Exploring Challenges in Online Learning: at the Faculty of Letters and Human Sciences, Sidi Mohamed Ben Abdellah University, Fes

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Abstract. Higher education is characterized by high enrolment rates, which are driven by students' desire for both academic and professional development. Students used to pursue their studies through traditional interactions or in-person classes. However, during the Covid19 pandemic, the education field was forced to rapidly transition from face-to-face classes to online instruction, presenting university students with unprecedented challenges. Several issues have emerged as a result of online learning, including limited access to reliable internet and digital devices, which creates disparities in learning opportunities. In an unstructured environment, many students struggled with time management and self-control. The lack of face-to-face interaction caused feelings of isolation and decreased motivation. Moreover, the learning process was further hindered by technical difficulties and unfamiliarity with digital platforms.

Key words: *Online Learning, Traditional Interaction, Face-to-face Classes, digital devices.*

Introduction

E-learning, distance learning or as it is known recently as online learning has been a saviour that educational and academic institutions have opted for long time ago, during the pandemic covid 19 and for the future. This type of learning has contributed to learners' sustainability of study without attending classes in person. In order to save and terminate the academic year and the syllabuses during that pandemic, this form of learning was used by the ministry of education; moreover, it contributes to learners' learning mainly from different places especially at home during the deadlock. However, this sudden shift from face-to-face education to the technology-based education have shown a variety of related issues. As it is considered a novel form for the majority, though it has already been used but not worldwide. E-learning has led the field of education (teaching & learning) to a lot of inquiries and various perspectives. In this point, e-learning can be considered both effective on the one hand and ineffective on the other hand; this is due to the various obstacles, problems and the challenges learners encounter while opting for this form of learning.

In this article, it is claimed that the lack or the absence of technological equipment, interaction, managerial and technical skills are seen some of the main challenges that students from the department of English at Sidi Mohamed Ben Abdellah University, Faculty of Letters and Human Sciences, Fes face while learning online.

Accordingly, this study aims to identify the extent which students encounter challenges while learning online. The types of challenges students face up in their learning experience would also be highlighted. The impact of e-learning on the students' learning process as well as some possible solutions that students could use to overcome e-learning challenges that they may encounter.

This article attempts to answer several related questions as:

1) How frequent do students face challenges while learning online?
2) What types of challenges do students encounter while learning online?

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3) Which effects do e-learning have on students' academic performance?

4) What are the possible solutions students utilizing to overcome e-learning challenges?

This article includes three parts. Part 1, which is the review of literature, provides an overview about what is meant e-learning, the types of challenges students face during learning online, the impacts of e-learning on students' academic performance. Part 2, which is the methodology of the study, shedding light on the following points: the research hypothesis and objectives, research questions, sample population, research approaches, and the data collection procedures. Part 3, which is the analysis part, copes with the interpretations of the data collected. The major findings would be summarized in the last part.

Literature Review
1. The definition of e-learning

The needs to use the Internet and other significant technologies which is technology-based e-learning for getting the necessary learning resources, teach and guide students, as well as organise courses in an institution (Fry, 2001). There has been a widely discussed and debated about a common definition for the term e-learning. This term mainly covers a range of applications, learning methods and process (Rossi, 2009). Furthermore, it is hard to come to a commonly accepted definition for the term e-learning; there is no single definition that is common for the term as Oblinger and Hawkins (2005) and Dublin (2003) stated. Several of various definitions of the term e-learning are reviewed by many researchers and institutions as following.

E-learning in a process which offer more facilities than wholly on-line courses. The European Commission (2001) defines e-learning as using new multimedia technologies and the Internet for developing learning quickly via easing access to facilities and services as well as distant exchanges and collaboration. Abbad et al (2009) describes e-learning as any learning which is enabled electronically. Later on, this definition has been narrowed to mean learning that is supported by the use of digital technologies. Some researchers have narrowed this definition to mean any learning that is internet-enabled or web-based (LaRose et al, 1998; Keller and Cernerud, 2002). Furthermore, e-learning is described as an approach that is centred on learner as it involves them in a system that is interactive, repetitious, and self-paced (Twigg, 2002). Welsh et al (2003) also referred to the term making use of computer network technology, principally via the internet aiming at obtaining enough information and instruction to learners. The definitions of e-learning have been grouped from three different perspectives by Algahtani (2011) in his assessment of the efficiency on the e-learning experience in Saudi Arabia: the distance learning perspective (Perraton, 2002), the technological perspective (Wentling et at. 2000) and also from the perspective of e-learning as pedagogy (Khan, 2005).

Based on what is mentioned above, it is difficult to identify a common definition for e-learning. Many authors refer to e-learning as the type of learning that is enabled electronically, while others refer to it as a learner-centred approach. Some researchers stated it is a multimedia environment where the learner can take the control of his/her learning process and get the necessary information needed to accomplish his/her learning.

2. The types of challenges learners encounter while learning online
2.1. Technical and Technological Problems as Challenging Factors

Many challenges have been arisen as a result of this shifting from face-to-face learning to the e-learning form. In this context, Nikos (2009) sees that "challenges are any requirement that learners find difficult, uncomfortable or in any way problematic regarding online learning environment". The challenges in the learning process, namely e-learning, can be any type of problems that learners encounter, and that hinders their learning journey and access to education.

Several studies have been conducted by researchers to get closer to the obstacles that stop them (learners) learning online. This inhibition can be explained by a study of Slapac Alina et at (2021). Plenty of challenges were revealed by the researcher as the lack of technological devices and equipment from the learners themselves, who either can't afford to buy a phone, laptop, tablet or they share a technological device with one of their relatives. On the other hand, some learners possess of the devices, however, they might not possess the ability to access to them due to the technical issues. Hence, the lack of the necessary equipment is one of the chal-

lenges learners encounter especially those who have the needed materials find difficulties linked to its use that is referred to as "technical problems".

2.2. Learners' Adaptability and Motivation as Challenges

In addition to the lack of materials and technical problems; another challenging barrier was added by Sandhu (2021) which is adaptability as a difficulty. Sandhu declares that the 21st students are more likely to subject to technology and technological devices uses, once it comes to learning, learners find themselves unable and unwilling to adapt to the online type of learning.

Learners also encounter other problems beside adaptability; Sandhu (2021) identifies two main difficulties, insisting on the effectiveness of e-learning, in which the real problem lies in students' motivation to attend and take part in the online classes. Furthermore, another barrier to be considered challenging which is learners lack of motivation. That is to say, plenty of students' motivational side has been affected by this shifting from the classical mode (face to face) to online classes and it is undeniable that both learning styles and expectations differ. In the same context, and because of being inactive to take part, participate and engage in online discussions, plenty of shy learners left aside Savin Maggi (2007). He also added that this shift has affected those active learners who used to participate in face-to-face classes and turn them to be inactive learners because the awkwardness of such e-learning.

Lack of adaptability, motivation and shyness are seen the major and crucial challenges that learners suffer from while learning online.

2.3. Learning from home as a challenge

In addition to what already mentioned challenges, Alina (2020) thinks that "college students' struggle with the home, others felt lazier, and some could not concentrate because of various distraction, which all lead to inefficient learning". Alina says that e-learning entails the provision of some environmental circumstance such as comfortable and calm place far away from any kind of noise and this condition is difficult to provide as learners live with their family members under the same roof and being alone in a calm atmosphere is a challenging itself. Moreover, Alina declares that online classes entail a high level of motivation and concentration as the teachers 'eye does not exist to keep learners focused. Lack of concentration and motivation might inhibit the learning process due to technical problems like distractions and disconnections as well as learners' peculiarities.

Maggi Savin-Baden (2007) conducted one of the studies, in which learners were asked to write a learning diary after attending three online sessions resulted in several challenges which learners encountered during those sessions. The most frequent technical problems were the echo effect on the sound and disconnections during the sessions. Moreover, the study unveils that learners think online classes require more concentration in comparison to face-to-face classes as it is hard to follow. Maggi Savin-Baden declared that just one reason behind the above stated challenges is because of the lack of non-verbal communication like face expressions, eye contact and body movements which put a kind of pressure on students to keep them focused and concentrated.

3. The Impact of E-learning on Students' study skills

Since its emergence, a heated debate raised about e-learning mode concentrating its effects on learners. Several studies have shown that e-learning has influenced learners on various levels. Thus, this chapter is devoted for exploring the impacts that literature has talked about, and the focus in this section is going to be particularly on how learners' interactions, motivation, time management and autonomy are influenced by suck a kind of teaching/learning mode.

3.1. The Impact of E-learning on Motivation

E-learning has been tackled by several researchers, Taran's (2005) study about Motivation Techniques in e-learning, suggests about 10 techniques (Manding stimuli, Anticipation, Incongruity, Concreteness, Variability, Humor, Inquiry, Participation, Breaks and energizers,

Storytelling) for catching and keeping students' attention which are seen the most significant elements in obtaining motivation during online classes. Another study by Schaer, Roizard, Christmann & Lemaitres (2006) focused on using e-learning course at ENSIC in France. This study led to the following results in which this new teaching mode does not reduce the time of teaching but encourages more active learning, along with highlighting that a better understanding of technology for students to make progress with their own ability. In addition, Rovai, Ponton, Wighting & Baker, (2007) studied student motivation in classical classroom and e-learning courses, and their study results confirmed that learners who are taught by e-learning are more intrinsically motivated than those who go to the classical classroom. Besides, the outcomes also demonstrated that graduate students were more intrinsically motivated than undergraduate students in e-learning and traditional education.

3.2. The Impact of E-learning on Interaction

E-learning can affect learners' interactions in different ways (Northenor, 2020). She claims first that learners may experience social isolation as it becomes difficult to socialize normally as they used to do in face-to-face learning setting. In addition, due to the lack of communication in which this type of learning leads to, learners are no longer expected to boost the required communicational skills; Besides, (Northenor, 2020) provides evidence to this by stating that they would not be able to get along informally or build social relationships as they can do when they are supposed to work in groups within the classroom. Neil Kokemuller provided another proof, in which that communication in online learning can typically occur through e-mail and in virtual discussion forums; learners would not have the same immediate and regular access to instructors and classmates as classical classes. Hence, learners' possibility to engage with teachers, ask questions and get immediate assist may turn into hard to reach.

3.3. The Impact of E-learning on Learning Autonomy

Before digging deeply into e-learning effect on learning autonomy, it is important to review what literature has got to say about the term under study. Nunan (1996) sees that autonomy is not a product ready made for use or just a personal quality but a process (Benson, 2007). It is believed that autonomous learning is attained when certain conditions are gained. These include first the psychological factors as learning strategies, motivations and attitude, and second the learner and the environmental factors such as an appropriate task design, optimal learning environments, a political power structure. (Hamilton, 2013) this perception of learner autonomy contends that autonomy "is learned at least partly through educational experiences [and interventions]" (Candy, 1991, p. 115). One of the most comprehensive definitions was offered by Benson (2001) for autonomy as "a multidimensional capacity that will take various forms for different individuals and even for the same individual in different context or at different times" (p. 47). This definition sheds light on both personal and contextual dimensions of autonomy, along with highlighting the truth that the notion of autonomy is complex and dynamic.

Learners' autonomy has been influenced by e-learning in different ways. Due to the advent of technologies, language learners are faced with unprecedented chances and a wide range of alternatives to interact with in their self-directed learning. For the sake of getting concrete facts concerning issue, a single case study conducted by Qunyan Maggie Zhong should be consulted here. This study was conducted in New Zealand context in order to investigate the learning autonomy evolution in online environments. The results yielded that single participant in this study (Yong) managed to make decisions and take control of his learning by setting goals and selecting his own materials. Although, environmental factors played a critical part. Other facets of learner autonomy evolved in his trajectory, e.g. collaborative autonomy, multi resources user, and better manger, would not have been made possible without the optimal learning conditions he was exposed to. The finding showed that professors are instrumental in the development of learner autonomy. Teachers have to generate a learning environment which is conducive to autonomous learning and where learners can excise their agency in learning, and this should be considered as a major target in a course design (Ribbe & Bezanilla, 2013).

To sum up, e-learning has both positive and negative effects as well. The results that were yielded by the studies which have been already mentioned above can differ based on the context in which students have different learning skills, habits and styles. The finding of the multiple

studies can be a strong stimulus to conduct an empirical study in which more accurate results can be reached.

I. The Methodology Chapter

In this part, the research methodology would be explained. This part begins by clarifying the research hypothesis, objectives and research questions. Subsequently, moving to talk about research participants, identifying who they are and why they have been chosen. Finally, the discussion will be devoted to the research approach and instruments of data collection.

Research Hypothesis
It is claimed that the lack of interaction, technological equipment, managerial and technical skills are some of the challenges students from the department of English at Sidi Mohamed Ben Abdellah University encounter while learning online.

Research Objectives
The present study aims at identifying the extent which students encounter challenges while learning online. It also aims at describing the types of challenges learners face up in their online journey, the impacts of e-learning on their learning process as well as some possible solutions that learners use to overcome online learning challenges.

Research Questions
This study attempts to answer the following questions:
1) How frequent do learners encounter challenges while learning online?
2) What type of challenges does learners face while learning online?
3) Which effects do e-learning have on learners' academic performance?
4) What are the possible solutions learners use to overcome online learning challenges?

Sample population
The population sample to be chosen in this this article is both BA and MA students from the department of English at the faculty of Letters and Human Sciences, Dhar El-Mahraz, Fez. This population was chosen to identify the challenges they face while learning online, the impact of e-learning on their learning process and the solutions learners use to overcome the online learning challenges.

Research Approaches
Both the qualitative and quantitative approaches will be used in this study to data collection and analysis. The quantitative approach will be helpful to investigate the extent which students encounter challenges while learning online. As for the qualitative approach, it will be helpful to describe the type of challenges learners encounter while learning online, the impacts of e-learning on learners' academic performance as well as possible solutions utilized by learners to avoid and overcome e-learning challenges.

Data Collection Procedures
1) Questionnaire
The first data collection to be used in this article is the questionnaire. It is a quantitative data collection procedure used to measure the quantity, amount and frequency of something. One of the strengths of using the questionnaire is to elicit quantitative data related to the extent which learners from the department of English of Sidi Mohamed Ben Abdellah University, Fez encounter challenges during their online sessions.
2) Interviews
Since one of the weaknesses of the questionnaire is its limitation with respect to eliciting in depth answers from the participants. Interviews can also be used in this study to elicit data. This qualitative data collection instrument permit to describe the type of challenges learners face while learning online, the impact of e-learning on learners' academic performance as well as possible solutions used by learners to overcome e-learning challenges.

Data Analysis and Findings

This part aims to present, analyse and discuss the quantitative and qualitative data collected about the challenges that learners from the department of English at the faculty of Letters and Human Sciences Dhar El-Mahraz Fez while learning online. In order to have the task done effectively and with a great accuracy. This study has opted for SPSS Statistics which a software package used for interactive and statistical analysis. SPSS is widely used to program for statistical analysis in social science. This part is divided into three sections. The first section provides demographic information about the participants involved in this study. The second one describes the types of challenges learners encounter learning online. The third one copes with the impacts of e-learning on learners' academic performance. The last section discusses some possible solutions that learners use to overcome the challenges and the obstacles they encounter online.
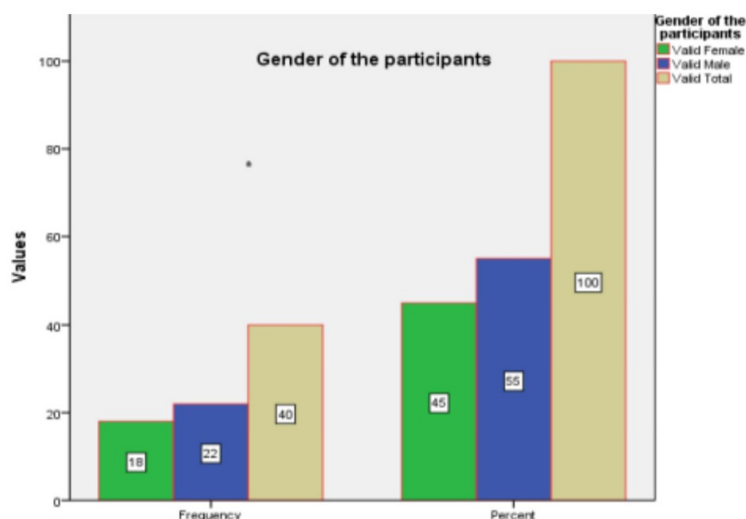
1.The Demographic Information

The data of this study is collected from participants of different age, gender and level of education.

I.1. Gender
Genger of the participants
Table1: The frequency and percentage of respondents by gender

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	22	55.0	55.0	55.0
	Female	18	45.0	45.0	100.0
	Total	40	100.0	100.0	

The table shows the frequency as well as the percentage of the females and males who responded to the questionnaire. The total number of participants is 40 containing 18 females who made of 45% and 22 males who made 55% of the population under study.

I.2. Age
Age of the participants

Table2: The frequency and the percentage of participants by age

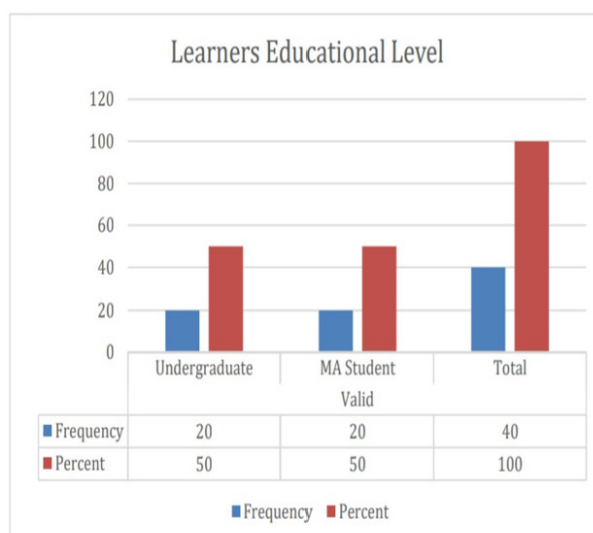|	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 20_22	15	37.5	37.5	37.5
22_24	15	37.5	37.5	75.0
Above 24	10	25.0	25.0	100.0
Total	40	100.0	100.0	
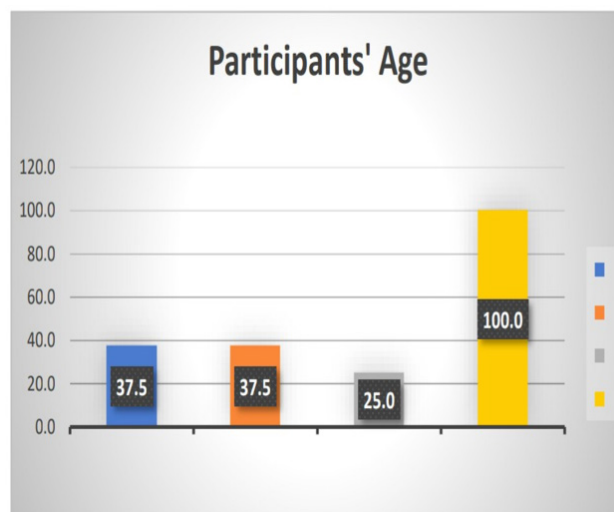
As it is shown in table 2, the total number of participants is 40. Most respondents who completed the survey indicated that their age is between 22-22 (N=15; 37.5%) and between 22-24 (N=15; 37.5%) while the age of the remaining participants is above 24 (N=10; 25%).

I.3. The educational level

Educational level of the participants

Table 3: The frequency and percentage of respondents by educational level

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Undergraduate	20	50.0	50.0	50.0
MA	20	50.0	50.0	100.0
Students	40	100.0	100.0	
Total				

The table 3 showed that 20 respondents who represent 50% are undergraduate students while the other 20 respondents representing 50% of the overall sample are master students at Sidi Mohamed Ben Abdellah University, English department, Fez.

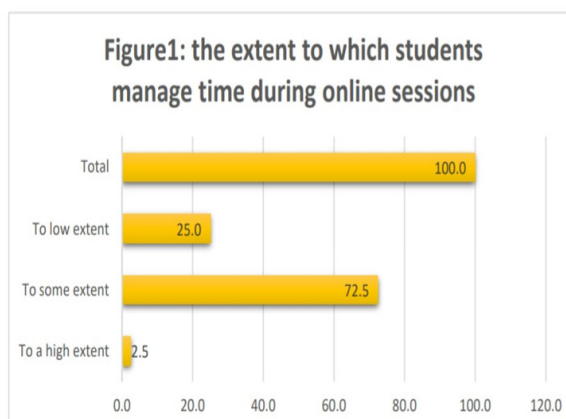## 2.The Types of Challenges Learners face while learning online
2.1. Time management challenges

 a) Statistical data
The study reveals the following results as the majority of learners find difficulties when it comes to managing their time while learning online. To illustrates this more, figure 1 provides clear details about this idea.

Table 4: The extent to which students manage time in learning online

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid To a high extent	1	2.5	2.5	2.5
To some extent	29	72.5	72.5	75.0
	10	25.0	25.0	100.0
To low extent	40	100.0	100.0	
Total				

Figure1: the extent to which students manage time during online sessions

A close analysis of the above figure demonstrates that the majority of participants (N=29; 72.5%) find it hard to manage their time while learning online and 10 other (25%) of the students manage their time in online learning to a low extent. Whereas, just 2.5% (N=1) of the participants succeeded to manage and organize their time in such type of learning. This can be due to the amount of time students attend online classes as one of the interviewees demonstrated saying:

It is hard to adjust the time for online learning because sometimes we find that we have to attend an online class of four hours in the afternoon which makes it hard to do other assignments because those online sessions take so much of our time.

Time management challenge while learning online can be also due to spending too much time in understanding the courses and being not able to maintain self-disciplinary as respondent 2 says:

Of course, I found some difficulties in time management because my lack of understanding of a particular chapter or course made me focus on it more and that I gave time to it more than the others. In addition, when I was stud(y)ing in presence, I programmed myself depending on the activities that I have. For instance, I should wake up early, take my breakfast, arrive to the class at a specific time…etc. However, during my online learning I woke up at the time that I want, and when I feel tired, I go to sleep at that time I want.

This can be explained as the majority of the students barely manage their time while learning online and this luck of time management can be due to either the amount of time they attend in online classes, or the inability to understand online courses and be self-disciplined.

2.2 Internet connection challenge

This study showed that the majority of respondents face challenges related to the internet connection as the figure 2 Illustrates:

Table 5: Connection issues faced by students during online learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	11	27.5	27.5	27.5
	Sometimes	20	50.0	50.0	77.5
	Usually	5	12.5	12.5	90.0
	Often	4	10.0	10.0	100.0
	Total	40	100.0	100.0	

The Extent to which Students Face Internet Problems while Learning Online
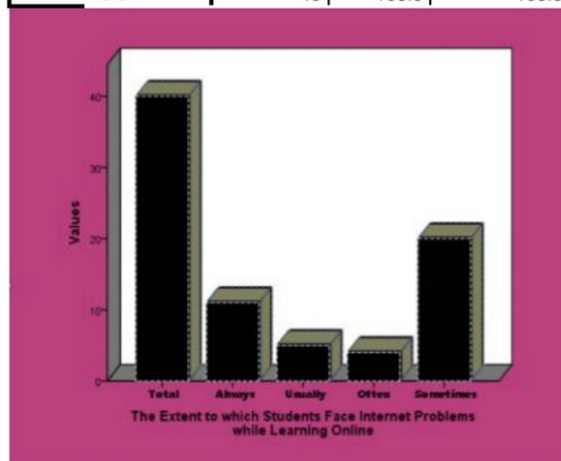
The figure among our hands illustrates that a large number of participants (N=20; 50%) sometimes encounter difficulties when it comes to the internet connection while learning online, while (N=11; 27.5) of the students always face this challenge. However, (N=5; 12.5%) of the participants usually find this problem of the internet connectivity and (N=4; 10%) who often encounter it as respondent 9 states: "I have never encountered any problems with my online learning except for (telephone rings) for bad connection that's the main problem but I meant apart from that I don't face any other challenges so far". In the same line of thoughts, respon-

dent 10 declares:

"I faced problems with internet connectivity and the high internet bills…emm.. I I wasn't like ready all the time to pay them". This implies that almost all the students face the challenge of internet connectivity during online sessions.

2.3 The lack of technological skills challenge

c. Statistical data

This article revealed that the majority of the respondents lack the technical skills that assist students to learn online effectively, the next figure shows:

Table 6: The extent to which students have technological skills to learn online

The extent to which students have technological skills to learn online

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	Yes	15	37,5	37,5	37,5
	No	25	62,5	62,5	100,0
	Total	40	100,0	100,0	
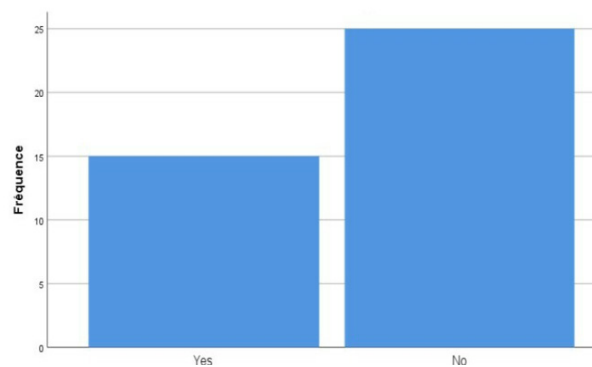
This figure demonstrates that many participants (N=25; 62.5) answered no to the question of whether they have the technological skills to learn online while just 15 of the students representing (37.5%) have enough technical skills that can help them to learn online. The following figure provides more evidence demonstrating the extent to which students are not able to solve problems that are related to technical issues:

Students' ability to solve problems that are related to technical issues

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	Yes, I can solve it easily	15	37,5	37,5	37,5
	No, I need help	25	62,5	62,5	100,0
	Total	40	100,0	100,0	

The students ability to solve problems that are related to technical issues
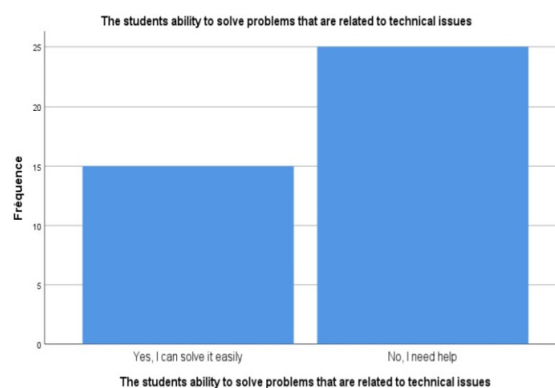
As it is demonstrated in the previous figure, a great deal of students (N=25; 62.5%) are not qualified enough to solve technical problems which can emerge during online sessions, and they need help. However, just 15 of the participants that represent 37.5% who possess the ability to solve easily such kind of issues. This means that students lack the necessary technical problems which might stop and hinder their learning process. The next figure provides more proofs demonstrating the extent to which students are not knowledgeable enough in technology and learning platforms:

Table 7: The extent to which students are aware of technology and learning platforms

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	Yes	5	12,5	12,5	12,5
	Not enough	17	42,5	42,5	55,0
	No	18	45,0	45,0	100,0
	Total	40	100,0	100,0	

The extent to which students are aware of technology and learning platforms
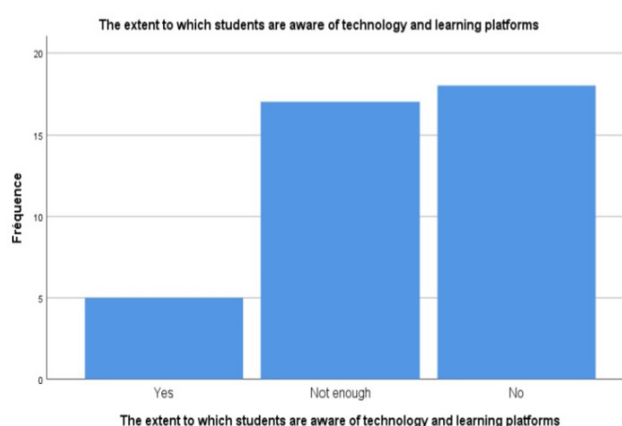
A close analysis of the above figure illustrates that the majority of participants (N=18; 45%) answered no to the question of whether they are aware of technology and learning platforms which they can use to promote their learning online while 17 of the students representing 42.5% are not aware enough about it. This means that students are ignorant as far as technology and online platforms are concerned.

2.4 Adaptability to online learning style challenge

D. Statistical Data
Adapting to online learning immediately after face-to-face classroom learning is quite difficult for the majority of students as this study revealed. To demonstrate this idea, the following figure provides with more details:

Table 8: Students' adaptability to online learning environment immediately after the traditional classroom learning

	Frequence	Pourcentage	Pourcentage valide	Pourcentage cumule
Valid very quickly	3	7.5	7.5	7.5
With some difficulties	9	22.5	22.5	30.0
Hardly	28	70.0	70.0	100.0
Total	40	100.0	100.0	

adoptibility to online learning envirnment after the traditional classroom learning
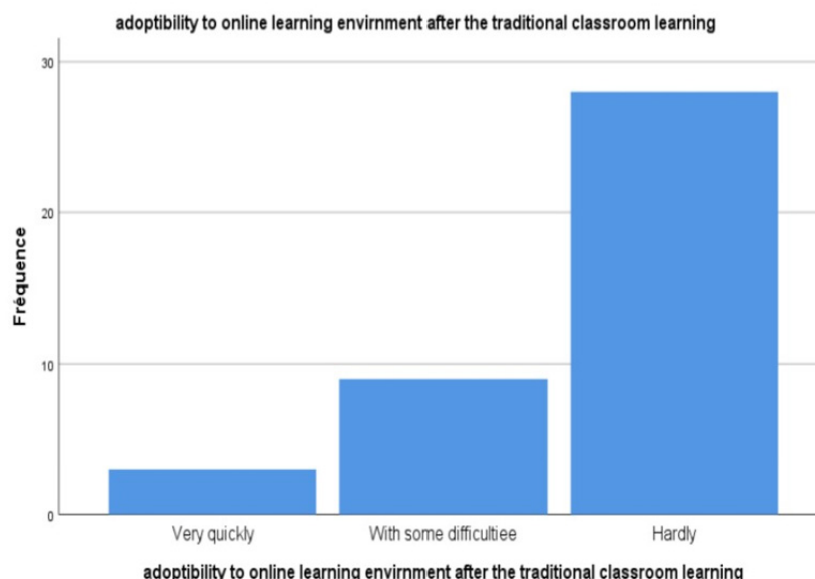
As it is illustrated above, the large majority of students (N=28; 70%) found it hard to be adapted to online learning after they used to study face-to-face in the traditional classroom learning while just 9 students representing (22.5%) adapted to online learning, but with some difficulties. However, only 3 students (N=3; 7.5%) who find it easily to be adapted to e-learning. This reveals that the majority of students find it hard to adapt to such a new style of learning and this can be due to many reasons; such as, never experiencing e-learning before along with the lack of knowledge about it as one of the students said: «It was hard to adapt to online learning at the beginning because it was a new experience for me that we knew nothing about, also we didn't know how to use sites and applications for education».

Another student put it this way:

It took some time to adapt to online learning. In fact, I still don't feel comfortable doing that. The reasons are as follows. First, before now we knew nothing about online learning. So, the idea is online learning is new here in Morocco. Second, my knowledge of tech communication is very limited. Also, there was no prior instructions on how to engage in online learning and we had to learn everything by ourselves.

However, the study reveals that there are some students who find no difficulties to adapt to online learning after the traditional learning classes because of their desire to learn this new style of learning as well as the availability of technological materials as respondent 8 states:

"I adopt it quickly and I didn't find any difficulties concerning the switch from face-to-face learning to the online learning because I was motivated to experience something new, also because I had the technological devices. It was easy for me to adopt to online learning quickly".

The previous discussion leads to the following conclusion that the majority of the students find it difficult to be adapted quickly to online learning and this can be due to many reasons like the lack of awareness about the platforms learning and technological skills that help in learning online.

3. The impact of online learning on students' level
### 3.1 Impact of online learning on students' motivation

Statistical data

The findings of the study have shown that most of the students are not motivated about learning online as the chart and the figure below demonstrate:

Table: The extent which online learning influenced students' motivation to learn online

Table 9: students' motivation to learn online

Students' motivation to learn online

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	Yes	5	12,5	12,5	12,5
	Somehow	17	42,5	42,5	55,0
	No	18	45,0	45,0	100,0
	Total	40	100,0	100,0	
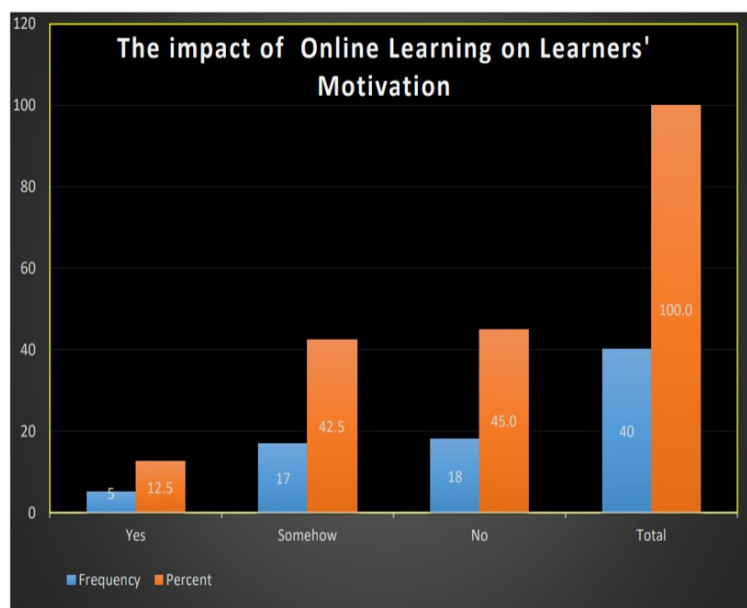
The figure above demonstrates that (N=18; 45%) of the respondents confirmed that their motivation is not influenced while learning online while (N=17; 42.5%) stated that their motivation is somehow affected by online learning. Thus, it can be easily noticed that it demonstrates that online learning has affected students' motivation. Moreover, qualitative data made it clear that this impact of online learning on students' motivation was negative as one of the interviewees states: 'yes, it does affect motivation because of all challenges that I have stated earlier. Of course, we lose hope we are less enthusiastic to learn in the online sessions and that of course will lead to low achievement indeed'. Another interviewee demonstrated saying: 'It negatively affect your motivation for self-improvement which is not the case in face-to-face classes'. These findings display that the level of motivation is drastically affected by online learning as the majority of respondents believe that they are not motivated as much as they are in face-to-face classes. This for sure leads to the conclusion that online learning has negatively affected students' willingness and enthusiasm to learn.

It is worth mentioning that just (N=5; 12.5%) of respondents who think that the level of their motivation is not affected which can be considered as further evidence that the majority of students are less motivated because of online learning. It is also worth mentioning that there were some interviewees who said that their motivation was not really affected in online learning as of them states:

'Well, I can say it is the same actually (laughing) I mean the level of my motivation is the same because we don't actually have a lot of online sessions, I mean have them like from time to time just like make up sessions or at the end of the semester so it doesn't really affect the level of my motivation I mean euh I believe it's the same'.

3.2 Impact of online learning on students' interaction

Table10: the extent of interaction in online learning

The extent of interaction in online learning

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	Always	3	7,5	7,5	7,5
	Sometimes	17	42,5	42,5	50,0
	Rarely	17	42,5	42,5	92,5
	Never	3	7,5	7,5	100,0
	Total	40	100,0	100,0	
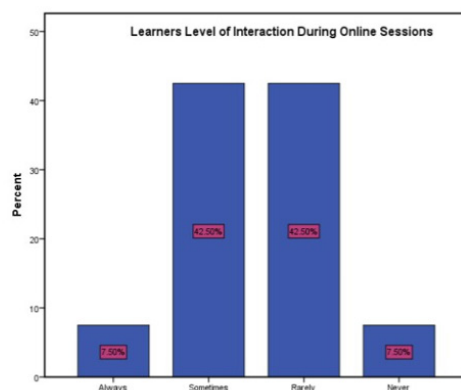
Both the figure and the chart above display the percentage to what extent students' interaction is affected when learning online. A close analysis of this figure illustrates that (N=3; 42.5%) of them rarely interact. These percentages show that students' interaction is negatively affected when learning online. For the sake of providing further proofs, it can make use of one of the interviewees testimonies that states:

"I think that like online learning had a negative impact on my interaction with my classmates because I can say that I never participated in online sessions since the beginning of this emm teaching method euh".

These findings clearly reveal the high extent to which the level of interaction is negatively affected in online sessions. However, the fact that not all the interviewees have interaction issues in online learning should not be ignored as of them states: 'It affects it positive. Online learning was helpful in increasing interaction between us.'

4.Some possible solutions used by students to overcome online learning challenges

a. Statistical data
The following table and the graph represent the extent to which learners attempted solutions to overcome the challenges they encounter during online sessions. They also display that more than the half of students have been able to control online learning difficulties.

Table 11: the extent which students found solutions to overcome online learning challenges

Table 11: the extent which students found solutions to overcome online learning challenges

	Frequency	Percent	Valid Percent	Cumulative Percent
Helpful	24	60.0	60.0	60.0
Very helpful	3	7.5	7.5	67.5
Not helpful	13	32.5	32.5	100.0
Total	40	100.0	100.0	
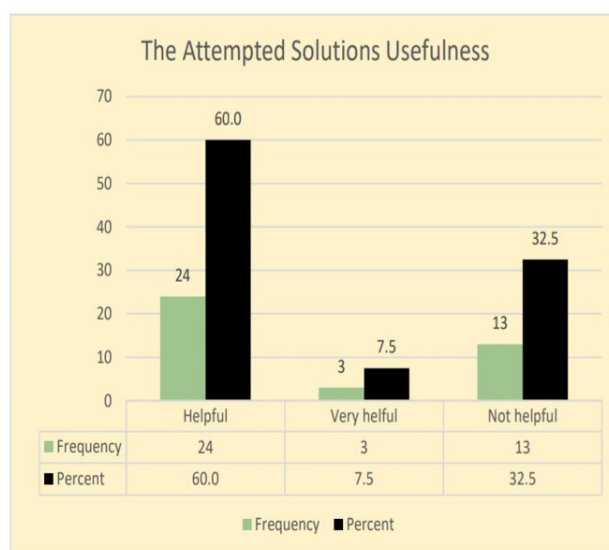
The above figure depicted the extent which the solutions that students used to overcome online learning challenges were useful. As it is shown in the table, 24 participants have found the solutions forming a percentage of 60%. In addition, 13 respondents find the solutions they have attempted not helpful forming the percentage of 32.3%, while just (N=3; 7.5%) of respondents have found very helpful solutions to online learning difficulties. For example, one of the interviewees states:

"I was very disciplined and I was present in all the online sessions. Second, I was trying to ask for clarification the professors if I did not grasp something and if I didn't understand, I was doing extra research. This is how I overcame the difficulties."

This means that online learners have tried a variety of solutions to be able to learn as well as overcome the encountered difficulties. Furthermore, most of the solutions they have tried were helpful as they occupy 60% of the above graph and this can be demonstrated by one of the interviewees' answers:

"Of course, I managed to overcome the problems I faced during online because I start to depend more and more on myself to learn. Sometimes, I just make extra effort to understand something that exists in the course. Concerning the suitable atmosphere, I think about the place where I feel comfortable in online sessions. I have the devices, connection to learn online. If the students have good equipment, good devices, connection and taking things seriously, suitable place where to study online, he will be successful."

So, from this evidence we conclude that students could manage to overcome the challenges they faced up while learning online through being self-disciplined, making extra effort, asking professors for more clarification and making the suitable place where they can learn comfortably.

Conclusion

The main purpose of this study was to investigate the extent which students face challenges while learning online, describe the types of challenges learners face during online learning as well as the impacts of online learning on students' academic performance. Moreover, this study aims to at exploring the solutions students tried to overcome the encountered difficulties. A statistical analysis provided by SPSS reveals that students have frequently encountered various types challenges during their online learning. The most frequent types of challenges that students face while learning online are poor management of time, internet connection difficulties, the lack of technological skills as well as the inability to adapt new style of learning, which partially prove the credibility of the hypothesis of the study. The statistical analysis has also shown the impacts of online learning on students' motivation and interaction. These impacts were negative as it has shown in students' testimonies. As far as the last section of this study is concerned, we reached to the conclusion that most of learners have tried helpful solutions and they were able to overcome online learning challenges. For instance, consulting professors, making extra effort to understand, choosing the suitable place to learn and taking things seriously are some of the solutions that students have tried to overcome online learning challenges.

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