

Assessing The Education Quality Dimensions In Six Area

Islamic Azad Universities of the Students Opinions

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Abstract

Today, there are lots of enthusiasms on Education quality because every body knows that the total quality management Education TQME in a community is the education quality. This research which is done through a surveying method, has been done to find the education quality, dimensions in 6 area of the Islamic Azad university units through comparing samples. The data has been collected using a questionnaire with sixty questions, at the end, suggestions No, 51, 33 and 14 were questioned.

Key words : quality, Education, student, teacher, class

Introduction

It has been an important issue to put the quality as a culture in the country and all the organizations and the concerned people know about the importance of the macro objectives of the quality today and especially for the success in the future. Now, a great enthusiasm has been raised regarding the quality, specifically for education, because every body knows the total quality management in education TQME.

One of the debates of the early days in the society has been constructed on standards loss and educational investment values.

Because in the world, people think about the information and creating it, and this notion is impossible without creating quality in education section or at least pale and useless.

Research Background

1. F. Maci's study

Professor F. Maci from Stanford university, has declared an article called, " Assessing Education Quality, measurements and steps " and explained five influencing factors as follows.

1. To determine the plan's favorite education results
2. The whole plan
3. Learning plan and the educational process
4. Student's learning assessment
5. Education Quality

2. The global bank study:

In 2000, a project called, " Educational Improvement Plan " was performed by the global bank and Latoi state. The results were considering the following factors to improve the education quality:

1. Educational programs and match them with the related Acts.
2. Practical and the critical process of the education.
3. Method logical tools for educational program education.
4. Determine the favorite teacher's specifications.
5. Determine a favorite and workable teaching methods.

6. Determine the supervisors to review the quality of the executive agents.

3. Mr.Samimi fard's study:

Mr.M.R.Samimifard had designed a questionnaire with 96 questions in 74-75 educational year through a research called " Review And Comparing The Students And Master's Views In High Educational Centers For Teacher's Military Service Period Regarding The Effective Factors In Education In Khuzestan province" . He refers to four factors:

- a) Facilitative factors
- b) Facilitative factors and educational equipments
- c) Educational quality factors
- d) Educational quantity factors

He comes to the conclusion that there isn't any meaningful discrepancy between a, b and c factors but it was meaningful for " d " for the students with variety of majors. Also, there wasn't any meaningful discrepancy between the students and the masters regarding c and d but it was meaningful for a and b the statistical community were 300 students and 75 masters.

4. Decorated Study

He refers to a review through a questionnaire with 28 items and he has prepared a list of nursing classes six governmental high education centers in Tehran. He chose 25 class randomly and collected 428 questionnaires and finally he come to the four following factors:

- a) Presenting the lesson
- b) Organization
- c) Assessment
- d) Teacher's personal skills

Methodology (research approach)

The subject is identifying the education quality dimensions in 6 area Azad University from the student's view points.

The statistical community of the students in Khuzestan province in 13 centers are all of them.

Among the 74600 students, the research sample covers 400 people and they were chosen through a comparative sampling from Dezful, Abadan – Khuramshahr, Behbahan, Mahshahr and Ramhormoz centers.

The research tool was a questionnaire with sixty items and it was adjusted using internet, national and international magazines with a four – degree Likerte (very much - much - medium and low).

In this research, we used the statistical method of factor analysis and T – Test.

Discussion and results

The result summary of the research is available in a chart on page 8 in three groups in order to find the educational quality dimension in 6 area. As you can see, with respect to the Kronbach, the first and second group don't have much differences and the four

factors are the same. So, the second group with 33 items have the same workability with the 51 items. Meanwhile there's no meaningful discrepancy between the boy and girl's opinions regarding the effective factors on education quality.

Third group	Second group	First group	
14	33	51	Item NO
3	4	4	Factor No
1- Teacher's qualifications	1- Skill qualification of	1- Skill qualification of	Factors name with item NO

and other with 7 items.	the teacher with 12 items.	the teacher with 19 items	
2. Educational facilities with 4 items	2- Educational facilities with 7 items.	2- Educational facilities with 10 items.	
Class location with 3 items.	3. Teacher or student's personal – social specification with 9 items.	3. Teacher or student's personal – social specification with 13 items.	
	4- Educational items with 5 items	4- Educational issues with 9 items.	
In factor No.1, item No 27	In factor No .1. item No.4	In factor No.1 , item No.4	Item NO. with the highest load
In factor No.2 item No 45	In factor No .2 item No.45	In a factor No .2 item 45	
In factor No.3 item No.51	In factor No.3 item No . 51	In factor No.3 item No, 13	
	In factor No.4. item No. 53	In factor No.4 item No 23	
%747	%95	%93	Kronbaeh in the group
There was no meamingful discrepancy in each group			Boys & girls' ideas

Source and References

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