



# Investigating the factors affecting the quality of education in master level of study in Psychology and Educational Sciences Departments, Islamic Azad University, Central Tehran Branch

. Mostafa Askaryan<sup>1</sup>, Fereshteh Alizadeh<sup>2</sup>

*1Professor in Faculty of Educational Sciences and Psychology, Islamic Azad University, Central Tehran Branch, [Mostafaaskarian@yahoo.com](mailto:Mostafaaskarian@yahoo.com)*

*2MA in Educational Management in Central Tehran Branch (corresponding author), [Alizadeh200897@yahoo.com](mailto:Alizadeh200897@yahoo.com)*

**Abstract:** *The objective of the present study was to investigate the factors affecting the quality of education in master level of study in psychology and educational sciences departments in Islamic Azad University, Central Tehran Branch. The study population consists of all 376 third and fourth semester master students studying in educational sciences and psychology departments in Islamic Azad University, Central Tehran Branch in academic year 2011-2012. Based on the Krjesi and Morgan table, 191 of them were selected as sample of study using multi-stage stratified sampling method. This research is a descriptive study that was conducted using survey method. Researcher-made questionnaire was used as tool of the study. In order to measure the validity of tools, views of relevant experts were used and Cronbach alpha coefficient was used to calculate its reliability. To test the hypotheses, binomial test statistical calculations were used. The results of data analysis show that except for bachelor GPA of students as a criterion to study at master level of study, the components of department members' participation in developing the objectives of department, composition of faculty members (in terms of work experience and scientific rank) and component of research activities (average professional papers and books published) were effective factors in improving the quality from the point of view of population investigated in this study.*

**Keywords:** *quality, educational quality, higher education, Islamic Azad University*

## INTRODUCTION

The importance of education and research, especially at the higher levels, is an undeniable fact. This is considered as a prerequisite for sustainable development of any society. Realization of sustainable development depends on having appropriate and efficient higher education system with training quality forces and increasing the share of research in society. Thus, the importance of education, especially at the level of higher education, is rapidly changing so that it has convinced the educational organizations to be accountable for ensuring the quality in communications. These changes are resulted from a number of factors such as the explosion of knowledge and information, moving toward database services, moving towards global interdependence, increased participation in decision making and demand for increased educational transparency and accountability of higher education (Ben et al., 2012). Nowadays, higher education institutions and universities are considered as an instrument for economic, social and cultural development and as the most important poles of development in each country. Higher education system as a dynamic and purposeful system has both quantity and quality dimensions, which balanced and proportionate growth of this system requires both quantitative and qualitative growth (Ghourchian, 1994, 40). Since the higher education system of any country is one of the effective factors in the realization of national development policies, some countries have considered strategies related to the quality and

quantity development of this system in the long term in order to achieve balanced development in higher education system. Quantity objectives of higher education have been somewhat realized, but development in quality part of higher education requires much effort (PakSeresht, 1988, 34). The role and importance of higher education as one of the most important places in the education and training of specialists of community that is main factor of competitive advantages in today's world and the role of these human capitals in social, cultural, political development are deniable. Therefore, the importance of higher education compared to other education levels is highlighted in policy-making for development of society and paying attention to quality in line with it. Due to importance of quality of higher education, its functions can affect the learning and teaching system in educational environment (Bahrami et al., 1995. 8). The issue of education quality in higher education system plays major role in future of country and it will play important role in confronting with future challenges and problems related to it. Therefore, it is necessary to pay sufficient attention to higher education and the quality of its educations, since in today's changing world, higher education as an organization influencing the management of the country requires observing several considerations due to complexity of communications and interactions and change in environmental and organizational factors. Understanding effective factors in the quality of education is one of the fundamental needs of policy makers and managers of this institution since it can provide new opportunity for relevant authorities and managers in increasing the educational efficiency. Considering what was said above, this study aims to answer to the question which factors affect quality of education in master level of study among third and fourth semester master students studying in educational sciences and psychology departments in the academic year 2011-2012.

### **Background**

The word "Keifiat" in Persian language is equivalent to Latin word of "quality", and it is rooted in Arabic word "Keif" meaning how, trait, and state of something (Amid, 1997). Kafman and Herman (1995) suggest that quality of an element is its suitability for the intended goal. Apart from its literary meaning, the first question that arises about quality is that it has really used in which concept and sense. Available literature indicates that various efforts have been made to define this word. Historically, the general view on quality was emerged for the first time in industry. Edvard Deming was one of those who made much effort to improve the quality in industry and business (Roienesin, translated by Zinabadi, Zaree, 2004). What plays essential role in using the concept of quality in the industry and business is the criteria and standards of consumers that this has led to emergence of concepts such as continuous quality and total quality management. Total quality management is a new management approach that its aim is continuous improvement of the quality of the organization. Paying attention to principles derived from total quality management plays major role in improving the quality in the organizations, in fact, it could be stated that these principles and paying attention to them have facilitated the definition of quality in the field of industry and business. These principles are: (Chang Bing Sun, 2002).

- Focusing on the goal and the consumer
- Systematic approaches for operating the goals
- Paying attention to continuous improvement and learning
- Partnership and forming team work
- long-term thinking and fore sighting

However, the concept of quality in higher education cannot be easily defined, and there is no agreement on the definition of quality in higher education (Chang Bing Sun, 2002). The complexity of the higher education system and uncertainty on nature consumer and its product has encountered the definition of quality with problem (Roienesin, translated by Zinabadi, Zaree, 2004). In higher education, what is in the focus of quality definition is the view of audiences. In higher education, quality depends on view of observer. Observers and audiences interpret the quality themselves and define it according to their views (Roienesin, translated by Zinabadi, Zaree, 2004; Bazargan, 2001). UNESCO (1995) has provided a

definition for quality in higher education that included several aspects. According to UNESCO, quality in higher education is a multidimensional concept depends largely on environmental status of academic system, mission or conditions and standards in the university fields. Accordingly, it cannot not be said that the quality is obtained from a general theory or a general model. Bazargan (2001) according to the UNESCO definition states that the quality of the educational system is a special mode of the system that this mode is a result of a series of certain actions and operations meeting the social needs in a time and place point. Craft (1994) in definition of higher education quality suggests that the quality of the educational system is to match the current situation with one of the following modes:

A) Predetermined standards

B) Mission, goals and expectations

Birbaum (1994) states that the concept of quality is based on the judgments taking place about the appropriateness of specific institutional features and characteristics.

McGinn and Borden (1995) provided a new definition of quality as added value that in this definition, quality of an educational system is the status of the graduated students of this system in terms of knowledge, attitudes and skills acquired so that existing level of acquired capabilities, abilities and attitudes can be attributed to the education system. Another approach that has recently been considered in the definition of quality is total quality in which all elements of education system are considered. Bazargan (1996) states that in the total quality education, quality of design the system, quality of inputs, quality of processes, and quality of intermediate outcomes are considered intertwined. One of the most important organized sources in the case of quality in universities and higher education institutions is the concept known as cube quality proposed in 1994 by Bernbum. Bernbum (1994) with the introduction of three views of competence-orientation, society-orientation, and individualism proposed the concept of cube quality that according to it, we can examine the quality of university or higher education institute. Due to the necessity of paying attention to the quality in higher education in studies conducted in this area such as the study conducted by Yamani DouziSorkhabi et al. (2008) under title of comparing some factors affecting the education quality of master courses in ShahidBeheshti University and Sanati Sharif University. It was concluded that the use of criteria in selection of faculty members and students, teaching methods, organization of educational content, organization of educational space and classroom evaluation affect the quality of education. Significant difference was not found among views of faculty members in the case of six factors affecting educational quality in terms of gender, the place of obtaining academic degree, scientific rank, and school. In addition, no significant difference was found among views of students. Khalighi Poor (1998) in his MA thesis entitled investigating the factors enhancing educational quality in the fields of Quranic sciences from the perspective of professors and students of Qadir higher education institution of Islamic sciences and Islamic teachings found the following results: four factors of the proportion of educational program with real needs of students, eligibility of professors, having the proper educational equipment, and using skilled and experienced administrative affected the educational quality in Quranic sciences fields. However, it shows the use of incentive strategies and scientific and continuous evaluation lower than the average level. In addition, based on the results of Hotelling t2 test from the perspective of professors, eligibility of professors has the greatest impact on improving educational quality in the fields of Quranic sciences and scientific and continuous evaluation of students had the lowest impact. However, from the perspective of students, the highest impact related to eligibility of professors and the lowest impact related to using incentive strategies. Farasatkah (2008) in their study on the evaluation of the ways to enhance the quality and quantity of access to higher education in Iran referred to necessity of diversification of financial resources, the development of the necessary infrastructure for distance learning and e-learning, developing measurement and acceptance system, quality of human resources and faculty members, and institutionalization of evaluation and validation, competitive higher education, trilateral interaction among universities, firm, and government. Barimani et al. (2011) conducted a study entitled examination of the factors improving the quality of higher education in master studies from the viewpoints of students in order to identify and rank the factors affecting the quality of higher education in master studies in the departments of Mazandaran Islamic Azad University. Results of this research show that elements of teaching method of faculty members,

organization the educational content, equipment and facilities of the university, the status of student and the status of faculty members are effective in improving the quality of higher education and the impact of student status is higher than others. Research was conducted by Safari (2011) on the characteristics of the teaching-learning process in higher education, using descriptive-analytic method a population of 561 people and sample of 180 faculty members of ShahidBeheshti University in 2009 to respond to three questions:

- 1- What is the nature of teaching and learning?
- 2- What are constituent components of teaching-learning process?
- 3- What is importance of each of constituent components of teaching-learning process?

The results showed that the component of mastery on content had the highest importance and the component of guidance and counseling had the lowest importance. Findings of the present study showed continuous interaction and relationship among all stakeholders in the process of quality faculty members' performance, leading to comprehensive understanding of educational evaluation process and the use of its results in improving performance of faculty members and improvement of educational quality. Tsinidou et al. in 2010 in a study entitled Assessment of factors affecting the quality of education in universities examined the factors affecting the improvement of educational quality. In this study, they used hierarchical approach to examine and prioritize the factors affecting the quality of education, including administrative services, library services, facilities, faculty members, and educational programs. They concluded that educational programs and faculty members had the greatest impact on improving the quality of the education. (Tsinidiu et al., 2010). Tennessee Education Board of Trustees in 2004 passed a handbook to improve the quality of education on their schools. In this handbook, the processes of educational quality were included in five main domains, including learning objectives, curriculum and extra-curricular, teaching and learning methods, assessment of students' learning and quality assurance. A study was conducted by Seldin (2005) entitled as assessment of the effectiveness of teaching. In this study, effective indicators of teaching were identified. According to the results of this study, characteristics of effective teachers included providing feedback to students, providing clear examples, continuity in presentation of materials, respectfully dealing with students, student-centered learning, using different methods of teaching, expression of expectations of a pleasant learning environment, interaction and communication with students, encouraging the participation of students, designing classroom activities, receiving the view of students, and fostering deductive and inductive thinking. Results of the evaluation eight schools led to identification of eight main factors:

- Continuity and coherence in expressing the content
- Determining the objectives
- Mastery on content
- Interest in students' learning
- Quality of learning environment
- Appropriate feedback
- Observing complexity level of courses
- The level of effectiveness of course

According to what was said, it can be concluded that the quality is an issue that requires continuous studying. Appropriate to needs of society, this study emphasizes more on real community rather than virtual community, rather than market-oriented and extroverted social networks. The statistical population of study included master students. The reason to select these students is that these students have more knowledge compared to students who studying at lower semesters, since obtaining feedback from master students of each field of study and the importance that they have as system product or output make it necessary to refer them to make judgment on the research subject. However, it should be noted

that master students are better option compared to bachelor students due to having higher academic and educational experiences. Therefore, master students were selected to be used in this study. In other words, due to key role of customers in determining the quality, this study decided to use university clients who are students, since identifying the factors affecting the quality and its application to help scientific and technological future of Iran is an essential, because in line with globalization, if an organization tends to achieve success, it should give priority for customers as the service or product that does not meet the needs, demands, and expectations of the customers is not ideal.

### **Conceptual framework of study**

Participation of faculty members in determining the department objectives

GPA criterion to study at master level

Different methods of evaluation

Academic achievement results feedback

Evaluation of educational courses

Appropriateness facilities with needs of department

Appropriateness of educational and research

Space with needs of faculty members and students

Faculty members' composition

(in terms of scientific rank and work experience)

Research activities (average papers and books published) of faculty members

Information and communication technology in the process of teaching

Encouraging department member's in providing educational

services

### **Educational quality**

In this study, among the factors mentioned, participation of faculty members in developing objectives, composition of faculty members (in terms of rank and work experience), research activities (average papers and books published) faculty member, GPA criterion period were tested.

### **Research questions**

In order to answer the question mentioned above, the following research questions were proposed:

1- Is the participation of faculty members in development of department objectives effective in improving the quality from the point view of population of study?

2- Is the composition of faculty members (in terms of scientific rank and work experience) effective in improving the quality from the point view of population of study?

3- Are the research activities of faculty members (average papers and books published) effective in improving the quality from the point view of population of study?

4- Is bachelor GPA of students as one of the individual characteristics of students to study at master level effective in improving the quality?

**Methodology**

This method used survey method of study, since it aims to know what a group of people knows and what this group of people performs. This method is used often when researcher aims to collect data such the percentage of people who are agree or disagree with a specific idea.

The questionnaire is one of the main tools used in this method to collect data. The main objective of the study is to generalize the results from sample to population. The study population consists of all 376 third and fourth semester master students studying in educational sciences and psychology departments in Islamic Azad University, central Tehran branch in 2011-2012. Based on the Krjesi and Morgan table, 191 of them were selected as sample of study using multi-stage stratified sampling method. To identify the factors affecting the quality of educations in master level of studies, the findings of previous studies, view of 6 professors in educational management fields of study and information of websites were used. Accordingly, the factors and components influencing the quality of education in master level of study including bachelor GPA of students, the composition of faculty members, research activities of faculty members and participation of members in determining the objectives were specified in the form of researcher-made 14-item questionnaire. These components and their subsets were ranked in the form of Likert scale. To examine the reliability of research tool components, after implementing it on 35 people of sample (pilot study), Cronbach’s alpha method was used, which the coefficient was obtained 0.0771, 0.872, 0.626, and 0.702 for components of members’ participation in determining the objectives, bachelor GPA of students, composition of faculty members, and activities of faculty members, respectively. SPSS software was used to analyze the data. In this study, to describe the data, frequency, percentage, standard deviation, skewness and kurtosis were used, and for statistical inference based on hypotheses testing due to the fact that all questions are descriptive, binomial test was used. The mentioned test is used to recognize the effectiveness or ineffectiveness of one variable on given phenomenon.

Table 1: population of study based on gender and educational departments in third and fourth semester of the academic year 2011-2012

Educational departments	Third semester				Fourth semester				Total (frequency) of two semesters	Total percentages of two semesters
	F Female	%P Female	F Male	%P Male	F Female	%P Female	F Male	%P Male		
Educational Psychology	14	4%	20	5%	13	3%	17	5%	64	17%
History and Philosophy of Education	11	3%	19	5%	12	3%	14	4%	56	15%
Psychology of Exceptional Children (Exceptional and mentally retarded)	16	4%	23	6%	12	3%	17	5%	68	18%

children)										
Measurement and assessment	8	2%	11	3%	7	2%	13	3%	39	10%
Curriculum	17	5%	18	5%	15	4%	19	5%	69	19%
Educational management	15	4%	26	7%	16	4%	23	6%	80	21%
Sum	81	22%	117	31%	75	19%	103	28%	376	100%

**Sample size estimate and sampling method**

Statistical sample of study was determined to be 191 people based on Morgan and krjesi table among between the third and fourth semester students studying in the academic year 2011-2012 based on multi-stage stratified sampling method.

Table 2- Statistical sample of study in terms of gender and educational departments in the third and fourth semester of academic year 2011-2012

Educational departments	Third semester				Fourth semester				Total (frequency) of two semesters	Total percentages of two semesters
	F	%P	F	%P	F	%P	F	%P		
	Female	Female	Male	Male	Female	Female	Male	Male		
Educational Psychology	8	4%	10	5%	6	3%	10	5%	34	17%
History and Philosophy of Education	6	3%	10	5%	6	3%	8	4%	30	15%
Psychology of Exceptional Children (Exceptional and mentally retarded children)	8	4%	11	6%	6	3%	10	5%	35	18%
Measurement and assessment	4	2%	6	3%	4	2%	6	3%	20	10%
Curriculum	10	5%	10	5%	8	4%	10	5%	38	19%
Educational management	8	4%	13	7%	8	4%	11	6%	40	21%

Sum	44	22%	60	31%	38	19%	55	28%	191	100%
-----	----	-----	----	-----	----	-----	----	-----	-----	------

**Findings**

In this section, the main indicators of study that each of them was obtained by combination of several questions are presented. In this study, for question 1, 5 questions of the questionnaire, for question 2, 2 questions of the questionnaire, for question 3, 4 questions of the questionnaire were considered. In each case, after collecting the considered questions, the raw score of each person was placed on the scale between 0 and 100. Then, they placed in four groups of very low, low, high, and very high.

To convert the raw score, the raw score minus the minimum scale was divided by maximum scale multiplied in 100, in which 0-20 is very low, 20-40 is low, 40-60 is moderate, 60-80 is high, and 80-100 is very high.

Table 3: view of population regarding the impact of the participation of faculty members in developing the objectives of department on improving the quality

Description	Frequency	Percentage of frequency	Valid percentage	Mean	SD	Skewness	Kurtosis
low	8	4.3	4.3	77.93	15.94	-0.397	-0.700
High	69	36.9	36.9				
Very high	110	58.8	58.8				
Total	187	100.0	100.0				

Table 4: view of population regarding the impact of faculty members' composition (in terms of scientific rank and work experience) in improving the quality

Description	Frequency	Percentage of frequency	Valid percentage	Mean	SD	Skewness	Kurtosis
low	16	8.6	8.6	78.27	15.46	-0.573	-0.192
High	64	34.2	34.4				
Very high	106	56.7	57.0				
No response	1	0.5	-				
Total	187	100.0	100.0				

Table 5: view of population regarding the impact of research activities (average papers and books published) of faculty members on improving the quality



Description	Frequency	Percentage of frequency	Valid percentage	Mean	SD	Skewness	Kurtosis
Low	33	17.6	17.7	74.37	19.36	-0.351	-1.034
High	41	21.9	22.0				
Very high	112	59.9	60.2				
No response	1	0.5	-				
Total	187	100.0	100.0				

Table 6: view of population regarding the impact of bachelor GPA of student as one of the individual characteristics of students on improving the quality

Description	Frequency	Percentage of frequency	Valid percentage	Mean	SD	Skewness	Kurtosis
Very low	55	29.4	29.4	42.69	24.93	0.187	-0.799
Low	71	38.0	38.0				
High	46	24.6	24.6				
Very high	15	8.0	8.0				
Total	187	100.0	100.0				

After reviewing the distribution of research variables using Kolmogorov-Smirnov, it was found that since the significance degree of test was less than 5%, which indicates non-normality of distribution. Therefore, nonparametric tests were used. The results of binomial test that is a subset of non-parametric tests have been shown below.

1- Is the participation of faculty members in development of department objectives effective in improving the quality from the point view of population of study?

Table 7- results of binomial test to examine the question 1

Question 1	n	Observed ratio	Test ratio	Significance
High	179	0.96	0.5	0.000
Low	8	0.04		

According to the results of above table, the observed ratio for the option high is 0.96 and the observed ratio for option low is 0.04. Corresponding significance with binomial test is 0.000 indicating that the observed ratio for the option high is greater than test ratio (0.5) significantly. Therefore, it could be stated that according to view of study population, the participation of faculty members in development of department

objectives considering one percent of error is one of the effective factors in improving the quality of master educations.

2- Is the composition of faculty members (in terms of scientific rank and work experience) effective in improving the quality from the point view of population of study?

Table 8- results of binomial test to examine the question 2

Question 2	n	Observed ratio	Test ratio	Significance
High	170	0.91	0.5	0.000
Low	16	0.09		

According to the results of above table, the observed ratio for the option high is 0.91 and the observed ratio for option low is 0.09. Corresponding significance with binomial test is 0.000 indicating that the observed ratio for the option high is significantly greater than test ratio (0.5). Therefore, it could be stated that according to view of study population, the composition of faculty members in (in terms of scientific rank and work experience) considering one percent of error is one of the effective factors in improving the quality of master educations.

3- Are the research activities of faculty members (average papers and books published) effective in improving the quality from the point view of population of study?

Table 9- results of binomial test to examine the question 3

Question 3	n	Observed ratio	Test ratio	Significance
High	153	0.82	0.5	0.000
Low	33	0.18		

According to the results of above table, the observed ratio for the option high is 0.82 and the observed ratio for option low is 0.18. Corresponding significance with binomial test is 0.000 indicating that the observed ratio for the option high is significantly greater than test ratio (0.5). Therefore, it could be stated that according to view of study population, the research activities (average papers and books published) of faculty members considering one percent of error are one of the effective factors in improving the quality of master educations.

4- Is bachelor GPA of students as one of the individual characteristics of students effective in improving the quality?

Table 10- results of binomial test to examine the question 4

Question 4	n	Observed ratio	Test ratio	Significance
High	61	0.33	0.5	0.000
Low	126	0.67		

According to the results of above table, the observed ratio for the option high is 0.33 and the observed ratio for option low is 0.67. Corresponding significance with binomial test is 0.000 indicating that the observed ratio for the option low is significantly greater than test ratio (0.5). Therefore, it could be stated that according to view of study population, bachelor GPA as one of the individual characteristics of students considering one percent of error is not considered one of the effective factors in improving the quality of

education in master level of study.

### **Discussion and conclusion**

Higher education of country, including higher education in the Islamic Azad University, especially in the last twenty years has been developed in recent years in terms of quantity, but its quality improvement requires the identification of factors affecting it and paying particular attention to its components, because education is a complex interaction and to improve its quality, we should identify and evaluate effective indicators of it. Nowadays, despite quantity development of universities, diversity in university fields and an increased number of studies among faculty members and professionals, the rank of Iranian universities among the valid universities falls. This indicates inattentiveness to some of the most important and effective indicators. It could be stated that dynamics of every society regardless of higher education will be impossible, since universities are the thinking brain of any society and there is a close relationship between fruitful university and dynamic society. Reviews suggest that all of the components involved in this study, except for the component of bachelor GPA of students, were confirmed by viewpoints of statistical population of study. It should be noted that the results of Question 1 showed that according to point view of population of study, faculty members' participation in development of department objectives is one of the factors effective in improving the quality of education in master level of study. The results of this study are related to the study conducted by Safari (2011) who showed continuous relation and interaction among all stakeholders in the process of quality of faculty members' performance, as well as Tennessee educational board of trustees (2004) who passed the learning objectives as one of the five domains of educational quality processes. These results are also related to the study conducted by Seldin (2005) in which determining the objectives was found as one of the eight components of evaluation forms of teaching indicators. According to the authors, members' participation in determining the objectives is one of the most important issues leading that organizational member to consider himself as important factor contributed in the organization. As a result, it leads to sense of satisfaction and to achieve higher levels of humans needs that is social life. It finally leads to increased knowledge and awareness of members, professional growth and finally improved quality. Based on the results obtained from the binomial test, regarding the cases raised out in the Question 2, it can be said that composition of the faculty members (in terms of rank and work experience) is one of the factors effective in improving the quality of education in master level according to point of view of population of study. This finding is related to findings of Khalighi Poor (1998) who considered the use of expert and skilled administrative staff as one of the factors enhancing educational quality. It is also related to findings of study conducted by Barimani et al. (2011) who considered the status of faculty members as one of the factors improving the quality of master level of studies as well as results of the study conducted by Farasatkah (2008) who regarded the quality of human resources and faculty member as factors involved in improving the quality of education in master level. In addition, this finding is related to findings of Tsinidiu et al. (2010) who identified faculty members as an important factor in improving the quality of education. According to the analysis of authors of the study, it is necessary to investigate the educational duties of the faculty members with the emphasis on teaching activity, educational load that is number of courses taught by faculty members, duty and obligation of faculty members according to their scientific rank, work experience, and administrative position. When courses taught by faculty members are not math with their characteristics in terms of quality and quantity, it leads to reduced quality of teaching and learning, and dissatisfaction. Based on the results obtained from binomial test on the mentioned cases in the Question 3, it could be concluded that research activities of the faculty members are one of the factors affecting the improvement of educations in master level of study according to point of view of population of study. This finding is related to the results of Yamani DouziSorkhabi et al. (2008) who found that using criteria in selection of faculty members and students is one of the factors involved in this regard as well as the results of the study conducted by Farasatkah (2008) who found human resources quality and faculty members are effective in improving the education. It can be said that investigating the educational and research duties or functions of faculty members in universities is one of the most important debates in the field of education, so paying attention only to educational duties and functions and lack of attention to research duties leave adverse effects in professional promotion of faculty members and consequently quality. Therefore, particular attention should be paid to per capita production and part of GDP allocated

for research. Based on the results obtained from the binomial test in Question 4, it can be concluded that bachelor GPA of students as an individual characteristics of them is not one of the factors involved in improving the quality of educations at master level according to point of view of population of study. No relevant study was found on this result of the study. According to view of authors, paying attention to educational background (GPA) of students without paying attention to their current status and what takes place in the process of education cannot alone one of the factors improving the quality of education. This finding suggests that different educational tests might not have adequate standard, so particular attention should be paid to quality development of measurement and acceptance system. According to the research findings, it could be concluded that using analyst minds and people who have high scientific rank and knowledge can guide us toward high quality and desired education, leading to more capable learners. It means that selecting the best ones of them as faculty members can ensure potentially desirable and more scientific university.

According to the studies conducted, researcher provided the following recommendations to improve the in higher education:

- All factors affecting quality are not necessarily material, so non-material factors such as participation of students and professors in decision-making can be effective in this regard.
- Educational workshops are recommended to be hold in universities to be familiar with modern methods of teaching in order to improve the knowledge of professors.
- It is recommended that universities to provide the conditions for encouragement and mobility of professors to increase their scientific level.
- It is recommended that policy and programs of the department for research to be determined.
- It is recommended that research projects of the department to strengthen the sense of participation in faculty members to be defined.
- It is recommended that research facilities such as budget, access to internet, and other facilities that can facilitate the research to be examined.
- Employment and obtaining the cooperation of faculty members in universities conditionally, meaning that professors should spend their full time for writing, research, translation, and other educational activities and this should be notified continuously for faculty members.
- Paying attention to scientific and practical criteria such as research and scientific background, mastery in providing and transferring the concepts and interest in teaching and student in selection of faculty members at universities.

### References

- Bahrami et al (1995) "determining policy and factors affecting internal evaluation of educational departments: An Approach based on System Dynamics. Journal of Research and Planning in Higher Education, 44.
- Barimani, A. Salehi, M, Sadeghi, M. (2011) Factors Affecting Quality Improvement of Higher Education, Journal of Educational Management, volume 4, issue 2
- Bazargan, A. (2001), educational evaluation of concepts, models and operational processes, Tehran: SAMT publications
- Pakseresht, MJ (1988) "educational quality", Journal of Educational Sciences and Psychology in Chamran University, issue 2, pp 34.

-Khalighi Pour, S. A. (2008) investigating the factors that increase the quality of education in fields of Quranic sciences from the perspective of professors and students of higher education Qadir institution of Quran sciences and Islamic teachings, Mater thesis Khurasghan Branch of Islamic Azad University.

-Roienesin, guidance for self-evaluation at the level of program, translated by Hasan Reza Zinabadi and ZareeZavaraki (2004), Science and Technology Publications

-Safari, S, summer 2011. Characteristics of teaching-learning process in Higher Education, Journal of Engineering Education in Iran, issue 13, Volume 50

-Amid, H. (1997). Persian Dictionary, Tehran, Amir Kabir Publications

-Farasatkah, M (2008), examining the qualitative and quantitative improvement of access to higher education in Iran. Journal of Scientific Research Association of higher education in Iran, Volume 1, Issue 2, p. 95.

-Ghourchian, N (1994) Analysis of cubic Quality in Higher Education, Journal of Research in Higher Education, Volume 3 and 4. p. 40

-Kafman, Roger, and Jerry Herman (1995), strategic planning in the education system (rethinking, rebuilding, recreating), translated by Farideh Mashayekh and Abbas Bazargan, Tehran: School Publications

-Yamani DuziSorkhabi, M. BahadoriHazari, M (2008), comparison of factors affecting the quality of education at master level at Sharif and ShaheedBeheshti Universities. Scientific Journal of the Iranian Association of higher education, Volume 1

#### English references

- Birbaum, R (1994), The quality cube: How college presidents Assess excellence, journal for higher education management, vol16, No1.pp-69-89.

-Bazargan,A.(1996); "Pedagometrics and Its Application in improving the Quality Education", Quarterly journal of the Faculty of Psychology and Education; University of Tehran.2(1-4): 11-26.

- Ben A. maguad& Robert m Krone. (2012). Managing for Quality in Higher Education, Publishing APS.

- Birnbaum, R(1994), The quality cube: How college presidents Assess excellence, journal for higher education management, vol16,No1.pp-69-89.

- Chung Bing sun.T.(2002). Quality in higher edacation: Policies and practices. A Hong kongprespective, introduction and research approach. Journal or educational management. Vol 17. No3.

- Craft, A, (1994); The Globalization of Higher Education, Cross Currents journal, v17,No.2,www.eric.ed.gov

- Mcginn, N. and A. M. Borden (1995), Framing Question, Constructing Answers System. Newsletter, No. I. ICES Catalog: Office of Instructional Resource,11 University of ILLionis at Urbana Champaign.

- Seldin, P., Assessing Teacher Effectiveness, San Francisco: university Publishers, 2005.

- Seldin, P., Assessing Teacher Effectiveness, San Francisco: university Publishers, 2005.

- Tennessee Board of Regents. Educational Quality Improvement: a handbook for the academic audit. [Cited 2008 Sept 1]. Available from:

- Tsiniidiu, Maria, Vassilis Gerogiannis and panosFitsilis (2010). Evaluation of the factors that determine quality in higher education: an empirical study. Quality Assurance in Education Vo1.18 no.3,2010 pp.227-224.

-Unesco (1995), Improvement and Accountability, London, Jessica Kingsley Publishers.

- Webster, M, (2004), Merriam-Webster, S collegiate, dictionary, Webster Publication, Spring field MA.