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Surveying the Effective Factors in Applying e-learning in Health Care of Bushehr Province Oil Industry

Mohammad Behroozi^{a*}, Bushehr Branch, Islamic Azad University, Bushehr , Iran
Khodakaram Khodadadi^b, MA in educational planing, Islamic Azad University, Bushehr, Branch

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Abstract

The main purpose of this research is to survey the level of readiness of Bushehr Islamic Azad University (BIAU) for implementation of total quality management principles (TQMps). This is a descriptive-surveying research whose study population is 230 academic faculty members working in BIAU among which 144 people were randomly selected based on Morgan's Table according to simple sampling. Data were gathered via one standard questionnaire included 42 questions asking about the condition of BIAU regarding TQM indices, and a researcher-structured questionnaire included 26 questions asking about university qualitative objectives. Face and Content-related validity were used to determine the validity of the questionnaires and Cronbach's Alpha was applied to measure the reliability of the questionnaires which was calculated 0.861 and 0.831 respectively. Some descriptive and inferential indices such as frequency, mean, SD, and Chi Square were used to analyze the gathered data. Findings showed that the readiness of IAUB for implementation of TQM was less than average and the designed qualitative objectives were also considered at the middle of the scale.

Keywords: quality, quality management, ISO, qualitative objectives

* ADDRESS FOR CORRESPONDENCE: **Mohammad Behroozi** , Bushehr Branch, Islamic Azad University, Bushehr , Iran
E-mail address: dr_m_behroozi@yahoo.com / Tel.: +987733534463

1. Introduction

Total Quality Management (TQM) is a management approach that seeks to achieve and sustain long-term organizational success by encouraging employee feedback and participation, satisfying customer needs and expectations, respecting societal beliefs and values, and obeying governmental laws and regulations (Altahayneh, 2014). TQM is more than a management philosophy; it can be considered a convenient framework used in and by organizations to guarantee a systematic and permanent optimization of the added value in order to maximize the realization of their aims. As a consequence of this proactive approach, all primary, supporting and managerial processes have to be designed in a manner that ensures an optimal (perceived) quality for customers, employees and other stakeholders (De Knop, Van Hoecke, & De Bosscher, 2004). The way in which people respond to the managerial actions is of utmost importance for the success of TQM. So, Deming lays emphasis on the need for managers to understand the fundamental principles of the executors' psychology, so as to find out how to attract them. The strategically planning of quality is one of the key-points of a programme for improving quality in view of implementing the principles of TQM (Militaru et al 2013)

The principles of TQM is a comprehensive rules and fundamental beliefs to lead and run an organization which aims at continuous improvement of performance in the long run by focusing on consumers as well as addressing the needs of all stakeholders (Kusumah, 2013). Leaders and managers in universities have to address total quality management both in concept and programme. The basics of Total Quality Management comprises of the principles of the Quality Management System. Customer orientation, Leadership and modern management, Involvement of employees, Process approach, System approach to management, Continual improvement, Factual approach to decision making, Mutually beneficial supplier relationships.

Implementation the principles of TQM in a university depend on the staff's culture and it affects the application ways in the context of quality strategies, although it does not appear directly but it would be seen in the consequences. This study came to find out the readiness of Bushehr Islamic Azad University to implement total quality management principles.

2. Review of literature

Shinha et al (2016) in their study “ effect of TQM principle on performance of Indian SMEs” The study provides evidence that application of TQM principles such as ‘Process Approach’, ‘Mutually Beneficial Supplier Relationship’ and ‘Factual Approach to Decision-Making’ has a positive influence on the performance of Indian Auto component SMEs.

Nawelwa et al (2015) The research formed hypotheses based on the seven principles of TQM and this was also verified through the analysis of questionnaires and structured interviews conducted. From the analysis and interpretation of the results, the following was found. Teamwork principle was found to be practiced although most respondents did not know the extent to which it was been practiced. Continuous improvement and training are also principles which were explored and found to be practiced. For continuous improvement, most of the respondents indicated this to have been achieved through carrying out monthly tests and end of term examinations to measure the excellence in-service delivery, as for the training principle; this has been interwoven with the policy of the ministry in programs aimed at training in-service teachers and anticipated teachers. For the commitment principle, there was commitment from management with a view to working together for pupil satisfaction. For the quality principle, it was found that, at 95 per cent confidence level the mission statement, the motto and the vision of the school depicted quality-related activities. The research also established that at 95 per cent confidence level, teachers were empowered to take direct action whenever action is likely to affect quality.

Mubaraki (2013) showed, in general, the application of TQM principles varies between medium to high rate and the Inferential Statistics results showed a two principals have significant statistically relationship which are focus on customer and continuous improvement.

Tasar at al (2011) in the research of "Examination of Implementation Level of the Total Quality Management Principles by the Principals and Teachers Functioning at Elementary Schools" it was observed that the principals and teachers functioning at the elementary schools implement the Total Quality Management principles at their occupational studies. It is further determined that the teachers have higher implementation levels than the principals as regards such principles.

3. Research questions

3.1. How is the status of BIAU based on customer focus?

3.2. How is the status of BIAU based on leadership?

3.3. How is the status of BIAU based on involvement of people?

3.4. How is the status of BIAU based on process approach?

3.5. How is the status of BIAU based on system approach to management?

3.6. How is the status of BIAU based on continual improvement?

3.7. How is the status of BIAU based on factual approach to decision making?

3.8 How is the status of BIAU based on mutually beneficial supplier relationships?

3.9. What are the quality objectives of BIAU?

4. Methodology

This paper presents readiness of Bushehr Islamic Azad University to implement total quality management principles. This is descriptive survey paper whose study population is 230 academic faculty members working in BIAU among which 144 people were randomly selected based on Morgan's Table according to simple sampling. Data were gathered via one standard questionnaire included 42 questions asking about the condition of BIAU regarding TQM indices, and a researcher-structured questionnaire included 26 questions asking about university qualitative objectives. Face and Content-related validity were used to determine the validity of the questionnaires and Cronbach's Alpha was applied to measure the reliability of the questionnaires which was calculated 0.861 and 0.831 respectively.

5. Finding

Some descriptive and inferential indices such as frequency, mean, SD, and Chi Square were used to analyze the gathered data.

Table 1: readiness of BiAU in each of principle

	N	R	xL	xH	Mean	SD	Variance
Customer focus	144	3.20	1.60	4.80	2.762	0.6859	0.470
Leadership	144	3.00	1.40	4.40	2.976	0.599	0.359
Involvement of people	144	3.00	1.75	4.75	3.041	0.6767	0.458
Process approach	144	2.17	1.83	4.00	2.881	0.6418	0.411
System approach to management	144	3.20	2.00	5.20	3.429	0.7897	0.624
Continual improvement	144	3.40	1.00	4.40	2.905	0.6797	0.462
Factual approach to decision making	144	3.50	1.25	4.75	2.746	0.7409	0.549
Mutually beneficial supplier relationships	144	3.43	1.00	4.43	2.510	0.8009	0.642
Quality management principle	144	2.05	1.79	3.83	2.818	0.5235	0.274

According to this indicator the mean of system approach to management and involvement of people are above the rest.

Table2: t-test to compare the sample mean and population

	Mean	SD	t	df	Sig (2-tailed)
Customer focus	2.7625	0.68591	-4.155	143	0.000
Leadership	2.9764	0.59907	-4.73	143	0.637
Involvement of people	3.0417	0.67679	.739	143	0.461
Process approach	2.8819	0.64108	-2.210	143	0.029
System approach to management	3.4292	0.78978	6.521	143	0.000
Continual improvement	2.9056	0.67975	-1.667	143	0.098
Factual approach to decision making	2.7465	0.74090	-4.105	143	0.000
Mutually beneficial supplier relationships	2.5109	0.80095	-7.328	143	0.000
Total QMP	2.8188	0.52357	-4.153	143	0.000

Above table in Customer focus, leadership, involvement of people, process approach, continual improvement, factual approach to decision making, mutually beneficial supplier relationships and QMP t values are respectively -0.155, -0.473, 0.739, -2.210, -1.667, -4.105, -7.328, -4.153 that smaller than critical t so it shows the status of BiAU in these principle are average and lower. But in

system approach to management is higher than critical t therefore in this principle status of BIAU is higher above.

Table 3: t-test

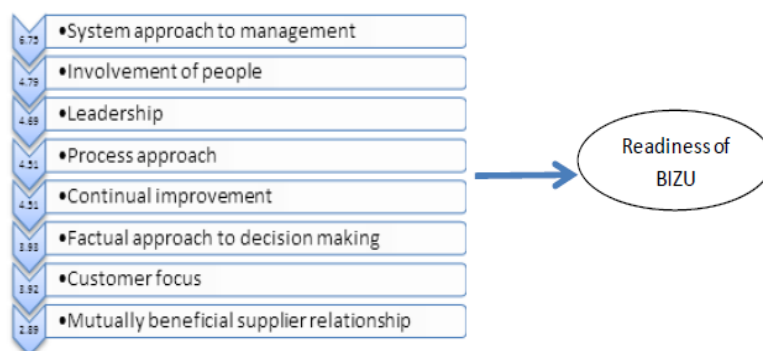
Objectives	Mean	SD	t	df	Sig(2-tailed)
Educational	2.825	0.7746	-2.705	143	0.008
Skill	2.706	0.8621	-4.084	143	0.000
Technology	3.069	0.7919	1.052	143	0.294
Cultural	3.206	0.8060	3.076	143	0.003
Research	3.097	0.7708	1.514	143	0.132
quality	2.976	0.6785	-0.416	143	0.678

Educational and skills outlined below average and they considered as university quality objectives. But in cultural objectives t value is positive as a result it is above average and have been considered as university quality objectives. For the other objectives (Technology and Research) t calculated is smaller than the critical t (1.96) therefore, there is no significant differences between the sample and population mean.

Table 4: Friedman test

Quality principles	Mean
System approach to management	6.75
Involvement of people	4.79
Leadership	4.69
Process approach	4.51
Continual improvement	4.51
Factual approach to decision making	3.94
Customer focus	3.92
Mutually beneficial supplier relationship	2.89
df=7	X2=212.125
N= 144	Sig = 0.01

Above table shows the university has a readiness to implement quality management system in system approach to management, involvement of people and leadership.



6. Conclusion

The quality of higher education is everybody's concern today. Universities have always played a key role in the technological context of countries, they are basically teaching and research institution aimed at qualifying human resource and producing knowledge. Universities also respond to the demands of society interacting with other institutions. The use of new teaching and learning methodologies, changing patterns of education delivery, course content, the concept of quality has become an essential component of the educational process for its success. It was concluded that the readiness of IAUB for implementation of TQM was less than average and the designed qualitative objectives were also considered at the middle of the scale.

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