

**The Attitude towards Electronic
Testing of University Students
As a Method for Evaluation
"A Study on the Teaching and Learning
Quality Indicator
In Social Work Education Institutions"**

Ali Mohamed El-Diasty (PH.D)

Assistant Professor at Casework Department
Faculty of Social Work-Helwan University

Mohamed Abdelhakim Khalaf (PhD)

Assistant professor at Casework Department
Higher Institution of Social Work- Banha

Abstract: This study aimed to assess the attitudes towards electronic testing of university students as a method for evaluation. The study measured this attitude among the faculty teaching members and their students of the bachelor program at the Faculty of Social Work, Helwan University. The Faculty of Social Work is one of the institutions providing social work education that holds academic accreditation from the National Authority for Quality Assurance and Accreditation. The study was applied to a random sample of 306 undergraduate students as well as on the total population of faculty members (45). The study results indicate that the students' attitude towards electronic testing is high, while the faculty members' attitude towards electronic testing of students is of medium level. There is a difference at (0.01) level of significance between the attitudes of both students and faculty members towards electronic testing as a method for evaluation, in favor of the students in the bachelor program. In addition, the study reached a list of analytical indicators for increasing the effectiveness of electronic testing of students as a method for evaluation to achieve the teaching and learning quality indicator in social work education institutions.

Key words: *electronic tests, methods of education, evaluation, quality, social work.*

Introduction: Education based on modern methods is an important component of the comprehensive development, considering the continuous scientific and technological progress. Many countries have developed their educational systems to absorb the vast amount of human knowledge and new educational technologies to increase their effectiveness and efficiency. The modern learner helps to create and build knowledge among educational group members. Numerous recommendations are calling for and stressing the importance of using electronic testing for evaluation as a quality requirement of the teaching and learning indicator, and for applying technology-based education (Hassan, 2016, p. 340).

The high level of technological progress reached had a great impact on the educational process in terms of balancing the needs of the community and the needs of students in educational institutions. Electronic testing as a method for evaluation has become one of the contemporary progress indicators as per the comprehensive quality requirements (Qasdi & doctor, 2017, pp. 171 -172).

Šolc, Legemza & Sütőová & Girmanová, (2012), Nowadays, information technologies influence every sphere of human activity including education. Over the last years, many e-learning projects were realized at universities in Slovakia and e-learning was integrated into education process in different forms. The aim of the paper is to describe e-learning facilities used within the selected subject as well as bring lecturers' experiences and their view on e-learning in the terms of education process efficiency and effectiveness at the Faculty of Metallurgy of Technical University of Kosice. The paper also discusses the results of survey aimed at students' satisfaction with e-learning utilization.

Hamidi & Chuvashia, (2018), the study aimed at evaluation the essential factors for the adoption and application of education of information system that has been created by students.

The informational context in which social work has been operating over the past decade has gained much more significance. In this context, Electronic Information Systems are often implemented. Research has critically identified some major concerns with using Electronic Information Systems in ways that tend to reduce social work to a technical practice. As a result, practitioners and managers are using their discretion to shape and bend regulations precisely in order to achieve responsive social work practice. In this paper, our aim is to capture the meaning of these strategies for the development of responsive social work. To do so, we interviewed social practitioners working with Electronic Information Systems on a daily basis, period. Our results show how practitioners develop a diversity of strategies to recreate the relational aspect of social work, thereby challenging the hypothesis that this was curtailed by the use of Electronic Information Systems. (Devlieghere & Roose, 2018, p.1).

Therefore, educational institutions realized the benefit of applying Information and Communication Technology (ICT) in the educational process. As a result, educational institutions developed their knowledge management framework in terms of choosing solutions and managing information. Electronic testing is considered an important tool for evaluating students and identifying their strengths and weaknesses through providing immediate feedback to responses on the electronic tests (Mohamed, 2017, p. 446).

Dukić & Strišković (2015), discovered that Electronic resources are increasingly becoming essential in students' learning primarily due to their availability and ease of access over the Internet.

Higher education institutions have to understand the internet information-seeking behaviors of students and how they perceive electronic resources in order to effectively fulfill their mission of equipping students with relevant and contemporary knowledge and skills.

Most countries give great attention to quality, particularly in education. Quality is one of the cornerstones of a successful educational management model. It became a necessity for the continuation of educational institution, applying a number of international measurement standards that transforms the institution from a culture of achieving minimum standard to a culture of excellence and uniqueness (Al,Tamimi, 2017, p.100). This is confirmed by Barker K.C.'s study (2007) which aimed to identify the quality indicators of e-learning. The study emphasized the need for specific standards, and the need for changing traditional learning techniques and for developing learning management program.

International evaluation institutions apply a number of international standards to academic programs, to measure and assess different individual performance levels. One of those indicators is related to the use of electronic testing of curricula in academic institutions, this is considered one of the significant indicators of achieving comprehensive quality, improving learning process, and shifting the focus from quantity to quality (Rabeh & Wahiba, 2017, p. 16).

El Husseiny's study (2013), aimed at detecting the impact of the training of postgraduate students in the Faculty of Education on designing electronic test based on proposed quality standards. Results indicated that there were statistically significant differences between the mean scores of the students in the research sample after their training on how to apply the educational quality standards by the design of the electronic tests. Results also indicated that the program has positively affected the technical quality standards of the electronic tests, which are intended in educational technology and we beneficial in educational quality standards for electronic tests in educational technology.

Hassan's study (2013), sought to evaluate the test questions in the literary and scientific section based on quality standards. The results revealed that the questions in all the specialized literary, scientific or educational tests measure the recall level, followed by the

understanding level. The application level however was at a lower level in comparison with the percentages of recall and understanding.

Electronic testing is one of the modern educational trends. One of the education quality standards is the teaching and learning indicator where electronic testing identifies strengths and weakness among students in educational institutions is considered one of its dimensions (Al-Husseini, 2013, p. 405)

In the study by Areerachakul, (2015), aims to increase the learning ability of students under the jurisdiction of the Office of The Basic Education Commission (Ministry of Education) through electronic English media. Questionnaires based on Technology Acceptance Model were performed to gather data from 3,750 users. The result revealed that users (the mean was of 4.30 and the standard deviation was 0.52) were satisfied with the electric media. It can be concluded that the electronic media used in science, mathematics and English classes served as effective teaching aids.

Electronic testing has the advantage of a question bank for reference at any time without the need for a cabinet or a large space to maintain like the traditional paper test (Stowell & Dan, 2010, p. 165).

In the Stowell & Bennett's study (2010), 69 students were subjected to paper and electronic tests. The researchers examined the hypothesis that electronic testing would reduce the level of test anxiety among the tested individuals and thus improve performance and the resulting score. The study results have shown that students usually suffering from test anxiety - during traditional tests – have significantly lower anxiety levels while taking the electronic test.

The electronic tests is a modern trend of evaluation, through which the achievement of educational goals, the effectiveness of used strategies, the abilities of the learner, and the effectiveness of teaching resources are assessed (Al – Salmi, 2017, p. 38).

In this context, many studies have confirmed the effectiveness of electronic tests, including Baumann Martin's study (2009). Electronic tests are relatively inexpensive in comparison to paper-based tests that require thousands of papers, photocopying, and inks. Paper test additionally requires the tester to exert great efforts whether in correcting papers or recording results (Angus, 2002, p. 311).

In Golitsyna, (2017), the new educational standards of higher education in Russian Federation expands the frames of educational institution towards the formation of electronic information-educational environment (EIEE). Along with internal resources of educational

institution, public web-services and educational resources, created by the intellectual work of the pedagogical community, became an effective mechanism in the development of e-learning environment.

Many researchers emphasized the importance of training faculty members and students on using e-learning, curricula design skills, setting criteria for ensuring the quality of design for curricula and electronic educational materials (Abdalla & Ahmmed,2011, p.11).

Natt's study (2006), which reviewed the electronic evaluation system for faculty members in an effort to determine the reasons behind increase performance rates, and the educational effect of speedy evaluation results in their teaching performance. The results of the study indicated that the agreement of most faculty members on the great effect was the speedy results in the evaluation had an improvement of the teaching performance. It also resulted in better performance as observed through monitoring the cases with assistant professors. It was also observed during the performance monitoring administered by educational program managers and the representatives of accreditation and quality in the Faculty.

Oghuz's study (2008), was applied to 47 university students in Turkey to identify the equivalent of the written and calculated tests, and detect the relationship between gender and performance in electronic tests. The results of the study showed that there were no differences in the scores of students of both genders in the tests .thus indicating that there was no relation between gender and performance in electronic testing. The researchers concluded that the electronic form of testing will be the future of the tests in Turkey. They recommended its generalization in the Turkish society because of its advantages.

Griffin (2008), conducted a study on the students of the sixth through eighth grades in Michigan, USA to explore factors affecting trends and performance in electronic tests. The researcher examined several factors such as gender, social status, computer availability, and attitude towards computers. Results revealed that there was no correlation between availability of computers at home and performance in electronic tests. Attitudes towards computers have also proved not to have any effect on the performance in electronic tests. Students from lower social levels demonstrated weaker performance in electronic test than their peers from higher social levels. In addition, male students demonstrated higher confidence than female students did in electronic test performance.

E-learning seeks to provide the informational content of educational and training curricula as well as electronic evaluation activities. It includes determining methods and procedures needed for the students' usage and the provision of the needed infrastructure that allows the student direct access to information, while providing easy to use and speedy electronic services (Al-Ghamdi, 2008, p. 73).

The quality of e-learning programs requires the availability of basic mechanisms and standards that must be met in order to ensure suitable educational inputs. Such inputs include planning educational programs, relying on knowledge related to societal needs, monitoring and following up on low and advanced educational situations, and improving the performance of teachers (Ragga & Nasr, 2014, p. 128).

Kovacova & Vackova, (2015), the article provided an assessment of the significance of the e-learning implementation, as one of the most modern methods of teaching, using information technology in security education. The implementation is based on the main idea of e-learning, and its meaning, that it is necessary to provide free and unrestricted access for students towards their education. If we want the society to take advantage of security education as an intensive factor of economic and social growth, it is important to know the manner of applying such methods, forms and meanings, the intensity and the circumstances necessary to impact on the learners, in order to achieve the final efficiency of education.

E-learning can take many forms, ranging from complementing available courses to learning management system resources, web-based learning frameworks, and the effective use of technologies (El Hadi, 2011, p. 48).

In the study by Johannes Gutenberg & Heinrich-Heine (2018), participation in optional electronic quizzes and its effects on exam grades in large statistics classes depending on gender and previous statistics- and mathematics-related abilities are investigated. Overall, participation in the electronic quizzes yielded a positive effect on final grades. However, particularly the groups who participated less in the electronic quizzes – i.e. poor performing students and males - benefitted more from quiz participation than high performing and female students. The large variability in the effect sizes of feedback on performance suggests that additional moderators such as specific situation- and task-related characteristics and individual affective preconditions such as effort, motivation, and self-esteem should be analyzed in future research.

Evaluation is of great importance in the teaching and learning processes. It is the core method of assessing whether the educational goals are reached. Therefore, it makes it possible to judge the performance of the students and their academic achievement, and to determine the degree of their knowledge acquisition and skills. Improving the evaluation methods is one of the most important objectives of the academic community. Evaluation is one of the basic quality standards in educational institutions. Several institutions have issued manuals for improving and developing their own evaluation programs through applying electronic testing (Al-Khazi & el zakery, 2011, p. 168).

Abu-Sheikh (2018), The aim of this study was to investigate the impact of electronic tests' anxiety on the performance of the students of Princess Alia University College at Al- Balqa Applied University from their point of view. The study sample consisted of (100) students. In addition, there was a difference in the average score of students in the study instrument according to the variables of educational level, specialization, experiences, and courses on the scale as a whole. The researcher recommends the need to prepare the examination environment, and to inform the faculty members of the causes of anxiety and benefits from the guidance programs that lessens the test anxiety and conduct studies, focusing on other variables.

The evaluation is considered the final assessment of the teaching and learning process after completing the educational course or program. This process is completed either by the recipients or by decision makers. The evaluation could also be conducted by internal and/or external evaluators to ensure the highest credibility of the process. Electronic testing is considered one of the evaluation indicators in the educational environment because of its time and effort efficiency as well as the speed of deriving results, knowledge and identification of strengths and weakness (Azmi, 2014, p. 222)

Study Problem: The main study problem is determined as follows:

1- What is the attitude of faculty members and students in social work education of institutions towards electronic testing of university students as a method for evaluation?

2- Identifying analytical indicators for increasing the effectiveness of electronic testing of students as a method of evaluation in order to achieve teaching and learning quality in institutions providing social work education.

Study Objectives:

- 1 – Identify the attitude of faculty members towards electronic testing for university students as a method for evaluation.
- 2 – Identify the attitude of students in the bachelor program towards electronic testing as a method for evaluation.

Study Hypotheses: The current research attempts to test the following hypotheses:

First Hypothesis: It is expected that the level of faculty members' attitudes towards electronic testing for university students will be high.

Second Hypothesis: It is expected that the level of undergraduate students' towards electronic testing will be at a high on level of evaluation.

Third Hypothesis: Is there is a statistically significant difference between dimensions of the attitudes towards electronic tests for both faculty members and students in the bachelor program?

Study Concepts:

Concept of Attitude towards Electronic Testing: The attitude is an acquired direction or psychological tendency resulting from the individual's experience in his/her social environment, and based on the type of social upbringing he or she received, whether positive or negative. This social upbringing guides an individual's emotions and behaviors towards surrounding stimuli whether they are topics or actions requiring responses. The individual reflects this with agreement or rejection (Abdullah & Abdel - Gawad, 2017, p. 6).

Concept of Electronic Testing: It is a continuous and standardized evaluation process that aims to measure a student's performance electronically using software simultaneously with direct internet communication or asynchronous in electronic classrooms (Isma, 2009, p. 410).

The electronic tests in this study are defined as: tests that a faculty member can use with multiple questions (such as true and false questions and multiple choice questions) to test his/her students. The faculty member establishes a question bank/archive for each academic curriculum, which are electronically corrected.

The attitude towards electronic testing in this study is defined as: the attitudes of faculty members teaching the curricula of the bachelor program and the undergraduate students in the program.

This concept can be measured using the scale of attitudes towards electronic tests and its sub-dimensions (cognitive component, emotional component, and behavioral component).

Methodology: This study is a descriptive study that relied on the total social survey method for Faculty members teaching in the bachelor program. In addition, the study uses sample social survey for students in the bachelor stage. The study used a scale to measure the faculty members attitude towards electronic testing of students as a method for evaluation (designed by the researchers), and a scale to measure the students attitude towards electronic testing as a method for evaluation (designed by the researchers). The study was implemented in the Faculty of Social Work, Helwan University. And data collection took place in the duration from 1/3/2018 to 1/5/2018.

Sample: The study was applied to (45) faculty members in the faculty of social work at Helwan university (teaching the bachelor's program at the Faculty), and applied to (306) undergraduate students in the academic year of 2017/2018. A random sample was chosen from the sample population which totaled to (1500) students in the bachelor program. After calculating the optimal sample size (Steven Thompson), the researchers requested and received an informed permission from the respondents on their participation.

Table (1) Description of Faculty Members Teaching in the Bachelor Program

(N=45)

Sr.	Gender	X	%
1	Male	15	33.3
2	Female	30	66.7
Sr.	Specialization	X	%
1	Service of the individual	9	20.0
2	Service of the group	9	20.0
3	Community Organization	8	17.8
4	Social Planning	9	20.0
5	Field of social work	10	22.2
Sr.	Job	X	%
1	Assistant Professor	23	51.1
2	Associate Professor	13	28.9
3	Professor	9	20.0

Sr.	Years of Experience	X	%
1	Less than 5 years	6	13.3
2	From 5 to 10 years	8	17.8
3	From 10 to less than 15 years	8	17.8
4	From 15 to less than 20 years	6	13.3
5	From 20 to less than 25 years	11	24.4
6	25 years or more	6	13.3

The table above shows that the highest percentage in the study sample is that of females (66.7%) versus 33.3 percent of males, which may reflect the nature of the study population, where the number of female faculty members is higher than the number of their male peers. The sample distribution by scientific specialization reveals close percentages between specializations, where the highest percentage is 22.2 percentage and the lowest is 17.8 percent. The job level distribution however indicates that 51.1 percent of the sample are in the position of assistant professor, while 28.9 percent were associate professors, followed by 20.0 percent professors. Regarding the number of years of experience among faculty members teaching in bachelor program, the highest percentage is the respondents with 20 – 35 years of experience (24.4%), and the least percentage is respondents between 15 and 20 years of experience (13.3%).

Table (2) Description of Students Sample

(N=306)

Sr.	Gender	X	%
1	Male	50	16.3
2	Female	256	83.7
Sr.	Place of Residence	X	%
1	City	349	81.4
2	Village	57	18.6
Sr.	Grade	X	%
1	Excellent	5	1.6
2	Very Good	60	19.6
3	Good	204	66.7
4	Pass	37	12.1

The table above shows that the highest percentage is of female students (83.7%) versus 16.3 percent of male students. This reflects the nature of the study population where the number of female

students is higher than their male peers. As for the distribution of students on place of residence, results show that most students live in urban areas (81.4%), while 18.6 percent of students live in rural areas. As for grades, the highest percentage of the students are “good” grade holders (66.7%), followed by “very good” (19.6%), “pass” (12.1%), and finally “excellent” (1.6%).

Validity and Reliability of the Study Tools:

A – Scale for Measuring the Attitude of Faculty Members towards Electronic Testing of Students as a Method for Evaluation:

Validity: The researchers verified the validity of the tool through the following procedures: content validity and internal consistency.

Concerning the **content validity**, the researchers relied on the judgement of five experts, all social work professors in the Faculty of Social Work, Helwan University.

Concerning internal consistency validity, the tool was applied to a sample of 15 individuals outside the research sample, sharing the same characteristics of the sample. The table below presents the results of the testing.

Table (3) Correlation Coefficient between the Scores of Each of the Dimensions Included in the Scale and the Overall Score of the Scale

Dimensions	Value of Pearson Coefficient
First Dimension: Cognitive Component	0.91
Second Dimension: Emotional Component	0.85
Third Dimension: Behavioral Component	0.94

The table above shows that all correlation coefficients are statistically significant (0.01) indicating the validity of the scale and its fitness for use in the design.

Reliability: Reliability was measured using several methods including: Cronbach Alpha (α) method, where the alpha coefficient reached 0.92, which is considered a high coefficient, and the Split-half method using the Spearman-Brown Coefficient (0.9). This indicates the fitness of the scale for application.

B – Scale for Measuring the Attitude of Students towards Electronic Testing as a Method for Evaluation:

Validity: The researchers verified the validity of the tool through the following procedures: content validity, and internal consistency concerning the content validity, the researchers relied on the

judgement of five experts, social work professors in the Faculty of Social Work, Helwan University.

Concerning internal consistency validity, the tool was applied to a sample of 50 individuals outside the research sample, sharing the same characteristics of the sample. The table below presents the results of the testing.

Table (4) Correlation coefficients between the score of each dimension included in the scale and the total score of the scale

Dimensions	Value of Pearson Coefficient
First Dimension: Cognitive Component	0.83
Second Dimension: Emotional Component	0.89
Third Dimension: Behavioral Component	0.85

The table above shows that all correlation coefficients are statistically significant (0.01) indicating the validity of the scale and its fitness for use in the design.

Reliability: Reliability was measured using several methods including: Cronbach Alpha (α) method, where the alpha coefficient reached 0.89, which is considered a high coefficient, and the Split-half method using the Spearman-Brown Coefficient (0.85). This indicates the fitness of the scale for application.

Description of the study tools:

Table (5) Scale for Measuring the Attitude of Faculty Members towards Electronic Testing of Students as a Method for Evaluation

Dimensions	Number of Phrases
First Dimension: Cognitive Component	14
Second Dimension: Emotional Component	7
Third Dimension: Behavioral Component	12
Total	33

Table (6) Scale for Measuring the Attitude of Students towards Electronic Testing as a Method for Evaluation

Dimensions	Number of Phrases
First Dimension: Cognitive Component	12
Second Dimension: Emotional Component	9
Third Dimension: Behavioral Component	11
Total	32

Statistical Methods: After the completion of the data collection process and the desk and field revision of the outputs, the researchers coded and transformed the data using SPSS V 25. The following

Table (7) Levels of Arithmetic Means for Assessing the Attitude Level

If the mean value of the statement or dimension ranged between 1 and 2.33	Low level
If the mean value of a statement or dimension varies between 2.34 and 3.66	Medium Level
If the mean value of a statement or dimension varies between 3.67 and 5	High Level

Results of the Field Study:

Testing the study hypotheses:

First Hypothesis: It is expected that the level of faculty members' attitudes toward electronic tests for university students will be high.

Table (8) Level of Attitude among Faculty Members

(N=45)

Dimensions	Arithmetic Mean	Standard Deviation	Ranking
First Dimension: Cognitive Component	3.59	0.67	Medium
Second Dimension: Emotional Component	3.4	0.66	Medium
Third Dimension: Behavioural Component	3.61	0.76	Medium
Total Scale	3.56	0.65	Medium

The table above shows that the level of attitudes towards electronic testing of university students as an evaluation method among faculty members teaching the bachelor program is of medium level. The first component (cognitive) comes at an arithmetic mean of 3.59 and a standard deviation of 0.67. The second component of the attitude scale (emotional) came at an arithmetic mean of 3.40 and standard deviation of 0.66. The last component of the attitude scale (behavioral) come at an arithmetic mean of 3.61 and a standard deviation of 0.76. **Thus, we can not accept the first hypothesis of the study.**

Second Hypothesis: It is expected that the level of undergraduate students' towards electronic testing will be a high level of evaluation.

Table (9) Level of Attitude among University Students (N=306)

Dimensions	Arithmetic Mean	Standard Deviation	Ranking
First Dimension :Cognitive Component	3.89	0.57	High
Second Dimension: Emotional Component	4.34	0.64	High
Third Dimension: Behavioural Component	4.19	0.47	High
Total Scale	4.12	0.47	High

The table above shows that the level of attitudes towards electronic testing as an evaluation method among students is of a high level. The first component (cognitive) come at an arithmetic mean of 3.89 and a standard deviation of 0.57. The second component of the attitude scale (emotional) come at an arithmetic mean of 4.34 and a standard deviation of 0.64. The last component of the scale (behavioral) comes at an arithmetic mean of 4.12 and a standard deviation of 0.47. Thus, we can accept the first hypothesis of the study.

Third Hypothesis: Is there a statistically significant difference between dimensions of the attitude for both faculty members and students in the bachelor program towards electronic testing for students as a method for evaluation?

Table (10) Significant Differences between the Dimensions of the Attitude for Faculty Members and Students in Bachelor Program towards Electronic Testing for Students as a Method for Evaluation Using T-Test

Sr.	Dimensions	Population	Sample	Mean	S.D	df	T Value	Sig-
1	Cognitive Component	Student	306	3.89	0.75	349	3.24	**
		Faculty Member	45	3.59	0.67			
2	Emotional Component	Student	306	4.34	0.64	349	9.19	**
		Faculty Member	45	3.4	0.66			
3	Behavioural Component	Student	306	4.19	0.47	349	7.4	**
		Faculty Member	45	3.61	0.76			
	The Dimensions of the Total Scale	Student	306	4.12	0.47	349	349	**
		Faculty Member	45	3.56	0.65			

** Significance at P value (0.00)

* Significance at P value (0.05)

The table above shows that there are differences at a significant level of 0.01 between attitudes of the students in the bachelor program and the faculty members teaching the program towards electronic testing as a method for evaluation. The differences are also reflected in the dimensions of the scale (cognitive, emotional, and behavioral) in favor of the students in the bachelor program.

Thus, we can accept the first hypothesis of the study.

Discussion: The current study sought to test hypotheses where are a statistically significant differences between dimensions of the attitude for both faculty members and students in the bachelor program towards electronic testing for students as a method for evaluation

This may be attributed to the opinion of most faculty members, that the social work curricula depends on the theoretical area to a great extent, which includes multiple and diverse perspectives, Thus making it difficult to design an electronic testing for many of those curricula. The faculty members also see a lack of a learning environment that support the application of electronic testing in university education (computers, internet access, lack of conviction among some faculty members on the usefulness of electronic tests. This was confirmed by the studies of Muflih Ben Qalan El Gedie'e (2017), Irina Golitsyna (2017), Natt (2006), Griffin (2008), Lucia Kovacova and Martina Vackova (2015). Most previous studies indicate that faculty members demonstrate positive attitudes towards electronic tests, but there are obstacles that hinder the effective use of electronic tests, which in turn affects the faculty members' attitudes.

Furthermore this is attributed to the opinion of most university students regarding electronic tests, seeing them as saving time and effort, and demonstrating objectivity in correction and avoiding subjectivity. In addition this eases training the students on their use more than once, and the ability to use computers and other media for administering the tests. This was confirmed by the studies of Johannes Gutenberg & Heinrich-Heine (2018), Stowell & Bennett (2010), Baumann Martin (2009), and Atieh Abu-Sheikh (2018). Most of the previous studies indicate the students' acceptance to this form of testing because of the objectivity of the results and the lower cost in comparison to traditional methods.

Also There are differences at a significant level (0.01) of attitude between the students of the bachelor program and the faculty members towards electronic testing as a method for evaluation , and

the dimensions of the attitude scale (cognitive, emotional and behavioral) in favor of bachelor program students.

Indicators for increasing the effectiveness of the attitudes towards electronic testing as an evaluation method:

1. Conducting a meeting before administering the electronic test to clarify the testing process, methods for answering questions, and responding to the clarification requests of students and faculty members.

2. Discussing important sections of the curricula, especially those addressed in previous tests, and encouraging students to discuss them.

3. Clarifying the most important features of electronic tests, including:

A- Providing immediate feedback and instant evaluation, and reducing the wait time after each test, which will increase the social returns of social work education.

B- The easy use of the testing, and the variety of methods used in different media, thus provide diversity in social work education.

C- The array of question patterns the accommodation for differences between students in the various curricula of social work education.

D- The existence of different versions of the same test, which increases the efficiency of teaching the social work curricula.

E- The ease of applying the test with different groups in different locations where social work education takes place.

F- The possibility of attaching an audio or video file or an image with each question in the different social work curricula.

G- It is considered a contemporary economic method that saves time, effort, and money, thus facilitating learning social work educational courses.

H- The possibility of training on the usage of electronic testing more than once, thus emphasizes the learned information in the social work course.

I- The accuracy of evaluation for all students “equality between students”, objectivity of the correction process, and avoiding subjectivity.

J- The possibility to examine the test and their results at any time after receiving the results, i.e. maintaining records of the questions and responses.

Research obstacles:

- 1- Resistance of some faculty members to the application because of the fear of giving their opinion on the subject of the research responsible for the educational process of students.
- 2- Resistance of some students to the application out of fear of disclosure of their opinions and viewpoints to the faculty and university administration personal.
- 3- The difficulty of the application via the internet due to of the lack of online availability databases, private to students and faculty members.

References:

- Abdullah Ali Ibrahim & Ahmed Sadiq Mohamed**, (2011). Second Generation in e-Learning "Scorm Standards" Cairo, Dar Al-Sahab Publishing and Distribution.
- Akdemir, Oghuz**, (2008). Computer –based testing: An alternative for the assessment of Turkish undergraduate student Computers& Education, 51(3), 1198-1204
- Ali Khlofa al-Ghamdi**, (٢٠٠٨). E-Business Road to Excellence, Riyadh, King Fahad National Library.
- Atieh Abu-Sheikh**, (2018). Electronic Tests' Anxiety on the Students' Performance at Princess Alia University College/ Al-Balqa Applied University from their Point of View, DOI: 10.21608/edusohag.2018.5032
- Barker, K.C.** (2007). E-learning Quality standards for consumer protection and consumer Confidence: A Case Study in E-learning Quality Assurance Educational Technology & Society, 10(2)109-119.
- Baumann,martin,steinmetzer,Jan,karami,mazdak,Schafer,Geren.** (2009).innovative electronic exams with voice in – and output questions in medical terminology on a high taxonomic level ,Medical teacher , vol 31, issue 10 , p 460- 463 , 4p .
- Darko Dukić & Jelena Strišković**, (2015). Croatian university students' use and perception of electronic resources, Volume 37, Issue 3, Pages 244-253, ISSN 0740-8188, <https://0-doi.org.mylibrary.qu.edu.qa/10.1016/j.lisr.2015.04.004>.
- Elgharib Zaher Isma**, (2009). Electronic Courses Design - Production - Publishing - Applied - Evaluation, Cairo, World Book for Publishing, Printing and Distribution

- El-Sayed , Ali Hassan,** (2016).The impact of the design of the web-based e-learning program on the cooperative education strategy on the development of teachers' facilitative competencies in virtual classroom management, research published at the 3rd International Conference on e-Learning, Cairo, Egypt-Lebanon.
- Fahd Abdullah Al - Khazi & Mohammed Ibrahim el zakery,** (2011). E-tests with paper tests in the measurement of academic achievement: a pilot study on the students of the Faculty of Education, Kuwait University, Journal of Gulf and Arabian Studies, Majd (37)
- Fawaz Mohammed Al,Tamimi,**(٢٠١٧) . Quality in Education, Teacher's Message Magazine, Volume 54 (November) Ministry of Education, Jordan.
- Fayza Qasdi & Fathia doctor,** (٢٠١٧).the Concept of Quality in Higher Education, Journal of the Generation of Human and Social Sciences, Center for the Generation of Scientific Research, No. (27) January, Algeria
- Hodjat Hamidi, Amir Chavoshi,** (2018).Analysis of the essential factors for the adoption of mobile learning in higher education: A case study of students of the University of Technology, Volume 35, Issue 4, Pages 1053-1070, ISSN 0736-5853,
<https://0-doi.org.mylibrary.qu.edu.qa/10.1016/j.tele.2017.09.016>.
- Inas Mohammed Al-Husseini,** (2013) Following a training program for postgraduate students in the Faculty of Education in the design of electronic tests according to different quality standards, Journal of the Faculty of Specific Education, Maj. (19), second issue .
- Irina,Golitsyna,**(2017).Educational Process in Electronic Information-educational Environment, Volume 237,Pages 939-944, ISSN 1877-0428,
<https://0-doi.org.mylibrary.qu.edu.qa/10.1016/j.sbspro.2017.02.132>.
- Jochen Devlieghere & Rudi Roose,** (2018). Electronic Information Systems: In search of responsive social work, Journal of Social Work, Sage, 0(0) 1–16,
<http://dx.doi.org/10.1177/1468017318757296>
- Johannes Gutenberg & Heinrich-Heine,**(2018). How feedback provided by voluntary electronic quizzes affects learning outcomes of university students in large classes, Volume 121,
<https://doi.org/10.1016/j.compedu.2018.02.012>.

- Kilgore, Griffin,** (2008). Exploring the factors that influence attitudes and achievement when students take computerized tests (Doctoral dissertation) .Available from ProQuest Dissertation and Theses database. (UMI No .3342471)
- Lucia Kovacova, Martina Vackova,** (2015). Implementation of e-learning into the Process Security Education in Universities, Volume 182, Pages 414-419, ISSN 1877-0428, <https://0-doi.org.mylibrary.qu.edu.qa/10.1016/j.sbspro.2015.04.810>.
- Manal Ali Hassan,** (2013). Evaluation of tests of students of the Faculty of Soil in Hafr Al-Batin according to quality standards, Journal of Reading and Knowledge - Egypt, p. 136, February.
- Marek Šolc, Jaroslav Legemza, Andrea Sütóová, Lenka Girmanová,** (2012). Experiences with Utilizing e-learning in Education Process in University Environment, Volume 46, Pages 5201-5205, ISSN 1877-0428, <https://0-doi.org.mylibrary.qu.edu.qa/10.1016/j.sbspro.2012.06.409>
- McDonald, Angus,** (2002). The impact of individual differences on the equivalence of computer-based and paper-and-pencil , educational assessment. Computers & Education , 39(4), 299-312
- Mohamed Mahmoud Abdel Wahab,** (2017). Design of electronic software to develop the skills of design and construction of electronic tests for the stage of admission to postgraduate studies at the Islamic University, Journal of the Faculty of Education, vol. 33, No. 10.
- Mohamed Mohamed El Hadi,** (2011). Contemporary E-Learning, Cairo, The Egyptian Lebanese House
- Nabil Jad Azmi,** (2014). E-Learning Technology, Cairo, Dar Al-Fikr Al-Arabi, Second Edition
- Nawaf Zayed Al – Salmi,** (2017). The Effect of Different Pattern of Response in Electronic Tests on the Development of Cognitive Achievement among Secondary School Students in Mathematics in Jeddah, Journal of Educational and Psychological Sciences, National Research Center, (1), p. (7)
- Neena, Natt,**(2006). Impact of electronic faculty evaluation on resident return rates and faculty teaching performance” Medical Teacher, V01.28, NO.2, pp.e43-e48

- Raja Ali Abdel - Aleem Nasr El - Din Mabrouk Mohamed,** (2014). Electronic Courses Founding and Application, Cairo, Dar Al Huda Publishing and Distribution.
- Rola Nihad Abdullah & Odeh Abdel – Gawad,** (2017). Attitudes of Secondary School Students Towards Intellectual Intolerance in Social Media and its Relation to Hidden Curriculum in Jordan, Master Thesis, Faculty of Educational and Psychological Sciences, Amman Arab University, Jordan.
- Samire Mortazavi Kiasari,** (2012). Design and Present the Theoretical Model for Electronical Learning in Iran Payam Noor University, Volume 47, Pages 126-130, ISSN 1877-0428, <https://doi.org/mylibrary.qu.edu.qa/10.1016/j.sbspro.2012.06.625>
- Sirilak Areerachakul,** (2015) .Using Electronic Medias for Science Mathematic and English in School under Office of the Basic Education Commission, Thailand, Volume 197, Pages 1558-1563, ISSN 1877-0428, <https://doi.org/mylibrary.qu.edu.qa/10.1016/j.sbspro.2015.07.110>.
- Stowell, Jeffrey & Bennett, Dan,** (2010). Effects of online testing on student exam performance and test anxiety. Journal of Educational Computing Research, 42 (2), 161-171.