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Electronic Journal of Foreign Language Teaching
2024, Vol. 21, No. 1, pp. 55–73

Algerian Teachers' Motivation and Self-efficacy Towards Online Teaching

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Abstract

This study explored the motivation and perceptions of Algerian teachers of English in higher education using different online platforms during and after the COVID-19 pandemic. The researchers collected data from teachers' online surveys and interviews. This study provides insights into the motivation and perceptions of online teaching. This study was conducted with 205 teachers of English in higher education. The findings revealed that teachers' unfamiliarity and accessibility to online teaching are regarded as inhibiting factors that influenced their use of the available online platforms. The results showed a correlation between students' accessibility to technological tools and teachers' motivation. Data from the interviews revealed that accessibility and availability of technological resources, policy, and training were the main contextual factors influencing teachers' self-efficacy in online teaching in Algerian universities. These findings help in understanding the technology-enhanced teaching of English online through teachers' perceptions, which remain influential during and after the COVID-19 time.

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Zekri, W. & El Moussaoui, A. (2024). Algerian Teachers' Motivation and Self-efficacy Towards Online Teaching. *Electronic Journal of Foreign Language Teaching [e-FLT]*, *21*(1), 55–73. https://doi.org/10.56040/wzam2114

1 Introduction

Online learning has become widely accepted as a method of instruction; however, it remains underdeveloped in Algerian Higher Education institutions. For several reasons, online teaching is not the preferred choice for many teachers of English as a foreign language. This research aims to identify teachers' motivation in online teaching. Sokal et al. (2020) note that the existing literature needs to address teachers' challenges, motivation, and perceptions in foreign language learning contexts, bringing a discussion on specific-context experiences, and shifts in local policies and practices.

Motivation is dynamic, psychological, and often only partially studied through language use. Shea (2007) used the terms motivators and demotivators to explore the factors that influence

faculty members' participation in online teaching. Betts and Heaston (2014) examined motivating and inhibiting factors in conjunction with teachers' self-efficacy. This study explored how both motivating and inhibiting factors could impact teachers' self-efficacy amid the COVID-19 pandemic. Online learning began in Algeria during the pandemic as in many countries worldwide; however, many barriers have hindered its implementation. In this study, researchers discuss EFL teachers' 'motivating' factors to use online teaching amid the pandemic, and the 'inhibiting' factors that influenced their discontinuation of using online teaching after the pandemic. For this reason, a survey was designed to collect data related to teachers' experiences in online teaching during and after the pandemic to find out how both periods have influenced teachers' perceptions of online teaching.

In online learning literature, self-efficacy refers to teachers' perception of online teaching (Shea, 2007). This study investigated the relationship between teachers' perceptions and motivation to participate in online teaching. This exploratory study aims to identify the main factors that could influence teachers' motivation and shape their perceptions of the unique delivery of online courses through the availability of resources such as internet quality, training, and online tools. With this purpose in mind, the following research questions are raised:

1. What are the highest motivating factors for teachers in online teaching during the pandemic?
2. What are the inhibiting factors faced by teachers in online teaching after the pandemic?
3. What are the teachers' constructed perceptions of online teaching?

2 Literature review

2.1 Techno-pedagogical situations in Algeria

In 2016, the Ministry of Higher Education and Research in Algeria launched a techno-pedagogical training program for recruited teachers. Its main goal was to provide Information and Communication Technology (ICT) assisted pedagogical practices to develop technology skills using online platforms such as Moodle, Microsoft Teams, and Edx. However, teachers who were employed before 2016 had not received any training, which led older teachers to feel technophobic because of their lack of control over technological resources (Ghounane, 2022). During the COVID-19 lockdown, existing technological support did not demonstrate efficiency. Training and foreign language instruction in higher education institutions ceased in March 2020 (Zermane & Aitouche, 2020). Teachers of English did not wish to transition to online teaching. It is worth investigating teachers' motivation as a challenging factor for their participation in online teaching. Even though the Moodle platform was considered as a proactive alternative that could maintain the continuity of learning, it was encountered with a lack of online advanced course plans (Zermane & Aitouche, 2020).

Guessar (2020) conducted a survey study with both students and teachers. The results related to students showed that they were satisfied with learning the writing course through Moodle. The findings revealed that 60% of students felt dissatisfied with the quality of videoconferencing due to the poor quality of internet (Guessar, 2020). The results related to teachers revealed that 80% were not satisfied with their online course objectives. The majority of teachers (95%) said that they used online teaching during emergency situations in forms of PDFs, Webs, or SCORMs, and 5% of teachers said that they shared tutorials on their YouTube channels. Guessar (2020) explained that teachers' inadequate use of Moodle had a negative impact on students' engagement and improvement in the writing course.

A survey study conducted by Chelghoum and Chelghoum (2020) with 387 Algerian teachers in different specializations revealed that the majority of teachers (74,68%) did not have access to the internet, while only 25.32% said they had. The teachers also expressed their need for additional training on online platforms. Other factors such as teachers' lack of online teaching experience also

delayed the implementation of alternative platforms. The data showed that 49.51% of teachers said they have never used online teaching prior to the pandemic. Chelghoum and Chelghoum (2020) explained that the teachers' unfamiliarity with online platforms limited their use of online teaching during the pandemic (See Section 2.2).

2.2 Experience in online teaching

Before COVID-19, research on online teaching reported on significant factors that either supported or hindered its adoption. In a survey conducted by Shea (2007) with 389 faculty teachers who participated in online teaching, 'computer skills' emerged as a motivating factor that influenced teachers to engage in online teaching. The results indicated that teachers with computer skills exhibited higher tendency to participate in online teaching and to mentor less computer savvy colleagues. However, unfamiliarity with technological materials deterred teachers' use of online teaching.

Shea's (2007) results were consistent with those of Chelghoum and Chelghoum's (2020) research, which demonstrated a strong relationship between the teachers' lack of experience (unfamiliarity with online teaching) and their willingness to use it during the pandemic. However, Abdullah and Ward (2016) found that prior experience of technology use had no direct influence on teachers' perceptions. Xu et al. (2021) put forward that the empirical factors that influence technological adoption and prior experience remain undetermined.

Researchers in the current study explained that teachers' prior experience in online teaching could impact their participation. Hodges et al. (2020) noted that advanced online courses increase teachers' confidence after three online sessions (Hodges et al., 2020). To illustrate, teachers who have more experience in online teaching gain digital competence. Moser et al. (2021) explained that there is a correlation between experience and teachers' motivation in online teaching. Teachers with experience in online teaching shared their courses with clear learning objectives, and they made a confident transition to online teaching amid the pandemic (Moser et al., 2021).

2.3 Motivation

The concept of motivation in this study is investigated in the context of online teaching, underlying 'motivating and 'inhibiting' factors. This study adapted questions from the Armstrong survey, that has been used in more than 50 studies in the US and in international studies between 1999 and 2013. The survey was primarily conducted at George Washington University in 1997 (Betts, 2014), by the Armstrong institutional office of online and blended learning collaborated with the educational technology committee, Information Technology Services and Chief of staff in the president's office. The survey explored the factors that motivated and inhibited faculty members' participation in blended and online education. The survey was updated in 2012 and distributed to 291 full time faculty members (faculty and 4 deans) (Betts, 2014). The list of motivating factors accounted for 29 questions. These questions were concerned with personal motivation of technology use, opportunity for scholarly pursuit, release time, department requirement, the dean's support to use technology, job security, financial reward for participation, institutional pressure, grants opportunity, intellectual challenge, job satisfaction, and many other items (Betts & Heaston, 2014). The results showed that teachers' participation in distance education was enhanced by their personal motivation, their students' and faculty perception of the course flexibility, their accessibility to students who face technology needs, and their job satisfaction. These five factors marked the highest mean scores.

The survey included 20 inhibiting factors that restricted members of the faculty from participation in distance education. These factors, such as the lack of institution distance education training, lack of colleagues' support, less release time, insufficient background on technology use, and many other factors (Betts & Heaston, 2014). The results showed that faculty members that had no experience in distance education had negative attitudes as their concern did not meet their expectations on

(1) course quality, (2) faculty workload, (3) adequate equipment, (4) quality of the students, and (5) lack of technical support from the institution. These five factors had the highest mean score.

Turner and Patrick (2008) argued that motivation to learn can be influenced, as individuals can be motivated by contextual effects in any given time and space. The aforementioned motivating factors include teachers' perceptions, goals, and emotions. Goals and emotions are crucial elements which can determine performance (Harackiewicz et al., 1997). However, researchers in the current study do not assess emotions, except in one item that concerns 'personal love' to online teaching. The inhibiting factors refer to the teaching context, reinforcement (institution: staff or students) of online teaching, peer pressure (Chan, Pearson, & Entrekin, 2003), time, and technical support.

Research on motivation and perception of online teaching in Algerian higher education during and after the pandemic remains scarce. Allia and Souyeh (2021) conducted a survey study with teachers and students from Mohamed Boudiaf University in Msila University during the COVID-19 pandemic. We will summarize the data related to teachers here. The findings showed that teachers had positive perceptions about online teaching in the academic year (2019-2020). 86% of teachers believed that online teaching improved their classroom teaching, 66% of teachers felt satisfied with its use, and 82% used it to meet students' needs. Concerning training, 75% of teachers said that they were trained to use online platforms during the pandemic, and the majority (83%) said they were trained to use Moodle in particular. With regards to students' challenges, more than a half of participants (58%) said that they disagree that students have difficulty learning online, and none of the teachers believed there was a lack of technical support during the pandemic.

The aforementioned study's results negated teachers' negative perceptions of online teaching during the pandemic. Researchers in the current study considered that the sample size has limited this finding. We also think that these results might be representative of the Department of English at Msila University, but not representative enough of teachers of English around Algeria. For this reason, researchers adopted 12 questions from Allia and Souyeh's study to explore 205 participants' motivating factors that influenced their perceptions of online teaching during and after the pandemic.

2.4 Teachers' self-efficacy

Self-efficacy is a concept that relates to motivation. In essence, the term refers to beliefs about personal competence(s) in technology or computer use (Compeau & Higgins, 1995). Beyond the concept of motivation, self-efficacy is concerned with teachers' beliefs that develop from their own experiences. Hodges et al. (2020) argued that teachers' perceptions are foci to evaluate the success of online teaching, accessibility to technology, and assistance to professional development (training and content development), which in turn can impact self-efficacy.

To measure self-efficacy, quantitative research findings shared in Shea's (2007) study showed a significant relationship between skilled teachers in technology and their willingness to change to online teaching. Teachers' beliefs in technology use in classroom has significantly correlated with their willingness of participation in online teaching; this result is reported from '2,048' faculty participants (Tabata and Johnsrud, 2008). It is not only teachers' technological skills that influence their beliefs, but also the availability of resources. Teachers' lack of technological resources and technical support might create negative attitudes about online teaching (LIoyd, Byrmen & McCoy, 2012). In the context of COVID-19, pedagogical issues and lack of resources may negatively impact teachers' perceptions of online teaching. Previous findings such as Xu et al. (2021) state that there are fewer studies that explain the correlation between the availability of technological resources and teachers' willingness to use online teaching. This finding is supported by Taherdoost's (2018) findings published in a peer-reviewed work which evaluated models that discussed users' acceptance or rejection of technology adoption. The results revealed challenges to analyse users' perceptions because of the non-availability of resources and lack of accessibility to them.

To explore teachers' perceptions in the current study, we heed that little has been highlighted from a qualitative perspective about teachers' perceptions and beliefs in online teaching. For this reason, researchers conducted interviews with the teachers to capture perceptions of online teaching

with regards to accessibility and availability of resources, looking in turn how they can influence their perceptions during and after the pandemic. Researchers in this study draw upon the concept of 'cultures-of-use' as a theoretical framework, which views technologies and digital tools as cultural tools (Thorne, 2003; Thorne, 2016). The study also explains the relationship between technological tools and their usage as relational, bringing into contact "the history that users have about technological tools and contingencies of their emergent practice" (Thorne, 2003, p.40).

The current study seeks to explore perceptions of EFL teachers of online teaching in terms of: (1) availability of resources determined by opportunities to use them, and how teachers perceive them and (2) familiarity with online teaching which is regarded in this study as teachers' prior experiences in online teaching. As Zhang et al. (2020) noted, the teachers' diverse digital competence, perceptions, and willingness to learn to use technology are all contingent on the effectiveness of online teaching. In this respect, the findings are reported from a qualitative point of view and are cross-checked with quantitative data.

3 Methodology

A mixed-method approach is employed in this study to bring insights into online teaching both quantitatively and qualitatively and to meet data triangulation.

3.1 Participants

Motivation-related data were collected through a survey. The survey targeted teachers of English in higher education institutions over Algeria between October 2022-December 2022, to explore both factors: motivating and inhibiting that can affect teachers' online teaching participation. The survey was distributed online in Google form through personal emails, and social media accounts (Facebook messages, and groups, LinkedIn, and Research Gate). Teachers of English were from different universities across the country. In total, 205 English language teachers (61.5% female, n= 126), (37.6% male, n=77) and (1% prefer not to say, n=2) completed the survey. The largest age group was 27-32 (34.6%), followed by 33-38 (25.4%). The teachers' demographic details are summarised in Table 1.

Table 1. Demographic Presentation of Teachers' Survey (gender, age, teaching experience)

	Demographic variable	N of responses	Percentages of responses
Gender	Male	77	37.6
	Female	126	61.5
	Prefer not to say	2	0.9
	Total	205	100
Age	21-26	17	8.3
	27-32	71	34.6
	32-38	52	25.4
	39-44	33	16.1
	45-50	18	8.8
	Above 51	14	6.38
	Total	205	100
Category	Doctoral student/lecturer	57	27.8
	Assistant Lecturer B	23	11.2
	Assistant Lecturer A	44	21.5
	Maitre conference B	43	21
	Maitre conference A	26	12.7
	Professor	11	5.4
	Total	204	100

Table 1. Demographic Presentation of Teachers' Survey (gender, age, teaching experience) (continued)

	Demographic variable	N of responses	Percentages of responses
Experience	less than 1 year	21	10.2
	1-3 years	31	15.1
	4-7 years	64	31.2
	8-15 year	61	29.8
	15 and above	28	13.7
	Total	205	100
Online teaching experience before COVID-19	Never	95	46.3
	Once in a lifetime	36	17.6
	Twice in a lifetime	17	8.3
	Three times in a lifetime	10	4.9
	Four times in a lifetime	47	22.9
	Total	205	100

Note. One participant did not answer to 'category' question

3.2 Survey

The survey was designed based on the advanced online learning literature. It consisted of (30) items, most of which were composed using a five-point Likert scale (ranging from 1= strongly disagree to 5= strongly agree), and the teachers answered them based on their own evaluation. Sections 1 and 2 were concerned with the teachers' gender and years of teaching experience.

3.2.1 Survey questions adopted from Allia and Souyeh (2021)

In section 3, questions 5-6-7-8-11 aimed to find out about teachers' prior experience with online teaching, and the availability of resources during the pandemic. In section 4, questions 17 and 18 aimed to explore teachers' motivating factors during the pandemic. In section 5, questions 21-24-25 aimed to explore inhibiting factors after the pandemic. In section 6, questions 28 and 29 aimed to explore teachers' perceptions of online teaching after the pandemic.

3.2.2 Further survey questions adapted from the research works below

Researchers adapted both motivating and inhibiting factors of online teaching (In Betts and Heaston, 2014; Betts, 2014). Five items were adapted to investigate the factors that motivated teachers' use of online teaching. Questions (12-13-14-15-16) were related to promotion, release time, the department requirement, love, and encouragement from colleagues at the same department. The results from the Armstrong survey in 2012 revealed that these motivating factors had .953 Cronbach Alpha, which explained a high consistency between the items.

Four inhibiting factors were also adapted from the same survey. Questions (19-20-22-23) were concerned with the lack of faculty support, negative comments from colleagues, lack of adequate equipment, and less release time. These factors had .924 Cronbach Alpha, which explained a high consistency between these items.

3.3 Interviews

The researchers recorded semi-structured interviews using Zoom and this facilitated data transcription. They conducted interviews in December 2022. Interviews aimed to collect data from teachers to identify changes in their perceptions of using online teaching during and after COVID-19. Interviews have also been used to cross-check the accuracy of the data with survey responses. Interviews brought insights into teachers' experiences of online teaching. Ten teachers of English from different universities were invited through emails to participate in interviews. However, only

eight accepted to take part in this study. Each interview lasted 50-60 minutes. English was the main language of interviews since all participants were teachers of English. Alphabets are used to anonymise the participants' names to comply with research ethics. The interviews captured information related to teachers' self-efficacy and significantly contributed to the discussion of the findings in regard to online teaching after the COVID-19 pandemic.

Table 2. Teachers' demographic, Gender, and Teaching Experiences

Teachers	Gender	Region	Teaching Experience (2-15) Years
R	Female	West	15 years
K	Male	East	10 years
B	Male	South	10 years
N	Female	West	6 years
M	Male	South	5 years
AH	Male	East	2 years
A	Female	East	2 years
Y	Female	West	2 years

4 Data analysis

Software Package for Social Sciences (SPSS) was used to analyse the survey data. The researchers used descriptive analysis where the mean and standard deviation were generated to calculate and to compare motivating factors. In addition, internal consistency between items was checked with Cronbach's alpha (Cohen et al, 2018), and between motivating/inhibiting factors to check on the reliability of the study. Pearson's analyses measured linear correlation of motivating factors, and inhibiting factors.

5 Findings

5.1 Teachers' highest motivating factors towards online teaching

The extent to which participants were affected by motivating factors towards Emergency Remote Technology (ERT) was examined using seven survey items with a five-point Likert scale. Six items showed they had the highest 'mean' and 'standard deviation' scores.

Table 3. 'Mean' and 'Standard Deviation' of the Highest Motivating Factors during the Pandemic

Items	Mean	Std. Deviation
I used online teaching to get a promotion.	1.82	1.14
I used online teaching because I love it.	3.15	1.21
My students' higher positive attitude about online teaching motivated me to use it.	2.98	1.25
I found online teaching easier than face-to-face teaching.	2.38	1.15
I believed that developing and teaching online courses have helped me improve the way I teach in the classroom.	2.97	1.15
I was very satisfied with online teaching in general.	2.97	1.17

The results indicate that mean scores of motivating factors are lower than mean scores of inhibiting factors. Teachers show that they use online teaching because they love it; this result explains that teachers had positive emotions towards online teaching (M= 3.15, SD= 1.21). Teachers expressed that they are slightly highly motivated due to their students' positive perceptions of online teaching (M= 2.98, SD= 1.25). Both teachers' beliefs on online teaching as a way to improve their classroom teaching and their satisfaction of online teaching reported low and similar mean scores

with a slight difference in their standard deviation: (M=2.97, Std.= 1.15, Std.1.17). The least motivating factor included teachers ease-of-use to online teaching (M= 2.38, SD= 1.15). The results revealed that teachers' use of using online teaching for promotion had a low mean score (M= 1.82, SD= 1.14).

5.1.1 Correlation of highest motivating factors

Reliability in this study aims to measure internal consistency of construct in the survey items. Factors specific to teachers' motivating factors were reliable, which highlighted teachers' use of online teaching during the pandemic. Participants' responses with six items on motivating factors showed significant correlation with a Cronbach alpha value (.70)

Table 4. Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.707	.706	6

Using Pearson's analysis, the result showed that there is an inter-correlation between the teachers' motivation to use online teaching during the COVID-19 and their students' positive attitudes towards it. Correlation coefficient value = .241, and significance level is >.001.

5.1.2 Correlation of highest motivating factors

The following table displays the items which represented the highest inhibiting factors' mean and standard deviation.

Table 5. 'Mean' and 'Standard Deviation' of the Highest Inhibiting Factors post pandemic

Items	Mean	Std. Deviation
My colleagues often make negative comments about online teaching and com plain of it.	3.73	1.07
There is lack of technical support in online teaching by the faculty.	3.90	1.14
There is lack of adequate equipment (internet/laptops/apps) in my workplace.	4.10	1.20
There is less release (free) time in online teaching than in face-to-face teaching.	3.15	1.22
Students have difficulty in understanding the course content in online teaching.	3.64	1.16
I believe that evaluating the students' performance through online methods is not accurate.	3.87	1.24

Six other items representing inhibiting factors to continued usage of online teaching post-pandemic showed higher mean and standard deviation scores. The lack of adequate equipment (internet/laptops/apps) in the workplace had the highest mean score (M= 4.11, Std.= 1.20). The lack of technical support showed a slightly higher mean score (M= 3.90, Std.= 1.15). Both technical equipment and technical support represent the main factors that inhibited teachers to use online teaching after the pandemic. Teachers' beliefs that online methods are inaccurate for evaluating students' performance showed a slight decrease in the mean score (M= 3.87, Std.= 1.24). The results of teachers whose colleagues made negative comments about online teaching showed a lower mean score and standard deviation (M= 3.73, Std.= 1.08). Teachers' beliefs that students have difficulties to understand the content of the online course showed a lower mean score (M= 3.64, Std.= 1.17). Teachers who believe that in online teaching they have less free time than in face-to-face teaching showed the lowest mean score (M= 3.15, Std.= 1.22). Thus, a lack of adequate equipment (internet/ laptops/ apps) in the teachers' workplace was the main inhibiting factor.

5.1.3 Correlation of inhibiting factors

Items related to teachers' inhibiting factors are reliable; the Cronbach alpha of six items connected with teachers' intentions not to use online teaching after the pandemic is .63. Participants' responses on inhibiting factors showed significant correlation.

Table 6. Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.627	.630	6

5.1.4 Inter-correlation analysis: unfamiliarity and online teaching

Results from the survey showed that 46.3% of teachers said that they have 'never' used online teaching prior to the COVID-19, 23% mentioned 'Four times and more', and 18% said 'twice in a lifetime.' Teachers were not familiar with digital tools prior to the pandemic. Pearson's analysis was used to find out the inter-correlation between inhibiting factor items and experience. Teachers' experience prior to the pandemic influenced their use of technology during the COVID-19 outbreak, and helped to understand their perceptions of using online teaching after the pandemic. There is higher significance between their lack of experience in online teaching and their satisfaction with it. Correlation coefficient value = .266, and significance level is >.000.

5.2 Teachers' interviews

5.2.1 Accessibility

Results from teachers' interviews reported that students had issues of accessibility to online platforms. Interviewees said the following:

I receive their work through email not on Moodle. Most of students don't have access to Moodle, why should I use it? There was also the issue of students' accessibility due to internet shortage. (B)

[...] only half of students' number attend online. (A)

I tried to use Moodle, but students did not follow, there is a lack of connectivity and lack of materials for students (R)

There is a lack of students' attendance, and some struggle with login to their accounts, [...] in one of my sessions, internet was bad. (Y)

The problem of internet [...]. (N)

Moodle needs good internet, students often complain that they cannot access my documents, and I also don't receive their work. (K)

Teacher M said students had difficulty to access the internet, even though he distributed his lessons through his YouTube channel to facilitate access to students.

A good number of students accessed the video; however, the internet was an issue which hindered his online classes […] I gave up using online activities with first year students; there are still students who don't have internet, and computers. (M)

These findings demonstrated that the students' attitudes related to their accessibility to online materials influenced the teachers' motivation to use online teaching. Accessibility to Moodle in specific is one of the main factors that inhibited the teachers of using online teaching during and post the pandemic.

5.2.2 Unfamiliarity

Results from interviews also demonstrated the significance of teachers' unfamiliarity with online teaching before and after the COVID-19 pandemic. Interviewees stated the following:

Many factors make it very difficult, I am not accustomed to online teaching, I lack ICT knowledge, and computing skills. (N)

There was an issue with teachers' familiarity with the use of the platform. (A)

I use Google Meet and Google Classroom. (K)

I say average, I don't master all of the platforms. (R)

I am just a beginner, I cannot say I know enough, but I had that philosophy of being with students on social media sharing with students either on their Facebook groups or my personal account. (AH)

It was not very easy; it was new for both teachers and students. I say my level is average, I don't master all of the platforms. (R)

I am a bit advanced with google system. (M)

My knowledge is not that bad and not that developed. (B)

Many factors make it very difficult, I am not accustomed to online teaching, I lack ICT knowledge, and computing skills. (N)

Teachers viewed their lack of familiarity with technological tools as a factor that weakened their performance online.

5.2.3 Online low training satisfaction

Teachers expressed that the implementation of online teaching happened in a short time, and its integration to language instruction was inefficient due to the lack of quality of training and technological support. Teachers explained their views about how online teaching tools were introduced to them.

There is no training in my department […] I am not trained enough. (A)

We haven't received any training. (N)

It was not well clarified, how to use it, synchronously or asynchronously. (Y)

This is not online teaching; online teaching is not about uploading videos. We haven't received any in-person training. I shared videos with my colleagues on how to use Moodle, most of teachers called me on the phone for further instruction. […] I expected the administration would call us for training. (K)

We had four training hours [...] it was not detailed, but basic [...] one manager went through many teachers quickly, more sessions were needed. (M)

The administration called us for two hours training, but most of teachers did not attend, and nothing happened to those who did not come. (Y)

It was not very instructive, teachers did their best, but it wasn't enough. (AH)

The lack of training has influenced teachers' motivation and perception of technology use; thus, this influenced them to uphold online teaching during and after crisis.

5.2.4 Policy

Teachers expressed that institutional policies did not set online teaching as a need only, rather it came as a pedagogical requirement to overcome the emergency. Interviewees stated the following:

It was obliged to use Moodle [...] It gets very confusing [...] It was a pedagogical must not a choice (AH)

[…] Moodle is a pedagogical obligation. [...] administration is not imposing it on teachers [...]. (K)

It is not optional, it is a must, and I am not sure they are doing it right. (A)

Universities found themselves forced to use online teaching. […] Institutions were also forgiving, and did not take any action against teachers who rejected training. (M)

Training enhanced the meaning of accessibility, and it could ease technology use. In this context, teachers' lack of accessibility influenced their beliefs and use of online teaching in both during/post pandemic.

5.2.5 Perceptions of resources use

This theme emerged as teachers revealed that they used online teaching through Moodle and Microsoft Teams, showing that the available resources are inconvenient for teaching practices, interaction, and evaluation.

It is not about the platform, but how to use it [...] none of my colleagues are using Moodle, and I feel scared from Microsoft Teams; it would be complicated for students [...]. (A)

It is very challenging though we have tools and technology. It is very challenging; I think in-person teaching should be used with online teaching. (B)

Teachers don't know how to use Moodle. (K)

Many teachers struggle to add files on Moodle, and to schedule meetings. It is challenging in asynchronous, I had to correct all homework, I ask them to read more, face-to-face was easier, I ask, they answer, but receiving 350 students' homework, I cannot correct them all, I struggle more in asynchronous than synchronous though I follow same approach. (M)

This doubles the work. (AH)

Moodle is not user-friendly, there was no interaction on Moodle. Videoconferencing was not well executed (K)

Only teacher (Y) had a positive perception towards Microsoft Teams.

I struggled a few times, but each session I discover new things. I use Microsoft Teams, and I feel happy with; it is designed for teaching purposes; [...] it is manageable and accessible. (Y)

Their challenges using the available resources influenced their perception, thus their participation in online teaching.

5.2.6 Self-efficacy reshaped post COVID-19

This theme demonstrated the change in teachers' beliefs after the COVID-19 pandemic, after they learnt how to use it effectively.

I wasn't comfortable with Zoom meetings, but it's more normal now. (M)

I liked the experience, it saves time, you feel comfortable at home, 20 minutes face-to-face classroom-task creates pressure on students. (K)

I think it is good experience, I found it easier than my colleagues […] It breaks the ice [...]. I believe online teaching is different from class teaching. (A)

It gives the opportunity to get to know our students. (AH)

It is a doable approach in Algeria, I think it helps teachers in their professional development such as designing remote courses. (Y)

I believe online teaching will bring quality education to Algeria education. (B)

I think teachers should do more research how to use it. (K)

There is an emerging meaning of teachers' investment to learn to teach online post-COVID-19, as they displayed strong willingness to make personal efforts to improve their online teaching performance. Interviewees stated the following:

I think I need to do more research on online pedagogy […] Why should I blame administration, I have back up plans! (A)

I need to learn how to integrate applications into online teaching practice. (Y)

I would like to learn to use Moodle, ZOOM, and Teams to teach online. (N)

This is not a volunteering work; we should do more to know how to use it. (K)

6 Discussion

This study contributed to the existing body of literature bringing insights into higher education teachers' experiences in online teaching during and after the COVID-19 pandemic. It has also offered an understanding of the impact of restricted and limited resources of online teaching, which created an impact on the integration of online platforms during the pandemic.

Research question 1asked: What are the teachers' highest motivating factors in online teaching amid the pandemic? Results from the survey showed that teachers had positive intentions to use online teaching due to their 'love' of it, their students' positive attitudes towards it, their prior perceived attitude about it, and their satisfaction of their online course development. These findings align with Allia and Souyeh's (2021) findings, which focused on students' positive attitudes that motivated teachers' use of online teaching during the pandemic.

Research question 2 asked: What are the teachers' inhibiting factors in online teaching after the pandemic? Unfamiliarity with the online platforms prior to COVID-19 has influenced teachers' satisfaction, as results showed a significant relationship between them from the survey and interviews. This finding is relevant to other studies that have justified the influence of the lack of experience on

teachers' motivation (Shea, 2007; Chelghoum and Chelghoum, 2020). Accessibility to resources was also a factor that influenced teachers' motivation and participation in online teaching during and after the pandemic. This finding is in line with Betts and Heaston (2014), as teachers did not receive adequate assistance with technical support and equipment. Training has also been found as a relevant factor in Chelghoum and Chelghoum (2020). However, policy was raised as a new theme in this study because its impact was not highlighted in the literature mentioned. Findings on teachers' perceptions that inhibited them to participate in online teaching post-pandemic included their negative views of Moodle and online evaluation. Interviews also showed that teachers' preferences of blended teaching were associated with challenges of students' online assessment. The data in this regard was well triangulated, as it displayed a variety of inhibiting factors that contributed to the discussion of the Algerian experience in online teaching during and after the health crisis.

Furthermore, there are items which showed significant correlation and contributed to the discussion of research question 3 – What are the teachers' constructed perceptions of online teaching? Teachers' self-efficacy relied on contextual factors, such as resources accessibility and availability; therefore, teachers' perceptions constructed on specific platforms, such as Moodle, have significantly enhanced the meaning of participation in teaching with technology. This finding is in line with Hodges et al (2020).

Teachers expressed change of their perceptions of online teaching through interviews. As they developed familiarity with online teaching, they perceived it as an opportunity for professional development (Hodges et al, 2020). Their reconstructed beliefs towards online teaching experience amid COVID-19 has not only influenced their use of online teaching, but it has also developed their willingness of investing 'time' and 'tools' for personal development in a post COVID-19 period. The concept of investment recommended by Darvin and Norton (2015) emerged as a theme in the current study. It contributes to the gap in language learning motivation (Ushioda, 2022). It also responds to Douglas and Fir group's (2016) call for investigating the relationship between investment and motivation, and how they both enrich each other to inform about learning. Researchers in this study contribute to the literature by arguing that it is not necessary that teachers' motivating/inhibiting factors (unfamiliarity and lack of accessibility to online teaching) would discourage them from investing in learning and participation in online teaching.

7 Implications

Few research works have reported on teachers' motivation and self-efficacy in online teaching during the COVID-19 pandemic in the Algerian context. The findings reported from the EFL teachers would substantially inform policymakers about challenges, and opportunities, which the higher education sector aims for with efforts to rise digital technology to improve quality teaching and research in universities.

Researchers in this study address teachers' challenges through reporting on their perspectives of online pedagogic practices. The concept of motivation is discussed in this study as a pedagogical issue, rather than a psychological construct (Ushioda, 2022). Though accessibility to Moodle was not the best alternative for teachers during the health crisis, Moodle is still an important platform that the Algerian Ministry of Higher Education recommends for teachers to use. This unbalanced power relationship between policymakers and teachers' needs has influenced teachers' motivation and self-efficacy in online teaching.

In addition, the quality of training in platform use was insufficient. Institutions were found between two edges; lack of training on resources (unfamiliarity and lack of accessibility), and a technology-oriented policy. For this purpose, we suggest that policymakers need to study and benchmark the perceptions of teachers on platforms in terms of their ease-of-use; staff in each department can recommend a specific platform they find relevant to use. Dismissing teachers' perceptions will not change the discrepancies, nor enhance their motivation towards online courses. The ministry asked institutions to organise training sessions on Moodle in January 2023 and in May 2024, with the aim to create a pedagogic dataset in 2025. In the post-COVID-19 period, Moodle is considered to be a

pedagogical requirement more than any time before. In January 2023, only a few teachers attended these training sessions, mainly because the course was an intense one-month training, with three sessions per week. In May 2024, teachers were invited to learn how to create an online course on Moodle. However, attendance was low. Teachers felt unwilling to take part as they were overloaded with exam preparation, invigilation, and grading in May. Training quality may not improve teaching quality or enhance education-based technology. We suggest that teachers could be assigned separate roles. Subject teachers cannot play trainers' roles unless they are taught how to do, for the reason that training on its own is a long-term goal, and it should be practice-based.

8 Conclusion and limitations

This study provides perspectives on Algerian teachers of English to both the local and global body of research on motivation and self-efficacy. The data reported on motivating and inhibiting factors towards online teaching in different periods: prior/during/post the COVID-19 pandemic as such brings novelty to the area of online teaching acceptance. Future research can investigate students' motivation and perceptions of learning online so that generalisation can be possible. These findings can be used as references to stakeholders such as teachers, policy-makers, and web developers so that they can improve and adjust to the teachers' perceptions of platform design and functionality.

The findings have some limitations. The data can be generalised if a large dataset was collected from many universities over the country. This study has been designed in a manner that allows for it to be replicated.

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Appendix A: Survey Questions

The world is going through a state of emergency, and education is at risk. Algerian universities did not cope well to pursue the academic year using online teaching/learning as an alternative approach. This survey aims to know what factors influenced lecturers' participatory and non-participatory attitudes in online teaching during the COVID-19 Pandemic outbreak.
Your answers will be analysed accumulatively and not one by one. The required time to complete the questionnaire is about 8 minutes. Thank you in advance for your time.

Section 2: Questions 1-4
Personal information

1) Gender
   Female
   Male
   Prefer not to say
2) Age:
   21-26
   27-32
   33-38
   39-44
   45-50
   Above 51
3) Which of the following categories apply to you?
   1. Doctoral student/lecturer
   2. Maitre Assistant (B)
   3. Maitre Assistant (A)
   4. Maitre Conference (B)
   5. Maitre Conference (A)
   6. Professor
4) How long have you been teaching at university?
   1 year
   1-3 years
   4-7 years
   8-15 years
   15 and above

Section 3: Question 5-11
The following questions use the term 'online teaching' to signify the lecturers' online interaction with students.

5) How often have you used online teaching methods before the breakout of the COVID-19 crisis?
   Never
   Once in a lifetime
   Twice in a lifetime
   Three times in a lifetime
   Four times in a lifetime

6) How many times did you use online teaching in the first academic year during the COVID-19 crisis?
   Never
   Once
   Twice

Three times
Four times or more

7) Did your faculty convert to online teaching in the first academic year after the breakout of the COVID-19 crisis? (If "No", please proceed to (8). If "Yes", please proceed to (9).
   Yes
   No
8) Did your faculty provide you with the necessary training to use online platforms?
   Yes
   No
9) Do you need your faculty to provide you with devices and connectivity to perform online teaching?
   Yes
   No
10) Did your faculty provide you with the necessary equipment and connectivity you needed to perform online teaching?
   Yes
   No
11) Which platform(s) do you use for online teaching?
   Zoom
   Google Meets
   Microsoft Teams
   Google Classroom
   Moodle
   Webex
   Other

Section 4: Questions 12-19
The following questions aim to find motivating factors that engaged teachers to use online teaching during the pandemic.

Scoring Scale
1= Strongly disagree
2= Disagree
3=Neutral
4=Agree
5=Strongly Agree

12) I use online teaching to get a promotion.
   1 2 3 4 5
13) Online teaching gives me more time with my family.
   1 2 3 4 5
14) I use online teaching only because the Head of Department advised so.
   1 2 3 4 5
15) I use online teaching because I love it.
   1 2 3 4 5
16) I use online teaching because my colleagues use it.
   1 2 3 4 5
17) I use online teaching to support my students' learning needs.
   1 2 3 4 5
18) My students' higher positive attitude about online teaching motivated me to use it.
   1 2 3 4 5

Section 5: Question 19-25
The following questions aim to find the inhibiting factors that lessen down teachers' motivation to use online teaching post the pandemic.

Scoring Scale
1= Strongly disagree
2= Disagree
3=Neutral
4=Agree
5=Strongly Agree

19) Online teaching is not recommended by the faculty I belong to.
1 2 3 4 5
20) My colleagues often make negative comments about online teaching and complain of it.
1 2 3 4 5
21) There is lack of technical support in online teaching by the faculty.
1 2 3 4 5
22) There is lack of adequate equipment (internet/laptops/apps) in my workplace.
1 2 3 4 5
23) There is less release (free) time in online teaching than in face-to-face teaching.
1 2 3 4 5
24) Students have difficulty in understanding the course content in online teaching.
1 2 3 4 5
25) I believe that evaluating the students' performance through online methods is not accurate.
1 2 3 4 5

Section 6: Questions 26-29
The following questions aim to find about teachers' perceptions of online teaching post the pandemic.

1=Strongly Disagree
2=Disagree
3=Neutral
4=Agree
5=Strongly Agree

26) I like using offline platforms (like E-mail) more than online platforms to share course materials with my students.
1 2 3 4 5
27) I find online teaching easier than face-to-face teaching.
1 2 3 4 5
28) I believe that developing and teaching online courses have helped me improve the way I teach in the classroom.
1 2 3 4 5
29) I am very satisfied with online teaching in general.
1 2 3 4 5

Thank you for your participation

Appendix B: Interview Questions

1. Can you tell me about your teaching background?
2. How do you describe your experience of online teaching during the pandemic?
3. How do you describe your knowledge of using online teaching?

4. What kind of training did you receive from your institution?
5. How did the training happen?
6. What do you think about the time allocated for training?
7. How was the quality of your training?
8. How did the training meet your expectations? Why?
9. Which platforms do you use for teaching your course?
10. What are the tasks that you use to engage students in interaction?
11. How do you give feedback to students' online?
12. How do you assess your students' online?
13. What are the differences between assessing students in person learning and in online teaching?