



Tutors / Students Attitudes towards E-learning courses in Social Work

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Abstract: This Research present an attempt to estimate the current level of attitude and practices of towards e-learning course in social work learning, The sample of the main research comprised of (151) of respondent. Out of which (77) belonged to student, and (72) belonged to tutors, with average Experience of (11) years. The current study belong to the pattern of descriptive analytical studies,a study Applied in the Faculty of Social Work University of Fayoum, The final results of the study confirmed that the Affective Component has achieved first rank in terms of the importance of the mean rank at (2.14) degrees, the next component of cognitive of ordinal average (2.11) degrees, bring ends on the third and final component of behavioral mean rank at (1.75). The results of the study to accept the null hypothesis: there is no significance difference in the attitude of e-learning course Vary according to :(respondent status- Scientific department – using computer- current level of the study). In the other hand the result enables us to accept the alternative hypothesis: there is a significant difference in the attitude of e-learning course according to the status of the respondents: (tutors-students)

Keywords: E-Learning, Online learning, web learning, Networked based learning, Social Work, Social Worker, e-learning attitude, e-learning course, Affective component, behavioral component, cognitive component. Tutors.

1.1. Introduction:

According to Nycz and Cohen (2007) e-learning is important for building a technologically literate workforce as well as for meeting societies continuous need for rapid life long learning delivered in increasingly more convenient forms.(Nicole A. Buzzetto, 2008:114) Like all other educational sectors, "the

social work learning sector as well has not been able to remain isolated from the ongoing, one of the most critical challenge that most of the educational institution have been confronted with is how to best educate students for what has been variously called the Knowledge Age, the Information Age, or, more recently the Digital Age". (Olutayo, Ibironke, 2006:2) As one of the important component of social work learning , e- learning , a type of open or flexible learning, the new method of teaching and learning, and an imperative strategy in the educational reform creates new borderless learning environment and opportunities and bring dramatic changes in the global educational. (Chutima Sacchanand, 2008:2) E-learning in social work depends on or is enhanced by electronic communication online using the latest information and communication technologies (ICT). The scope of such learning is unpleasantly broad. The globally available definitions may however create confusion. (Attila Nagy, Zeger Karssen, 2004:5)

1.2. Theories and representations of the learning process

A theory can be described as a set of hypotheses that apply to all instances of a particular phenomenon, assisting in decision-making, philosophy of practice and effective implementation through practice. Theory provides a yard stick for evaluating practice, though it in turn may be adjusted by findings from practice that show the theory to be inadequate, as in Khun's (1962) 'scientific revolution'. Theories are therefore at the same time static and firm enough to build on for practitioners and living, dynamic and open to challenge by theorists. As Garrison (2000:3) states, "It is theory that provides a coherent ordering of relevant variables and relationships to guide both practitioners and researchers. A brief reminding of how "Learning Theories"

are classified is needed to understand how representations of the learning process reveals the theory – or the “paradigm” behind it, because many papers on the uses of IT in education or on designing learning situations using IT discuss categories of learning theories, generally with the perspective of situating themselves within the proposed classification. Very often, they oppose two categories, an old-fashioned theory and a recent one: objectivism versus constructivism (Jonassen, 1994), instruction or “instructionism” versus learning or constructivism (Brown & Duguid, 1992), behaviourism versus constructivism (Depover & al., 1998). Some authors use a typology rooted in the history of thought with more categories: Aristotelianism, Behaviourism and Constructivism (Giordan, 1998), empiricist (behaviourist), rationalist (cognitivist & constructivist), pragmatist – sociohistoric (situationalist) (Koper, 2001). But most of them do not account for all theories. This is why I prefer a typology based upon the implicit theories of mind underlying the theories of learning (mind as a separate substance versus embodied mind), and upon the focus of the theory of learning itself (content versus process): this allows to identify four metaphors of the learning process (Blandin, 2003), as follows (table 1.1) (Bernard Blandin, 2004:13)

	Embodied mind	Mind as a separate substance
Process-oriented	Learning is building : Cognitivism, Constructivism, Situationalist Active Pedagogy	Learning is remembering Platonism, Socratic dialog Interrogative Pedagogy
Content-oriented	Learning is training; Behaviourism "Mastery Learning"	Learning is recording Aristotelianism, Objectivism, Instructionism Expositive Pedagogy

Table.1.1. metaphors of the learning process

These categories which classify all learning theories, also identify “cultures of learning” associated with each metaphor, which have different social representations of the learning process (Blandin, 2003). Each of them is also associated with a “social worlds” (Blandin, 2002), in which social and pedagogical stances, vocabularies, roles, values, etc. are different.

1.3. GENERAL CONCEPTS IN E-LEARNING:

There are different components, which belong to E -learning: Contents of the courses, applied in social work (including the courseware and the assessment) and technology.

1.3.1. E –learning concept:

During the review many definitions of e-learning were found, for example E-learning is commonly referred to the intentional use of networked information and communications technology in teaching and learning.(Som Naidu, 2006:1) A number of other terms are also used to describe this mode of teaching and learning. as the delivery of content via all electronic media, including the Internet, intranets, extranets, satellite broadcast, audio/video tape, interactive TV, and CD-ROM. Yet, e-learning is defined more narrowly than distance learning, which would include text-based learning and courses conducted via written correspondence.(learn fram, 2000:7) In this context e-Learning is defined as: Any learning activity that is supported by or defined as instructional content or learning experiences delivered or enabled by electronic technology. The Commission on Technology and Adult Learning has focused its attention on adult-centered and work-related e-learning—that is, technology-enabled learning designed to increase workers’ knowledge and skills so they can be more productive, find and keep high-quality jobs,

advance in their careers, and have a positive impact on the success of their employers, their families and their communities. Within social work teaching E-learning has proven to be useful in tertiary education, e.g. universities, and in organizations where lifelong learning is a must. Contents of e-learning range from technical knowledge to soft skills, like social behavior. Nevertheless, classroom training can never be completely removed by e-learning (Bachman, 1999). Finally e-Learning is an umbrella term describing any type of learning that depends on or is enhanced by electronic communication online using the latest information and communication technologies (ICT). The scope of such learning is unpleasantly broad. The globally available definitions may however create confusion. Not only that the subject is equally new to course producers, to technology providers and to the end-users (i.e. the learners), but it hasn't actually found its common ground and market position yet. At the end of the project we offer the following definition for discussion at the roundtable event:, E-learning is a portmanteau term covering: (Rosemary, Fred. 2006:3)

- The set of skills that enables learners to exploit technology in order to develop understanding or capability in social work practice;
- The use of computer technology in social work learning with a particular focus on internet technology
- A style of social work learning with a particular focus on technology-mediated interactivity and collaboration.

1.3.2. Attitudes and e-learning.

Attitudes are judgments. They develop on the: ABC model (affect, behavior, and cognition). The affective response is an emotional response that

expresses an individual's degree of preference for any thing that contribute with e-learning. The behavioral intention is a verbal indication or typical behavioral tendency of an social work student- tutors like computer and internet using develop e-course skills. The cognitive response is a cognitive evaluation of the entity that constitutes an individual's beliefs about the object. Most attitudes are the result of either direct experience or observational learning from the environment. [http://en.wikipedia.org/wiki/Attitude_\(psychology\)](http://en.wikipedia.org/wiki/Attitude_(psychology))

1.3.3. Social Work and e-learning:

e- learning is an important method in teaching that enable social work students to collect their evidence from practice settings using an e-portfolio, the system of E-Learning supports collection, review and development of evidence from practice settings to meet the assessment requirements of the social work educational degree programme. Students can complete documents online, which can then be assessed and 'locked' by practice teachers/assessors and viewed by tutors. (Andrew Sumpter, 2008:2)

In the other hand the interactive e-learning resources are freely available to all teaching staff and students of the Social Work degree and are designed to engage groups and individuals through simulations, quizzes, games and video and audio, which help bring the topics alive. Moreover, they are supported by evidence based research bringing out key issues and provide full referencing of the legislation. They can be accessed from any internet enabled PC and are fully accessible to users with disabilities.(Michael Preston-Shoot, 2007: 2) this kind of learning will increase considerably in future; there is a big need in the continuous training of students and professionals to practice . "E-learning courses have four elements: contents,

pedagogy, technology and tutors" . J. Höhle, 2006.:8) E-learning courses have to serve very different learner groups and can be presented in many different forms. There are novice learners, intermediate and advanced up to experienced students. Furthermore, e-learning courses can be attended by dependent or independent learners who study full-time or part-time. On the other hand e-learning is based on certain prerequisites, such as management, culture, and IT (Maurer & Sapper, 2001).

Rosemary Luckin (2006) suggests that there are 5 keys that institutional and contextual factors that will always have an influence in using e-learning in social work. on the success of e-Learning. Overwhelmingly, it is the human factor rather than the technology that matters. On the individual level: (Rosemary, Fred. 2006:5)

1. The confidence of tutors and students in their own abilities when engaging in e-Learning is crucial
2. Prior knowledge at both the operational level (how to do it) and the conceptual level (understanding) is important On the social level:
3. The presence and involvement of a teacher/trainer can have an impact on how well e-Learning works
4. Communication - the continuing dialogue between the teacher and the learner and also between learners is important.
5. Tutors, faculty members, and fellow workers can have an influence on the adoption of new technologies through role modelling and social learning

1.4. Study objectives:

The current study seeks to achieve basis objective:

this study we present our attempt to estimate the current level of (tutors – students) attitudes to using e-learning in social work teaching.

this objective is divided into three sub-objectives are:

- 1.estimate the current level of Cognitive component of S-W toturs-students to using e-learning course in social work teaching.
- 2.Measure the kind of the Affective component of S-W Tutors to using e-learning course in social work teaching.
3. Measuring the Tutors skills and behavior component towards using e-learning course in social work teaching.

1.5. Study questions:

Study seeks to answer the next key question: what is the levels of e-learning attitude in social work teaching?

1. what is the level of cognitive components about using e-learning course in social work?
2. what is the kind of affective components about using e-learning course in social work?
3. Dose the S-W Tutors have aparticular skills and behavior components to using e-learning course in social work teaching?
4. dose there a significance difference in the attitude of e-learning course Vary according to the following variables:(respondent status- Scientific department – using computer- current level of the study).

1.6. Research Methodology

1.6.1. Piloting questionnaire

The questionnaire was piloted prior to distribute it to the target sample in order to clarify unclear or ambiguous of any questions and to enable the researcher

to obtain assessment of the questions in order to enhance the reliability and validity of the data to be collected also finding out the time taken to complete the questionnaire also clarify and identify which the questions the respondent felt difficulty to answer it and clarify researcher instructions and to ensure that the respondent will not encountered problems in understanding and answering questions therefore the researcher selected four experts in e-learning to examine the contents of the survey questionnaire to comment on the representatives and suitability of the questions also getting feedback and suggestion on the overall questionnaire and examine to what extent that these instruments measure predetermined research objective therefore enabling the researcher to do amendment prior to pilot testing with other population. And calculate reliability coefficient, The researcher was applied the research ethics on his research by requested from all participants on the questionnaire cover page to not mention their names or identity in order to maintain anonymity and confidentiality of their answers and he acknowledge that nobody will access to all information provided by them except the Experts.

1.6.2. Population:

A study of a group of individuals taken from the general population who share a common characteristic, such as age, sex, or educational level, experience . This group may be studied for different reasons)(George A, 2000, 504)

The current study population is consisted of a number (302) of the tutors and postgraduate students in faculty of social work, fayoum university.

1.6.3. Sample

The study was applied on 151 person , such the majority of the postgraduate student represented of 51.7 % against to a percentage of 48.3 % in favor of social work tutors.

1.6.4. Delimitation of the study

1.6.4.1. Local Delimitation

The current study was applied on faculty of social work in fayoum university.

1.6.4.2. Human Delimitation

They had been applied on a sample that represented by (151) individual of the tutors and postgraduate students .

1.6.4.3. Time Delimitation

The current study has taken a period near to six month effective from September 2008 to February 2009.

1.6.5. Limitations of This Study

The most significant limitation of this study is that it focused solely on faculty of social work in fayoum university. In order to rectify this limitation, the study is being expanded to include a student and tutors population of the social work in Egypt. This measure is based on the three dimensions of social worker attitude about e-learning. The three dimensions, which consist of 36 items, namely affective components, behavior components, cognitive components, (A-B-C), Responses to these items were made on a 3-point Likert format ranged from 1 = disagree to 3 = agree

1.6.6. variables of This Study

Independent Variables: E-Learning attitude:

Dependent variable: demographic & organizational variables

1.6.5. Scale Reliabilities

The reliability of the questionnaire was tested according to Cronbach Alpha measurements. The reliability coefficient (Alpha) of each element of e-learning attitude was as follows: affective components (0.76); behavior components (0.84); cognitive components (0.79), The reliability coefficients of all the three elements of e-learning were above 0.70, which concurs with the suggestion made by Nunnally (1978).

1.6.6. Validity Information:

	M	SD	A	B	C	E-L-A
Affective Components	2.30	.28	(0.76)			
Behavior Components	2.29	.35	**.258	(0.84)		
Cognitive Components	2.21	.31	*.217	**.580	(0.79)	
E-learning Attitude	2.27	.23	**.497	**.828	**.858	(0.75)

Table.1.2. M, St- Deviations, and Reliabilities in Full Sample (N = 151)

2. Data analysis:

For the questionnaire, the statistical package for the social sciences (SPSS) was used to analyze the data. Its advantages include a PC friendly version and ability to deal with survey data in a variety of statistical programmers. Frequencies and percentages have been uses. The tests used were the Mann - Whitney test, the Kruskal- Wallis test, Friedman test, The chi-square measures test as explained below

2.1. Sample description.

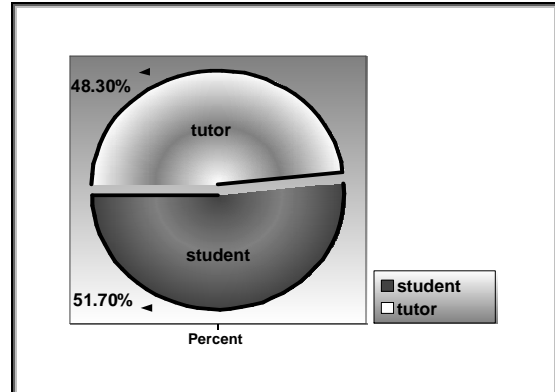
Tables from (1 to 7) show the background variables of the sample that involved in the study presented in this thesis. Frequencies and percentages have been used to describe the respondents. Out of (151) responses.

2. 1.1. Status Kind.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Student	77	51.0	51.7	51.7
	Tutor	72	47.7	48.3	100.0
	Total	149	98.7	100.0	
Missing	System	2	1.3		
Total		151	100.0		

Table.2.1. Status Kind.

The data in the current table refer to the distribution of study sample according to the position variable (student- tutor) , it is clear from the table that highest percentage (51.7 %) was in favor of student, against the least percentage (48.3%) that was represented the tutors.

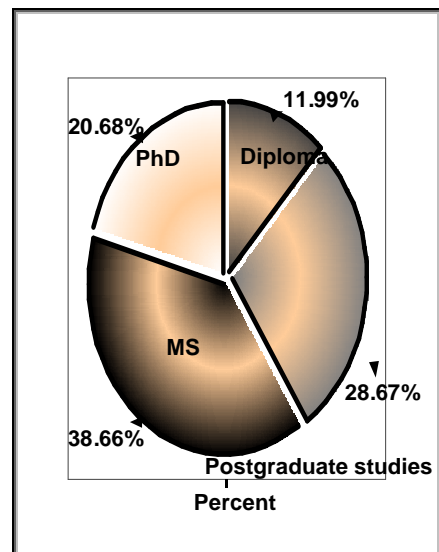


2. 1.2. Educational Degree:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	18	11.9	12.0	12.0
	Postgraduate studies	43	28.5	28.7	40.7
	MS	58	38.4	38.7	79.3
	PhD	31	20.5	20.7	100.0
	Total	150	99.3	100.0	
Missing	System	1	.7		
Total		151	100.0		

Table. 2.2. Educational Degree:

schedule date refer to the sample distribution according to the educational degree , it is shown from the results of the educational levels to include different educational degree duly approved in the faculty , the data refer that to the fact the higher percentage (38.7 %) were in favor of those holding MS Degree, followed by (28.7%) Postgraduate Studies, after that the least percentage of (12.0%) in favor of those holding Diploma, education , the same could be understood in light of the relation between the quality of education and the e-learning attitude.

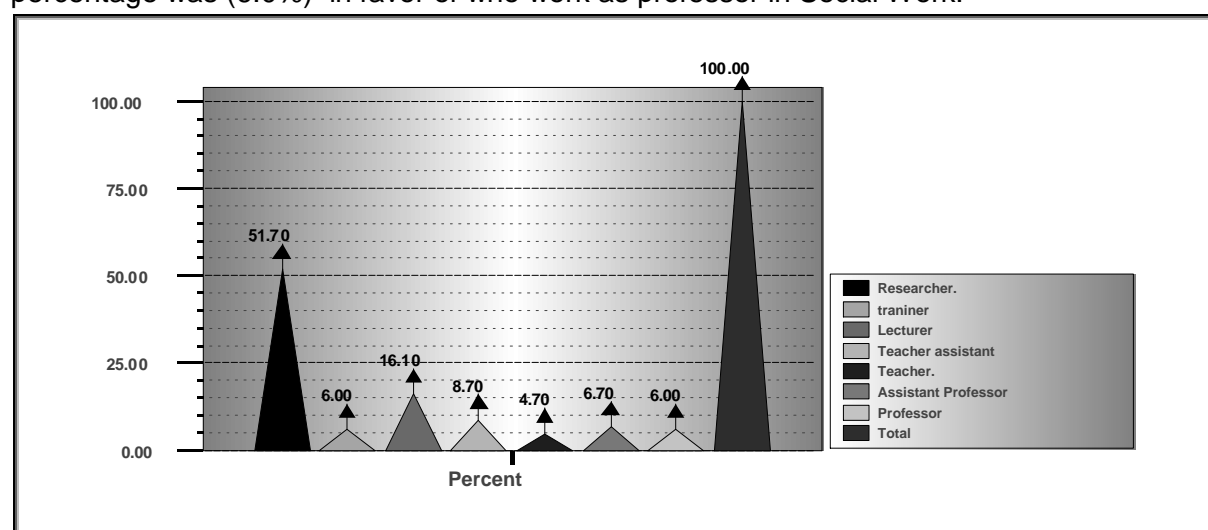


2.1. 3. Current Position.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Researcher.	77	51.0	51.7	51.7
	traniner	9	6.0	6.0	57.7
	Lecturer	24	15.9	16.1	73.8
	Teacher assistant	13	8.6	8.7	82.6
	Teacher.	7	4.6	4.7	87.2
	Assistant Professor	10	6.6	6.7	94.0
	Professor	9	6.0	6.0	100.0
	Total	149	98.7	100.0	
Missing	System	2	1.3		
Total		151	100.0		

Table.2.3. Current Position.

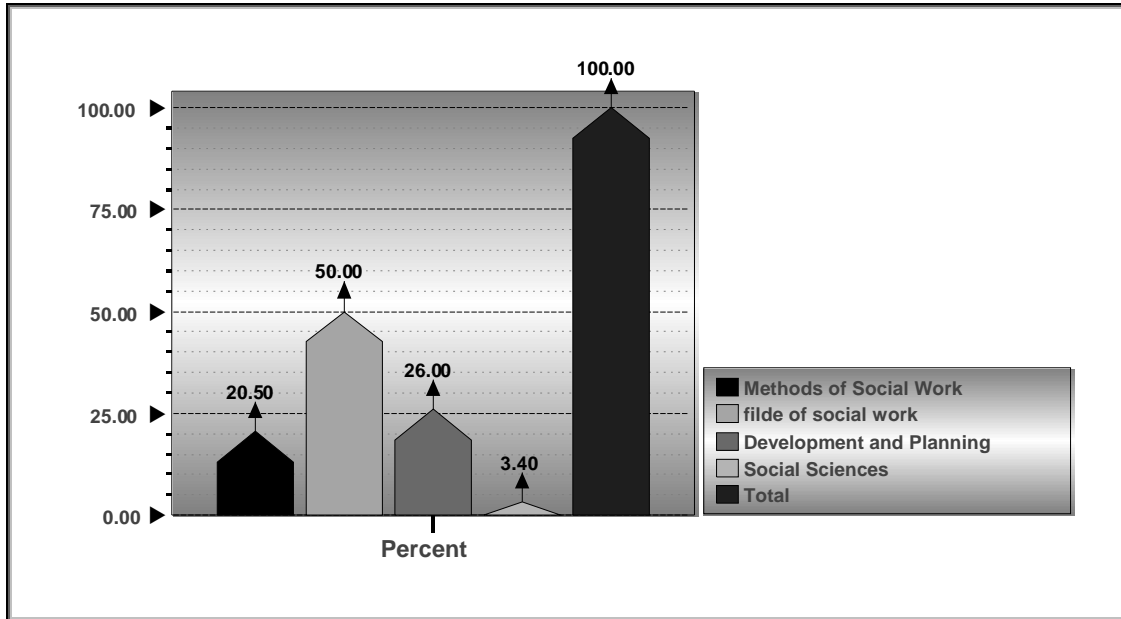
The current table data refers to the type of position of the sample, whereas it is shown that the highest percentage (51.7 %) was in favor of those Researcher in the fuculity. the lowest percentage was (6.0%) in favor of who work as professor in Social Work.



2.1. 4. Scientific Department.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Methods of Social Work	30	19.9	20.5	20.5
	filde of social work	73	48.3	50.0	70.5
	Development and Planning	38	25.2	26.0	96.6
	Social Sciences	5	3.3	3.4	100.0
	Total	146	96.7	100.0	
Missing	System	5	3.3		
Total		151	100.0		

Table.2.4. Scientific Department.



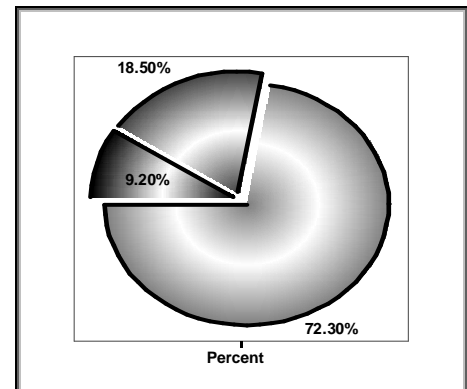
The current schedule date refer to the study sample distribution according to the Scientific Department , it is shown from the results and the diversification and the multiplication of the department to include different scientific department, the data refer that to the fact the higher percentage (50.0 %) were in favor of those holding filed of social work, after that the least percentage of (3.4%) in favor of those holding department of social sciences.

2.1. 5. experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	cognitive content	12	7.9	9.2	9.2
	Practical content	24	15.9	18.5	27.7
	All of the above	94	62.3	72.3	100.0
	Total	130	86.1	100.0	
Missing	System	21	13.9		
Total		151	100.0		

Table.2.5. experience

The contents of the table showed that the highest percentage of the study sample (72.3%) were based on the teaching the cognitive and practical content, followed by the percentage (18.5%) who teaching of practical content, while the least percentage (9.2%) represented those who the theoretical content

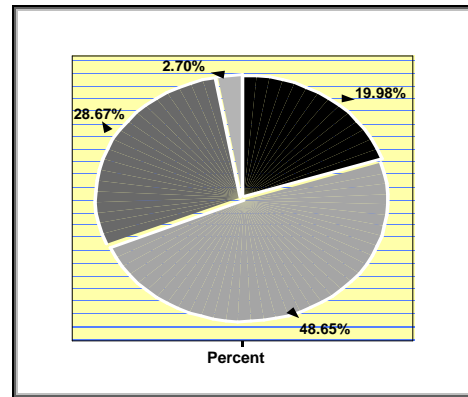


2.1. 6. Using Computer:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Acceptable	30	19.9	20.0	20.0
	Good degree	73	48.3	48.7	68.7
	Very good	43	28.5	28.7	97.3
	Excellent	4	2.6	2.7	100.0
	Total	150	99.3	100.0	
Missing	System	1	.7		
Total		151	100.0		

Table:2.6. Using Computer:

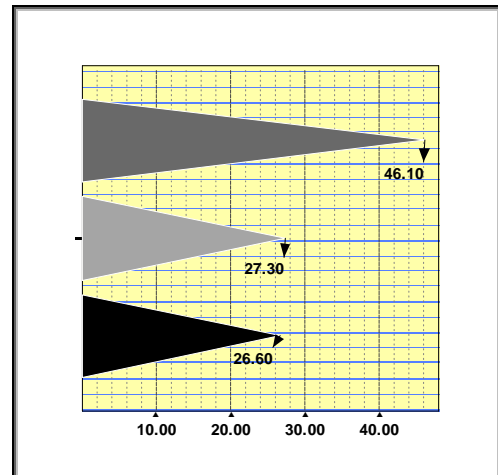
The table data revealed the respondents distribution according to using computer levels. the table contain four levels, it is clear from the table that majority percentage (48.7%) good degree, while the least percentage (2.7%) represented those who excellent degree.

**2.1. 7. Current level of Study:**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undergraduate.	34	22.5	26.6	26.6
	Postgraduate	35	23.2	27.3	53.9
	All of them	59	39.1	46.1	100.0
	Total	128	84.8	100.0	
Missing	System	23	15.2		
Total		151	100.0		

Table:2.7. Current level of Study:

It is shown from the table the respondents distribution according to the current level of study. it is shown that the highest percentage (46.1%) was in favor who teaching under- postgraduate , followed by (27.3%) was teaching postgraduate, The lowest percentage was (26.6%), in favor of those who work with the undergraduate student.



2.2. The Ranking of the e-learning attitude.

2.2.1. The Ranking of the Cognitive Components.

Table 3.1 below shows the mean ranks of the cognitive components that consist of teachers- students attitude of using e-learning in teaching SW.

	Rank	Cognitive components	Mean Rank
	First	E-learning to complement traditional learning methods	8.24
	Second	E-learning suitable for post graduate level.	7.99
	Third	E-learning enables students to learn at any time	7.62
	Fourth	E-learning is used only in the basic sciences	7.58
	Fifth	E-learning suitable for Undergraduate level.	7.51
	Sixth	E-learning suitable for different numbers of students	7.34
	Seventh	e-learning suitable for teaching theoretical content.	6.73
	Eighth	E-learning suitable for the teaching of the content of professional knowledge.	6.56
	Ninth	E-learning is alternative to traditional methods of learning in the social work.	5.77
	Tenth	E-learning suitable for practical training for students	4.65
	Eleventh	Technical skills to students enable them to deal with e-learning	4.17
	Twelfth	Infrastructure for e-learning available within the College	3.85
	df = 11	Chi - Square = 342.86	Sig = 0.00

Table:3.1. The Cognitive Components

By using the Friedman test, a rank of from (1) to (12) was established for the cognitive components about e-learning. The mean rank of about the Awareness that e-learning is a new methods of learning that complement traditional teaching in the social work at (8.24), to the Awareness that the infrastructure of e-learning available in the College at (3.85) twelfth. The significance level of (0.001) shows that there is a significant statistical difference in the ranks between these cognitive components .

2.2.2. The ranking of the Affective Components.

	Rank	Affective components	Mean Rank
	First	I want to develop the scientific content with the e-learning	7.89
	Second	E-learning in social work needs to be high cost	7.48
	Third	I think that E-learning Imkm students to learn anywhere.	7.39
	Fourth	E-learning suitable for the knowledge content of the training process	7.13
	Fifth	E-learning process negatively affects the interaction between the students	6.67
	Sixth	Scientific content of the profession can be adepted with e-learning method	6.54
	Seventh	E-learning process negatively affects the interaction between students and instructors	6.46
	Eighth	University working on the dissemination of e-learning practices	6.35
	Ninth	E-learning is not suitable for the case work training	6.11
	Tenth	E- tests suitable to evaluate the content knowledge and skills in social work	5.68
	Eleventh	Response of S-W students towards e-learning are non-positive	5.63
	Twelfth	E-learning suitable for the practical content of the training process	4.67
	df = 11	Chi - Square = 125.89	Sig = 0.00

Table 3.2. The Ranking of product image

Table 3.2. shows the rank of the questionnaire statements - by the sample members' response - that is related to the description of the description of the affective components toward the e-learning in social work. The significance level of 0.001 shows that there is a significant statistical difference in the rank between these factors. See the table for an overall view of the situation, the mean rank of Sense of the importance of developing the scientific content of the social work in accordance with the requirements of e-learning at (7.89) (First) to Sense of proportionality of e-learning with practice content in social work at (4.67) (twelfth).

2.2.3. The ranking of the Behavior Components.

Table 3.3 shows the rank of the questionnaire statements - by the sample members' response - that is related to the behavior components for the attitude to e-learning.

	Rank	Behavior components	Mean Rank
	First	I am working to acquire skills that enable me to deal effectively with e-learning	8.32
	Second	Involved in the workshops that would enable me to deal with the e-learning effectively	7.90
	Third	I encourage the students to deal with the e-learning	7.86
	Fourth	Content development with e-learning	7.48
	Fifth	E-learning contributes to the improvement of the performance trainers	7.46
	Sixth	E-learning supports the Evaluate process of students effectively	6.65
	Seventh	Infrastructure developed to serve the learning process	6.29
	Eighth	E-learning contributes to support the construction skills of the S-W students	6.28
	Ninth	Download the electronic content to be easily	6.00
	Tenth	e- test is Suitable for the professional content for S-W	5.28
	Eleventh	Electronic content requirements are not complex	4.79
	Twelfth	internal Infrastructure able to integrate with the system of e-learning	3.71
	df = 11	Chi - Square = 245.34	Sig = 0.00

Table 3.3. The Ranking of Behavior Components

The significance level of 0.001 shows that there is a significant statistical difference in the rank between these current behavior components for the attitude to e-learning. . See the table an overall view of the situation, the mean rank of the Acquisition of technical skills that will enable compatibility with the

system of e-learning at (8.32) (first) to Emphasized that the faculty infrastructure suited to dealing with e-learning system in the students learning at (3.71) (twelfth).

2.2.4. The ranking of the e-learning attitude.

By using the Friedman test, a rank of from (1) to (3) was established for the e-learning attitude Components The mean rank of Affective Component score the first Rank at (2.14), to the Behavioral Component at (1.75) third. The significance level of (0.001) shows that there is a significant statistical difference in the ranks between these e-learning attitude Components.

	Rank	E-learning attitude component	Mean Rank
	First	Affective component	2.14
	Second	Cognitive component	2.11
	Third	Behavioral component	1.75
	df = 2	Chi - Square = 9.42	Sig = 0.00

Table 3.4. The Ranking of e-learning attitude:

2.3. the significant defferance acorreding subgroups.

2.3.1. e-learning attitude and the respondent status.

Table 4.1 below shows the results of the Mann-Whitney U test, to determine if there is significant statistical difference between Student- Tutor on the all main dimension that contains e-learning attitude.

		N	Mean Rank	Sum of Ranks	Mann-Whitney U	Asymp. Sig. (2-tailed)
Cognitive Components	Student	63	75.12	4732.50	1378.500	<u>.001</u>
	Tutor	65	54.21	3523.50		
	Total	128				
Affective Components	Student	65	66.12	4298.00	2137.000	.970
	Tutor	66	65.88	4348.00		
	Total	131				
Behavior Components	Student	65	58.18	3781.50	963.500	<u>.026</u>
	Tutor	40	44.59	1783.50		
	Total	105				
E-learning Attitude	Student	47	49.60	2331.00	583.000	<u>.006</u>
	Tutor	38	34.84	1324.00		
	Total	85				

Table.4.1. e-learning attitude and the respondent status.

Mann-Whitney U test was used to determine if there is significant statistical difference between Student- Tutor respondents on the all main dimension that contains the e-learning attitude. The significance probability column reveals to be less than 0.05 in the two main cases (cognitive components – behavior component) , meaning that there is a significance difference between student and tutors respondents as two independent variable . in the other hand data shows that there is significant statistical difference between student- tutor respondents on the e-leaning attitude, the mean rank of tutor response is (34.84) while the student response rank is (49.60), thus we can say that there is significant statistical difference between tow sub-groups shown by the (.00) significance probability, which is considerably less than (0.05) threshold. So we reject the null and Accept alternative hypothesis that there is a significance difference between student and tutors respondents as two independent variable.

2.3.2. e-learning attitude and the scientific department.

Table 4.2 below shows the results of Kruskal-Wallis test to determine if there is significant statistical difference between the Scientific department of respondents that contain three categories (fildes of social work- social work methods– social sciences – development and planning) and all attitude components .

		N	Mean Rank	Kruskal Wallis Test	Asymp. Sig. (2-tailed)
Cognitive Components	Social Work Methods	25	50.54	6.376	.095
	social work fildes	63	71.08		
	Development and Planning	33	59.39		
	Social Sciences	5	59.90		
	Total	126			
Affective Components	Social Work Methods	27	59.87	.966	.810
	social work fildes	66	67.00		
	Development and Planning	32	68.02		
	Social Sciences	5	60.00		
	Total	130			
Behavior Components	Social Work Methods	22	48.59	1.079	.782
	social work fildes	59	55.64		
	Development and Planning	19	50.18		
	Social Sciences	5	52.00		
	Total	105			
E-learning Attitude	Social Work Methods	19	38.08	2.751	.432
	social work fildes	48	46.77		
	Development and Planning	13	36.65		
	Social Sciences	5	42.00		
	Total	85			

Table.4.2. e-learning attitude and the scientific department.

Using Kruskal-Wallis test to test the occurrence of significant differences between the four Scientific departments and the all three dimension (file of social work- social work methods- social sciences – development and planning). In three components (ABC) the results indicates that there was no significant differences between the four sub- groups (file of social work- social work methods- social sciences – development and planning) because the significance probability above (0.05) threshold. So we reject alternative and Accept null hypothesis that there is no significance difference between four Scientific department members as four independent variable.

2.3.2. e-learning attitude and the using computer.

Table 4.3 below shows the results of Kruskal-Wallis test to determine if there is significant statistical difference between the using computer levels of respondents that contain five categories (Acceptable - Good degree - Very good - Excellent) and all questioner dimensions. Using Kruskal-Wallis test to test the occurrence of significant differences between the four levels and the all three components of attitude(ABC). the results indicates that there was no significant differences between the four sub- groups (Acceptable - Good degree - Very good - Excellent), because the significance probability above (0.05) threshold. the Results enable us to reject alternative and Accept null hypothesis that there is no significance difference between all sub-groups as four independent variable.

		N	Mean Rank	Kruskal Wallis Test	Asymp. Sig. (2-tailed)
Cognitive Components	Acceptable	26	50.10	8.272	<u>.041</u>
	Good degree	61	66.54		
	Very good	40	75.54		
	Excellent	3	44.00		
	Total	130			
Affective Components	Acceptable	29	63.43	2.008	.571
	Good degree	59	64.20		
	Very good	41	71.90		
	Excellent	4	83.88		
	Total	133			
Behavior Components	Acceptable	21	49.29	1.272	.736
	Good degree	62	53.47		
	Very good	20	59.72		
	Excellent	4	58.38		
	Total	107			
E-learning Attitude	Acceptable	20	38.88	2.480	.479
	Good degree	45	43.10		
	Very good	19	51.29		
	Excellent	3	45.50		
	Total	87			

Table.4.3. E-learning attitude and the using comp- levels.

2.3.2. E-Learning attitude and the current level of study.

Table 4.4 below shows the results of Kruskal-Wallis test to determine if there is significant statistical difference between the the current level of study of respondents that contain three categories (Undergraduate – Postgraduate - All of the above) and all questioner dimensions .

		N	Mean Rank	Kruskal Wallis Test	Asymp. Sig. (2-tailed)
Cognitive Components	Undergraduate.	32	50.86	1.433	.489
	Postgraduate	30	60.00		
	All of them	50	58.01		
	Total	112			
Affective Components	Undergraduate.	32	50.66	1.880	.391
	Postgraduate	31	57.50		
	All of them	50	60.75		
	Total	113			
Behavior Components	Undergraduate.	24	38.02	2.655	.265
	Postgraduate	22	50.11		
	All of them	41	44.22		
	Total	87			
E-learning Attitude	Undergraduate.	21	31.71	2.576	.276
	Postgraduate	17	42.65		
	All of them	34	36.38		
	Total	72			

Table.4.4. E-learning attitude and the current level of study .

Using Kruskal-Wallis test to test the occurrence of significant differences between the all three sub-group (Undergraduate – Postgraduate - All of the above). In three components (ABC) the results indicates that there was no significant differences between the three categories (Undergraduate – Postgraduate - All of the above), because the significance probability above (0.05) threshold. This Results enable us to reject alternative and Accept null hypothesis that there is no significance difference between three sub-groups as three independent variable.

Summary:

The current study to assess the attitude of professionals in (SW) towards the use of e-learning in the social work. In total, Study applied on 151 students and tutors responded to the questionnaire. The majority of participants were researcher at (51.7%), lecturer (16.1%), assistant teacher (8.7%), assistant prof (6.7%), trainer and prof (6.0%), teacher (4.7%). over 51.0 The number of students responding to the questionnaire slightly outnumbered tutors, The final results of the study confirmed that the Affective Component has achieved first rank in terms of the importance of the mean rank at (2.14) degrees, the next component of cognitive of ordinal average (2.11) degrees, bring ends on the third and final component of behavioral mean rank at (1.75). The results of the study to accept the null hypothesis: there is no significance difference in the attitude of e-learning course Vary according to :(respondent status- Scientific department – using computer- current level of the study). In the other hand the result enable us to accept the alternative hypothesis: there is a significant difference in the attitude of e-learning course according to the status of the respondents: (tutors-student)

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Appendix

SECTION 1

Please answer the following questions by circling the appropriate number:

1- Preliminary data

1. Current Position

1. Researcher. ()
2. Trainer ()
3. Teaching Assistant. ()
4. Teacher assistant. ()
5. Teacher. ()
6. Assistant Professor ()
7. Professor. ()

2. Educational Degree:

1. Diploma. ()
2. Postgraduate studies. ()
3. MS. ()
4. PhD. ()

3. Department:

1. Methods of Social Work. ()
2. field of social work ()
3. Development and Planning. ()
4. Social Sciences. ()

4. Experience:

1. cognitive content ()
2. Practical content ()
3. All of the above ()

5. using computer:

1. Acceptable. ()
2. Good degree. ()
3. Very good. ()
4. Excellent. ()

6. Current level of study

1. Undergraduate. ()
2. Postgraduate ()
3. All of them. ()

SECTION 2

Using the scale below, please indicate your response to each of the statements.

SCALE:

(3) = Agree, (2) = Neither Agree nor Disagree, (1) = Disagree.

2- Questioner dimensions

	Cognitive components
	E-learning to complement traditional learning methods
	E-learning suitable for post graduate level.
	E-learning enables students to learn at any time
	E-learning is used only in the basic sciences
	E-learning suitable for Undergraduate level.
	E-learning suitable for different numbers of students
	e-learning suitable for teaching theoretical content.
	E-learning suitable for the teaching of the content of professional knowledge.
	E-learning is alternative to traditional methods of learning in the social work.
	E-learning suitable for practical training for students
	Technical skills to students enable them to deal with e-learning
	Infrastructure for e-learning available within the College

	Affective components
	I want to develop the scientific content with the e-learning
	E-learning in social work needs to be high cost
	I think that E-learning Imkm students to learn anywhere.
	E-learning suitable for the knowledge content of the training process
	E-learning process negatively affects the interaction between the students
	Scientific content of the profession can be adepcted with e-learning method
	E-learning process negatively affects the interaction between students and instructors
	University working on the dissemination of e-learning practices
	E-learning is not suitable for the case work training
	E- tests suitable to evaluate the content knowledge and skills in social work
	Response of S-W students towards e-learning are non-positive
	E-learning suitable for the practical content of the training process

	Behavior components
	I am working to acquire skills that enable me to deal effectively with e-learning
	Involved in the workshops that would enable me to deal with the e-learning effectively
	I encourage the students to deal with the e-learning
	Content development with e-learning
	E-learning contributes to the improvement of the performance of trainers
	E-learning supports the Evaluate process of students effectively
	Infrastructure developed to serve the learning process
	E-learning contributes to support the construction skills of the S-W students
	Download the electronic content to be easily
	e- test is Suitable for the professional content for S-W
	Electronic content requirements are not complex
	internal Infrastructure able to integrate with the system of e-learning



Biography

Dr. Ahmed farouk is an associate professor in the faculty of social work – social work education department and director of the community service and environment developing center (CeC) at University of Fayoum, ARE. Dr. Farouk's current research inter-ests are in the areas of e-learning, mobile learning, mobile research and e- training in social work.

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ملخص البحث باللغة العربية

عنوان البحث:

"اتجاهات أعضاء هيئة التدريس والطلاب في استخدام التعلم الإلكتروني في تدريس مقررات الخدمة الاجتماعية": عملت الدراسة الحالية على قياس اتجاهات أعضاء هيئة التدريس والطلاب في كلية الخدمة الاجتماعية نحو استخدام التعلم الإلكتروني في تدريس مقررات الطلاب في الخدمة الاجتماعية، هدفت الدراسة إلى قياس المكونات المعرفية والانفعالية والمهارية تجاه التعلم الإلكتروني لدى عينة من الطلاب أعضاء هيئة التدريس قوامها (١٥١) مفردة، تنتمي الدراسة الحالية ضمن نمط الدراسات الوصفية التحليلية، وطبقت على كلية الخدمة الاجتماعية جامعة الفيوم، وتوصلت الدراسة باستخدام اختبار فريد مان " Friedman test" إلى أن المكونات الانفعالية قد حققت الترتيب الأول من حيث الأهمية وذلك بمتوسط ترتيبه (٢,١٤)، تليها المكونات المعرفية بمتوسط ترتيبه (٢,١١)، وأتي في الترتيب الأخير من حيث الأهمية المكون المهاري بمتوسط ترتيبه (١,٧٥) درجة، وأكدت نتائج اختبار مانوتني " Mann-Whitney U test" على رفض الفرض الصفري وقبول الفرض البديل الذي مؤداه: توجد فروق معنوية عند مستوى (٠,٠٥) في الاتجاهات نحو التعلم الإلكتروني تختلف تبعاً لنوع المبحوث: (طالب/ عضو هيئة تدريس) وكانت الفروق لصالح الطلاب، وعلى الجانب الآخر أظهرت نتائج اختبار كرسيكوليس " Kruskal-Wallis test" رفض الفرض البديل وقبول الفرض الصفري الذي مؤداه: لا توجد فروق عند مستوى معنوية أقل من (٠,٠٥) في الاتجاه نحو التعلم الإلكتروني في الخدمة الاجتماعية باختلاف كل من: (القسم العلمي - المستوى التعليمي - درجة إجادة الحاسب الآلي).