

"Survey Factors in promoting e-learning in a virtual university "(The case study: Noortuba University)

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Abstract: One of the most important factors to achieve organization targets is, innovation and one of effective factors in achieve to these targets is service improvement. Nowadays, according to limited physical assets, service innovation is not only the uses of this kind of assets but organizations generally look for a substitute for this and one of the bests is business innovation School in the city of Tehran associate degree and at least have been . between 1390-1391 .that according to statistics are 170 people . of these 118 patient were randomly selected descriptive survey research method is correlation. Descriptive survey research method is correlation. Questionnaire to collect research data job commitment and organizational commitment using allens. Also for analysis of data using from description and inferential statistic , spss software with version 18 use for survey of delas .In this survey , for answering to resulting question use from yoman ,Tifi examination , also in part of it use from regression. There is a significant relationship between level of education age ,work experience there is a significant relationship between occupational commitment of services , salary and field of teaching. With meaning degree of occupational organization occupational job increasing. With increasing degree of sophisticated rule ,rate of dependence to value of job and rate of incorporating job in Master. At last Uin according he finding display for manage of Masters. [Mehrnoosh kargarzadeh, Masoumeh sadat Abtahi, Hossein Ghaderi. "Survey Factors in promoting e-learning in a virtual university "(The case study: Noortuba University). *J Am Sci* 2013;9(5s):139-142]. (ISSN: 1545-1003). <http://www.jofamericanscience.org>. 22

Key words : E- learning ,occupational organization ,Education, Noor Tuba University.

Introduction:

One of main viewpoint is the organizational commitment because it can play basic role in fulfillment of organization's goals (Aksoy, Lerzan, Bruce Cooil, Christopher Groening, Timothy L. Keiningham, and Atakan Yalçin ,2008). Obligated personnel more attempt to reach the goals of organization, also the commitment of organization cause motivation and personnel's satisfaction (Anderson, Eugene W., Claes Fornell, and Sanal K. Mazvancheryl ,2009). Generally the existence of professional and faithful personnel who adapt to values and objects of organization and leaning to keep their membership related to organization are necessary for every organization (Barney, Jay ,1991). Because they work more than their decided duties and the level of operation will be raised also the rate of their late, absence and leaving work will be fallen. These cause the ideal credit of organization in society and supply field for development and extension (Bitner, Mary Jo, Amy L. Ostrom, and Felicia N. Morgan ,2008). The managers of human resources can improve the objects of organization by knowing about its commitment and find techniques for improving it (Black, Jane ,2003). The organizational

commitment is one of important variable that recently is considered by industrial and organizational psychologists (Lindberg, Brian M. and Justin M. Monaldo ,2008). Some psychologists believe commitment is a multi- dimensional structure. Then industrial and organizational specialists and psychologist express various kinds of commitments. Meier and Allen (1990) presented a three parts' model about organizational commitment which included these dimensions:

1. Affective Commitment (AC): it relates to affective dependence and person's interest to organization.
2. Continual Commitment (CC): it relates to the costs connected to leaving the organization.
3. Norm Commitment (NC): understanding the parole to stay in organization (Meier, Stanley, Herscoich, Topolinsky, 2002).

Organizational commitment is an affective dependence to organization as if committed personnel take their identity from it and they participate in it and enjoy their participation (Porter & et al, 1974).there are many reasons that organizations must increase their members' organizational commitment: First of all organizational commitment is rather a new concept

which totally differ with vocational dependence and satisfaction. Second, studies show that organization commitment has positive consequences. Personnel who have more commitment, they have more regularity and order in their duties. They stay in organization and work more than others (Lovelock, Christopher and Evert Gummesson ,2004).

2- Boston Consulting Group (2007), investigated effective elements on organizational commitment of Kerman industries' managers. He found a connection between keeper agents and vocational satisfaction with organizational commitment.

3- Greene, William H. (2003), studied efficient elements on organizational commitment of communication personnel in Sistan & Balochestan province. He showed there is a direct relation between accepting the objects by decision maker personnel and vocational security with organizational commitment.

4- Herold, David M., Narayanan Jayaraman, and C.R. Narayanaswamy (2006), found a positive and meaningful connection between vocational promotion with norm and effective commitment.

The objects of research:

Determining the status among masters' vocational commitment at Noor Tuba University, studying effective agents on teachers' vocational commitment; Determining the status among masters' vocational commitment at Noor tuba University through organizational depending component;

The hypothesis of research:

1-There is a significant statistical connection between masters' vocational commitment and organizational dependence.

2-There is a significant statistical connection between masterers' vocational commitment and duty bounding related to values.

Research Method

This research is an application search base on object and base on method is a descriptive and survey and unity research. Because of currently condition in research's component, it accounts as descriptive and survey polling method and

investigates teachers' ideas about effective agent on their vocational commitment. On the other hand, researcher decides to study the connection among research components, so based on this, it is a unity research. Therefore the researcher measures and studies the connection among the characteristics recognizing population and the dimensions of organization commitment to the degree of vocational commitment. In present search, statistical universe consists of female teachers in Noor tuba University that at least they are expertise and have 5 years experiences and formally work in Noor tuba's University. According to statistic their numbers are 170 during University year 2012-13.

Evaluating the sample size:

Researcher by using Cookran formula obtains 118 in sample size and investigates them.

The tools of research consist of:

Vocational commitment questionnaires which are designed by Belau. Examinee can choose a score from 1 to 5 according to Likret and the questions. The questionnaire has 40 questions which consists of professional independence, organizational independence, duty bonding to work values and vocational participation that measures masters' vocational commitments.

Hypothesis 1

There is a relation between masterers' experiences and their vocational commitment. The results show that vocational commitment scores in other field of studies are higher than basic, human and technical- engineering sciences. This difference is studied by using the unilaterally variance analysis test (anova). The results show that the scores of teachers' vocational commitments who experienced more than 20years are higher than other groups. This difference is studied by using the unilaterally variance analysis test (anova). The results show that the difference among groups according teacher experiences isn't meaningful ($f=0.6$ - $DF=115$, 2) but average difference of teachers' vocational commitment scores is not significant among groups on level ($p>0.05$).

Table 1: statistical indicators of teachers' vocational commitment scores according their experiences

Exprience	number	Average	Standard Deviation	Standard Error	Defferente average on level95%		Minimum	Maximum
					Hi quantity	Low quantity		
Lower10 years	59	134.6	19.9	2.5	139.7	129.6	80.0	170.0
Between10-20 years	51	136.9	17.9	2.5	142.0	131.9	106.0	182.0
Upper than20 years	8	141.6	13.7	4.8	153.1	130.2	133.0	174.0
Total	118	136.1	18.3	1.7	139.5	132.8	80.0	182.0

Table 2: unilaterally variance analysis test of teachers' vocational commitment scores according their experiences

The variation resource	The total of square	df	The average of square	F	p
Between-group	405.344	2	202.672	.600	.551
Within-group	38870.224	115	338.002		
total	39275.568	117			

Table3: statistical indicators of teachers' vocational commitments scores according their field of studies

Field of study	number	Average	Standard Deviation	Standard Error	Defferente average on level 95%		Minimum	Maximum
					Hi quantity	Low quantity		
Basic sciences	45	131.8	20.4	3.0	125.6	137.9	80.0	182.0
human sciences	43	137.4	18.1	2.8	131.9	143.0	90.0	176.0
Technical engineering sciences	8	128.5	10.3	3.6	119.9	137.1	114.0	144.0
other	22	145.1	12.6	2.7	139.5	150.7	124.0	174.0
Total	118	131.8	20.4	3.0	125.6	137.9	80.0	182.0

Table 4: unilaterally variance analysis test of teachers' vocational commitment scores according field of study

The variation resource	The total of square	df	The average of square	F	p
Between-group	3176.594	3	1058.865	3.344	.022
Within-group	36098.973	114	316.658		
total	39275.568	117			

Table 5: Toki chasing test for average difference of vocational richness scores according field of study

Field I	Field J	Average Difference (I-J)	Standard Error	P	Defferente average on level95%	
					Hi quantity	Low quantity
Basic sciences	human sciences	-5.6641	3.79486	.445	4.2304	-15.5585
	Technical engineering sciences	3.2778	6.82781	.963	21.0802	-14.5246
	other	-13.3586(*)	4.62929	.024	-1.2885	-25.4287
human sciences	Basic sciences	5.6641	3.79486	.445	15.5585	-4.2304
	Technical engineering sciences	8.9419	6.85174	.562	26.8066	-8.9229
	other	-7.6945	4.66451	.355	4.4674	-19.8564
Technical engineering sciences	Basic sciences	-3.2778	6.82781	.963	14.5246	-21.0802

Hypothesis 2

There is a relation between masterers' field of studies and their vocational commitments. The result show that difference between groups are meaningful (DF=114, 3- F=3.34) and average difference of vocational commitment scores among groups on level ($p < 0.05$).

The results of chasing test show that vocational commitment scores in other studies field is more than basic, human and technical sciences.

Nevertheless in above groups there is significant difference between vocational commitments in other field of studies with basic sciences and this difference isn't meaningful among other groups on level ($p > 0.05$).

Discussion and conclusion

According to statistical test and its results with probable error 0.05 have been resulted that teachers' vocational commitment scores who have experiences more than 20 years old are more than

other groups. The results of second research hypothesis: According to statistical test and its results with probable error 0.05 have been resulted that other fields' vocational commitment scores are higher than basic, human and technical sciences. . In general researcher believes that it is necessary to use standard evaluating methods at international level and it should be avoided from current evaluating methods which cause stress and tension among teachers. So it will appropriate to assess teacher's commitment as a part of periodic evaluating program in educational organizations. Education must be committed to create a new cultural system that accomplishes our basic cultural values also it must be coordinated with basic social and economic forces in modern world, because live and progressive educational system must be ended minds deeply until it uses from our great technology forces for creativity not for destruction.

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