

Measuring Faculty Members' Readiness to Use E-learning in Social Work Education, Based on the Theory of Planned Behavior

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Abstract: This study aims to measure how ready faculty members are to use e-learning in social work education in Egypt and Saudi Arabia. It will help decision makers to identify the important factors affecting faculty members' readiness to use e-learning, taking into account the Theory of Planned Behavior. A sample of 131 faculty members, representing faculties of social work in Egypt (59) and in Saudi Arabia (72), was selected to respond to a questionnaire. The results showed that the intention of faculty members to use e-learning in social work education is strong. The results also showed that there are no statistically significant differences between the study variables according to gender or workplace, but there are statistically significant differences between variables related to previous experience in the use of e-learning. Finally, the results indicated that the "Subjective Norms" is the most effective variable of planned behavior theory (PBT) in forming behavioral intention from the "Attitude Towards Behavior" and "Perceived Behavioral Control".

Keywords: Social Work Education - E-Learning - Planned Behavior.

Introduction

Discussion surrounding technology and the internet in particular, has become familiar within different strata of society on a global level including within the Arab world (Al-Zufairi, 2004, p.86).

The ITU Report (2017) indicates that the proportion of people using the internet in developed countries is 81%, whereas internet use stands at 41.3% in developing countries. Due to the spread of technology and the internet, students at all levels of education are keen to use the internet for educational purposes which has resulted in the emergence of e-learning (Al-Zufairi, 2004, p.86). Nowadays, the need for establishing e-learning as a method of education has become more urgent, as the e-learning revolution has brought about several positive changes reflecting the progress of countries (Al-Muhaisen, 1429, pp.1-2). In fact, e-learning is considered an essential part of sustainable human development as it facilitates not only access to knowledge but enhancement of it as well. In addition, e-learning enables consumers to gain a diversity of skills and experiences as they are able to overcome distance and time constraints whilst studying (Othman, 2016, p.82).

International universities are moving intensively towards e-learning and distance education exploiting the advantages available on an economic level, through profits which can be generated by universities, and an academic level, through providing educational opportunities for people who may, for many reasons, face difficulties in enrolling in a traditional system of education. Moreover, e-learning contributes towards solving the problem of increasing numbers of people studying in higher education (Ba-Mefleh, 2006, p.23).

There exists accumulated evidence regarding the effectiveness of computer-assisted learning and its contributions to teaching (Eskander, 1985, p.40). For example, a study by Jerald G Schutte of the University of California showed that the grades of students who used the internet were 20% higher than those who had studied at the university using more traditional methods (Keegan, 2002, p.36). Also, e-learning has become more effective and stimulating since the creation of Web2.0 technology (Amasha, 2008, p.23).

However, the transition to e-learning in institutions of higher education demands a number of steps be taken first (pp. Al-Arabi, 2007, p.79): 1) Preparing educational content; 2) Determining the lecture plan; 3) Identifying groups of students to study via e-learning; 4) Managing the educational process; 5) Assessing students' performance; 6) Preparing reports and statistics.

It is noted that the biggest burden in implementing the above-mentioned steps is shouldered by the faculty member. It is the faculty member who is capable of adopting and implementing modern technology in teaching in addition to interacting and communicating with students, which is one of the most important elements to creating a successful e-learning environment (Moselhi, & Mohammad, 2007, p.86). It is true that an experienced faculty member plays the most pivotal role in the success of any e-learning program (Salmon, 2013, p.179).

Sherif's study (2013) ascertains the importance of preparing faculty members to deliver courses via e-learning, and training them to follow the process of technology development and use different electronic devices and software (p.102). Moreover, Recovita, Carbonero, & Diaconu, (2018) Abdelghani, (2018) concluded that the most important challenges teaching staff face regarding online teaching are the provision of physical and human resources, provision of computers for the development of courses on the internet, the reduction of teaching loads and provision of the proper technical support and periodic maintenance of the equipment in lecture rooms.

Educational technology innovations are not an end in themselves, they are important in the sense of how they are used in educational situations. This can only be achieved if the user is familiar with them and has the skills to use them effectively (Al-Sherbini, & Abdul Hamid, 2012, p.632).

The application of e-learning should not detract from the real goals of education. E-learning is not teaching about technology, rather, it is learning by using technology (Al-Zufairi, 2004, p.87). Therefore, e-learning in education has been used by specialists in various fields including the field of social work. This is reflected in related literature that has described many experiences of using e-learning in social work education.

Shorkey & Uebel's study (2014) states that technology was introduced in 8 leading schools of social work between 1950 and 1960 using audiovisual technology. Then, computer-assisted social work education began in the early 1990s. By the late 1990s, education technology, including distance learning, interactive media and internet technologies, became widespread.

Madoc & Parrott (2005) demonstrated that although e-learning in social work is a positive and empowering experience for students, a balance must be made between face-to-face interaction and online interaction so as to ensure that students are not isolated. East & Alter (n.d.) confirmed that social work education will always be an integrated learning model including both direct interaction in field education and technology-enhanced education.

Research experiments have proven the effectiveness of e-learning in social work education and identified various advantages. For example, Oterholm. (n.d.) aimed to identify the extent to which the use of e-learning enhances the critical thinking process. The study concludes that e-learning enhances the critical thinking of social work students through the use of chat and forum tools.

In addition, Bozalek & Matthews (n.d.) revealed that the e-learning experience has unexpectedly created a forum for intimacy with its broad concept of intellectual participation and emotional display among students throughout different geographical locations, and thus enhancing the participants' ability to work more effectively as professional practitioners.

Moreover, Quinney (2005) indicates that e-learning is beneficial in collaborative learning, resource sharing and communication, and is also presented in a flexible framework.

The importance and benefits of the use of technology in social work education is evidenced by the set of standards governing the use of technology in social work education and practice issued by the National Association of Social Workers (NASW, 2017).

Nowadays, the use of e-learning has become a necessity. For technology to be available to students of social work and to prepare them for future jobs, depends on many aspects of its use. The question to be raised is not whether e-learning is good for social work education, but whether social work teachers are willing to use e-learning in social work education. Related studies by Deepak, Wisner, & Benton (2016), Webber, et al (n.d.) and Shorkey & Uebel (2014) indicate that students are satisfied with e-learning as it increases their motivation and improves their chances of success. Therefore, Knowles. (n.d.) recommended that we need to investigate the perceptions of faculty members, especially those who do not use e-learning, to better understand the relationships between their motivation, skill level, preferred teaching style, resources, teaching loads and rewards.

The extent to which the faculty members are willing to use e-learning in social work education can be studied within various theoretical frameworks. However, the researchers decided to use the Theory of Planned Behavior (TPB). The rationale behind this decision is that it provides a strong theoretical framework through which the willingness of individuals to conduct a particular behavior can be predicted. The related literature provides evidence of the effectiveness of the theory and its ability to predict the willingness of individuals to conduct a certain behavior. For example, Francis et al (2004) reported that the TPB has attracted hundreds of researchers to adopt it. The literature also points out that from 1985 to 2004, 222 research studies published in the Medline database, and 610 studies published in the PsycINFO database, utilized the TPB as their theoretical framework. One of the most important areas in which researchers used the TPB is education. Lee, Cerreto & Lee (2010) studied some teachers' decisions made over the use of technology. The results indicated that the components of the TPB were predictive of certain behavior. According to Cheon et al (2012) students' intent to rely on mobile learning was also predicted through the components of the TPB. Burns, Houser & Farris (2018) used the TPB to predict students' behavioral intent in communicating with teachers after applying a suggested model to confirm teacher interaction with students. The

results indicate the effectiveness of the TPB in predicting behavior in the field of educational communication. Moreover, Bebetos & Antoniuo (2009) adopted the TPB to investigate any differences, in terms of gender, in students' attitudes towards the use of computers. The results yielded significant differences in some factors. Abahussain (2017) also used the TPB to detect gender-related differences in reliance on internet-based learning and predicting the intent of faculty members at a newly-established university. The study indicated that there were no significant differences related to gender. Also, the adoption of the internet by faculty members could be predicted through using the TPB.

Statement of the Problem

The problem of the study is stated as follows: What is the extent to which the faculty members in Egypt and Saudi Arabia are willing to use e-learning in social work education? Is it possible to predict the intent of the faculty members regarding the use of e-learning in social work education through utilizing the TPB?

Concepts of the study

The Readiness of Faculty Members to Use E-learning

E-Learning Defined as "An educational system and a deliberate and controlled learning process in which the learner undergoes planned and studied learning experiences through interaction with electronic content, using electronic learning resources and media, based on structured learning procedures in an e-learning environment using computer and electronic networks that support and facilitate learning processes at anytime, anywhere (Khamis, 2011, p.1). E-learning is also defined as "the use of various web-based or internet-based technologies for educational purposes" (Nichols, 2003, p.1).

According to TPB, the behavior of interest is defined in terms of its target, action, context, and time (TACT) elements (Ajzen, 2002, p.1).

So, in this study, the readiness of faculty members to use e-learning is determined by measuring the components of planned behavior theory (behavioral intent - attitude toward the behavior-subjective norms - and perceived behavioral control) with a view to prepare and implement a course in social work within the next 12 months.

Hypotheses of the Study

Hypothesis 1: It is expected that the readiness of faculty members to use e-learning in the education of social work is high.

Sub-hypotheses:

1.1 It is expected that the behavioral intention of faculty members to use e-learning in social work education is high.

1.2 It is expected that the attitude toward the behavior of faculty members to use e-learning in social work education is highly positive.

1.3 It is expected that the subjective norms of faculty members to use e-learning in social work education is highly positive.

1.4 It is expected that the perceived behavioral control of faculty members to use e-learning in social work education is high.

Hypothesis 2: There are no statistically significant differences in the behavioral intent and its three components (attitude toward the behavior – subjective norms – perceived behavioral control) due to gender.

Hypothesis 3: There are no statistically significant differences in the behavioral intent and its three components (attitude toward the behavior – subjective norms – perceived behavioral control) due to experience.

Hypothesis 4: The three components of the TPB (attitude toward the behavior - subjective norms - perceived behavioral control) predict the behavioral intent of faculty members towards the use of e-learning in social work education.

Significance of the Study

The study is significant due to the following:

- To the best of the researcher's knowledge, it is the first study using the TPB in social work in the Arab community.
- Using technology in social work education has many advantages such as modernizing the field of social work education to equal similar fields across the world and also to match other disciplines that rely on the use of technology in learning.
- The demonstration of behavioral intent by faculty members and associated factors, in light of the TPB, helps decision makers to identify what needs to be done to support the decisions and capabilities of faculty members in their use of e-learning in social work.

Theoretical Framework

The researcher adopts the Theory of Planned Behavior (TPB), “a theory designed to predict and explain human behavior in specific contexts” (Ajzen, 1991, p.181). According to which, human behavior is guided by three main factors: 1. The attitude toward behavior, 2. The subjective norms, 3. The perceived behavioral control. These

three components provide important information about behavioral intent (Ajzen, 2012, p.35).

But how are these three factors formed? Ajzen believes that the components of behavioral intent are related to three beliefs that identify and affect them: 1. Behavioral beliefs resulting in positive or negative attitudes toward behavior; 2. Normative beliefs resulting in the expected social and internal pressures to act; 3. Control beliefs that gives a perception of an individual's ability to act. (Ajzen, 2002, p.1)

Behavioral intent is a fundamental and pivotal concept in the TPB which assumes that all behaviors are closely related to individuals' intent and that this intent is an indication of individuals' willingness to try and plan for behavior. This intent remains in place until individuals find the right time and opportunity to translate it into action (Ajzen, 1987, p.44). However, this is subject to the existence of actual control over the behavior and the extent to which perceived behavioral control is accurate and realistic whenever used as an agent of the actual capacity to act (Ajzen, 2002, p.1).

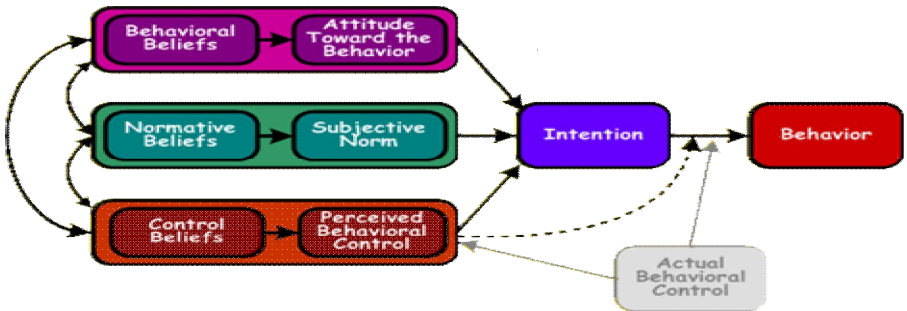


Figure 1: Theory of Planned Behavior Ajzen. (2006)

Concepts of planned behavior theory

Behavioral intention

They are indications of how hard people are willing to try, of how much effort they are planning to exert, in order to perform the behavior.(Ajzen, 1987, p.44).

Attitude toward the behavior

"The degree to which a person has a favorable or unfavorable evaluation or appraisal of the behavior in question".

Subjective norms

"The perceived social pressure to perform or not to perform the behavior".

Perceived behavioral control

"The perceived ease or difficulty of performing the behavior, assumed to reflect past experience as well as anticipated impediments and obstacles" (Ajzen, 1991, p.188).

Methodology of the Study

Study Design

This study is a descriptive study, based on the quantitative survey method, designed to achieve the following objective: Predicting the extent to which faculty members are willing to use e-learning in social work education, adopting the Theory of Planned Behavior (TPB).

Sample

The population of the study consists of faculty members from the colleges and departments of Social Work at public universities in both the Arab Republic of Egypt (5 colleges and 1 department), and the Kingdom of Saudi Arabia (1 college and 8 departments). Their number totaled (523). A simple random sample was selected to represent all colleges and academic departments, totaling (131) or (25%) of those who responded to the questionnaire.

The questionnaire link was sent to the participants via e-mail and WhatsApp to invite them to participate in the study.

In the introductory section, the objective of the study was explained, the confidentiality of data was confirmed, it was also confirmed that there are no questions through which the participant's identity may be revealed. Freedom to participate was also ensured by choosing either to "accept" or "refuse" to participate in the study. The duration of data collection was from January 7, 2019 to February 22, 2019.

Study tool

After obtaining the consent of the author, the study adopted the questionnaire used by Abahussain (2017) in his study on the differences between males and females in the use of e-learning at newly-established Saudi universities and the ability of the Theory of Planned Behavior in predicting the behavioral intention of faculty members to use e-learning. The questionnaire, designed in the light of the elements of the Theory of Planned Behavior (attitude toward the behavior - subjective norm - perceived behavioral control - behavioral intention), consists of 51 elements including the demographic variables and the elements of the Theory of Planned Behavior. Responses are based on a seven-level Likert scale in the positive items

(Strongly Agree 7 6 5 4 3 2 1 strongly Disagree) and the values are reversed in the negative ones (for example, Bad 7 6 5 4 3 2 1 Good). Abahussain measured the validity and reliability of the questionnaire by analyzing its content to make sure that the items representing the elements of the Theory of Planned Behavior are included. The value of Cronbach’s alpha for the dimensions were as follows: attitude toward the behavior (0.96) subjective norm (0.78) perceived behavioral control (0.81), behavioral intention (0.98).

Table (1) Questionnaire dimension

TPB Variable		Items	Items requiring reverse coding
Attitude toward the behavior	Attitude toward the behavior (Direct Measure)	Item#1(Likert-type Scale of 7 items)	Good, Useful, Enjoyable, Important
	Belief Strengths (Indirect Measure)	20, 22, 24, 26	24
	Outcome Evaluations (Indirect Measure)	21, 23, 25, 27	21
Subjective norms	Subjective Norms (Direct Measure)	9-12	9, 10, 11, 12
	Normative Beliefs (Indirect Measure)	36-39	36, 37, 38, 39
	Motivation to Comply (Indirect Measure)	40 to 43	
Behavioral intention	Behavioral Intention (Direct Measure)	13-15	13, 14, 15
Perceived behavioral control	Perceived Behavioral Control	16-19	17, 19
	Perceived Behavioral Control–Tech-Resources (or Perceived Facilitator)	32, 34	32, 34
	Perceived Behavioral Control–Control Beliefs	28, 29, 30, 31, 33, 35	28, 30
Demographic Items	Demographic Items	1-7	
	Past behavior	44-51	Yes = 1, No = 0

Validity and Reliability of the questionnaire:

To assess the validity of the questionnaire the authors applied internal consistency of the dimensions and items.

After applying the questionnaire to the sample of 40 Faculty members, the authors calculated the correlation coefficient between:

- the scores of each questionnaire items and the total number of dimension scores.
- the total scores of each dimension of the questionnaire and the total number of questionnaire scores.

Table (2). The correlation coefficient between the Items and dimension, and between the dimension and total number of questionnaire scores. (n = 40)

Attitude toward the behavior			Subjective Norms			Behavioral Intention			Perceived Behavioral Control				
Item	R	Item	R	Item	R	Item	R	Item	R	Item	R		
8 - 1	0.712**	21	0.714**	9	0.631**	40	0.302	13	0.951**	16	0.642**	32	0.700**
8 - 2	0.588**	22	0.699**	10	0.743**	41	0.456**	14	0.947**	17	0.547**	33	0.640**
8 - 3	0.853**	23	0.640**	11	0.716**	42	0.596**	15	0.872**	18	0.577**	34	0.730**
8 - 4	0.877**	24	0.494**	12	0.353*	43	0.607**			19	0.303	35	0.640**
8 - 5	0.824**	25	0.461**	36	0.823**					28	0.478**		
8 - 6	0.807**	26	0.459**	37	0.734**					29	0.634**		
8 - 7	0.791**	27	0.403**	38	0.773**					30	0.417**		
20	0.681**			39	0.719**					31	0.656**		
	0.848**				0.740**				0.698**				0.826**

To assess the reliability of the questionnaire the authors applied Cronbach’s alpha.

After applying the questionnaire to the sample of 40 faculty members, the authors calculated the Cronbach’s alpha to the questionnaire dimensions and questionnaire total.

Table (3) Values of Cronbach’s alpha n=40

TPB Variable	N of Items	Cronbach's Alpha
Attitude toward the behavior	15	0.909
Subjective Norms	12	0.849
Perceived behavioral control	12	0.801
Behavioral intention	3	0.906

Table 2 and Table 3 show the validity and reliability of the questionnaire confirming its fitness for use.

Statistical Methods:

The data was analyzed using SPSS version 26, to calculate the levels of dimensions of readiness, the mean was calculated as the following table shows:

Table (4) Levels of Arithmetic Means for assessing the levels of dimensions of readiness

dimensions	NO of item	Minimum expected	Maximum expected	Low Level	Medium Level	High level
				If the mean value of dimensions ranged between		
Attitude toward the behavior	15	15	105	15 to 45	46 to 75	76 to 105
Subjective norms	12	12	84	12 to 36	37 to 60	61 to 84
Behavioral intention	3	3	21	3 to 9	10 to 15	16 to 21
Perceived behavioral control	12	12	84	12 to 36	37 to 60	61 to 84

Results of the Study

1- Demographic variables and previous experiences in e-learning

Table (5) Demographic variables (n=131)

Variables	Responses	Frequencies	Percentage
Gender	Male	65	49.62%
	Female	66	50.38%
Age	less than 30 years	2	1.53%
	30-	46	35.11%
	40-	53	40.46%
	50-	27	20.61%
	60 years or more	3	2.29%
Place of work	Egypt	59	45.04%
	Saudi Arabia	72	54.96%
Job	Assistant Professor	72	54.96%
	Associate Professor	34	25.95%
	Professor	25	19.08%
Years of experience in university education	Less than 5 years	15	11.45%
	5-	31	23.66%
	10-	22	16.79%
	15-	25	19.08%
	20-	17	12.98%
	25-	7	5.34%
	30 years or more	14	10.69%
Nationality*	Egyptian	96	73.28%
	Saudi	30	22.90%
	Sudanese	4	3.05%
	Tunisian	1	0.76%

Considering the “Gender” variable, Table (5) shows that the percentage of females in the sample is 50.38% (66), and that of males is 49.62% (65). In terms of age, the highest percentage is for those aged 40 to less than 50 years, with 40.46% (53), followed by those aged 30 to less than 40 (35.11%) (46), third are those aged 50 to less than 60 (20.61% (27), fourth are those 60 years and over 2.29% (3), and finally are those less than 30 (1.53%) (2). Regarding the “Workplace” variable, the percentage of those working in the Kingdom of Saudi Arabia was 54.96% (72) and those working in the Arab Republic of Egypt were 45.04% (59). For the “Job Title” variable, the highest number work as Assistant Professor 54.96% (72), while the percentage of those working as Associate Professor is

25.95% (34) and the percentage of those working as Professor is 19.08% (25). For the “Years of Experience” variable, those with experience of 5 years to less than 10 years made up the highest percentage at 23.66% (31), followed by those with 15 years of experience to less than 20 years at 19.08% (25), third were those with experience from 10 years to less than 15 years with 16.79% (22), fourth were those with experience from 20 to less than 25 years, by 12.98% (17), fifth were those with experience of less than 5 years by 11.45% (15), sixth were those who have more than 30 years of experience, 10.69% (14), and last were those with experience from 25 years to less than 30 years, 5.34% (7). Concerning the “Nationality” variable, Egyptian nationality made up the largest proportion with 73.28% (96), followed by Saudi with 22.9% (30), then Sudanese with 3.05% (4), and finally Tunisian with 0.76% (1) * The question of nationality was added because there are faculty members from different nationalities working in Saudi Arabia.

Table(6)Previous experiences in e-learning for the study sample (n = 131)

Experience	Response	Frequency	Percentage
Teaching e-courses	Yes	35	26.72%
	No	96	73.28%
Participating in developing e-courses	Yes	32	24.43%
	No	99	75.57%
Receiving training about e-courses	Yes	62	47.33%
	No	69	52.67%
Using internet applications in education	Yes	77	58.78%
	No	54	41.22%

It is clear from Table (6) that the lowest percentages in the sample are of those who already had experience in e-teaching; 26.72% (35) had taught one or more courses in social work using e-learning, but 73.28% (96) had not had this experience. In addition, 24.43% (32) of the sample had participated in developing e-courses without teaching them, while 75.57% (99) had not had this experience. Moreover, 47.33% (62) had received training about e-learning, while 52.67% (69) had not. Finally, those who use internet applications such as Facebook, YouTube, Twitter and the like in education totaled 58.78%, (77) outnumbering those who do not at 41.22% (54).

Testing the study hypotheses:**Hypothesis 1:**

Table (7) the mean and Standard Deviations for the Study Variables (n = 131)

The dimensions	Minimum	Maximum	Mean	Std. Deviation	The level
Attitude toward the behavior	45.00	105.00	77.34	15.87	High
Subjective norms	29.00	84.00	56.79	12.24	Medium
Behavioral intention	3.00	21.00	14.71	5.48	Medium
Perceived behavioral control	31.00	83.00	57.33	10.98	Medium

Table (7) shows that the mean scores on the dimensions of readiness were Medium in 3 dimensions (Subjective norms- behavioral intention- perceived behavioral control) and High in one dimension (Attitude toward the behavior). This indicates that the study sample has a Medium level of readiness for using e-learning in social work education, which supports the first sub-hypothesis only. However, we cannot accept other sub-hypotheses from the first hypothesis of the study, therefore, we cannot accept the first hypothesis of the study.

Hypothesis 2:

Table (8) Significance of differences in study variables according to gender (n = 131)

	groups	N	Mean	Std. Deviation	T	sig
Attitude toward the behavior	male	65	78.12	15.70	.557	.579
	female	66	76.58	16.11		
Subjective norms	male	65	56.03	12.14	-.700	.485
	female	66	57.53	12.39		
Behavioral intention	male	65	14.91	5.55	.409	.683
	female	66	14.52	5.43		
Perceived behavioral control	male	65	57.28	10.64	-.045	.964
	female	66	57.37	11.39		

It is clear from table (8) that there are no statistically significant differences between males and females across all study variables: attitude toward the behavior – subjective norms – behavioral intention – perceived behavioral control. This result validates the second study hypothesis.

Hypothesis 3:

Table (9) Significance of Differences in Study Variables According to Previous Experience in E-Learning (n = 131)

	groups	N	Mean	Std. Deviation	T	sig
Attitude toward the behavior	no	96	77.57	15.35	.261	.795
	yes	35	76.74	17.43		
Subjective norms	no	96	55.27	11.68	-2.389	.018
	yes	35	60.94	12.94		
Behavioral intention	no	96	13.88	5.51	-2.977	.003
	yes	35	17.00	4.73		
Perceived behavioral control	no	96	57.07	10.87	-.426	.671
	yes	35	58.00	11.40		

Table (9) shows that there are statistically significant differences at the level of 0.01 between those with previous experience in e-learning and those without, concerning the behavioral intention to use e-learning in social work education, in favor of those with previous experience (T=2.977). Moreover, the table shows that there are statistically significant differences at the level of 0.05 in the subjective norms variable, in favor of those with previous experience in e-learning (T= 2.389). However, the table shows that there are no statistically significant differences between the variables of the attitude toward the behavior and perceived behavioral control. This result didn't validate the third study hypothesis.

Hypothesis 4:

Table (10) Summary of Regression Model among Study Variables

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.685 ^a	.470	.457	4.03424	.470	37.481	3	127	.000

a. Predictors: (Constant), Perceived behavioral control, subjective norms, attitude toward the behavior

Table (11) Regression Variance Analysis

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1830.035	3	610.012	37.481	.000 ^a
	Residual	2066.942	127	16.275		
	Total	3896.977	130			

a. Predictors: (Constant), Perceived behavioral control, subjective norms, attitude toward the behavior

b. Dependent Variable: behavioral intention

Table (12) Result of Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-6.222	2.144		-2.902	.004
	Attitude toward the behavior	.056	.029	.163	1.930	.056
	Subjective norms	.231	.034	.517	6.823	.000
	Perceived behavioral control	.060	.042	.121	1.423	.157

a. Dependent Variable: behavioral intention

Regression analysis was used to determine the ability of variables of the Theory of Planned Behavior (attitude toward the behavior – subjective norms – perceived behavioral control) to predict the behavioral intention of faculty members to use e-learning in social work education - a dependent variable. It is clear from table (11) that the Regression Model is statistically significant ($F = 37.481$) at a level of 0.001. In addition, table (10) points out that there is a statistically significant relationship between the three prediction variables and the dependent variable where the value of $R = 0.685$ and the value of R Square = 470, which indicates that the variables of the Theory of Planned Behavior (attitude toward the behavior – subjective norms – perceived behavioral control) explains (0.470) of the variance of the behavioral intention of faculty members to use e-learning in social work education at a level of significance of 0.01. Moreover, table (12) shows that the subjective norms variable is statistically significant in the occurrence of the behavioral intention variable, where $B = 0.231$, at a significant level of 0.01. Finally, the table shows that the variables

of attitude toward the behavior and perceived behavioral control are both statistically insignificant with values of $B = 1.63$ and $B = 0.06$ respectively. From this result we can accept the fourth hypothesis of the study.

Discussion

This study aims to reveal the readiness of faculty members to use e-learning in social work education and explain it in the light of the Theory of Planned Behavior and technological progress in various fields, particularly in university education. It is natural to find that faculty members in social work have a medium behavioral intention to use e-learning in social work education.

In light of the Theory of Planned Behavior, this Medium behavioral intention of the study sample was based on the existence of a highly positive attitude towards e-learning.

The study sample also believe that the enthusiastic support received from the academic leaders and staff interested in the faculty members' views is considered as effective subjective norms of e-learning to a moderate degree.

Faculty members believe that they have medium competencies and skills in teaching using e-learning. In addition, some faculty members have a variety of previous experience in the use of e-learning and internet applications in teaching social work, others have received training courses in e-learning or are involved with others in developing e-courses. This is consistent with Abdul-Ghani (2018) in terms of the dependence of some faculty members on the use of some internet programs and applications in teaching social work.

The results indicated that there are no statistically significant differences between males and females, and between faculty members from Saudi Arabia and those from Egypt in their behavioral intention to use e-learning in social work education as well as in the sub-components of the Theory of Planned Behavior (attitude toward the behavior – subjective norms – perceived behavioral control).

An important finding is that previous experience of a particular behavior has a role in raising the level of behavioral intention to conduct the same behavior again, as there are statistically significant differences in the behavioral intention towards the use of e-learning, as well as the attitude toward the behavior and perceived behavioral control, in favor of those with previous experience in the use of e-learning.

The study examined the ability of the variables of the Theory of Planned Behavior in predicting the behavioral intention. The results indicated that there is a statistically significant relationship between the components of the theory and that the behavioral intention as a dependent variable can be interpreted through the other independent variables (attitude toward the behavior – subjective norms – perceived behavioral control). Moreover, the variable of subjective norms is the most influential in the behavioral intention as it reveals the valued perceptions of those around the individual and their appreciation of the behavior. If these standards indicate the positivity and the importance of conducting the behavior, then the behavioral intention of the individual to conduct this behavior increases, and vice versa.

With less influence in the formation of behavioral intention comes the variable “Attitude”, which refers to the subjective assessment of the individual's beliefs towards behavior, followed by the variable “Perceived Behavioral Control”, which refers to the skills necessary to conduct the behavior. These skills can be acquired by the individual through training courses and workshops.

Although the results indicate that the variable “Perceived Behavioral Control” is the least influential in the behavioral intention, it is of great importance in converting intention into actual behavior. The Theory of Planned Behavior suggests that the actual behavior is more likely to occur when the individual has the intention to conduct the behavior in the presence of high perceived behavioral control.

This finding is in consistent with Lee, Cerreto & Lee (2010), Abahussain (2017), and Al-Fraih (2015) that the three variables act as predictors of behavioral intention. In regard to the order of influence of these variables, this finding is consistent with Abahussain (2017) that “attitude” is the most influential variable, but inconsistent with Lee, Cerreto & Lee. (2010) which reports that “subjective norms” is the most influential variable. This can be attributed to the agreement in the Arab context of this study and that of Abahussain (2017).

Recommendations

We must keep up with the huge technological progress we are experiencing and benefit from it in the education of social work in Arab countries.

The technological transformation in social work education is not only a positive attitude of faculty members towards the use of e-learning, but also subjective norms of academic leaders in social work education institutions towards social work education must be revealed,

in addition to providing the appropriate infrastructure for this transformation.

Institutions of social work education should work on producing electronic learning resources to be used by faculty members and students in educational situations.

Holding training courses and workshops for faculty members to develop their skills and improve their competencies in the use of e-learning in social work education is recommended.

Finally, there should be more studies carried out to assess the Theory of Planned Behavior in social work in the Arab context.

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