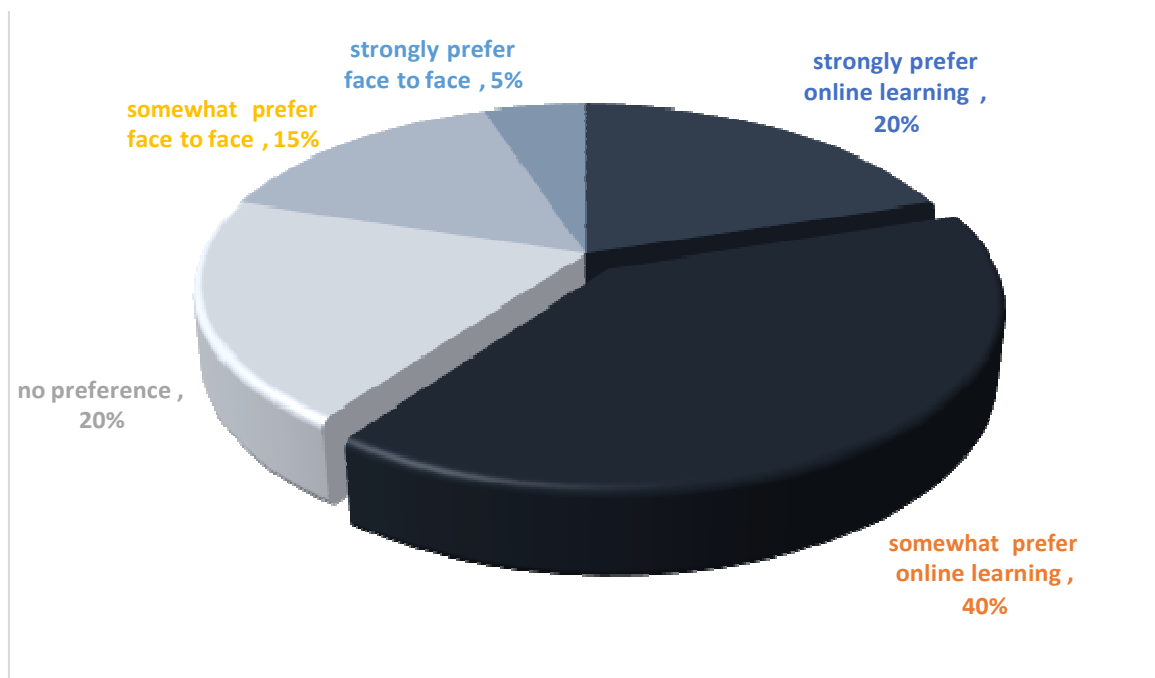
**Pie Chart 3.8 \_ Comparing the Effectiveness of Online vs. Face-to-Face Learning**

The study reveals a diverse range of opinions on the effectiveness of online learning compared to traditional face-to-face instruction. 20% believe online learning is more effective, while 30% find it somewhat more effective. 40% believe both formats are equally effective, suggesting a balanced view. Only 10% find online learning somewhat less effective, indicating reservations. Interestingly, no respondents rated online learning as less effective. The results suggest that a significant proportion of individuals perceive online learning as comparable or even superior to traditional face-to-face instruction, highlighting evolving attitudes towards remote education.

- What are the main advantages and disadvantages of online learning from your perspective? (open-ended)

This question shows that the majority of students prefer online learning due to its advantages, including personalized learning, flexibility, and access to a variety of courses. They can adjust the speed, pace, and content to suit their individual learning styles and preferences. However, some students mention potential disadvantages, like increased laziness. Overall, students value the convenience and options that online learning provides.

- Given the choice, would you prefer to continue your education through online, face-to-face, or a hybrid (combination) learning format?



Pie Chart 3.9 \_ "Preferred Education Format: Online vs. Face-to-Face vs. Hybrid Learning"

The analysis of continuing education preferences shows a variety of inclinations among respondents. 20% prefer online learning strongly, while 40% lean towards it. Another 20% have no particular preference, indicating flexibility. On the other hand, 15% somewhat prefer face-to-face instruction, and 5% strongly prefer it for the physical presence and direct engagement. This demonstrates a diverse range of preferences, with online learning being popular but traditional face-to-face learning still valued by a minority.



## 3.2 Analysis of teachers' interviews

The second research instrument applied in this study was the interview. Conducted to EFL teachers to give their opinions and investigate their views, attitudes regarding their satisfaction with transitional online learning and the students readiness to this changes .

**1. What is your educational level?**

**2. How long have you been teaching English?**

- These two questions aim at getting information about the degree and experience of teachers. The answers revealed that All teachers have senior lecturer one (MCA) and second (Professor) . The teachers' experience varied from 10 to 20 years of teaching .

### 3.2.1 Part One : Experience with Transitional Online Learning:

- **Can you share your experience with transitional online learning during the recent period of adjustment ?**

**Teacher 1 :**Yes, all educational institutions shifted to online learning during Covid-19 pandemic. It was an urgent procedure that made both teachers and students feel a bit anxious.

**Teacher 2 :** Yes, Transitional online learning during periods of adjustment, such as the shift brought about by the COVID-19 pandemic, has presented both challenges and opportunities. It has highlighted the importance of flexibility, accessibility, digital literacy, pedagogical adaptation, and support structures in ensuring the success of online education initiatives

**Teacher 3:** The shift was abrupt and quite chaotic as neither the teachers nor the learners could adapt quickly enough.

According to teachers, the transition to online learning during the COVID-19 pandemic presented significant challenges and adjustments. Both teachers and students experienced anxiety due to the sudden shift, emphasizing the critical need for flexibility, accessibility, digital literacy, and support systems. The abrupt change was characterized by chaos and difficulty, necessitating rapid adaptation. In essence, the transition served as a catalyst for reevaluating educational methods and highlighting the necessity for enhanced digital infrastructure and support.

- **What were some of the challenges you faced while transitioning to online teaching ?**

**Teacher 1 :** At first, we did not have enough knowledge about how to teach online. So we were obliged to do some training in that. It was also difficult to reach all our students online as most of them could not have access to the different platforms designed by the Ministry.

**Teacher 2 :** transitioning to online teaching presented us with a range of challenges, including technological adaptation, pedagogical shift, student engagement, access and equity,

social connection, time management, and assessment and feedback. Addressing these challenges required creativity, flexibility, and collaboration among educators, students, and institutions.

**Teacher 3** :There was a lot of ambiguity as to who should do what, and in the absence of clear regulations, everyone interpreted the situation a bit differently which resulted in some confusion.

Teachers assume that the transitioning to online teaching presented a range of challenges for them, including a lack of online teaching knowledge, disparities in technology access among students, and difficulties in ensuring engagement and equity.

- **How did you adapt your teaching methods to suit the online environment ?**

**Teacher 1** : Well, I just tried to do my best! However, it was very difficult. In fact, what I could manage is only posting all my lectures on Moodle. Sometimes, I post assignments too.

**Teacher 2** :Adapting assessment methods to the online environment and providing timely and constructive feedback is crucial for supporting student learning and engagement. This could involve using online quizzes, assignments, peer reviews, or discussion participation as assessment tools.

**Teacher 3** :Like all other teachers, I did my best to keep the learning experience going on by posting the lessons online, teaching via video conferencing and keeping in contact with the learners online.

Teachers adapted teaching methods for online learning during the pandemic by using various tools like online education platforms.

• **3.2.2 Part Two :Satisfaction with Online Teaching:**

- **How satisfied are you with the effectiveness of online teaching compared to traditional classroom instruction?**

**Teacher 1** : Not satisfied at all.

**Teacher 2** :Not really satisfied

**Teacher 3** :It could've been done better.

According to Teachers in the study, there is a notable dissatisfaction with online teaching when compared to traditional classroom settings. They emphasize the limitations they have experienced and are calling for improvements in the online learning environment.

- **What aspects of online teaching do you find most beneficial for students' learning?**

**Teacher 1 :** As I said before, the only positive aspect is the availability of all the lectures online. However, this is not the main objective of online learning.

**Teacher 2 :** By creating interactive content such as quizzes, polls, or interactive presentations can help keep students engaged and facilitate active learning in an online setting.

**Teacher 3 :** The elimination of time and space boundaries and allowing contact and learning material delivery more effectively.

Teachers assume that Online teaching benefits for student learning include having lectures available online, interactive content enhancing engagement, eliminating time and space constraints for effective delivery of materials and continuous contact with students. Despite challenges, accessibility, flexibility, and interactive content potential are highlighted as key advantages of online teaching by multiple teachers.

- **Are there any specific tools or resources that have been particularly helpful in your online teaching?**

**Teacher 1 :** Not many!! Only posting lectures on Moodle!

**Teacher 2 :** Platforms like Moodle, Canvas, Blackboard, or Google Classroom provide a centralized hub for organizing course materials, assignments, discussions, and assessments.

**Teacher 3 :** The only tool we had was Moodle and I think it's a decent platform.

The study explores teachers' opinions on online teaching effectiveness, revealing diverse views. Some note conveniences like accessing lectures online, while others emphasize interactive content for engagement. Tools like Moodle and Zoom are commended. Despite challenges, teachers see the potential of online teaching.

- **3.2.3 Part Three :Student Readiness and Engagement:**

- **In your opinion, how prepared were students for the transition to online learning?**

**Teacher 1 :** As I said before, not really prepared.

**Teacher 2 :** I think while some students were well-prepared for the transition to online learning, others faced significant obstacles and required additional support to succeed in this new learning environment. The transition highlighted the importance of addressing disparities

in access to technology and support services, as well as providing resources and training to enhance students' digital literacy skills and readiness for online learning.

**Teacher 3** :not prepared at all

- **Have you noticed any differences in student engagement levels between online and in-person classes?**

**Teacher 1** : Not big different

**Teacher 2** :The preparedness of students for the transition to online learning varied widely depending on factors such as their prior experience with online education, access to technology and internet connectivity, digital literacy skills, and personal circumstances.

**Teacher 3** : Not really, as those who engage in-class kept engaging online.

- **What strategies have you found effective in keeping students engaged and motivated in the online setting?**

**Teacher 1** : To be honest, I focus more on strategies that enhance in-person classes interaction and NOT online learning!

**Teacher 2** : Providing clear and timely communication about course expectations, schedules, assignments, and deadlines helps students stay organized and focused.

**Teacher 3** : The same old strategy, linking online engagement and task completion to their final grades.

Teachers observed varying levels of student readiness for online learning, with some students facing challenges while others were better prepared. Disparities in access to technology and digital literacy were highlighted. Student engagement levels largely depended on individual characteristics, with effective strategies including clear communication and linking online participation to grades.

- **3.2.4 Part Four : Futur Outlook**

- **Based on your experience, what do you think the future of education might look like in terms of online learning?**

**Teacher 1** : I don't know! In our context? Everything needs to be reconsidered if we want to have good online learning quality.

**Teacher 2** :The future of education in terms of online learning is likely to be characterized by greater flexibility, personalization, innovation, and connectivity, with technology playing a central role in shaping the learning experiences of students and educators worldwide

**Teacher 3** :We'll see more online integration and shift away from traditional in-class teaching.

**- How do you envision the integration of online learning into traditional classroom settings moving forward?**

**Teacher 1** : I don't know! In our context, things are not certain! Yes, I think there will be some attempts to improve things, but not enough! We need to improve the ordinary conditions of the learning settings first (rooms, material, libraries, etc!)

**Teacher 2** : The integration of online learning into traditional classroom settings offers opportunities to enhance teaching and learning experiences, promote student engagement and success, and adapt to the evolving needs and preferences of 21st-century learners.

**Teacher 3** : Blended learning and flipped classroom model are our best options given that they're

implemented properly.

**- What changes or improvements would you like to see in the online learning environment to enhance student readiness and success?**

**Teacher 1** : Many things are to be done. Most importantly, we need to cultivate a culture of e-learning among both students and teachers. Of course, we need a revolution in terms of material availability and appropriate internet quality and quantity. All educational infrastructures are to be improved.

**Teacher 2** :By Implementing fair, transparent, and authentic assessment and evaluation practices that align with learning objectives, provide opportunities for formative feedback, and promote academic integrity enhances student motivation, accountability, and success in the online learning environment.

**Teacher 3** : Making the online part more meaningful as compared to just an ad hoc attachment to the in-class learning.

Teachers have mixed views on the future of education, particularly in online learning. There is potential for significant changes, with some predicting more flexibility and innovation, while others see a shift towards online integration. Opportunities for enhancing teaching through blended learning and improving online environments are recognized.

### 3.2.5 Additional comments :

**Teacher 1 :** In my opinion, online learning has rendered most students dependent on ready-made materials posted and shared via the university platform (Moodle or other). Students are not anymore taking notes in the classroom. They are not anymore visiting libraries or reading printed books. Unfortunately, most students are becoming lazy, though they have the potential. Online learning should be used just as a support to traditional learning (in-person classes) and not as a substitute to it.

Good luck !

### 3.3 Research Findings:

The findings of this study offer significant insights into the experiences of both students and teachers with the transition to online learning. The responses collected from the participants highlight the different levels of satisfaction and preparedness among students and teachers, providing a comprehensive view of the current state of online education.

#### Students' Readiness for Online Learning

The data indicates that students generally feel positive about their readiness for online learning. This positive sentiment can be attributed to several factors:

**\*\*Technological Proficiency\*\*:** Many students have demonstrated a strong grasp of the necessary technology. They are comfortable using computers, tablets, and smartphones, and are familiar with various online learning platforms such as Zoom, Microsoft Teams, and Google Classroom. This technological proficiency is crucial as it enables students to navigate the online learning environment with ease, reducing the potential for technical difficulties that could disrupt their learning process.

**\*\*Motivation and Self-Discipline\*\*:** Students have reported high levels of motivation and self-discipline, which are essential for successful online learning. Unlike traditional classroom settings, online learning requires students to be more self-directed and proactive in managing their study schedules. The ability to stay motivated and disciplined plays a significant role in their readiness for online learning.

**\*\*Experience with Online Platforms\*\*:** Prior experience with online platforms has also contributed to students' readiness. Many students had already been exposed to some form of online learning or digital education tools before the pandemic, which has helped them adapt more quickly to the fully online format. Their familiarity with the functionalities of these platforms enables them to use the tools effectively for their studies.

## **Teachers' Satisfaction with Online Learning**

In contrast to the students, teachers have expressed less satisfaction with the transition to online learning. Several key issues have been identified:

**\*\*Quality of Course Materials\*\*:** Teachers are concerned about the quality of the course materials available for online teaching. Many feel that the materials are not adequately designed for online delivery and lack the interactive elements that are essential for engaging students in a virtual environment. Effective online teaching requires well-structured and interactive course materials that can facilitate active learning and keep students engaged.

**\*\*Technical Support\*\*:** Another significant concern among teachers is the lack of adequate technical support. Teachers have reported difficulties in resolving technical issues, which can disrupt their teaching and negatively impact the learning experience of students. The absence of timely and effective technical support has made it challenging for teachers to conduct their classes smoothly.

**\*\*Adaptation to Online Teaching\*\*:** Many teachers are still in the process of adapting to the online teaching format. Unlike students, who might be more familiar with digital tools, teachers often have to undergo a steep learning curve to master the new technologies required for online education. This transition has been particularly challenging for those who have had little prior experience with online teaching.

## **Implications for Educational Institutions**

These findings highlight several critical areas that universities and educational institutions need to address to improve the online learning experience:

**\*\*Enhancing Course Materials\*\***: There is a clear need to improve the quality of course materials for online teaching. Institutions should invest in the development of high-quality, interactive, and engaging course content that is specifically designed for online delivery. This could involve incorporating multimedia elements, interactive simulations, and other digital resources that can enhance the learning experience.

**\*\*Providing Robust Technical Support\*\***: To support teachers in their transition to online teaching, institutions must provide robust technical support. This includes offering training sessions to help teachers become proficient with online teaching tools and ensuring that technical assistance is readily available to resolve any issues that may arise during online classes. By providing strong technical support, institutions can help alleviate some of the challenges faced by teachers.

**\*\*Facilitating Professional Development\*\***: Continuous professional development is crucial for teachers to adapt to the evolving demands of online education. Institutions should offer regular workshops and training programs focused on best practices in online teaching, the effective use of digital tools, and strategies for engaging students in a virtual environment. By investing in the professional development of teachers, institutions can enhance the overall quality of online education.

**\*\*Promoting Student-Teacher Collaboration\*\***: Encouraging collaboration between students and teachers can also help improve the online learning experience. Creating opportunities for regular feedback and open communication can help identify and address issues promptly. Institutions should foster an environment where students feel comfortable sharing their experiences and teachers are open to adapting their teaching methods based on student feedback.

### **3.3 Recommendations :**

The study on students' readiness and teachers' satisfaction with online transitional learning provides several key recommendations aimed at improving the overall effectiveness



and satisfaction of online education. These recommendations encompass a broad range of areas, including teacher training, technology access, technical support, student orientation, feedback mechanisms, mental health resources, communication strategies, content engagement, institutional policies, and ongoing research and development. Implementing these recommendations can lead to a more resilient and effective educational system.

**For Students:**

- **Monitor Understanding and Engagement:** Students should actively monitor their comprehension and engagement levels during online learning sessions. This involves regularly assessing their understanding of the material and staying focused during lessons.
- **Set Personal Learning Goals:** Students should take the initiative to set specific, measurable learning goals. This will help them stay motivated and provide a clear path to achieving their educational objectives.
- **Seek Feedback:** Students should actively seek feedback from teachers and peers. Using this feedback to identify areas for improvement can help students adjust their learning strategies and enhance their academic performance.
- **Utilize Available Resources:** Students should seek out additional resources such as online tutorials, e-books, and interactive activities that can support their learning and help them develop better study skills.
- **Develop Digital Literacy:** Students should work on improving their digital literacy skills to navigate online learning platforms more effectively. This includes becoming familiar with various online tools and resources that can aid in their education.

**For Teachers :**

- Teachers should have access to ongoing professional development and training focused on online teaching strategies and technologies. This can include workshops, webinars, and courses designed to enhance their digital literacy and teaching skills in a virtual environment.
- Educational administrators should offer strong support and flexibility to teachers during the online courses to online learning. This includes understanding the challenges teachers face and providing necessary accommodations, such as flexible scheduling and workload adjustments.
- Schools and educational institutions should provide robust technical support to teachers. This includes ensuring that teachers have access to reliable internet connections, up-to-date hardware, and software, as well as troubleshooting assistance for any technical issues that arise.
- Implementing regular feedback mechanisms where teachers can share their experiences and concerns about online teaching can lead to improvements in the system. Listening to teacher feedback and making necessary adjustments can greatly enhance their satisfaction.

By adopting these recommendations, educational institutions can enhance the effectiveness and satisfaction of online transitional learning for both students and teachers. This holistic approach will contribute to creating a more adaptable and resilient educational system, capable of meeting the evolving demands of digital learning environments.

**3.4 Conclusion :**

In conclusion, the transition to online learning has illuminated significant strengths and areas for improvement within the current educational framework. The recommendations provided aim to enhance the overall experience and satisfaction of both students and teachers, ensuring a smoother and more productive online learning journey. With targeted efforts and strategic implementations, educational institutions can create a resilient and adaptive educational system capable of meeting the evolving demands of digital learning environments.

## ***General Conclusion***

The move to digital learning has been a major change in educational methods, particularly sped up by the worldwide COVID-19 crisis. This change has led to a requirement to assess the readiness and contentment levels of students and teachers in adjusting to this novel method of education.

The study was divided into three chapters, with the first chapter focusing on the literature review. In this chapter, we addressed various aspects of the transition to online learning, emphasizing the factors influencing students' readiness and teachers' satisfaction. We explored the concept of online transitional learning and detailed the readiness of students for this new mode of education. Key factors influencing student readiness were examined, including technological proficiency, self-directed learning, motivation, teachers' characteristics, academic experiences, and institutional support.

The role of self-efficacy in online learning was also discussed, highlighting its importance in both students' and teachers' adaptation to the online learning environment. Teachers' satisfaction with online learning was another crucial aspect covered, where we delved into the elements contributing to their satisfaction and the challenges they face.

Moreover, the chapter compared traditional face-to-face learning with online learning, providing insights into the advantages and disadvantages of each method. Then we moved to the second chapter which was the practical framework of the study, where the methodology used was presented as well as the population and sample description. The study focused on third-year EFL students with a sample of 100 students and 3 teachers at Dr. Moulay Tahar Saida University. This chapter detailed the research design, including the use of mixed methods to gather both quantitative and qualitative data. It elaborated on the instruments employed, such as questionnaires for students and interviews with teachers, to collect comprehensive insights into their readiness for and satisfaction with online learning. The final Chapter was about the data analysis and interpretations of the findings .

The study examined the readiness and satisfaction levels of Third-year EFL students at Dr. Tahar Moulay Saida University with the transition to the new educational approach. The objective was to determine the levels of satisfaction among teachers and students regarding this change. This research examined different aspects that impact students' preparedness for online education, such as tech skills, self-control, internal drive, and learning style choices. Furthermore, it evaluated teachers' satisfaction with online teaching methods and pinpointed the difficulties faced by students and teachers in the online learning setting.

The two research inquiries were directed by the two research instruments (a questionnaire and interviews). To begin with, findings from the survey indicate that, overall, students demonstrate a commendable level of preparedness for online learning. They possess the necessary technological skills, motivation, and familiarity with online platforms, which are crucial for thriving in a digital learning environment. This preparedness indicates a positive outlook for students' adaptability and success in online education.

Despite this positive indication regarding students, the research identifies significant challenges faced by teachers. Teachers report lower levels of satisfaction with the shift to online learning, primarily due to concerns about the quality of course materials and the adequacy of technical support. These concerns highlight a substantial gap that must be addressed to enhance the effectiveness and sustainability of online education.

One of the key take aways significances driven from this study is the pressing need for educational institutions to focus on improving the quality of online course materials. High-quality, engaging, and interactive content is essential to maintain the standard of education and ensure that students remain engaged and motivated. Institutions should invest in developing comprehensive and well-structured online curricula that are both pedagogically sound and technologically advanced.

The research tools chosen were extremely beneficial and efficient in collecting trustworthy data.findings. The findings from this research validated every hypothesis.

After completing the analysis and interpretation of data , several recommendations have been proposed . Such as the provision of robust technical support . Teachers need reliable and timely assistance to navigate the complexities of online teaching platforms and tools. This support should be readily accessible and tailored to address the specific technical challenges that teachers encounter.

furthermore , Ongoing professional development for teachers is another critical aspect highlighted by the research. The transition to online education requires teachers to adopt new pedagogical strategies and become proficient in the use of digital tools. Continuous professional development programs can equip teachers with the skills and knowledge needed to excel in an online teaching environment. These programs should be comprehensive, covering various aspects of online education, from instructional design to the effective use of technology in the classroom.

In conclusion, while students exhibit a high level of readiness for online learning, the successful transition to this mode of education heavily depends on addressing the concerns of teachers. By focusing on the improvement of educational resources, providing strong technical support, and offering targeted professional development, educational institutions can create a more conducive online learning environment. These steps are essential for bridging the gap between student readiness and teacher satisfaction, ultimately leading to a more unified and productive educational experience for all stakeholders involved.

Certainly, similar to any other work, this study is constrained by limitations such as The limited access to multiple resources and articles relevant to the research topic was challenging both online and in the university library. Especially in Saida, and the absence of honesty among students in the in the questionnaire because some of them were not serious about providing the right and honest responses. This study lays the foundation for a future research project focused on

Finally, the success of online education hinges not only on the preparedness of students but also on the support and satisfaction of teachers. As such, a holistic approach that addresses both aspects is imperative. Institutions must recognize and respond to the diverse needs of both students and teachers to ensure the efficacy and sustainability of online learning. This research underscores the importance of a balanced focus on enhancing the technological infrastructure, developing high-quality educational content, and fostering a supportive environment for teachers. By doing so, educational institutions can pave the way for a more effective and satisfying online learning experience for everyone involved.

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## **Appendix (A)**

### **Investigating Students' Readiness and Teachers' Satisfaction with Online Transitional Learning**

#### **Section 1: Student Readiness**

##### **1. \*\*Demographic Information\*\***

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

##### **2. \*\*Technology Proficiency\*\***

- How comfortable are you with using technology for learning purposes?
  - Very comfortable
  - Somewhat comfortable
  - Neutral
  - Somewhat uncomfortable
  - Very uncomfortable
- How familiar are you with the features and tools used in online learning platforms (e.g., video conferencing, discussion forums, file sharing)?
  - Very familiar
  - Somewhat familiar
  - Neutral
  - Somewhat unfamiliar
  - Very unfamiliar
- How would you rate your overall digital literacy skills (e.g., ability to navigate the internet, use productivity software, troubleshoot technical issues)?
  - Excellent
  - Good
  - Average
  - Poor
  - Very poor

### 3. **\*\*Self-Efficacy and Motivation\*\***

- How confident are you in your ability to learn effectively in an online environment?
  - Very confident
  - Somewhat confident
  - Neutral
  - Somewhat unconfident
  - Very unconfident
- How motivated are you to engage in online learning activities and complete your coursework?
  - Very motivated
  - Somewhat motivated
  - Neutral
  - Somewhat unmotivated
  - Very unmotivated
- What are the primary factors that influence your motivation and self-efficacy for online learning? (open-ended)

### 4. **\*\*Access and Support\*\***

- How would you rate the quality of your internet connection and access to necessary devices (e.g., laptop, tablet, smartphone) for online learning?
  - Excellent
  - Good
  - Average
  - Poor
  - Very poor
- How do you perceive the level of support and guidance provided by your institution for online learning (e.g., technical assistance, academic advising, peer support)?
  - Excellent
  - Good
  - Average
  - Poor
  - Very poor
- What additional support or resources would you find helpful to improve your online learning experience? (open-ended)

### 5. **\*\*Perceptions and Preferences\*\***

- How do you compare the effectiveness of online learning to traditional face-to-face learning?
  - Online learning is much more effective
  - Online learning is somewhat more effective
  - Online learning and face-to-face learning are equally effective
  - Online learning is somewhat less effective

➤ Online learning is much less effective

- What are the main advantages and disadvantages of online learning from your perspective?  
(open-ended)

- Given the choice, would you prefer to continue your education through online, face -to-face, or a hybrid (combination) learning format?

- Strongly prefer online
- Somewhat prefer online
- No preference
- Somewhat prefer face-to-face
- Strongly prefer face-to-face

## **Appendix (B)**

### **Interview**

Dear teachers,

We are currently conducting a study that delves into the satisfaction levels of teachers with transitional online learning and the readiness of students in this context. Would you be able to provide responses to the following inquiries related to this topic?

1. What is your educational level?

.....

2. How long have you been teaching English?

.....

#### **1. Experience with Transitional Online Learning:**

- Can you share your experience with transitional online learning during the recent period of adjustment ?
- What were some of the challenges you faced while transitioning to online teaching ?
- How did you adapt your teaching methods to suit the online environment ?

#### **2. Satisfaction with Online Teaching:**

- How satisfied are you with the effectiveness of online teaching compared to traditional classroom instruction?
- What aspects of online teaching do you find most beneficial for student learning?
- Are there any specific tools or resources that have been particularly helpful in your online teaching?

#### **3. Student Readiness and Engagement:**

- In your opinion, how prepared were students for the transition to online learning?

- Have you noticed any differences in student engagement levels between online and in-person classes?
- What strategies have you found effective in keeping students engaged and motivated in the online setting?

#### **4Future Outlook:**

- Based on your experience, what do you think the future of education might look like in terms of online learning?
- How do you envision the integration of online learning into traditional classroom settings moving forward?
- What changes or improvements would you like to see in the online learning environment to enhance student readiness and success?

**Thank you for taking the time to participate in this interview. Your insights are invaluable in shaping the future of education and improving the online learning experience for both teachers and students. If you have any additional comments or suggestions, please feel free to share them. Your feedback is greatly appreciated.**

## **Résumé en français**

La thèse explore l'état de préparation des étudiants et la satisfaction des enseignants à l'égard de l'apprentissage transitionnel en ligne. Il vise à identifier les facteurs influençant la préparation des étudiants et à évaluer la satisfaction des enseignants à l'égard des outils et plateformes d'enseignement en ligne. L'étude utilise une approche mixte avec des questionnaires destinés aux étudiants et des entretiens avec des enseignants, en se concentrant sur les étudiants EFL de troisième année à l'Université Dr. Moulay Taher de Saïda. Les résultats révèlent que les étudiants sont bien préparés, les facteurs clés étant la maîtrise technologique, la motivation et le soutien institutionnel. Cependant, les enseignants expriment des niveaux de satisfaction plus faibles, notamment en ce qui concerne les supports pédagogiques et le support technique. Les recommandations incluent le suivi de l'engagement des étudiants, la définition d'objectifs d'apprentissage et la fourniture d'un développement professionnel continu aux enseignants. L'étude souligne l'importance d'améliorer les ressources numériques et les systèmes de soutien pour créer un environnement d'apprentissage en ligne réussi. Dans l'ensemble, il souligne la nécessité d'améliorer les ressources éducatives et d'apporter un soutien complet aux étudiants et aux enseignants afin de garantir un système éducatif efficace et équitable.

## ملخص

تسكشرف الأطروحة مدى استعداد الطالب ورضا المعلمين عن التعلم الإلكتروني عبر الإنترنت. ويهدف إلى تحديد العوامل المؤثرة على استعداد الطالب وتقييم رضا المعلمين عن أدوات وميزات التدريس عبر الإنترنت. تستخدم الدراسة نهجاً مختلطاً مع استبيانات للطالب ومقابلات مع المعلمين، مع التركيز على طالب السنة الثالثة ني الرقة الإلكترونية كغاية أجنبية ني جامعة الدكتور موالى الطاهر ني صيدا. تكشف النتائج أن الطالب مستعدون جيداً، حيث تمثل العوامل الرئيسية ني الكفاءة التكنولوجية والتحفيز والدعم المؤسسي. ومع ذلك، يعبر المعلمون عن مستويات رضا أول، خاصة فيما يتعلق بمواد الدورة والدعم الفني. وتشمل التوصيات مراعاة مشاركة الطالب، وتحديد أهداف التعلم، وتوطين التطوير المهني المستمر للمعلمين. وتؤكد الدراسة على أهمية تعزيز الحوار الرؤمي وأنظمة الدعم لخلق بيئة تعليمية ناجحة عبر الإنترنت. بشكل عام، فإنه يسلط الضوء على الحاجة إلى تحسين الموارد التعليمية والدعم الشامل لكل من الطالب والمعلمين لضمان نظام تعليمي نعال وعادل.