The Reality for Applying E-Learning Management System (Blackboard)According to Quality Matters Standards for Social Work Education in Saudi Arabia and Its Requirements to be applied in Egypt

Gehan A. Ramadan Mohamed (PhD)

Associate Professor, Fields of Social Work Department
Faculty of Social Work- Helwan University

The Reality for Applying E-Learning Management System (Blackboard)According to Quality Matters Standards for Social Work Education in Saudi Arabia and Its Requirements to be applied in Egypt

Gehan A. Ramadan Mohamed (PhD)
Associate Professor, Fields of Social Work Department
 Faculty of Social Work- Helwan University

Abstract: The current study aims to record the reality for applying e-learning management system (Bb) in accordance with the QM Standards at Faculty of Social Work, Princess Nourah Bint Abdulrahman University, kingdom of Saudi Arabia and determining the obstacles facing application and the suggestions to overcome such obstacles to make use of this reality to transfer this expertise to the social work faculties in Egyptian universities. This can be achieved through determining the requirements to be available in social work education at Egyptian university to enable teaching faculties to apply system (Bb) in teaching social work. The study is administrated to all faculty members (N= 60) at Faculty of Social Work, Princess Nourah Bint Abdulrahman University, as well as on the total population of faculty members (N=30) at faculty of social work at Helwan University in Egypt. The present study findings indicate the following: high compliance level of the faculty members to apply e-learning management system (Bb) in accordance with QM standards; the level of obstacles that hinder the application QM standards is average; and the level of the requirements to be provided to apply system (Bb) in social work education is high.

Key words : *Blackboard (Bb), Quality Matters (QM), Standards, social work education, e- learning management system.*

Introduction

This age is defined as the age of scientific, informatics and technological revolution. The last decade of the 20th century and the beginning of the 21st century witnessed a tremendous progress in the field of technology in general and the information's technology, computers, and communications in particular. The technological progress has become an effective tool in the comprehensive development of the contemporary societies. Its impacts are clearly reflected on the educational systems in different countries throughout the few past decades. Many countries realized the necessity of developing their educational systems and curricula to coincide with the requirements of science and technology age which is distinguished

with interaction and integration between science, work, theory, and practice. Therefore, information revolution has affected the concept of education, the type of abilities and mental skills which we have to develop (Al Laqani and Mohamed, 2008, p. 2).

The application of modern technology in the field of education is a matter imposed by social interest and economic feasibility. This represents a momentum towards a flourished future through the capability of qualifying human beings in all different specialties needed by society.

Education is considered one of the important fields that needs development, progressive updating, and adopting contemporary orientation. The educational field witnesses orientations towards reliance on and adopting modern technologies in the realities of the teaching process through media and modern software that participate in making use of the outputs of the educational process by the students and society to be consistent with the needs of work market.

There is an urgent need for new strategies that orient the track of education in the modern age to coincide with the scientific and technological advancement, the speedy change witnessed by the contemporary world that affect education and impose more burdens and requirements whether on the level of individuals to develop themselves in both achievements or gaining new skills that raise their capabilities.

Accordingly, traditional teaching methods are not sufficient to provide the learners with the necessary skills for work and competition in the age of globalization. Therefore, communities and governments are seeking to adopt e-learning and its application in a different educational settings believing that it is the gate to enter the world of knowledge that is distinguished with its multiple, diversified, and integrated sources (Aboukhatwa, 2011, p 4).

The emergence of e-learning concept resulted in changing the traditional learning into a digital form that can be approached from far distances depending on the electronic communication technologies to facilitate that access to learning sources and services to improve learning and education on quantum and quality levels (Al Ali, Qandilgy, and Al Amry, 2012).

E-learning with its integrated system within the university education has become a basic requirement dictated by the necessity to face the variables of the age and to meet the needs of the increasing numbers in higher education as well as meeting the needs of the future

generation who has the computer and software language. State nations realized the importance of applying technology in education to overcome the traditional problems and develop the educational process. Application has become a necessity and need because of the change and reconstruction of the educational process as whole (Abdul Mohsen, 2010, p 43).

E-learning contributes in developing thought and enriching the educational process, and provides students with the possibility to continue accessing curricula and educational resources. This distinction makes the learner in a static case, because he can reach the information he seeks at the time he likes. E-learning supports the principle of self- education and lifelong education (Abdul Razik, 2007, p 2).

The study of Larsen & Rotgans & Hole (2011), confirmed that students have achieved new competence and skills as social workers. While bachelor students are clearly aware that this is a good preparation for real practice and are looking forward to practice these in the real world, skilled social workers have achieved the theoretical background to inform their daily practice.

This was affirmed by Ali's study (2011), because the aspects of e- learning includes speed connection, abolition of space and time, availability of tremendous information, availability of self-education opportunities, constant communication between student and teacher, low cost, generation of creativity and innovation, and accuracy of information.

Hall's study (2013), affirmed that the suggested e-learning program is based on providing the students with the suitable amount of experience in many fields and subjects relevant to the concepts, facts, and technological innovations not only on the cognitive dimension but also on the emotional, social dimensions, and decision making dimension. The study recommends the necessity of linking the specialized courses whether they are academic or educational courses and the school subjects he will teach after graduating and working in the teaching profession. There must be an integration between both of them as well as transforming the traditional courses, whether academic or educational, into programs for preparing the student teacher at faculties of education.

The need for e-learning in the field of education become necessary to coincide with the events of this growing age. E-learning has many advantages that enabled it to overcome many hardships that hinder the generalization of education all over the world (Hemdan, 2007, p 288).

Clark & Mayer (2003) point out that e-learning helps the learner to learn through a scientific content that is different from this content presented on the pages of books. The student can access such content at the time and the place he likes without any commitment to attend the study classes at specific times. Online electronic content depends on multiple media (texts, drawings, fixed pictures, video clips, and audio files). It is presented through modern electronic media such as computers, internet, and satellites .

Eaton's study (2009), agrees with them that e-learning leads to changing the traditional roles of the faculty member to improve the educational process.

Ali's study (2011), emphasizes that the role of the college professor in e-learning represents a core element in the educational process. Traditional education, student, and school courses represent the most important components of this process. The role of the teacher has become the role of a guide, a follower, and a coordinator of information exchange among the parties of the educational process. He shall interpret all matters the students cannot understand and solve the problems they may face during their learning.

Al Todry's study (2003), points out that e-learning leads to changing the traditional roles of faculty member to improve the educational process. In addition, e-learning is a good enhancer of the traditional learning and can be merged with the casual learning to support it.

Ibrahim's study (2007), emphasizes the effectiveness of blended learning in developing cognitive achievement for student teachers at faculties of education; in addition to its effectiveness in developing the skills of the students in using the educational means.

Universities of the kingdom of Saudi Arabia, including Princess Nourah Bint Abdulrahman University, adopted the e-learning system. This system implies the use of modern education technologies (smart classes, education management systems, and backup systems) in such a way that supports traditional education to facilitate and simplify the generation and completion of learning in accordance with specific standards and controls.

Accordingly, the faculties of the university, including faculty of social work, paid much concern to activate the most advanced educational technologies in the educational process as to provide the learning to all students in comprehensive and effective form in accordance with the worldwide quality standards. Amongst these

systems, educational management system "Bb" was approved to establish and administer interactive electronic content as well as evaluating the student performance in the educational process.

It is well known that the social work education has passed through multiple stages that were accompanying societal variables. The requirements of each age obligate the society to coincide with such developments. E-learning is one of the main sources that support the integrated educational system in the modern societies as to meet the current and future needs to push forward the comprehensive development towards the knowledge community. E-learning system contributes in the knowledge industry and opens broad fields of flexible and ongoing self-education as well as facilitating the flow of information and educational expertise through a modern approach in an interactive environment rich with learning sources.

Dandarawy & Aref (2012), emphasized the importance that social work curricula have to depend on methods and approaches of e-learning to make use of them in upgrading the level of the social work graduates.

Al Mizer's study (2014), points out that students' orientations towards using e-learning in teaching social work are positive and of high quality. They are consistent with the components of the orientation, including the cognitive component, followed by the emotional component and finally the behavioral component.

Although the spread of the e-learning in number of higher education settings in the kingdom of Saudi Arabia, the previous studies, to the knowledge of the researcher, affirmed that applying the system in the Egyptian universities is not more than attempts made by some faculty members especially education technology department, computer science, and faculties of education and they affirmed its efficacy.

Ibrahim (2007), Allam (2008), Ali (2009) , and Ghanem (2009) point out that the effectiveness of the blended learning in developing the skills of designing educational websites, developing the achievement skills for student teachers at faculties of education using the teaching aids, providing the education technology students with multimedia development programs, and providing the female student teachers at faculty of Kindergarten with the skills of educational plan.

Al Sakka and Al Hamdani (2012), affirmed that information technologies can make use of the different kinds of information and the application of e-learning in accounting education. Also, the

effectiveness and efficacy of the accounting education can be increased through providing a group of technological requirements and the necessary knowledge to make use of the e-learning approaches. The study recommended encouraging the students to deal with means of information technologies.

Knowles's study (2007), confirmed that Social work programs need to develop strategic plans for the implementation of e-learning. Plans should include how programs plan to integrate e-learning, identification of policies, practices that will need revision, resources required to support implementation, how faculty and student support will be provided, the fit of the program's plan with the overall institutional plan, and potential strategic alliances. There is a need for social work educators to engage in further research focused on e-learning. Areas for research include further evaluation of the specific professional, pedagogical, faculty, and administrative challenges identified in this study

Study Problem: Learning at KSA universities including Princess Nourah Bint Abdulrahman University is based on the traditional education system in addition to e- learning management system (Bb). Faculty of social work activated the system with social work courses and the faculty was selected from five faculties throughout the university to perform technology based program project. On the other hand, Egyptian faculties of social work depend only on the traditional learning using traditional lectures technique.

Accordingly, the present research seeks to record the reality of applying e-learning management system (Bb) in Faculty of Social Work, Princess Nourah Bint Abdulrahman University from the faculty members points of view and determining the obstacles and suggestion to overcome such obstacles. Therefore, to make use of such reality to transfer such expertise to the Egyptian faculties of social work through determining the requirements should be available (technology, faculty of members, and students) from the points of view of faculty members of the Egyptian universities to enable them to apply e-learning management system(Bb) for social work education in Egyptian universities.

Thus, the problem of the study can be formulated in the following questions:

1- What extent do the faculty members comply for applying e-learning management system (Bb) in accordance with the QM Standards in social work education?

2- What are the obstacles for applying e-learning management system (Bb) in accordance with the QM Standards in social work education?
3- What are the suggestions for applying e-learning management system (Bb) in accordance with the QM Standards in social work education?
4- What are the requirements for applying e-learning management system (Bb) in accordance with the QM Standards in social work education in Egyptian universities?

Study Objectives:
1- A description of the compliance of faculty members to apply e-learning management system (Bb) in accordance with the QM Standards in social work education.
2- Determining the obstacles for applying e-learning management system (Bb) in accordance with the QM Standards in social work education.
3- Determining the suggestions for applying e-learning management system (Bb) in accordance with the QM Standards in social work education.
4- Reaching the requirements for applying e-learning management system (Bb) in accordance with the QM Standards in social work education in Egyptian universities.

Study Hypotheses:
First Hypothesis: It is expected that the commitment of faculty members to apply e-learning management system (Bb) in accordance with the QM Standards in social work education will be high.
Second Hypothesis: It is expected that the level of the obstacles to apply e-learning management system (Bb) in accordance with the QM Standards in social work education will be low.
Third Hypothesis: There are suggestions to apply e-learning management system (Bb) in accordance with the QM Standards in social work education.
Fourth Hypothesis: It is expected that the requirements to apply e-learning management system (Bb) in accordance with the QM Standards in social work education in Egyptian universities will be high.

Study Concepts:

Concept of E-learning management system (Bb) : e-learning means any educational content or educational experience that is accessed through electronic technology which includes: internet, video, distance video conference, satellites, e-mails, chat rooms (Morrison, 2003, p 3-4).

Bonk (2011), points out that e-learning is an educational system to provide educational and training programs to learners or trainees at any time and at anywhere using information and interactive communication technologies such as computers, internet, local or satellite TV channels, compact discs, telephone, e-mails, and distance conferences to provide a multiple resources interactive environment whether it was concurrent or non-concurrent depending on self-education and learner teacher interaction.

e-learning management system (Bb) is one of the most advanced technologies in the educational process. Accordingly, learning shall be available to students fully and effectively in accordance with worldwide quality standards. It is a technique supports traditional education to simplify and facilitate learning in accordance with specific standards and controls.

The properties of such system include a group of tools the aim of which is communication and interaction among the course students on one hand and between the course educator and his/ her students on the other hand including advertisements, e-mails, virtual classes, forums, blogs as well as other tools (deanship of e-learning and distance learning, 2017, p 8)

QM standards for designing Bb in higher education: QM defined eight standards for electronic courses quality. Each standard contains a general standard which contains subsidiary standards. General standards are (Quality Matters, 2015):

1. Course overview introduction.   **5.Course activities and learner interaction**
2.Learning objectives (competencies)   **6.Course technology**
3.Assessment and measurement   **7. Learner support**
4.Instructional materials   **8.Accessibility and usability**

Methodological Procedures: this study is a descriptive study which depends on comprehensive social survey method for faculty members in Faculty of Social Work at Princess Nourah Bint Abdulrahman University in KSA. In addition, the faculty members teaching the bachelor program in the Faculty of Social Work at Helwan University in Egypt.

Sample: The study was applied on all full time faculty members (N= 60) and practice their work at Faculty of Social Work, Princess Nourah Bint Abdulrahman University, KSA.

Table (1) Scientific Degrees of the Population

Scientific Degree	Frequency	Percentage
Assistant lecturer	1	1.7
Lecturer	10	16.7
Assistant professor	33	55
Associate professor	11	18.3
Professor	5	8.3
Total	**60**	**100**

The previous table shows the scientific degree of the population as follows: assistant professor 55%, followed by associate professor 18.3% and the lowest number was assistant lecturer 1.7%.

While applied to (30) faculty member in the faculty of social work, Helwan University, Egypt (teaching the bachelor's program at the Faculty).

Table (2) Scientific Degrees of the Sample

Scientific Degree	Frequency	Percentage
Lecturer	4	13.3
Assistant professor	18	60
Professor	8	26.7
Total	**30**	**100**

The previous table shows the scientific degree of the sample as follows: assistant professor 60%, followed by professor 26.7% and the lowest number was lecturer 13.3%. Data was gathered during the period from 3/12/2018 till 15/2/2019.

Tools of the Study:

a- A questionnaire was applied on the faculty members of Faculty of Social Work, Princess Nourah Bint Abdulrahman University, KSA to determine **first dimension** the reality of applying e-learning management system (Bb) in accordance with the QM Standards at Faculty of Social Work, as well as determining **second dimension** the obstacles that prevent achieving such standards and **third dimension** the suggestions to overcome such obstacles.

Validity: The questionnaire was administered to five social work experts to judge the questionnaires and express their opinion about the appropriateness of each statement regarding its formulation and its relevance to the dimension to be measured. They were free to add suitable statements, delete other statements and modify some statements regarding the formulation. Answers to each statement are

presented to each statement by selecting one of the three answers (I agree- somewhat agree - do not agree).

Reliability: Reliability was confirmed using test retest to verify the reliability of the tool though its application on a sample composed of 10 respondents from faculty members at Faculty of Social work outside the research sample, sharing the same characteristics of the sample and reapplying them 10 days later. Then Pearson equation was calculated and the following reliability coefficients were found:

Table (3) Pearson Correlation Coefficient to measure questionnaire reliability

Dimensions	Value of Pearson Coefficient
First dimension	0.694*
Second dimension	0.783 **
Third dimension	0.632 *
The questionnaire as whole	**0.703 ***

** Significance Level 0.01   * Significance Level 0.05

        The previous table shows that the questionnaire Pearson Correlation Coefficient are statistically significant (0.05) indicating the validity of the questionnaire and its fitness for use in the design.

b- A questionnaire was administered to the members of Faculty of Social Work, Helwan University in Egypt to determine the relevant requirements (technology- faculty member - students) to apply e-learning management system(Bb)in social work education accordance with the QM Standards.

Validity: The questionnaire was administered to five social work experts to judge the questionnaires and express their opinion about the appropriateness of each statement regarding its formulation and its relevance to the dimension to be measured.

Reliability: To measure the reliability of the questionnaire: Pearson Correlation Coefficient was used

Table (4) Pearson Correlation Coefficient to measure questionnaire reliability

Dimensions	Value of Pearson Coefficient
First dimension	0.669*
Second dimension	0.939 **
Third dimension	0.651 *
The questionnaire as whole	0.753 *

** Significance Level 0.01   * Significance Level 0.05

        The previous table shows that the questionnaire Pearson Correlation Coefficient are statistically significant (0.05) indicating the validity of the questionnaire and its fitness for use in the design.

Statistical process: 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 20. The following

Table (5) Levels of Arithmetic Means for Assessing the Practice for each standard

If the mean value of the statement or dimension ranged between 1 and 1.67	**Low**
If the mean value of the statement or dimension ranged between 1.68 and 2.34	**Medium**
If the mean value of the statement or dimension ranged between 2.35 and 3	**High**

Results

 Testing the study hypotheses:

First Hypothesis : It is expected that the commitment of faculty members to apply e-learning management system (Bb) in accordance with the QM Standards in social work education will be high.

Table (6)" illustration of responses of faculty members to apply e-**learning management system (Bb) in accordance with the QM Standards" (N= 60)**

Sr.	Standards	mean	S.D	Rank
1	Course overview introduction	2.71	0.46	2
2	Learning objectives (competencies)	2.6	0.58	5
3	Assessment and measurement	2.78	0.47	1
4	Instructional materials	2.68	0.51	3
5	Course activities and learner interaction	2.62	0.53	4
6	Course technology	2.57	0.6	6
7	Learner support	2.55	0.60	7
8	Accessibility and usability	2.51	0.53	8
Total		**2.63**	**0.54**	

        The previous table shows that the general arithmetic mean of the responses of faculty members to apply e-learning management system (Bb) in accordance with the QM Standards in social work education was 2.63 and Standard deviation was 0.54. The arithmetic mean ranges between 2.35- 3.00 which is an arithmetic mean that falls in the first category indicating the high level option. This also, indicates the high level of applying e-learning management system (Bb) in accordance with the QM Standards .The arithmetic means of faculty members compliance of applying QM standards ranges from 2.78 to 2.51 which all fall in the high level category. **Thus, we can accept the first hypothesis of the study**.

Second Hypothesis: It is expected that the level of the obstacles to apply e-learning management system (Bb) in accordance with the QM Standards in social work education will be low.

Table (7) "Obstacles that prevent the application of e-learning management system (Bb) in accordance with the QM Standards"(N=60)

Sr.	Obstacles	mean	S.D	Rank
1	Training programs that are relevant to applying the quality standards of electronic courses are not sufficient	2.18	0.62	3
2	Inability of using computer and internet	2.0	0.80	6
3	Low technical support provided to faculty members	2.07	0.63	5
4	The increase of administrative and teaching burdens	2.53	0.57	1
5	the difficulty of applying the quality standards of electronic courses	2.15	0.71	4
6	applying electronic courses standards requires much time and efforts	2.38	0.69	2
7	Electronic learning is not suitable to my current courses	1.81	0.83	7
8	I am not convinced about the feasibility of electronic learning	1.73	0.84	8
9	I am not concerned about applying electronic courses standards in my courses	1.62	0.83	10
10	I am not aware of applying electronic courses standards	1.70	0.80	9
Total		2.02	0.73	

The previous table shows that the General arithmetic mean of the responses of the population to the obstacles that prevent the application of e-learning management system (Bb) in accordance with the QM Standards is 2.02 and Standard deviation was 0.73 which is an arithmetic mean ranges from 1.67 to 2.34 which indicates that the obstacles level is Medium. **This indicates the unacceptability of the second hypothesis,** and the acceptability of the alternative hypothesis (It is expected that the level of the obstacles to apply e-learning management system (Bb) in accordance with the QM Standards in social work education will be average).

Arithmetic means of the obstacles statements range from 1.62 and 2.53. They are arithmetic means diversify between high, average and low levels.

Third Hypothesis: There are suggestions to apply e-learning management system (Bb) in accordance with the QM Standards in social work education.

Table (8) "suggestions that help in applying e-learning management   system (Bb) **in accordance with the QM Standards "   (N= 60)**

Sr.	Suggestion	mean	S.D	Rank
1	Linking the application of the quality standards of electronic courses with equivalent hours.	1.95	0.9	6
2	urging faculty members to apply the quality standards of electronic	2.78	0.42	2

Sr.	Suggestion	mean	S.D	Rank
3	Using distance work techniques in training faculty members to apply e-learning courses quality standards	2.77	0.46	3
4	Obligating new faculty members to attend training programs on applying the quality standards of electronic courses	2.67	0.57	4
5	Providing continuous technical support to faculty members	2.82	0.43	1
6	Providing a follow- up system to determine the level of applying the quality standards of electronic courses	2.65	0.63	5
Total		**2.61**	**0.57**	

The previous table shows that General arithmetic mean of the population responses regarding the suggestions that helps in applying e-learning management system(Bb) is 2.61 and Standard deviation was 0.57 which is an arithmetic mean ranges from 2.35 to 3 which indicates that the suggestions level is high. **Thus, we can accept the third hypothesis of the study**.

Findings of the field study according to the sample drawn from

faculty members of Faculty of Social Work, Helwan University, (Egypt).

Fourth Hypothesis: It is expected that the requirements to apply e-learning management system (Bb) in accordance with the QM Standards in social work education **in Egyptian universities** will be high.

Table (9) "Responses of the faculty members to technology requirements to be

 available in e-learning management system (Bb) in social work education"(N= 30)

Sr.	Requirements	mean	S.D	Rank
1	Providing e-learning management system (Bb)	2.90	0.31	1
2	Providing training programs linked to activating e-learning management system (Bb)	2.80	0.55	2
3	Using distance work technologies in training faculty members on activating e-learning management system (Bb)	2.73	0.52	3
4	The presence of a technical team to provide ongoing technical support to the faculty of members and students	2.73	0.52	3
5	Providing a track system to determine the extent of applying QM standards of e-learning management system (Bb).	2.50	0.68	8
6	The presence of a central administrative staff as a specialized team in drawing e-learning management system (Bb) relevant policies at the university and following up the course of action.	2.73	0.52	3

Sr.	Requirements	mean	S.D	Rank
7	Providing e-learning management system (Bb)	2.73	0.52	3
8	Evaluating the return of training programs related to activating the e-learning management system(Bb)	2.66	0.61	7
Total		**2.72**	**.49**	

The previous table shows that the general arithmetic mean of the faculty members responses to the **technical requirements** to be available in e-learning management system (Bb) in social work education was 2.72 and Standard deviation was 0.49 which is an arithmetic mean ranges from 2.35 to 3 which indicates that the technology requirements is high.

Table (10) Responses of the population to the requirements to be available in the faculty members to activate e-learning management system (Bb) in social work education   (N= 30)

Sr.	Requirements	mean	SD	Rank
1	Skills of using computer and computer softwar	2.77	0.43	1
2	Skills of using the internet	2.67	0.48	3
3	Using e-mail and exchange of mails between him and his students	2.60	0.67	5
4	The ability of providing traditional teaching through computer	2.53	0.63	7
5	The ability to deal with e-learning courses designing programs	2.60	0.62	5
6	The ability to change traditional tests into electronic tests	2.67	0.55	3
7	The determination and will to move from the traditional education stage into the electronic learning stage	2.70	0.53	2
Total		2.65	.50	

The previous table shows that The general arithmetic mean of the responses of the population on the requirements to be available in the **faculty members** to activate e-learning management system (Bb) in social work education was 2.65 and Standard deviation was 0.50 which is an arithmetic mean ranges from 2.35 to 3 which indicates that the requirements to be available in the faculty member is high.

Table (11) Responses of the population to the requirements to be available in the students to activate e-learning management system (Bb) in social work education   (N= 30)

Sr.	Requirements	mean	SD	Rank
1	Training students to be participants no recipient	2.77	0.43	1
2	Training students on e-learning system Bb	2.73	0.45	4

Sr.	Requirements	mean	SD	Rank
3	Students must be able to deal with e-mail	2.77	0.43	1
4	Each student must have a university e-mail.	2.73	0.52	6
5	Students must have internet skills	2.77	0.43	1
6	Providing the students with computers and internet in the university	2.73	0.52	4
7	Training students on computer skills	2.67	0.55	7
Total		**2.74**	**.48**	

The previous table shows that The general arithmetic mean of the responses of the population on the requirements to be available in the **students** to activate e-learning management system (Bb) in social work education was 2.74 and Standard deviation was 0.48 which is an arithmetic mean ranges from 2.35 to 3 which indicates that the requirements to be available in the student is high

Discussion: The current study aims to record the reality of applying e-learning management system (Bb) in accordance with the QM Standards at Faculty of Social Work, Princess Nourah Bint Abdulrahman University. The findings of the present study represented in the responses of the faculty members, **as follows**: -

First: The level of faculty members compliance with applying e-learning management system (Bb) in accordance with the QM Standards in social work education was high. This is attributed to providing the ongoing technical support by the university deanship of e-learning and the faculty unit of e-learning, providing training courses to activate Bb system, creating a periodic follow-up system at each semester to apply the system by faculty members, providing regular moral incentives to the members who apply this system, providing guidebooks to activate Bb system according to QM standards, the awareness of the faculty members about QM standards and their availability on the website of deanship of e-learning, holding competitions among the faculties of the university to raise the ratio of applying the system and the development of Bb system periodically. This was confirmed by the studies Dandarawy & Aref (2012), Abdul Qadder (2013) and Alotman & Almassaad (2017), recommends that to achieve the quality of electronic learning in higher education settings we need to form a teamwork from the faculty members to present model quality standards for electronic learning, evaluating the electronic learning programs regularly in a way that quality assurance in the presented programs.

Second: the obstacles of applying e-learning management system (Bb) in accordance with the QM Standards in social work education, **as follows**: The increase of administrative and teaching burdens, applying electronic courses standards requires much time and efforts, training programs that are relevant to applying the quality standards of electronic courses are not sufficient, the difficulty of applying the quality standards of electronic courses; low technical support provided to faculty members and Inability of using computer and internet. This agrees with Khalil and Attia study (2017), whose findings point out that the most important obstacles of applying the quality standards of electronic courses in university education throughout the time elapsed in changing the teaching subject into electronic teaching subjects, the insufficiency of competencies and skills of the faculty members in dealing with modern electronic means and specialized programs.It also agrees with Al Eirini's study (2015), that the most important obstacles relevant to the faculty members are: the lack of monetary incentives against the usage of electronic learning, and the increase of the teaching and administrative burdens required from the faculty member.

Third: suggestions to apply e-learning management system (Bb) in accordance with the QM Standards in social work education, **as follows**: Providing continuous technical support to the faculty members, urging faculty members to apply the quality standards of electronic courses, using distance work technologies in training faculty members on activating e-learning management system (Bb); Obligating new faculty members to attend training programs on applying the quality standards of electronic courses, providing a follow- up system to determine the level of applying the quality standards of electronic courses and Linking the application of the quality standards of electronic courses with equivalent hours. This agrees with Knowles's study (2007), whose findings indicate that Social work faculty and programs need to implement proactive faculty development programs that incorporate technical and pedagogical knowledge and the skills of teaching and learning in online environments. Faculty development needs to include a focus on the professional and pedagogical challenges specific to social work educators. Programs should consider the use of incentives to encourage faculty development focused on e-learning, and encourage the faculty development through the linkage of individual faculty development plans and overall program goals for technology integration.

Fourth: to Transfer the experience of Faculty for Social Work, Princess Norah Bint Abdulrahman, KSA applying e- learning management system (Bb) in accordance with the QM Standards to teach social work in Egyptian universities which necessitates the availability of the **following requirements**:

a) Technical Requirements to be available at e-learning management system (Bb) in social work education**:** providing computer laboratories connected to the internet, providing an electronic course for all courses of the program, providing a program for managing e-learning system (Bb), providing training programs connected to activating -learning system (Bb) and, providing a technical team for the ongoing technical support to the faculty members and students as well. It affirmed the recommendation presented by Abu Ukail's study (2014), that there must be an increase in the numbers of the technical assistant in each internet laboratory to help direct and guide the students and provide some solutions to the problems that the students may face as well as training the student on how to use the modern technologies. Al Essiely's study (2012), agreed with this recommendation and emphasized the importance of providing infrastructure from laboratories, computers, connection lines and technical support.

b) Requirements to be available in faculty members to activate at e-learning management system (Bb) in social work education**:** skills of using computer and software, the determination and will to move from the traditional education stage into the electronic learning stage, skills of using the internet, the ability of changing the traditional tests into electronic tests and the ability to deal with electronic courses designing programs. This finding is consistent with Barkat's study (2012), who recommends supporting the experience of the faculty members with skills and competencies relevant to electronic technologies; focusing on enriching their competencies in theoretical disciplines such social work in the fields of competencies of using electronic technologies. Also Al Mosad's study (2012), also emphasized the training needs of the faculty members in the field of computer; the field of teaching in classroom using modern technology; internet -based teaching; planning and designing electronic courses in addition to employing technologies and tools of electronic learning in education. Al Erini's study (2015), asserted the necessity of proper preparation of the teaching process using electronic learning to attract the attention of the student to the subject matter.

c) Requirements to be available in the students to activate at e-learning management system (Bb) in social work education**:** Training the students to be participants not recipients; Students must possess the ability to deal with e-mails; Students must possess the ability to use the internet; Training the students on electronic learning system (Bb) and Providing university students with computers and the internet.

Accordingly, comparison of applying the study tools in Faculty of Social Work, Nourah Bint Abdulrahman University, K.S.A, and Faculty of Social Work, Helwan University, Egypt. The following is found:

Applying the first tool of the study in Faculty of Social Work, Princess Nourah Bint Abdulrahman University, K.S.A., which merge e-learning and traditional education. The results of this tool show that The Reality for Applying e-Learning Management System (Bb)According to QM Standards for Social Work Education in Saudi Arabia was high. As long as e-Learning Management System (Bb) was not established in Egyptian universities, including the Faculty of social work, Helwan University, consequently, the researcher will make use of applying the first tool to transfer this experiment to Faculty of Social Work, Helwan University, regarding the application of e-learning management system (Bb) According to QM Standards, as well as trying to avoid the obstacles that face applying this system and making use of its suggestions. Which are requirements to support the e-learning management system (Bb),in Faculty of Social Work Princess Noura bint Abdul Rahman University **Accordingly**, the results of the study represented in providing the ongoing technical support to the faculty members, orienting the faculty members to apply the quality standards to reduce the administrative and teaching burdens laid on the shoulders of the faculty members. Application of the system requires time and effort. Moreover, provision of sufficient training programs to apply the system; and good command of using computers and the internet are essential requirement. **However**, the result of the second tool applied on the faculty members of Faculty of Social Work, Helwan University, revealed that the most important requirements to be available to establish the e-learning management system (Bb) **are as follows**: -

- Technology relevant requirements(Providing training programs linked to activating e-learning management system (Bb) by using distance work technologies in training faculty members on activating

e-learning management system (Bb) the availability of ongoing technical support to the faculty members and the students).
- Faculty members relevant requirements (skills of using computers and computer software; and the determination and will to move from the traditional education stage into the electronic learning stage).
- Student relevant requirements: (Training students to be participants no recipient. the students must have internet use skills, and they must be capable of using e-mail accounts)

Accordingly, there is an agreement in the responses of the faculty members of Faculty of Social Work, Helwan University, Egypt, on the requirements to be available for applying e-learning management system (Bb) on one hand and the responses of the faculty members of Princess Nourah Bint Abdulrahman University. K.S.A., regarding the obstacles and suggestions to apply e-learning management system (Bb) on the other hand according to QM Standards for Social Work Education.

Implications for practice:
- Applying the e-learning with traditional education in the teaching and learning process so that they will be partners in the improvement of social work education and practice.
- Improving learning outputs for social work students the matter that will have a tremendous impact to go on with the requirements of labor market to practice social work in Saudi and Egyptian societies.
- The students can make use of modern electronic technologies through its application in social work education the matter that will be reflected in their professional practice.
- Dealing with increasing number of students in classrooms is one of the biggest problems in social work educations in Kingdom of Saudi Arabia and Egypt as well. This will affect both interaction and participation process between students and faculty members during lectures and consequently, this will affect the professional preparation of the social workers. The use of e-learning management system (Bb) will alleviate such effects through using interaction tools available by e-learning management system (Bb) (e.g. forums; virtual classrooms; blogs and creation of discussion groups)

Recommendations:
The study presents the following recommendations:
- Providing the requirements relevant to (technology, faculty members, and students) in the Egyptian universities in the field of social work education to apply e-learning management system (Bb) According to QM Standards.
- Mode of Instruction applied in teaching social work curricula shall merge both e-learning management system (Bb) According to QM Standards and traditional education.
- Carrying out more studies and research in the e-learning management system (Bb) According to QM Standards in social work education.
- Orienting the faculty members to apply the e-learning management system (Bb) According to QM Standards in social work education.
- Encouraging students to participate and react with e-learning management system(Bb).

Associated limitations related to the research:
The study faced a number of difficulties represented in the following:
- The difficulty of collecting data which took a long time for collection in Faculty of Social Work, Helwan University, Egypt because of the low response rate by the faculty members (the population) on the questionnaire because the researcher is living in the K.S.A.
- The lack of literatures and researches that addresses deal with the subject of e-learning management system (Bb) and QM standards in social work where both of them belong to other disciplines.