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## **Layla Ajrouh**

Faculty of Humanities, Moulay Ismail University, Meknes, Morocco  
<https://orcid.org/0000-0003-2071-5487>

## **Karima Slamti**

Faculty of Humanities, Cadi Ayyad University, Marrakech, Morocco  
<https://orcid.org/0000-0001-7769-2488>

# **Integrating E-learning for Administrative Staff Professional Development: An Inside View from Moroccan Higher Education Institutions**

## **Abstract**

Online learning is increasingly solicited around the world within and across several sectors. It also involves higher education (HE), as it operates in a global, unstable environment, where communication and information technology are the fundamental keys. This study seeks to examine the Moroccan employees' perception of this innovative way of learning and its impact on their professional development. It also aims at investigating the presence of distance learning as an approach growing in popularity within the administration of Moroccan universities. This qualitative study uses a semi-structured interview with 76 employees in seven Moroccan Higher Education Institutions (HEIs). The results reveal that the majority of participants have rarely used online learning, in spite of their willingness and insistence on its positive impact on their professional progress. The interviewees reported their proactive view to accelerate the implementation of digital learning to meet the world standards, as it would also serve as an appropriate way for their continuous professional development and their ability to face critical situations. The present research shows the significant necessity of integrating new ways of learning in Higher Education Administrations (HEAs). The present work assumes the research

hypothesis  $H_1$ : e-learning is not promoted for employees' career advancement in Moroccan HEAs. This study recommends an anticipatory vision to transgress any reticence to change, since online learning approach would bring more productivity and success for the administrations and the employees themselves, as well as closer institutional alignment with the revolutionary digital world.

**Key words:** Online learning, professional development, career advancement, university administrations, uncertain environment, digital world

The world is moving forward and “what might have been relevant in years past may not be relevant today” (DePalma, 2019, p.72). Indeed, this applies to all sectors. That is why it is important to mobilize and make the necessary changes that respond effectively to the market needs. The labour environment is very dynamic and “employee continuing education and training has become a key requirement for employers and employees” (Schaefer et al., 2019, p. 1354). Professional development of the workplace is the only way to keep employees informed, up-to-date and knowledgeable in their field of work. Simonenko et al., 2019 explain that “the catalyst for the transformation of the world at the moment is modern digital technology,” and that “such a conclusion was made in 2017 at the World Economic Forum.” Thus, e-learning is one of the highly recommended ways to introduce changes in the world, higher education and specifically in the professional advancement. Le, Duong, Tran, and Do (2018) define e-learning as “a method of teaching and learning using electronic media, e-learning is also called web-based, online learning, distributed learning, computer-assisted instruction and internet-based learning” (p. 132). The nature of distance learning makes the online environment more and more solicited as another way for sustainable professional advancement. Feldacker, Jacob, Chung, Nartker, and Kim (2017) assure that “to fill gaps in knowledge and skills, effective continuing professional opportunities are needed” (p. 1). In this regard, “e-learning opportunities can bring expert knowledge and provide a flexible learning option adaptable to local setting” (Feldacker et al., 2017, p.1).

Today, e-learning benefits from major innovations in technology and communication to bring more adequate and appropriate knowledge in administrations. Blaga (2019) states that “with the rapid development of the Internet, the Web has become a global, interactive, dynamic, economic, democratic environment, as well as a learning and teaching environment” (p. 42). With the contemporary business world expectations, Higher Education Institutions (HEIs) are urged to make the workplace a real opportunity for professional growth, which “is indeed a lifelong

process” used to “maintain, update, develop, and enhance professional skills, knowledge, and attitudes” (Jiandani, Bogam, Shah, Prabhu, & Taksande, 2016, p. 106). DePalma (2019) believes that “it is important to develop and evolve into a better employee in any profession, regardless of your current role” (p. 72). To achieve this, institutions should consider e-learning in their employees’ career plan. Thus, online learning has been broadly used as an innovative model for continuous professional development (Le, Duong, Tran, & Do, 2018, p. 131).

Online learning is an appropriate modern way recommended for making the learning process more flexible and accessible to a larger audience and it has a positive impact on employees’ performance. Accordingly, Sun JooYoo and Huang (2016), “e-learning systems are gaining in popularity in the workplace due to their many advantages” (p. 577). It is known that the use of technology in learning provides more flexibility and reliability to this process of acquiring, imparting and enlarging knowledge. Distance learning allows sharing knowledge to a large extent and is considered to be a new approach to learning beyond the classroom (Scott et al., 2016, p. 266). However, there exist insignificant literature related to online learning for professional development sustainability.

E-learning has not been widely used in the Moroccan Higher Education Administrations (HEAs). Stein et al. (2011) explained that “lack of appropriate professional development” could be the main “reason e-learning has not ‘taken off’ as one might have expected” (p. 146). Therefore, it is vital to explore the related perception of the Moroccan administrative employees, in order to promote this innovative way of learning in the sector. Hence, adopting this new learning method “requires an institutional approach to professional development, in order to cater for the different levels and requirements of staff” (Wilson, 2012, p. 892).

Online learning could be promoted and implemented effectively, yet it depends on how proactive and profound the vision of the leaders of the sector is to face the uncertain world. Internet-based learning facilitates the work process which is less money consuming and more time saving for the institution. It is considered the miracle of the century, since it makes service and knowledge closer and available for all, especially in difficult and unpredictable situations when being online becomes a necessity, not just an option. By implementing this approach, the Moroccan Higher Education (HE) administration, could improve the quality of work and be able to cope with the new world challenges. Smyrnova-Trybulska et al. (2018) affirm that “[d]igital technologies provide innovative openings to partnerships and exchanges and pose a number of challenges” (p. 30), which should be addressed by HEIs. Consequently, employees would reach their ultimate goal of developing personally and professionally and become operational in the dynamic educational environment.

## **Research Problem**

This study explores online learning as an aspect that is neglected in the field of professional development of employees in Higher Education Administrations. There is a lack of online programs targeting the enhancement of administrative staff performance to assure the sustainability of work quality, either physically “on-site” or remotely “online.”

## **Research Aim**

The objective of this study is to identify the university employees’ perception of online learning for their professional development, and also to investigate the presence of online programs offered to the administrative staff at Moroccan universities.

## **Research Questions**

The present study seeks to answer some pertinent questions to explore the employees’ perception of the research subject:

- To what extent is online learning present for the administrative staff in the Moroccan Higher Education Institutions?
- To what extent does e-learning contribute to the professional development of the administrative employees in the Moroccan HEIs?

## **Research Hypothesis**

These hypotheses are raised:

$H_0$ : Online learning is promoted for the employees’ continuous professional development in Moroccan Higher Education Administrations (HEAs).

H<sub>1</sub>: Online learning is not promoted for the employees' continuous professional development in Moroccan HEAs.

By testing the hypotheses, we accept H<sub>0</sub> (H<sub>0</sub> is more probable) or we reject H<sub>0</sub> and accept H<sub>1</sub> (H<sub>1</sub> is more probable). This will lead to clear answers to the research questions and will show the impact of online learning on Moroccan HE administration against the background of the needs of the era.

## **Methodology of Research**

This study provides insights into the degree of existence and usefulness of online learning in Moroccan HEIs. It seeks to examine the perception of the administrative staff concerning what this innovative way of learning may bring to their individual professional advancement and institutional effectiveness as a whole. This study adopts a qualitative research methodology, since it helps to acquire data from real-life experience of the participants.

## **Research Sample and Instrument**

The research population is 76 interviewees, 36 males and 40 females, most of them with long years of experience at different administrative departments. The research environment is seven public and private Moroccan HEIs. The present study utilizes a semi-structured interview with a qualitative research methodology. The semi-structured interview explores, collects and examines the interviewees' answers, and it also provides them with flexibility to express feedback beyond the given questions, which is an added value for the analysis of the responses.

## **Data Collection and Analysis**

Before starting the research data collection, which took nearly four months beginning from December 2019, a testing process was conducted by consulting 14 people

from the target population. The data collection test helped in making adjustment related to language, avoiding some confusion, and rebuilding some questions' structures for better understanding. Most of the interviews were conducted face to face, the remaining ones were held remotely at the beginning of the confinement period (late March 2020). The data for this study were collected through direct physical, as well as distance discussions including e-conferences, phone calls, social media and chat groups. The collected data were based on the interviewees' real-life professional experience.

The interview questions were organized in such a way so that they could be analyzed in light of the research questions; they constituted a mixture of open and open-ended questions. Some interviewees went beyond the structured interview questions, which made the data collection rich with unexpected but very pertinent information and contributed to the effectiveness and reliability of the analysis. The results were analyzed in an inductive way according to the emergent themes which would help to answer the research questions and lead to acceptance or rejection of the hypotheses. The aim was to ensure that all responses were noted and accurately stated.

A detailed table of the interviewees' answers per interview question was then established. An overall summary was given for each question based upon the responses. Frequent keywords and/or phrases were first highlighted and then extracted from the responses in order to deduce the common points which would help to identify the research themes. Interviews lasted approximately 30 minutes.

## Research Results

All the interview results were satisfactory, since they provided valuable insights into the research subject. The interviews were interpreted and analysed in a qualitative method through forming themes related to the research and interview questions, in order to accept or reject the hypotheses. The following are the two raised themes of the interview analysis:

### **Theme1: online learning for professional development in HE administrations requires implementation.**

Almost all the interviewees (n=68) said "no" and stressed that they have never been introduced to any online program which would help them develop new skills and increase their professional knowledge. Other respondents (n=72) said "yes"

to the prospect of benefiting from online learning programs outside their working hours, during nights or weekends, for instance. Unfortunately, even this option was never planned by the top management, as stated by some of the interviewees (n=16).

Most of the participants (n=53) affirmed that there is no harm in learning via electronic means, only 23 interviewees responded negatively to the same question, as they fear educating new technological devices. One of them stated: “we are more interested in acquiring knowledge no matter how.” Twelve interviewees clearly declared that online learning is very adequate and may be useful in critical situations. For them, face to face learning could occur when necessary and possible. Digital learning could be conducted through video conferencing with instructors or through other technological ways to acquire the desired knowledge and implicitly develop computer skills. This opinion was expressed by 32 interviewees.

One of the participants suggested: “since we are an academic and a learning environment, administration could get faculty members as pedagogical agents to participate in the promotion of e-learning for administrative staff, professors or even students.” Another interviewee said: “we are a Higher Education Institution; it is easy for the administration to establish conventions and be part of consortiums for staff online learning.” The majority of respondents (n=64) insisted on the fact that face to face learning is no longer the only option for learning since the virtual way is a good alternative which can lead to the same learning outcomes. They expressed their desire to learn, no matter what the teaching way was, physical or remote. Some interviewees (n=25) assured that the employees were able to manage their time between work and learning and adapt the scheduled online programs to their professional interests and needs.

All the interviewees (100%) expressed keen interest in online programs within their institutions to align with the global world of technology. One of them declared “yes, we would like to have such initiatives, we all need professional advancement, since caring about the staff is a sign of development.” The employees (50%) promised, as recognition to the institution, that their high productivity and performance will be maintained or even increased for more institutional progress and success.

An interviewee specified: “each one of us is eager to develop professionally to foster his/her competencies, increase their income and reach self-enrichment, e-learning for us is the best alternative!” Then, the majority agreed (n=59) that if higher education institutions invest in online programs to the benefit of the administrative staff, they would have positive work results and would cope with the dynamic technological environment effectively and be able to align with the present generation of connectivity.

## **Theme2: Adopting e-learning in HE environment for the administrative staff needs a proactive vision.**

Most of the participants (n=62) believed that opting for e-learning could bring a positive results in terms of acquiring new and advanced knowledge, and change attitudes as well. All interviewees found interesting to adopt online learning programs that would elevate their professional level and enhance their performance. One of them stated: “this is definitely right for us!” and explained that future development in higher education depends on the degree of its alignment with the world technological challenges. 71 participants affirmed that it was high time to implement effective e-learning projects for the sake of the institutional success at all levels.

One participant expressed his view by saying: “there are so many positive sides of e-learning: despite our busy schedule we would satisfy our curiosity and stay in touch with the global world.” Another employee insisted on the fact that developed countries encourage their employees towards continuous professional development which would prioritize e-learning. He added: “it’s a pity, in our case the hindrance comes from individuals with opposed mindset!”

Almost all the interviewees (n=68) confirmed that the will should come from their institution, to allow their employees in a way or another, to develop professionally. One of the participants added: “in addition to e-learning, our institutions might invite professionals to give lectures, workshops and training to keep sustainable development in administration, the aim is that the top management should develop a visionary strategic plan to promote an internet-based learning approach.” Three interviewees insisted that their institutions should manage to build up collaborations with international universities. They explained that these collaborations will provide mutual benefits, as they will help employees learn how others think, operate, manage and negotiate. For them, collaborations also facilitate sharing expertise and rendering the implementation process possible and rapid.

There was also a stress on the efficiency of web-based learning that depends on the openness to international standards and best practices. A participant added: “What we are doing right now is getting knowledge from each other, sometimes it works, but most of the time we are not open to the best global practices; we just do it our way!” In the same context, nine interviewees reported that e-learning would build a community of knowledge and make them aware of the international standards that they may look forward to adopting in their institutions.

The majority of the interviewees (n=54) insisted on the urgent need for professional development, and considered e-learning as a futuristic way to advance professional abilities in the higher education administrations and to make these



institutions stay alert for any unpredictable or alarming situations in which technology would serve as the best refuge. One of them said: “Yes, as an employee, I’d like to benefit from online learning programs, but the administration should have the will to support and prepare the infrastructure for that.” She added that the mindset of HEIs leaders should change from “we’ll deal with it when it happens,” a last-minute plan, to “let’s anticipate and be innovative!” For her, it is mandatory that the Moroccan HE should adapt its educational system to the requirements of the era.

## Discussion

This study is an attempt to investigate the presence of online learning in Higher Education Institutions. It also seeks to identify the perception of administrative employees vis-à-vis this way of learning, so as to improve the higher education system and build their career at different levels. This exploratory study uses a qualitative method to examine this issue in depth and presents its reality for more related improvement. The research results revealed that online learning is not used for staff development in Moroccan universities. However, according to the responses, a visionary approach in adopting online programs was expressed for both administrative professional advancement and for the institutional global alignment with the digital age. This shows awareness of the dynamic market and the key requirement of the new era (Schaefer et al., 2019). The education sector should be in the front line of staying up-dated and alerted to the new world challenges, being open to collaboration and exchange (Smyrnova-Trybulska et al., 2018) and also providing a good example to other sectors with regard to employees’ professional development.

The interviewees believe that online learning is beneficial to the individual and to the institution in terms of knowledge and savings of time and cost. Online learning is not limited, as it is open and could take place at any time and from anywhere with a larger audience and less effort. This agrees with what the participants (n=9) voiced as open to the external world to benefit and learn from the best practices and international standards. What matters most for the employees is to build new kind of relations and communities worldwide, based on knowledge exchange, be it paid or free. In all cases, participants (n=59) confirmed that investing in the implementation of online programs for staff needs a follow-up, well planned structure, promotion and any needed financial support. Unfortunately, it is difficult to assume that such a project in higher administration will succeed easily, sometimes administrations have poor internet connection, do not have IT

competencies to train and assist staff. Furthermore, some institutions may not be able to pay the cost of e-learning.

According to the interviews and the participants' feedback on the issue of interacting with virtual instructors, some interviewees (n=64) believe that online learning is a good alternative which has the same influence and benefit as face-to-face interaction, and would make a positive change in their lives. Others urged the administration to communicate and promote free and accessible online programs to adapt to their professional and personal needs. Moreover, employees (n=62) expressed their willingness to develop professionally and gain personal satisfaction as well, which would change attitudes and bring a positive atmosphere to the workplace and wellness in the higher education environment as a whole. Hence, distance learning would help to meet the uncertainties of the global world which favors the use of technology in all sectors.

The research findings show that, in Moroccan HEAs, online approach is still a novelty or unknown at all. Adopting online learning as a technology for employees' professional development is almost absent in HEAs in Morocco. However, this approach is one of the best ways used around the world. This study is also "an acknowledgement that the biggest hindrance to the uptake of e-learning is people" (Stein et al., 2011, p. 146). In this regard, one of the interviewees explained that the blockage comes from individuals with personal convictions against change, or others with uncertain feelings for trying new things, which was also implicitly expressed by other participants. Two participants claimed that it is the duty and responsibility of the top management to make online programs available and adaptable for their employees by providing the necessary support and infrastructure. That is why it was recommended by the participants that the Moroccan HEAs should reconsider their staff professional development needs.

This study has shown a strong determination of the employees in acquiring knowledge, with a focus on online learning since it brings pedagogical and conversational agents which enhance learning, and "fills gaps in knowledge and skills" (Feldacker et al., 2017, p. 1). In other words, the administrative staff find it easier to study in an online environment just to seize the opportunity to develop their competencies since "e-learning opportunities can bring expert knowledge and provide a flexible learning option adaptable to local setting" (Feldacker et al., 2017, p. 1). This staff training, in mastering their field of expertise via e-learning, would open new horizons for sharing knowledge, exchanging experience, and building collaborations which should be adaptable to each institution's context.

Nowadays, e-learning makes a huge change in people's lives and administration staff are also concerned; however, there is a lack of initiatives from the decision makers, they are disregarding e-learning as a way which could guarantee

professional advancement for all (Le, Duong, Tran & Do, 2018). The employees do not oppose the framework (Scott et al., 2016) that the learning process might take, they only look for building their career to serve their institutions efficiently for better productivity. Thus, to cope with the dynamic higher education sector, Moroccan universities should manage their resources effectively and wisely invest in its key asset, which is the human capital based on international standards. The HEIs' leaders may also involve the academic staff in enhancing e-learning for the administrative employees, since the professors are more familiar with computer-based learning, as solicited by the interviewees. Today, the digital community is taking the lead in transforming the world (Simonenko et al., 2019). In this regard, it was proclaimed that the Moroccan universities were still behind in implementing distance learning and also manifested the resistance of some parties, individuals, with different views concerning digitalizing the sector.

This analysis leads to the rejection of  $H_0$  and the acceptance of  $H_1$  that online learning for administrative staff within the Higher Education Institutions is not promoted. The limitations of this study may be due to the restricted literature in this field of research, as less importance has been given to online learning related to professional development. This work is intended to make higher education administrative leaders conscious of the urgent need to build a long term strategic vision which would prioritize the adoption of this innovative online learning as an academic educational weapon to overcome future critical, sudden and circumstantial situations. Distance learning is no longer an option; instead, it is mandatory for staff professional development in HEIs in Morocco and the world as well.

## Conclusions

The development of a nation relies on the development of its education, thus investing in education is the main concern of all countries worldwide. The current study presents a growing approach towards adopting e-learning programs for administrative professional development in Moroccan Higher Education Institutions. The study also shows the common thoughts and a proactive vision of higher education employees regarding e-learning, and the importance of utilizing this advanced and emerging way of learning in HEIs, specifically in the administrations. The university units and departments are connected thanks to the administrative staff, the core body which facilitates the institutional internal and external collaboration. That is why the professional advancement of university administrative employees is mandatory.

This exploratory study uses a qualitative research methodology with a semi-structured interview instrument to collect the employees' views on the research subject. The participants reported the absence and the urgent need for online learning programs within university administrations. This revolutionary way of learning would help the administrative staff balance their performance at work and their professional advancement. According to the interviewees' responses, e-learning is still not perceived as a futuristic strategy for their institutions. Decision makers do not follow up and effectively assess the implementation process of this digital learning project within administrations. It is crystal clear that there is a lack of knowledge and awareness of the necessity of adopting online learning and the benefits it can bring for both the staff and the institution to face the uncertain world.

## **Recommendations**

This study suggests an urgent assessment and new directions to be implemented concerning staff professional development in Moroccan university administrations. The open spirit and the global vision of the leaders are necessary to facilitate the adoption of online learning for staff's continuous development in Higher Education administration.

To cope with the dynamic HE environment, Moroccan universities should use its resources effectively and invest more in its human capital. Evaluating the existing professional development processes and assessing the employees' needs in terms of online training is mandatory to align with the institutional strategic plan. It is recommended that the administrations set smart goals to develop the online approach by choosing credible and appropriate programs, developing formal processes, working within distance learning-based consortiums and collaborating with other universities inside and outside of Morocco. To illustrate, collaboration is crucial in such cases for cost saving because the same programs may be offered for different groups in different places.

It is advisable that the decision makers set the necessary infrastructure for the organization readiness, and the necessary training for staff, prior to the implementation for better learning outcomes. It is also important to identify, understand and work out any barriers, be it technical, financial, or human, which could block the achievement of the e-learning project. Larger research with larger sample in terms of population and institutions is also recommended for more in-depth exploration and more consistent results.

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Layla Ajrouh, Karima Slamti

## **Integracja e-learningu dla rozwoju zawodowego personelu administracyjnego: spojrzenie od wewnątrz z marokańskich instytucji szkolnictwa wyższego**

### **S t r e s z c z e n i e**

Na całym świecie nauka online rozwija się w różnych sektorach i obszarach. Szkolnictwo wyższe (HE) jest również zaniepokojone, ponieważ działa w niepewnym globalnym środowisku, w którym komunikacja i technologie informacyjne są podstawowymi kategoriami. Niniejsze badanie ma na celu analizę postrzegania innowacji uczenia się online przez marokańskich pracowników i jego wpływu na rozwój zawodowy. Ma również na celu zbadanie obecności nauczania na odległość jako rosnącego trendu w administracji marokańskich uniwersytetów. W tym badaniu jakościowym zastosowano częściowo ustrukturyzowany wywiad z 76 pracownikami siedmiu marokańskich instytucji szkolnictwa wyższego (HEI). Wyniki pokazują, że większość uczestników rzadko korzysta z uczenia się online, pomimo przekonania o jego pozytywnym wpływie na postęp zawodowy. Respondenci przedstawili swoje proaktywne poglądy na przyspieszenie wdrażania cyfrowego uczenia się w celu spełnienia światowych standardów międzynarodowych, ponieważ przyczyniłoby się to do ich ciągłego rozwoju zawodowego i umiejętności radzenia sobie w sytuacjach krytycznych. Niniejsze badanie wskazuje na konieczność integracji nowych sposobów uczenia się w administracji szkolnictwa wyższego (HEA), a także prowadzi do przyjęcia hipotezy badawczej H1, zgodnie z którą e-learning nie jest promowany w celu awansu zawodowego pracowników w marokańskich HEA. Sformułowane wnioski przedstawiają wizję potrzeby zmian, ponieważ uczenie się online zwiastuje zwiększoną produktywność i skuteczniejsze działanie administracji i samych pracowników, a także instytucjonalną adaptację do zrewolucjonizowanego świata cyfrowego.

**S ł o w a k l u c z o w e:** kształcenie online, rozwój zawodowy, awans zawodowy, administracja uniwersytecka, niepewne środowisko, świat cyfrowy

Layla Ajrouh, Karima Slamti

## **Integración del aprendizaje electrónico para el desarrollo profesional del personal administrativo: una visión interna de las instituciones marroquíes de educación superior**

### **R e s u m e n**

El aprendizaje en línea se está incrementando en todo el mundo en varios sectores. La Educación Superior (HE) también está preocupada, ya que opera en un entorno global incierto, donde la comunicación y la tecnología de la información son las claves fundamentales. Este estudio busca examinar las percepciones de los empleados marroquíes hacia esta forma innovadora de aprendizaje y su impacto en su desarrollo profesional. También tiene como objetivo investigar la presencia de la educación a distancia como un enfoque creciente dentro de la administración de las universidades

marroquíes. Este estudio cualitativo utiliza una entrevista semiestructurada con 76 empleados en 7 instituciones marroquíes de educación superior (IES). Los resultados revelan que la mayoría de los participantes rara vez ha utilizado el aprendizaje en línea, a pesar de su voluntad e insistencia en su impacto positivo en su progreso profesional. Los entrevistados informaron su visión proactiva para acelerar la implementación del aprendizaje digital para cumplir con los estándares internacionales mundiales, ya que también serviría como una forma adecuada para su desarrollo profesional continuo y su capacidad para enfrentar situaciones críticas. La presente investigación muestra la gran necesidad de integrar nuevas formas de aprendizaje en las Administraciones de Educación Superior (HEA). Este estudio lleva a la aceptación de la hipótesis de investigación H1 de que el e-learning no se promueve para el avance profesional de los empleados en los HEA marroquíes. Este estudio recomienda una visión anticipada para ir más allá de cualquier reticencia al cambio, ya que el enfoque de aprendizaje en línea traería más productividad y éxito para las administraciones y los propios empleados, además de una mayor alineación institucional con el revolucionario mundo digital.

**Palabras clave:** aprendizaje en línea, desarrollo profesional, avance profesional, administraciones universitarias, entorno incierto, mundo digital

Layla Ajrouh, Karima Slamti

### **Интеграция электронного обучения для профессионального развития административного персонала: взгляд изнутри марокканских высших учебных заведений**

#### **Аннотация**

Онлайн обучение развивается во всем мире в различных секторах. В высшем образовании проявляется обеспокоенность тем, что оно работает в глобальной неопределенной среде, где коммуникация и информационные технологии являются фундаментальными. Это исследование направлено на изучение восприятия марокканскими сотрудниками инновационного способа обучения и его влияния на их профессиональное развитие. Оно также направлено на изучение дистанционного обучения с точки зрения администрации марокканских университетов. В качественном исследовании используется полу структурированное интервью с 76 сотрудниками 7 марокканских высших учебных заведений. Результаты показывают, что большинство участников редко используют онлайн-обучение, несмотря на их готовность и положительное влияние онлайн-обучения на профессиональное развитие. Респонденты сообщили о своей активной позиции по ускорению внедрения цифрового обучения в соответствии с мировыми международными стандартами, поскольку это также послужило бы подходящим способом для их непрерывного профессионального развития и их способности противостоять критическим ситуациям. Настоящее исследование показывает большую необходимость интеграции новых способов обучения в администрации высшего образования. Это исследование позволяет принять гипотезу H1 о том, что электронное обучение не способствует карьерному росту сотрудников в марокканских вузах. В этом исследовании рекомендуется упреждающее видение, выходящее за рамки любого сдерживания изменений,

поскольку переход к онлайн-обучению принесет большую продуктивность и успех для администраций и самих сотрудников, а также большую институциональную согласованность с революционным цифровым миром.

К л ю ч е в ы е с л о в а: онлайн-обучение, профессиональное развитие, продвижение по службе, администрация университета, неопределенная среда, цифровой мир