

Distance Education through the Moodle Platform and Its Repercussions on the Quality of the Training Process at Algerian University: A Review of the Experience of Mohamed Boudiaf University in M'sila

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Abstract

This study aimed to highlight the importance of distance education as a complementary tributary to in-person academic training at Mohamed Boudiaf University in M'sila by identifying its role in activating the educational process and improving the quality of university training. The study adopted a descriptive method, and participant observation and a questionnaire were used to collect data from a sample of 17 individuals representing members of the university's local committee for distance education. The results revealed that the educational platform contributed to providing resources and study courses and to achieving the satisfaction of the university's actors with the services provided while emphasizing the need to develop a technical and technological environment and to provide modern equipment to support the effectiveness of distance education.

Keywords: distance education; Moodle platform; training process; Algerian University.

Introduction

Discussing distance education at Algerian University leads us to consider an important mechanism and a fundamental pillar adopted in the training process, particularly in recent years. During the COVID-19 pandemic period, the interest of actors in the academic field in the importance of these modern technological orientations increased as a basis for ensuring qualitative and purposeful training, on the one hand, and, on the other hand, for working to provide knowledge in every place and at every time in a manner that meets the cognitive and intellectual needs of actors in the academic field, despite the diversity of their desires and orientations.

In light of the rapid development of digital technologies and platforms in the educational process, it has become necessary for academic institutions to pay greater attention to these tools and to use them as a basis for providing high-quality, effective training. This is achieved through the adoption of modern technologies such as learning platforms, communication protocols, smart systems, and chatbots, thereby enhancing performance efficiency and effectiveness. These platforms also improve the quality of training by making study courses, pedagogical handouts, and research available to various actors in the academic milieu, including students, professors, and employees.

The Moodle platform is among the most prominent of these platforms and technologies adopted by Algerian University as a basis for training and teaching at the university, as a tributary to the educational process at the university in its in-person component, and, consequently, for increasing the visibility of these research works and studies on a wide scale, which expresses the cognitive and intellectual effort of various professors, researchers, and thinkers.

1.1 Research Problem

To address the aspects of the topic raised through this study and to examine the experience of the University of M'sila with regard to the use of the Moodle platform as a basis in the training process, we may pose the following problem:

How does distance education through the Moodle platform affect the quality of the training process at Mohamed Boudiaf University in M'sila?

1.2 Research Questions

To answer the problem raised and to understand its various components and the aspects related to it, we may pose the following questions:

- What do we mean by distance education? What are the foundations on which it is based?
- What is the degree of the effect of distance education through the Moodle platform on the training process at Mohamed Boudiaf University in M'sila?
- Is there a response from students to the totality of the available educational resources?
- Are there difficulties obstructing the operation of the Moodle platform?

1.3 Research Hypotheses

- Distance education through the Moodle platform at the University of M'sila has a major effect on the quality and nature of the training process.
- Students at Mohamed Boudiaf University in M'sila responded strongly to the educational resources available on the Moodle platform.
- There are numerous difficulties and problems obstructing the operation of the Moodle platform at Mohamed Boudiaf University in M'sila.

1.4 Research Objectives

This study aims to achieve the following set of objectives:

- To examine the reality of distance education at Algerian University.
- To identify the actual role of distance education through the Moodle platform in increasing the efficiency of the training process at Algerian University.
- To raise the awareness of actors in the academic field regarding the importance of distance education as a tributary and complement the training process at the university.
- To identify the degree of the effect of distance education through the Moodle platform on actors in the academic field.
- To examine the various difficulties and obstacles obstructing the distance education system.

1.5 Research Method

In this study, we relied on a descriptive method, given the nature of the study, which seeks to describe the correlational relationships between the variables.

1.6 Previous studies

First study: Amaouch Silya and Mokaddem Safia, titled “Distance Education: Theoretical Concepts”.

This study examined the theoretical grounding of the concept of distance education and the concepts associated with it while highlighting the key difficulties and challenges it faces. It also emphasized the importance of distance education in providing educational resources and developing learners’ knowledge and skills. It helped build the theoretical conception of the study and identify the most prominent obstacles hindering this system.

The second study, Ketfi Azzouz and Figel Zahra, entitled Obstacles to Electronic Training through the Moodle Platform at the University of M’sila.

This study aimed to identify the obstacles to electronic training through the Moodle platform at Mohamed Boudiaf University in M’sila, as it showed that these difficulties resemble those experienced by the rest of the Algerian universities and are represented in terms of technical, technological, psychological, and operational aspects, as well as resistance to change. The study also focused on the concepts of training and formation, highlighting the role of the Moodle platform in supporting and enhancing e-learning.¹

We benefited from this study in identifying the most prominent difficulties and obstacles facing the Moodle platform at the University of M’sila. However, the study may be criticized for confusing the concepts of e-learning and distance education, which we clarify in the present study.

The third study, Dahi Hani and Satr El Rahman Naima, entitled Distance Education Platforms: Concepts and Mechanisms.

This study aims to identify the developments taking place in the field of distance education from local and global perspectives while highlighting the various technical and technological developments taking place in the field and addressing the concept of the virtual university and the most prominent components on which it is based, as well as the role of these advanced techniques and technologies in enhancing the distance education system, with the necessity of investing in these technologies as a tributary and support for the educational process in its in-person component.²

This study helps us build a theoretical framework by identifying major and rapid developments worldwide and examining their role in enhancing the distance education system.

1.7 Study Terms

Distance education refers to a mechanism in education that relies on adapting modern digital technologies and systems to access study courses and various educational resources. This pattern of education is distinguished by providing options and alternatives for users to access educational resources beyond the limits of time and place.

Moodle platform: This platform is under the Algerian Ministry of Higher Education and Scientific Research and is used by universities as a tributary of the educational process in its in-person component, through which educational resources are made available.

¹ Azzouz Ketfi and Zahra Figel, “Obstacles to Electronic Training through the Moodle Platform at the University of M’sila,” *Al-Ahmadi Journal of Linguistic, Critical, and Translation Studies* 2, no. 1 (2022).

² Hani Dahi and Naima Satr El Rahman, “Distance Education Platforms: Concepts and Mechanisms,” *Journal of Society and Sport* 6, no. 1 (2023).

Training process: This refers to the mechanism through which individuals and learners acquire new skills and experiences and invest in their innate and acquired capacities, thereby improving performance and efficiency at work.

2. Theoretical Framework of the Study

2.1 The Concept of Distance Education

Moore defines distance learning as an educational method in which the processes of teaching and learning are partially separated, with communication achieved between the teacher and the learner through printed, electronic, audio, and visual educational means, in a manner that ensures the transfer of knowledge and provides an appropriate environment for learning with freedom and flexibility.³

The American Association for Distance Education defines it as the process of acquiring knowledge and skills through a medium for transmitting education and information, including all types of technology and various forms of distance learning.⁴

2.2 Types of distance education

Two basic types can be distinguished:

Synchronous education: This is a pattern of education that requires learners to be present at the same time in front of computers to interact and discuss with the teacher and other students through chat rooms or virtual classrooms.

Asynchronous education is indirect education that does not require learners to be present at the same time or place, and it relies on technologies such as email to exchange information between students and their teacher at different times, with learners free to choose the time and place that suits them.⁵

2.3 Concept of the Moodle Platform

The Moodle e-learning system is a free online platform that provides an integrated educational environment. It allows the creation of courses, the monitoring and guidance of learners, and the addition of various educational sources, in addition to the design and correction of electronic tests and the announcement of their results. It also provides communication and interaction tools, such as forums and chat rooms, to support the educational process efficiently and effectively.⁶

The Moodle platform is a university electronic space that offers broad educational services; however, in its early days, it faced some difficulties for users, especially with uploading lessons, accessing the platform, and interacting with professors.⁷

³ Haniya Salamin and Boujema Amara, "The Experience of Distance Education in the Algerian University: A Field Study at Mohamed Boudiaf University in M'sila," *Journal of Social and Human Sciences* 13, no. 2 (2023): 15.

⁴ El Rabie Boudjellal, "Distance Education: From Correspondence Learning to Electronic Communication," *Al-Muqri Journal of Theoretical and Applied Linguistic Studies* 2, no. 2 (2019): 93.

⁵ Salamin and Amara, "Experience of Distance Education," 16.

⁶ Nadia Leila Lashhab, "Online Educational Platforms: The Moodle Platform as a Model," *Algerian Journal of Legal and Political Sciences* 59, no. 3 (2022): 742–43.

⁷ El Arbi Rekki, "The Moodle Platform between the User and the Programmer: A Vision for Closing Gaps," *Al-Ahmadi Journal of Linguistic, Critical, and Translation Studies* 2, no. 1 (2022): 99.

2.4 Effect of Distance Education through the Moodle Platform on the Quality of the Training Process

Distance education is experiencing rapid growth as a result of scientific and technical developments and the increasing need to integrate technology into education to prepare a generation capable of keeping pace with changes in age. This has led to an increase in the burden placed on educational institutions, prompting them to adopt information and communication technologies in the educational process.⁸ The Moodle platform contributes to the quality of the training process through the following aspects:

- Organizing remote classrooms.
- Providing scientific content in multimedia forms.
- The Moodle platform enables users to make certain modifications, whether suited to individual needs or reflecting the identities of different institutions.
- Electronic links that refer to databases or websites on the internet should be provided.
- Enabling users to open different discussion forums.
- Allowing the exchange of messages in multiple forms between the professor and the student.
- Ensuring continuous communication between the professor and the student without the need to meet in a specific place.
- Allowing tests and scientific activities to be conducted and students to be assessed remotely.⁹

Many educational activities can be included in the Moodle platform, which, on the one hand, allows acquired knowledge to be assessed and, on the other hand, allows students to consult one another and their professors online about the topics raised, as well as to download educational content.¹⁰ It is based on many functions, such as ease of access and entry; providing rapid and continuous feedback; and improving and facilitating the process of communication, as well as tracking, building, and developing skills.¹¹

3. The Field Framework of the Study

3.1 Limitations of the Study

Temporal limits: The study was conducted from 1 January 2025 to 25 February 2025.

Spatial limits: Mohamed Boudiaf University in M'sila.

3.3 Study Population and Sample

Study population: 17 members of the local committee for distance education and the development of information and communication technologies.

⁸ Mohamed Laakel, "The Reality of E-Learning in Light of the New Reforms at the Algerian University," *Al-Riwaq Journal of Social and Human Studies* 7, no. 1 (2021): 687.

⁹ Noura Khiri and Hala Daghman, "The Moodle E-Learning Platform and Its Role in Supporting University Education among University Students," *Professor's Forum Journal* 18, no. 1 (2022): 18–19.

¹⁰ Kahina Harhad, "Distance Education through the Employment of the Moodle Platform: A Field Study at the Higher School of Applied Sciences in Algeria," *Afkar wa Afak Journal* 11, no. 2 (2023): 13.

¹¹ Ammar Ben Aichi, Bachir Ben Aichi, and Yazid Tagrart, "The Reality of Using the Moodle E-Learning Platform during the COVID-19 Pandemic and Its Effect on the Attitudes of Algerian University Students from the Point of View of Students of the Faculty of Economic Sciences at the University of Biskra," *Researcher Journal for Sport and Social Sciences* 4, no. 1 (2021): 336.

Study sample: In this study, we rely on a sample consisting of 17 individuals through a comprehensive survey.

3.4 Data-Collection Tools

Participant observation: The study relied on participant observation, as the researcher was part of the community studied in his capacity as a member of the local distance education unit and head of the distance education unit at the Faculty of Economic, Commercial, and Management Sciences at the University of M'sila. This enabled him to build a comprehensive, practical conception and to understand the various aspects of the topic through direct interaction with actors in the academic milieu.

Questionnaire form: A questionnaire is a model comprising a set of questions revolving around a topic, sent to respondents in one form or another so that they may answer them and return them to the body supervising the research.¹²

3.5 Results Analysis and Discussion

First hypothesis: Distance education through the Moodle platform at the University of M'sila has a major effect on the quality and nature of the training process.

Q1: How do you view the reality of distance education through the Moodle platform at the University of M'sila?

Table (01): The reality of distance education through the Moodle platform at the University of M'sila.

Degree	Frequency	Percentage (%)
Weak	01	5.88
Average	04	23.53
Good	09	52.94
Excellent	03	17.65
Total	17	100

Source: Prepared by the author.

The results show that 52.94% of the sample (9 individuals) consider the reality of distance education on the Moodle platform at the University of M'sila to be good, which is attributed to their awareness of the platform's importance and its role in providing diverse educational resources. Moreover, 23.53% (4 individuals) considered the level to be average because of technical, technological, and human difficulties that limit the effectiveness of distance education. In addition, 17.65% (3 individuals) considered the level to be excellent, especially in some scientific and technical specialisms such as technology, computer science, and mathematics. In contrast, 5.88% (1 individual) indicated that the level was weak.

Q2: What is the degree of contribution of distance education through the Moodle platform to increasing the quality of the training process?

¹² Ahmed El Hamza and Amine El Bar, "The Questionnaire as a Tool for Scientific Research and Its Most Important Applications," Algerian Journal of Security and Development 12, no. 3 (2023): 304.

Table (02): The degree of contribution of distance education through the Moodle platform to increasing the quality of the training process.

Degree	Frequency	Percentage (%)
High	10	58.83
Average	05	29.41
Weak	02	11.76
Total	17	100

Source: Prepared by the author.

It is clear from the results that 58.83% of the sample (10 individuals) consider that the Moodle platform greatly improves the quality of training at the University of M'sila, owing to the diversity of educational resources and their coverage of the various specialisms. Moreover, 29.41% (5 individuals) indicated that the contribution is average, which is attributed to the weakness of the technical infrastructure and its failure to keep pace with development. In addition, 11.76% (2 individuals) considered the contribution to be weak because of the lack of internet connectivity in some areas of the wilaya of M'sila.

Q3: Do the educational resources available through the Moodle platform affect the training process for both professors and students?

Table (03): The educational resources available through the Moodle platform and their effect on the training process for professors and students.

Choice	Frequency	Percentage (%)
Yes	16	94.12
No	01	5.88
Total	17	100

Source: Prepared by the author.

The results show that the majority of the sample members believe that the educational resources available on the Moodle platform have a positive effect on the training process for professors and students. This is attributed to the University of M'sila's administration's interest in developing this field and applying it in line with the ministry's orientation in supporting distance education. In contrast, 5.88% (one individual) reported no effect, which may be related to his personal experience with the platform.

Second hypothesis: Students at Mohamed Boudiaf University in M'sila respond strongly to the educational resources available on the Moodle platform.

Q4: Are there high rates of access to and downloading of the educational resources available through the Moodle platform?

Table (04): Rates of access to and downloading of the educational resources available through the Moodle platform.

Choice	Frequency	Percentage (%)
Yes	14	82.35
No	03	17.65
Total	17	100

Source: Prepared by the author.

The results show that 82.35% of the sample (14 individuals) consider the rates of access to and downloading of educational resources on the Moodle platform to be high. This is attributed to the importance and diversity of these resources across the various courses, as well as the ministry's orientation toward supporting distance education and strengthening its role in academic training. In contrast, 17.65% (3 individuals) indicated that access and download rates are low because of weak technical infrastructure and a limited ability to use the platform effectively.

Q5: Do the educational resources available through the Moodle platform meet the cognitive needs of students?

Table (05): The educational resources available through the Moodle platform and the extent to which they meet the students' cognitive needs.

Choice	Frequency	Percentage (%)
Yes	12	70.59
No	05	29.41
Total	17	100

Source: Prepared by the author.

The results show that 70.59% of the sample members (12 individuals) consider that the educational resources available through the Moodle platform meet the students' cognitive needs, given their diversity and the ease of access to them, which helps meet the various educational needs across diverse contexts and individual needs. In contrast, 17.65% (3 individuals) indicated that these resources do not sufficiently consider students' needs, which is attributed to the diversity of specialisms within the university and the need for courses in different languages that address the specific needs of learners.

Q6: How do you view the degree of students' satisfaction with the educational resources available through the Moodle platform?

Table (06): The degree of students' satisfaction with the educational resources available through the Moodle platform.

Degree	Frequency	Percentage (%)
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High	10	58.83
Average	05	29.41
Weak	02	11.76
Total	17	100

Source: Prepared by the author.

The results show that 58.83% of the sample (10 individuals) consider that students at the University of M’sila are highly satisfied with the educational resources on the Moodle platform. This is attributed to its role in developing knowledge and experience and in increasing students' cognitive levels. Moreover, 29.41% (5 individuals) indicated that the level of satisfaction is average, which is related to students' particularities and the platform's efficiency in providing resources and making them available beyond time and place constraints. In addition, 11.76% (2 individuals) considered the level of satisfaction to be weak, owing to technical difficulties such as weak internet connectivity, power cuts, and difficulty accessing resources.

Third hypothesis: Numerous difficulties and problems obstruct the operation of the Moodle platform at Mohamed Boudiaf University in M’sila.

Q7: Do users of the Moodle platform face difficulties in accessing?

Table (07): Difficulties faced by users in accessing the Moodle platform.

Choice	Frequency	Percentage (%)
Yes	06	35.29
No	11	64.71
Total	17	100

Source: Prepared by the author.

It is clear from the results that 64.71% of the sample (11 individuals) believe that users of the Moodle platform at the University of M’sila do not face difficulties accessing or downloading educational content, owing to the availability of login data for all academic community categories. In contrast, 35.29% (6 individuals) indicated problems that hinder the use of the platform, such as the unavailability of login information, weak technical skills, or technical difficulties that prevent smooth use of its contents.

Q8: Does the Moodle platform at the University of M’sila face technical difficulties and problems?

Table (08): The technical difficulties and problems facing the Moodle platform at the University of M’sila level.

Choice	Frequency	Percentage (%)
Yes	08	47.06

No	09	52.94
Total	17	100

Source: Prepared by the author.

The results show that 52.94% of the sample (9 individuals) believe that the Moodle platform at the University of M’sila does not experience technical difficulties. This is attributed to the university’s interest in providing the necessary infrastructure to support the platform and strengthen its role in supporting the educational process. In contrast, 47.06% (8 individuals) indicated the existence of technical problems that hinder the operation of the platform, such as weak servers and their stopping during some periods, especially during examinations, in addition to difficulties of access, the absence of accounts for some students, and the absence of the possibility of entering as a visitor.

Q9: Do the human resources responsible for managing the Moodle platform possess sufficient skills to work on it?

Table (09): The skills of the human resources responsible for managing the Moodle platform.

Choice	Frequency	Percentage (%)
Yes	14	82.35
No	03	17.65
Total	17	100

Source: Prepared by the author.

The results show that 82.35% of the sample (14 individuals) consider that the human resource responsible for the Moodle platform possesses the technical and technological skills necessary to work efficiently. This is attributed to their specialization in the field, their benefit from training courses, and the communicative and linguistic abilities that help them guide users. In contrast, 17.65% (3 individuals) reported weakness in these skills, which limits the platform's effectiveness. This is due to the diversity of specialisms and the need for broader linguistic and technical skills to meet the various needs of users within the university.

3.6 Results in Light of the Hypotheses

First hypothesis: Distance education through the Moodle platform at the University of M’sila has a major effect on the quality and nature of the training process.

It is clear from Tables (1), (2), and (3), which include percentages of 94.12%, 58.83%, and 52.94%, respectively, that the sample members show a positive orientation toward the questions under this hypothesis. Accordingly, we propose that the first hypothesis is achieved.

Second hypothesis: Students at Mohamed Boudiaf University in M’sila respond strongly to the educational resources available on the Moodle platform.

It is clear from Tables (4), (5), and (6), which include percentages of 82.35%, 70.59%, and 58.83%, respectively, that the sample members show a positive orientation toward the

questions under this hypothesis. Accordingly, we propose that the second hypothesis is achieved.

Third hypothesis: There are numerous difficulties and problems obstructing the operation of the Moodle platform at the level of Mohamed Boudiaf University in M'sila.

It is clear from Tables (7) and (8), which show percentages of 64.71% and 52.94%, respectively, that the sample members show a negative orientation toward the questions under this hypothesis. Accordingly, we may say that the third hypothesis is not achieved.

3.7 General Results of the Study

- Distance education through the Moodle platform at the University of M'sila is considered a fundamental pillar of the academic training system.
- The users of the Moodle platform recognize its importance as a complement to the in-person training component.
- There is a high degree of student satisfaction with the totality of the cognitive materials and services made available by the platform.
- The importance of human resources at the platform level is recognized as a basis for making study courses available.
- The University of M'sila provides a technical and technological environment, but it has not yet reached the required level.
- Platforms face many problems and difficulties, such as weak servers, network congestion, and frequent power cuts, especially during peak times.
- The Moodle platform needs development and improvement to increase its efficiency and effectiveness.

Conclusion

In conclusion, the Moodle platform is clearly an important element of the academic training system at Algerian University, as it provides scientific resources and supports studies that meet the diverse cognitive needs of academic actors. However, activating this role requires an advanced technological environment and a qualified human resource with the necessary technical skills in a manner that ensures increased efficiency in its use and improved quality of the training process outputs. Through this study, we propose the following:

- Working to sensitize and raise the awareness of the various actors in the academic field regarding the importance of the Moodle platform within the academic training system.
- The need to organize information days and training and formative workshops to equip the human resources working on the platform and the various actors in the academic field with the skills needed to work on it efficiently and effectively.
- The need to make use of successful expertise and models in the field with a view to improvement and development.
- The need to provide a highly efficient technical and technological environment.
- Students should work to introduce curricula and study courses, whether at the undergraduate level or at the basic education stage, to equip them with the skills that allow them to interact positively with the platform as a modern technological orientation.

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