Benchmarking approach to learning Effect on Quality of Education: A Case Study of Ilam University of Medical

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ABSTRACT: E-learning systems provide a promising solution is a channel of information exchange and as a very efficient method, especially for courses that does not require a physical. So, the development of valid and reliable methods for measuring the quality of services provided is essential. This study aimed to assess the credit quality of the learning approach using a case study that has been conducted in Ilam University of Medical Sciences. Method of this Research is Quantitative in the field of descriptive and practical approach. Its population is 525 persons, and samples were obtained using Cochran formula with 223 persons the results Shows that use of this benchmarking framework for e-learning have a positive impact on the improvement of educational quality organization.

Keywords: e-learning benchmarking, quality of education, information technology, the quality of education frameworks.

INTRODUCTION

E-learning as a key part of e-services, many are undergoing rapid development. In traditional learning, the learner will be limited to a specific time and place. While E-learning provides for wider horizons for organization (Bozula & Morgun, 2008). In this regard, the organization gradually move to using e-learning methods and systems in order to keep pace with technological development, and update their employees the knowledge and skills (Albadavi, 2003).

Concern among stakeholders about the quality of e-learning has increased in recent years. [McLoughlin, 2003]. This concern among academics and providers of e-learning and education has also increased. [Quality Assurance Agency, 2004].

In today's world, teaching quality evaluation, the main concern of educational systems in the world. Nations with a view to working together properly extracted, seeking to optimize their educational system. Questions such as "Which is the best university?" "Which is more efficiency and effectiveness of the education system?" "Which country is better than education?" "What is the advantages of this?" People have been proposed in recent decades by and it is different answers. Some of the great joy starts benchmarking and comparison of the top began training with high accuracy. Cultures being close to each other, allowing the efficiency of educational systems in other countries are higher. In today's world, human society and the university and the school as a learning environment, a system known as in all production systems and services, improved methods are needed. So, what should be considered, continuous improvement through education. (gotb). His study is based on the theoretical research and alystor colleagues in understanding the theoretical foundations of organizing, directing and controlling the use of information and communication systems, computer and internet use has been defined (Inglis, 2008). In his research seven quality framework for e-learning is presented: 1) the improvement of 2) benchmarking framework, 3) benchmarking framework for the successful training via the internet 4) the quality of the world 5) the benchmark Learning woman 6) evaluation of the active and 7) the superior quality.

Quality in Higher Education

After the education system, university is most important and most basic places where the spirit of creativity, innovation, self-esteem and confidence in young people to flourish’s Quality of. Education can eliminate errors, avoid mistakes, service completed by the institution and teaching staff, the continual
improvement of teaching and learning, guarantee access to education, effectiveness and compliance with the standards. (Azizi, 1379: 24)

Four main types of qualitative processes used in education and university [Inglis, 2005]: 1- quality
2- Quality Assurance
3-quality – 4-benchmarking

Evaluation: evaluation of the process, it is said to be steps for assessment quality measurement. 
Oliver (2005) quality assessment process, considering two factors for define benchmarking and quality assurance. Therefore, to obtain quality assurance evaluation and benchmarking process must be used. 

Benchmarking: benchmarking involves comparing the product or service is the best that it can be found in the relevant industry. And now we can see in the Higher Education McKinnon,2000.

Quality Assurance: Quality assurance is the process of product or service quality according to predetermined standards of protection. Based on a series of quality control and documentation of business processes is critical to ensure that provide customer needs exactly. It can be used as a quality framework based on the four processes can be used.

**E-learning**

E-learning has the skills and knowledge to function as part of a process of human development using the Internet, intranets and CD-ROM technology as a distribution channel is presented (masoumi, 2009). In another definition, e-learning content in a structured learning experiences or by electronic technology, including the Internet, intranets and extranets and is considered to be active or present (Negash, 2008).

Despite these positive features that motivated the use of e-learning increases, unsuccessfully experiences have also been reported. A good education teaches you that we will support effective learning, electronic learning skills for effective teaching and learning of issues that must be examined. Recent studies have shown that those challenges have led to the failure of eLearning course will include items such as compliance with a virtual environment, content, resources, scheduling, training and jobs, features and specifications learners, interaction with learners and individual learners to facilitate (Ndume, 2008).

**Quality Framework**

Framework for benchmarking e-learning (McKinnon, 2000)

Association of Australia and more recently a series of e-learning and distance learning has offered to support the benchmark. Benchmark was developed in two stages: first, an initial pilot project to develop a benchmarking process was used and tested in seven Australian universities. The second stage consists of a number of benchmarks that the final set is as follows:

1. check the policy and direction of technological learning: the benchmark for institutional planning, policy development and implementation of technologies for teaching and learning in communication.
2. benchmark programs to improve the quality of teaching and learning technology: a process of quality assurance is required and must also ensure that the appropriate use of technology for learning and teaching, including planning, implementation, evaluation, and ring of feedback.
3. Benchmarking information technology infrastructure to support teaching and learning: a wide range of information technology infrastructure and information and communication technology that supports teaching and learning, are described. Which include learning management systems, library systems, the World Wide Web, and mobile technology is of course hardware (computer peripheral equipment) and networks (LANs and wide area networks) were also considered.
4. Benchmarking ICT use in education: The effective use of information and communication technology is to support the institution.
5. Benchmarks empowerment in the effective use of technology for teaching and learning: the benchmark on staff development and training for effective use of learning technologies has focused and software is considered.

The purpose of benchmarking is to support continuous quality improvement. This is an organizational standpoint, the issue of integrating all aspects of teaching, such as planning, staff development and delivery infrastructure will reflect.
History of Research

Table 1. History of research

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Result</th>
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<tbody>
<tr>
<td>Morse (2003)</td>
<td>Influence of cultural factors on the behavior of students in online courses</td>
<td>In this study, the distinguishing elements of the culture of learning “so-context” and “low-context” was found. Characteristics of a learning culture, “much depends on the context” include: strong emphasis on teaching the data (students receiving educational materials Maker or open): All materials will be provided in class, and have the exact course of the season. the teaching is the same for all seasons.</td>
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<td>Kaur (2004)</td>
<td>Assess their readiness to implement e-learning in universities in Malaysia</td>
<td>This study aimed to determine readiness to implement e-learning in Malaysian universities have been released. The data obtained in this study come from 93 recipients and producer of e-learning systems. Many consumers expressed satisfaction about the level of their understanding of their suppliers. The results showed that learners and providers to gradually get ready for the implementation of e-learning.</td>
</tr>
<tr>
<td>Broadly (2007)</td>
<td>Implementation of e-learning: a study in three schools in Western Australia</td>
<td>In this study, e-learning for three school in West Australia studied. In this paper, the challenges of implementing e-learning with teacher’s point of view presented, such as skills development and changes in laws and educational content.</td>
</tr>
<tr>
<td>Ndume (2008)</td>
<td>Challenges in adopting e-learning in higher education</td>
<td>The study for the establishment of e-learning, virtual learning, analysis, and design challenges of assistive devices for people with a higher education in Tanzania. The study consisted of two parts. First, to measure understanding of a phenomenon and cognitive factors in the development of e-learning are challenged with 5-choice Likert scale questionnaires have been used. Second part, in for testing the factors affecting the e-learning from the perspective of users.</td>
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<tr>
<td>S. Emre (2011)</td>
<td>An integrated decision framework for evaluating and selecting e-learning products</td>
<td>In the framework of QFD and a fuzzy linear regression was used to select e-learning products. Features of e-learning products that provide maximum customer satisfaction. Have been determined using linear regression and fuzzy QFD technique for resource allocation and coordination skills, based on customer requirements, has been used.</td>
</tr>
<tr>
<td>Mona A (2011)</td>
<td>Quality evaluation of e-learning systems</td>
<td>Author for assess the quality of e-learning system provide framework that consists of 14 quality dimensions. Result show that using this framework for assessment of information quality, this is useful and designer. Providers and user of e-learning could use this framework as a total solution.</td>
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The hypothesis of research

The main hypothesis: using e-learning benchmark framework has a positive effect on the quality of the organization.

Subordinate assumptions

1. Using organization’s policies Benchmarks for Benchmarking e-learning, has a positive effect on the quality of the organization.
2. Use Planning Benchmarks for Benchmarking e-learning has a positive impact on the quality of the organization.
3. Using infrastructure in information Benchmarks for Benchmarking technology, e-learning has a positive effect on the quality of the organization.
4. Using education applications Benchmarks for Benchmarking e-learning, has a positive effect on the quality of the organization.
5. Use Employee empowerment Benchmark for Benchmarking e-learning has a positive effect on the quality of the organization.
6. Using support staff Benchmarks for Benchmarking e-learning, has a positive effect on the quality of the organization.
7. Using students teaching benchmark for benchmarking e-learning, has a positive effect on the quality of the organization.
8. Using students Supporting Benchmark for Benchmarking e-learning, has a positive impact on the quality of the organization.
Research Model

The model of research has shown in figure 1.

METHODOLOGY

The research method used in this study in terms of objectives, applications, and the approach is descriptive.

The statistical society for Contract and permanent Employees the City of Ilam University approximately equal to 525 persons.

Cochran relative estimate formula for measure sample size is used, so values of \( P \) and \( q \) have made.

\[
N(\frac{(Z_u)^2(Pq)}{Z_d^2} + \frac{(Z_u)^2(Pq)}{N}) = \frac{525(1/96)^2(0/25)}{524(0/05)^2 + (1/96)^2(0/25)} = 222/08 \approx 223
\]

RESULTS

Our results in several areas expand use of Quality Award. Firstly, the paper quality award models that have been analyzed by other authors to complete. Secondly, our results, the authors found: Van der (2000) and Westlund (2001) the Business Excellence Model as a framework for implementing systematic quality management have been introduced, encoding, and in the end, our research, the research on TQM by Flynn (1994) and Powell (1995) and Dow (1999) study are consistent.

In this paper, a multi-dimensional structural model of excellence to explore and examine the internal structure of models in order to analyze the model as an operational framework for quality management. This research managers to improve the quality of the business excellence model to apply as well as for researchers who are interested in studying the operational quality management, is interesting. As Sila and Ebrahimimpour (2002) have stated, no there is a proven model of total quality management that is acceptable to all has led many companies to use as a guide to quality award models.

Administrators can state our results for the detection of total quality management and develop their designs to operate. Systematic approach to the management of organizational excellence model for implementing total quality management and the choice will be to balance the technical and social activities.
Systematic approach means that managers take advantage of the methods reviewed in the organizational excellence model criteria must be committed to the core concepts of TQM. Otherwise, Principles are only a series of unrelated methods and are incoherent.

Our model assumes that the social and technical dimensions of TQM excellence model considers the TQM And effective implementation of TQM requires a way to make all of the Excellence Model enabler’s organization to manage. Results Analysis the following models are supported:  
1- Business Excellence Model enablers, including technical and social aspects of TQM  
2- Excellent result for organization obtained only by developing each of the results criteria’s.  
3- Enablers have a strong impact on the results of the Business Excellence Model. Therefore results show that the model creates excellence is quality management.

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