

E-LEARNING AS A MECHANISM FOR MANAGING EDUCATIONAL CRISES IN HIGHER EDUCATIONAL INSTITUTIONS IN ALGERIA: A CASE STUDY OF THE MOODLE PLATFORM, IN THE UNIVERSITY OF M'SILA

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ABSTRACT

This study aims to know the role of e-learning in the management of educational crises in higher educational institutions in Algeria, the extent of the impact of this type of educational process, and the projection of this way of teaching on the University of M'sila through the study of the "Moodle" platform. Our university has proven its efficiency in managing the higher education crises in the Covid-19 pandemic effectively and successfully, as it estimated the number of lessons and lectures that conform to the standards included in the Moodle during the corona period on the university season 2021-2022 with 3572 lessons compared to 525 lessons before the covid-19 pandemic, specifically in the university season 2019-2020, with an increase rate of 680.38 percent, and the university of M'sila has also relatively succeeded in achieving acceptable interaction rates for students with the lessons and lectures included within the Moodle platform in most of its faculties, especially in the college of technology, the quality of the educational process and students interaction reached 70%.

Keywords: E-Learning, Educational Crises Management, Higher Educational Institutions, M'sila University.

INTRODUCTION

The era we live in today is called the era of crises, as a result of the rapid development that the world is witnessing today. As a consequence, we see a lot of health problems and several crises and disasters that have had a huge impact on the social, economic, and health conditions that threaten the security and stability of societies (Almchaqba & Aouda, 2018).

Educational crises are among the most dangerous types of crises because they're associated with a large segment of society, including parents, administrators, and teachers, especially since their disastrous results are not limited to the current generations only but extend to subsequent generations as well. And any sort of gap or failure to prepare the learners during periods of crises will have dire consequences for society that will continue for several years even after the crisis ends and resends (Aisha et al., 2019). (Lazhar et al., 2022) believe that the crisis

the world is going through caused a fast change in all habits and the higher education system. And the Algerian higher education institutions found themselves facing two main challenges: fighting the spread of COVID and ensuring the continuity of the educational process (Khanfar, 2020).

This brutal and massive shift to online education has imposed e-learning, which is a system that combines educational tools and other technologies (Bawaneh, 2021).

Algeria is considered one of the first countries to take a set of procedures and measures to confront educational crises in higher education institutions to ensure the continuation of lessons and lectures by developing activities and pedagogical support through e-learning platforms in order to continue the university year. Among the educational platforms that were adopted by Algeria, we find the Moodle platform, which was a great mechanism to face that crisis in a smooth and safe way. And both Amer and Masoudi indicated that the coronavirus pandemic showed the importance of digital technologies to societies and various vital sectors in countries, including the higher education sector. The style of e-learning is relatively new, and it is a recent revolution in teaching methods. This e-learning is mainly based on a set of technologies from computers and the internet. This type of education has become an alternative to face-to-face education, especially in light of the health crisis that has swept the world (Ghanima, 2014).

In addition, e-learning makes it possible to acquire knowledge and develop skills in the form of sharing courses on the MOODLE platform or on social networks without having to attend an educational institution and without the presence of the teacher or of the learner, but with the provision of a PC or at the limit of a smartphone and a high-performance internet connection, while these conditions are not necessarily available to all students or teachers (Lazhar & Karima, 2023).

E-learning is also considered one of the mechanisms for dealing with the health crisis that imposed itself and set its conditions in all Algerian universities, led by the University of M'sila, which adopted e-learning through the Moodle platform as a mechanism to confront the educational crisis effectively (Amin & Sundari, 2020).

The problem that we seek to solve through this research is embodied in the following question: How is the management of educational crises in higher education institutions in Algeria according to the Moodle e-learning platform? And what's the reality of it at the University of M'sila?.

The Following Sub-Questions are related to the Main Problem

What is E-learning? And what are its dimensions?

What is the reality of managing educational crises in higher education institutions in Algeria?

Has M'sila University succeeded in managing the higher education crisis according to Moodle?

Purpose of the Study

This study seeks to achieve the following objectives

Theoretical rooting of e-learning and the management of educational crises.

Learn how to manage educational crises in higher education institutions in Algeria.

Learn about the experience of the University of M'sila in adopting the Moodle platform as a mechanism for managing the higher education crisis.

Method

In order to be able to understand this topic, we relied in our study on the analytical-descriptive approach by describing e-learning for the management of educational crises, analysing the experience of the University of M'sila in adopting the Moodle platform as a mechanism for managing the educational crisis, and analysing the quality of the educational process. And the percentage of students' interaction with the lectures and lessons published on the Moodle platform, which conform to internationally recognized standards (Aldulaimi et al., 2021).

Data Collection and Analysis

In order to answer the problem in this research paper, many previous studies related to the subject of e-learning and crises management were relied upon through a desk survey and field visits to the University of M'sila, specifically the e-learning follow-up cell, by analyzing the data published by the latter, whether it is related to the number of lessons and lectures published according to the necessary standards or in terms of the rates of students' interactions with the educational-learning process, we land on achieving the purpose of our research. The team members designed the study, collected and analyzed the data, and wrote the paper and provided guidelines through the process. All authors read and approved the final manuscript (Barclay, 2004).

FINDINGS

Theoretical Background of the Study

The meaning of E-learning

An educational system uses information technologies and computer networks. Moreover, it's a method of learning that relies on modern computer technologies and the global network and its various media, such as CDs, educational software, e-mail, and dialogue and discussion spaces.

It is also known as an educational system that provides an interactive learning environment with multiple sources, depending on the computer and the internet, as well as the possibility of managing this education with its content electronically, which leads to the concept

of the teaching and learning process and allows the teacher to assist the student during the education (Khalil, 2016).

Among the most important types of e-learning referred to by Tebbi, we find:

Synchronous E-learning

The method and techniques of education are based on the internet to deliver and exchange lectures and research topics between the learner and the teacher at the same time in the actual teaching of the subject through instant chat rooms and virtual classes. In addition, among the advantages of synchronous e-learning is that the student obtains immediate feedback, which reduces cost, effort, and time (Samawi, 2021). Moreover, the tools for it are virtual classrooms, video conferencing, interactive whiteboards, and chat rooms (Katfi & Fajel, 2022).

Asynchronous E-learning

In indirect education, the learner gets courses or classes according to a planned study program, in which he selects the times and places that suit his circumstances, by using some e-learning methods and tools such as e-mail, the Internet, mailing lists, and discussion groups. Transferring files and CDs One of the advantages of this type of education is that the learner chooses the appropriate time for him to finish the educational material, return it, study it, and refer to it electronically at any time. Among its negatives is the learner's inability to obtain immediate feedback directly from the lecturer.

Blended Education

Blended education includes a set of media that are designed to complement each other, and the program can include many learning tools, such as instant virtual collaborative learning software, Internet-based courses, self-learning courses, and electronic performance support systems. Learning systems management also blends multiple activity-based events, including traditional classroom learning in which the teacher meets students face-to-face and self-learning in which a mixture of synchronous and asynchronous learning occurs.

Managing Educational Crises in Higher Education Institutions

The Definition of the Educational Crisis

It is a sudden and stressful situation, accompanied by tension, being out of control, and a lack of time to make a decision. It threatens educational institutions or limits their ability to achieve their goals and requires quick and immediate measures to prevent the aggravation of that

situation and to return things to their normal state. Aisha et al. (2019) define it as *"a problem or an emergency situation facing the educational system that requires a decision to be taken to address this crisis."* In addition, crises put individuals in a state of *"psychological imbalance,"* with feelings of anxiety, helplessness, and confusion. When crises occur, problem-solving abilities and educational growth are likely to be impaired.

The researchers define an educational crisis as: a sudden event that threatens the stability of the educational institution and may affect a member of the institution or the institution building, depending on the nature, type, and severity of the crisis; the cause of its occurrence may be internal or external.

The Meaning of Educational Crisis Management

It is the use of the various and advanced methods used by the directors of educational institutions in how to face crises and how to deal with them through the administrative scientific methodology.

It is also defined as a modern administrative method applied in the event of crises, using various scientific procedures to avoid the negatives and benefit from the positives.

It is also defined Lazhar et al.(2022) as a scientific method based on organized steps of preparation, planning, and organization managed by the director of the institution before and during the crisis to prevent its occurrence or mitigate its severity.

The Importance of Educational Crisis Management

Al-Muqattan believes that educational crisis management is a system of great importance and a wise scientific tool based on science and knowledge. Al-Yahiya indicated that the importance of managing educational crises stems more from the fact that it provides order and stability and creates a healthy environment suitable for work in educational institutions during crises through planning, organizing, and coordinating the efforts of workers and making appropriate decisions for the crisis. Ghanima (2014) believes that the importance of crisis management in educational institutions appears through the following principles.

Creating a suitable environment for students to practice activities away from psychological stress and mental distraction.

Providing order and stability for the employees of the educational institution enables the functioning of the institution in a planned manner and contributes to the advancement of the educational process.

Preserving the financial resources and capabilities of the educational institution in case the crisis happens or minimizing the expected losses to the least possible extent.

Increasing the productivity of workers in educational institutions by focusing their efforts and not preoccupying them with the educational crisis.

Develop appropriate plans to deal with educational crises in the event of their occurrence.

Preparing hypothetical scenarios for how to deal with educational crises.

Preparing the staff and students in the educational institution to deal with the various educational crises.

Forming a team for managing educational crises and distributing tasks and roles to its members.

Immediate confrontation in the event of an educational crisis and achieving full control of the situation.

Non-conflict of roles in the situation of the educational crisis.

Establishing a positive reputation in the community outside the educational institution.

In fact, the authors of the research indicate that the importance of managing educational crises emerges more when the method of dealing with the crisis is based on an organized, scientific method far from randomness in confronting it and addressing it in effective ways with less effort, time, and cost, and this requires the directors of educational institutions to be sufficiently competent, prepared, and willing to deal with it.

Standards and Requirements for Crisis Management in Higher Education Institutions

Dealing with crises requires the use of many specialized and effective administrative methods in order to achieve a sound environment for dealing with an educational crisis. Every crisis requires a specific method for managing and addressing it, and despite that, all forms of crises are subject to a number of specific basic standards and requirements, and the requirements for crisis management in educational institutions according to Khalil (2016) are:

- The presence of effective leadership to support the effective implementation of crisis management and follow-up preparedness to confront it.
- The presence of a crisis management team trained to cooperate with different types of crises working at the level of educational institutions and the strong relationship between the educational crisis management team, community institutions, and health care centers support the ability of the educational institution to provide appropriate services when crises occur.
- The existence of a plan for educational crisis management that clearly defines the type of confrontation required in each situation so that the institution's employees know how they will face the crisis in a timely manner, and the plan is continuously developed and distributed to the crisis response team.
- Provide effective channels of communication inside and outside the educational institution with parents, the media, and community organizations so that assistance can be provided when necessary.
- Continuous training of individuals to understand the policies and procedures of the decision-making process and to reach rational decisions to prevent crises or confront them efficiently when they occur.

Through the foregoing, the researcher believes that the most important thing in the requirements of crisis management in higher education institutions is that the leaders of the educational institutions must have a clear vision that achieves the goals and project of the institution, and the leader must take into account the challenges and crises expected to be faced in the future away from random dealing with crises. Several common standards and elements operate according to a scientific methodology for crisis management in educational institutions, namely.

1. **Planning:** What's meant here is drawing up an integrated scenario for crises by taking appropriate preventive measures that work to prevent the causes of crises and reduce their negative effects. Crisis planning requires the director of educational institutions to

cooperate with members of the crisis team and carry out several activities and procedures, such as conducting a complete survey of the institution's resources, monitoring and controlling the environment (internal and external) through an information system, anticipating potential risks by monitoring and analysing the probabilities and changes that indicate the occurrence of a crisis, identifying potential crises in light of environmental changes, and benefiting from early warning means and warning instructions. And the importance of planning is highlighted in that it works to increase the effectiveness of the team during crises and ensure the readiness of the educational institution to deal with them immediately. In planning, responsibilities and duties are defined in details, as well as the capabilities and capabilities of the assistants at the time of intervention to resolve the crisis, as well as the training patterns in crisis management (Abdul Ghani, 2019). This is what the results of the (Barclay, 2004) showed that planning for an emergency has benefits even if it never happens, and if it does happen, we will be prepared to respond as effectively as possible.

2. **Organizing:** It means integrating coordination and compatibility between the various efforts that are being made to manage the crisis by identifying the members entrusted with the work related to dealing with crises, the tasks associated with each member, the external bodies supporting the members, defining the lines of authority and responsibility, identifying the tools and elements necessary to overcome the crisis, and the places of confrontation and implementation. Al-Yousifi (2015) believes that the proper organization of crisis management requires knowing the capabilities of the members of the crisis team, the environmental conditions surrounding the crisis, explaining the nature of the task, describing the work itself, the scope of the intervention, the goal of the intervention, and the delegated authority through the meeting of the team leader with the members of the crisis team, and displaying maps. Pictures and charts to show how activities are divided and how they relate to each other horizontally and vertically are available, and to ensure efficient intervention in organizing crises, a written organizational structure for crisis management must be available.
3. **Communication:** It means the transfer and exchange of information, ideas, and instructions related to the crisis between the leader of the crisis team, the members of the team, and the supporting bodies of the team, using formal and informal communication channels in order to deliver the appropriate amount and type of information at the right time to the decision-maker to overcome the crisis. The timely provision of information before, during, and after the crisis is a critical component of crisis and emergency management. And to ensure that students, faculty, staff, parents, local response committees, the media, and the community have information is the shared responsibility of both the Director of Communications and Community Engagement in educational institutions.
4. **Containment:** This stage is represented by preparing the necessary means and methods to reduce the damage resulting from the crisis. This stage aims to stop the chain of effects resulting from the crisis within the educational institution and to prevent the crisis from affecting the rest of the system or its environment. This stage also refers to the plans and scenarios that were drawn and identified in the previous stage in order to reduce the

damage resulting from the educational crisis and thus reduce the chain of effects and implications of that, as this stage heavily depends on the previous stage.

5. **Activity recovery stage:** It is a stage in which an attempt is made to recover the lost tangible, material, and intangible assets. Usually, the group that works in this stage gets a bit of extra enthusiasm as the group intensifies and holds together in the face of a specific danger. The stage of restoring activity is the operations that are carried out by the management of the educational institution that succeeded in containing the damages of the educational crisis in order to restore balance and the ability to practice normal activities before the institution was exposed to a crisis; therefore, the educational institution must have long- or short-term plans to restore the conditions to what they were. And this requires technical and administrative capabilities and great financial support.

E-Learning in Higher Education Institutions in Algeria

In 2003, the MESRS launched a project that links universities and scientific research "the national network of tele-education. Then, in 2008, the Minister of Post and ICT, in collaboration with the MESRS, made the e-learning project a reality. They have brought together several Algerian universities in the same network (Sétif, Batna, Constantine, Ouargla, Sidi Bel Abbès, Annaba, Biskra, Bechar, the UFC, and the University of Poitiers), created the experimental platform called "virtual Algerian university," and the ICT portal in Algeria, "EL BAWEB" (Lazhar & Karima, 2023).

And since online education in Algeria is considered face-to-face training support, whereas in other developed countries it is considered an option offered separately to the learner, this approach enables our country to take up the challenge and adopt this mode of teaching.

The training of teachers in E-learning is one of the priorities of the Algerian universities; it is generally programmed for newly recruited teachers to prepare them for mastering the use of new techniques of online teaching in educational activities.

Now, each Algerian university has its own platform (MOODLE), which is the most used in Algerian universities, where each student has an account that allows him to access his courses, ask questions to his teachers, share documents with colleagues, and even make evaluations in line.

Students are relatively familiar with this kind of platform, MOODLE, or apps like "ZOOM, Google Classroom..." In addition, even teachers can post their course content in synchronous mode, where students can access it freely and interact with it; they can even record their lessons in the form of Word or PDF. While other teachers cannot yet do this task for lack of training and necessary materials.

The Reality of E-Learning Through the Moodle Platform at M'sila University – Algeria

The University of M'sila was established in 1985 by opening an institute of higher education in mechanics, and then in 1989 the Institute of Civil Engineering and the Institute of Urban Technologies were opened. In 1992, it became a university center, and in 2001, it became

a university with four faculties and 23 departments. Currently, the university has seven faculties, two institutes, and 23 research laboratories accredited by the Ministry of Higher Education and Scientific Research. The number of employees at the university is currently estimated at about 1,265 both contractual and permanent. The university is known for the quality and efficiency of its estimated 1,402 professors, who teach lessons in various fields to about 29,629 students.

Definition of the Moodle platform

The Moodle platform system is an open source management system based on educational foundations to help trainers provide an electronic learning environment, and it is also used personally by a university that includes 40,000 trainees. The site of the system includes 75,000 registered users, who speak 70 different languages from 138 countries, and technically, it is designed by using PHP and MySQL databases.

The Moodle platform is also known as software packages that allow the teacher to upload the materials he teaches on a website, and allow the learner the opportunity to continue the learning process, as it allows learners to communicate and interact with each other and communicate with their teachers in order to carry out joint work in new ways (Zamata, 2022).

Features of the Moodle platform

The Moodle platform has a number of characteristics, the most important of which are as follows:

It is an open source system.

The Moodle platform is open to all, free of charge.

The Moodle platform is a content management system.

It is one of the education management systems

The Moodle platform provides a virtual learning environment.

The Moodle platform provides a customizable learning environment.

The Moodle platform was designed according to pedagogical principles.

The Culture and Science Organization (UNESCO) adopted the e-learning system via the Moodle platform.

The Open University in Britain for the purpose of spreading e-learning at low costs.

Moodle Platform Services

The Moodle platform offers many services, the most important of which are:

Classes are organized remotely.

- Availability of scientific contents in multimedia formats.
- Allow you to benefit from its services using a computer or mobile devices.
- The Moodle platform allows users to make certain modifications, whether in accordance with people's needs or not.
- Provide links to databases or websites on the Internet.
- Enables users to open different discussion forums.
- It allows the exchange of messages in multiple forms between the professor and the student.

- Ensure continuous communication between the professor and the student without the need to meet at a specific place.
- It allows the completion of tests and scientific activities and the evaluation of students remotely.

DISCUSSIONS AND CONCLUSION

The Results of the Study are analysed and Discussed in the following elements

The outcome of the lessons published on the Moodle platform at the University of M'sila

The University of M'sila adopted the e-learning system through the Moodle platform after the spread of the COVID-19 pandemic and after the various correspondences of the Ministry of Higher Education and Scientific Research to various universities in order to ensure the continuity of distance education in light of the closure of universities and quarantine procedures. Lessons are included in the Moodle platform in all disciplines and levels, and the statistics of publishing lessons through the Moodle platform of the University of M'sila during the academic seasons 2020-2021 and 2021-2022 can be clarified in the following table.

Table 1 THE OUTCOME OF THE LESSONS PUBLISHED THROUGH THE MOODLE PLATFORM AT THE UNIVERSITY OF M'SILA DURING THE TWO ACADEMIC SEASONS 2020-2021 AND 2021-2022						
College/Institute	Number of Formed Professors	Number of Formed Professors	2020-2021		2021-2022	
			The number of published lessons that meet the criteria	Total number of lessons published	The number of published lessons that meet the criteria	Total number of lessons published
Arts and Languages	05	117	495	591	518	611
Tech	07	238	683	756	709	788
Law and Political Science	02	69	245	396	297	412
Economic and Commercial Sciences	03	112	409	502	443	527
STAPS Institute	01	43	196	272	201	278
GTU Institute	02	38	113	165	145	189
Math and computer science	03	23	213	305	273	368

Science and Natural Sciences	06	214	577	702	619	723
Humanities and Social Sciences	02	79	312	475	355	491
Lessons for PhD students	-	-	09	18	11	18
Tutor at pedagogical accompaniment	-	-	-	-	01	03
Formation of new teachers	-	-	10	12	-	-
Total	31	933	3262	4194	3572	4408

Source: (Zammit and Heraqmi 2021-2022)

Through the previous table, we note the rapid response from the University of M'sila to the adoption of e-learning in order to manage the education crisis during the COVID-19 pandemic by increasing the number of lessons and lectures included within the Moodle platform. And the number of lessons and lectures included within this platform in the academic season 2021-2022 The percentage of 3,572 lessons and lectures conforming to the standards compared to 3,262 lessons and lectures during the university season 2020-2021 and 525 lessons conforming to the standards during the academic season 2019-2020, starting from the beginning of February 2019 until July 28, 2019, that is, before the spread of the COVID-19 epidemic means an increase rate of 680.38%, which is a very acceptable development in light of the repercussions of the Corona pandemic on the national economy.

We also note that the College of Technology is first in the number of lessons and lectures published compared to the rest of the colleges, as the number of lessons and lectures included in the Moodle platform by the college is estimated at 709 compared to 683 lessons on December 27, 2020, which means 26 additional lectures and an increase rate of 3.80%.

Followed by the College of Natural and Life Sciences in second place with 619 lessons and lectures that conform to the standards compared to 577 lessons on December 27, 2020, which are 42 additional lectures and an increase rate of 7.27%.

While the College of Arts and Languages ranked third with 518 lessons and lectures compliant with standards compared to 495 lessons on December 27, 2020, With 23 additional lectures, an increase rate of 4.64%.

The results of this study can be explained by the fact that the University of M'sila has been able to make digital education an alternative to traditional education since the beginning of the COVID-19 pandemic, according to which universities and institutes were closed in order to preserve the public health of students. By placing activities and pedagogical supports online, this

decision emphasized the necessity of applying the e-learning pattern through the Moodle platform to continue the academic year, and the University of M'sila is among the first universities at the national level to activate the Moodle platform.

Students' interaction with the lessons published on the Moodle platform of the University of M'sila and the quality of the educational process

The quality of the e-learning process can be demonstrated through interactive lessons between students and professors of the University of M'sila via the Moodle platform in the following table:

Table 2. Students' interaction rates with the lessons published through the Moodle platform at M'Sila University during the academic season 2021-2022.

Table 2 STUDENTS' INTERACTION RATES WITH THE LESSONS PUBLISHED THROUGH THE MOODLE PLATFORM AT M'SILA UNIVERSITY DURING THE ACADEMIC SEASON 2021-2022												
Field	T	M	NV	LA	LE	EGC	HS	SP	I	TAP S	UMV	
Number of Moodle Lessons	88	723		11	6	27	91	12	68	78	89	387
Number of matching lessons	09	619		18	5	43	55	97	73	01	45	560
	0%	86%		5%	8	4%	2%	2%	4%	2%	7%	1%
Student engagement rate	0%	0%	0%	0%	1	0%	5%	0%	0%	0%	0%	

Source: (The Expanded Fields Council, M'sila University, 2021-2022)

We note from the previous table that the percentage of lessons and lectures that conform to the standards included in the Moodle floor at the University of M'sila during the academic season 2021-2022 has reached 81 per cent in total.

We also note that the College of Technology controls the number of lessons and lectures that conform to the published standards compared to the rest of the colleges, which reached 90%, which is a significant percentage.

We also see that this college dominated the rate of student interaction with lessons published, where the interaction rate reached 70%, which indicates the success of the e-learning process in this college and thus its success in managing the education crisis imposed by the COVID-19 crisis efficiently and effectively.

While the College of Economic, Commercial, and Management Sciences ranked second in terms of the rate of student interaction and the success of the distance learning process, where the interaction rate was estimated at 60%.

Meanwhile, the College of Mathematics and Computer Information ranked third in terms of the student interaction rate, which is estimated at 50 percent.

As for the last place, it went to the Faculty of Humanities and Social Sciences, in which the percentage of students' interaction with the lessons included in the Moodle platform is estimated at only 05%, and this is due to some obstacles that we will address in the next element.

Obstacles to E-Learning Via the Moodle Platform at the University of M'sila

Like the rest of the nation's universities and even Arab universities, M'sila University suffers from some obstacles facing teachers and students alike in e-learning, especially through the Moodle platform, the most important of which are:

Administrative obstacles: These are represented in the inadequacy of the induction programs for new students, as well as the academic advising programs, the lack of interest in students answering their inquiries, and solving their problems.

Academic obstacles: it is mainly in some courses that are not in line with the abilities and tendencies of students, in addition to the teacher's unwillingness to use modern technology in the learning process.

Environmental and technical obstacles: the most important of which are the weaknesses of equipment and the lack of computers, in addition to the weakness of the Internet and its continuous interruption, especially since the applications and activities are limited to a certain time. Although the digital reservoir of the University of M'sila on the Moodle platform contains more than 3,600 lessons and pedagogical activities.

In fact, as indicated by Lazhar & Karima (2023), the practice of e-learning is very difficult in higher education institutions in Algeria due to the absence of certain factors, but the Algerian university must take this challenge in order to succeed and develop because e-learning is one of the priorities and basic requirements for the Algerian universities in the future.

CONCLUSIONS

After studying the various aspects of the research, we came to the following conclusions:

E-learning is an organized process that aims to achieve the quality of the educational process using technological means that provide sound, images, films, and interaction between the learner and the content and educational activities at the appropriate time for him.

Educational crisis management is an organized, scientific method far from randomness in facing the crisis and addressing it in effective ways with the least possible time and cost. The importance of managing the educational crisis has recently emerged with the serious repercussions of the Corona pandemic.

The Ministry of Higher Education and Scientific Research played a major role in crisis management at the level of higher education institutions in Algeria through correspondence and various decisions urging the adoption of the e-learning system.

The University of M'sila is among the first Algerian universities to adopt the distance education, or e-learning, system represented by the Moodle platform.

The University of M'sila has proven its efficiency in managing the higher education crisis during the COVID-19 pandemic effectively and successfully, as the number of lessons and lectures that conform to the standards included in the Moodle distance education platform is estimated at 3262, compared to 525 before the Corona pandemic.

Some faculties at the University of M'sila have achieved great success in managing the higher education crisis, especially in terms of student interaction rates with lectures and lessons on the Moodle platform. The student interaction rate in the Faculty of Technology, for example, amounted to 70%, and it was estimated to be 60% in the Faculty of Economics, Commercial and Social Sciences, and Management.

Relying more on the electronic tests of the Moodle platform while evaluating learners in line with the requirements of e-learning at the global level.

E-learning through the Moodle platform at the University of M'sila faces some obstacles that prevent access to the quality necessary for the educational process, and the most important obstacles are administrative obstacles, academic obstacles, and technical obstacles.

Based on the Previous Results, we offer the Following Suggestions

Training courses for directors of higher education institutions, professors, and students to raise their competencies and develop their skills in using modern methods of crisis management. The Ministry of Higher Education and Scientific Research must reconsider the education policy system and move more towards e-learning in higher education institutions. The necessity of adapting educational programs according to the requirements of the new reality based on digitization and educational technology. The necessity to take advantage of the electronic management system in the process of planning, organizing and communication for crisis

management in higher education institutions, in addition to technological means in the management process.

FINAL CONCLUSION

Based on the previous, we can say that Algeria has taken several measures to manage the crisis of the higher education sector during the health conditions created by the Corona pandemic, as the Ministry of Higher Education and Scientific Research initiated a study of the higher education crisis and decided to move towards e-learning as an effective strategy for managing the crisis. In addition, to maintain the continuity of education according to the health protocol designed to manage the crisis, which we have seen at the University of M'sila by adopting the Moodle platform as a solution based on interaction between students and professors through electronic educational programs and activities.

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