Providing a Model of Effective Components on Assessment the Quality of Educational Services in Education

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Abstract

Purpose: The purpose of this study was to identify the effective components on assessment the quality of educational services in education and provide a model for it.

Methodology: This study in terms of purpose was applied and in terms of implementation method was qualitative. The research population was articles of related to research and management experts in the field of educational services in Tehran, which according to the principle of theoretical saturation, number of 10 people of them were selected as the sample by purposive sampling method. The research tool was a semi-structured interview that lasted 30 to 45 minutes for each person and its structure and internal validity and its external reliability was confirmed. Data were analyzed with coding method in NVIVO software version 10.

Findings: According to the analysis, the main theme of assessment the quality of educational services in education had 44 free themes in the form of 9 sub-themes including research activities, teachers, curriculum, school physical environment, learning resources, learning process, cultural-religious activities, cultural activities and sports activities.

Conclusion: According to the results, to improve the quality of educational services in education can be done by improving the sub-themes and free themes of each of them until provide a basis for improving and promoting the education system.

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1. Introduction

Organizational education or system is transcendental, interactive, gradual, integrated and based on predetermined goals and values that can play an important role in the growth and development of society compared to other societies (Soria-Garcia & Martinez-Lorente, 2020). Education is an organized social and cultural institution that plays an important role in transmitting knowledge, information and culture to the next generation, and this organization needs proper management and improvement of services provided by it to survive in a competitive environment and achieve goals (Hoon & Satiman, 2016). Many organizations in the form of public sector are providing services to different segments of society, and in the meantime, educational environments not only play a very important role in providing services to science-seeking segments, but the services of these organizations are such that all sectors of society benefit. Therefore, the output of educational systems in any society play an important role in different areas of that society and create a competitive advantage for it (Goumairi, Aoula & Ben Souda, 2020). Today, efforts to improve education have grown significantly and the two main ways to improve quality include quality assurance and quality enhancement. Quality assurance in education can be achieved by removing barriers and increasing quality can be achieved through the improvement and development of education (Darawong & Sandmaung, 2019).

Paying attention to the quality of educational services is one of the effective factors in the success and survival of any educational organization, including education, whose dynamism and purposefulness depends to a large extent on the quality of educational services (Bozbay, Baghirov, Zhang, Rasli & Karakasoglu, 2020). Service quality is the degree to which different levels of service are compatible with customer expectations, or in other words, service quality is the comprehensive judgment of customers about the superior nature and quality of service compared to other similar services (Sibai, Bay & Dela Rosa, 2021). Service quality includes a set of service-related features and specifications that increase customer satisfaction and satisfaction by satisfying explicit and implicit needs (Georgiadou, Vlachou & Stavroussi, 2020). Quality of services is the main indicator of the success of an organization and creating a competitive advantage for that organization, which refers to the degree of compliance of services provided with customer needs and expectations (Ogunnaike, Ayeni, Olorunyomi, Olokundun, Ayoade & Borishade, 2018). The quality of services in education indicates the satisfaction of learners with the features and services provided, including excellence in education, added value in education, suitability of educational results and experience for use, compliance of educational results with planned goals and needs, avoiding defects in the educational process and meeting needs or It goes beyond the needs of learners (Sharma & Pandit, 2021).

The quality of educational services is a complex and multidimensional concept that largely depends on the educational status, educational system, missions of the educational system and its goals and standards (Galeeva, 2016). This structure is not a specific program, but it is a permanent and continuous program that educational organizations should always seek to maintain and improve it in order to create a competitive advantage for themselves compared to other educational organizations (Cavallone, Ciasullo, Douglas & Palumbo, 2021). The quality of educational services includes all the functions and activities of an educational organization such as teaching, education, curricula, research, staff, learners, physical facilities including equipment and buildings, facilities and services provided (Htang, 2021). Quality of educational services as the main criterion of superior educational performance can be the most important strategic variable of educational systems to provide services, which is determined by learners' evaluation of the quality of educational services, evaluation of structures and processes related to educational and real outputs of educational system (Manea & Iatagan, 2015). Assessing the quality of educational services is one of the basic steps in formulating programs to improve the quality of the education system, and since the student is the most important element of the education system, measuring the quality of services and improving it in the education system is very important. Improving the quality of educational services in the education system is an integral part of education management in any country (Soltani & Ghafari Majlaj, 2020). The quality of educational services by educational institutions and systems directly and indirectly affects the various

dimensions of teaching, education and learning, the quality of teachers, learning outcomes and improving the educational level of learners (Zhang, Wang, Min, Chen & Huang, 2016). Improving the quality of educational services increases the ability of educational organizations to provide services efficiently and effectively. Because after evaluating the quality of educational services and examining the needs and wants of their learners, educational organizations realized what services they should provide with what quality (Fuchs & Fangpong, 2021).

Although relatively much research has been done on measuring the quality of educational services, but on the one hand, most of these studies have assessed the current and favorable situation and examined the gap between them, and on the other hand, most of these studies have been conducted on universities and institutes of higher education. And less research has examined it in education. For example, the results of Amiri Roshkhar, Zirak, Ghorbani & Hosseinzadeh (2021) showed that the factors affecting the quality of educational services based on student satisfaction based on Khan model, respectively, include organizational dimension, technology, pedagogy, management, ethical dimension, evaluation and resource support. They were. Lakal, Joshi & Jain (2020) while introducing the components affecting the quality of educational services of universities including eight components of research-oriented, personal growth, deep learning, effective teaching, learning support processes, practical opportunities, teaching aids and educational infrastructure. In the research of Sharifinejad, Esmailnia Shirvani & Haghighat Doosti Sayar (2020), it was found that the dimensions of measuring the quality of educational services in education in Tehran's Haft district included five factors: organizational management, organizational structure, human resources, comprehensive planning and quality management. Soltani & Ghafari Majlaj (2020) identified the factors affecting the increase in the quality of educational services in the virtual education system of primary schools from the perspective of parents of Covid-19 patients, including empathy, reassurance, responsiveness, tangible factors and reliability. Latif, Latif, Sahibzada & Ullah (2019) while researching the dimensions of the quality of educational services in higher education, including the quality of teachers, quality of administrative services, quality of knowledge services, educational assistance measures, continuous improvement and quality of management. In addition, the results of Ali & Ahmed (2018) showed that the factors affecting the quality of educational services included academic quality of perception, quality of perceptual management, physical facilities, student satisfaction, university image and university change costs. Khosravi (2018) while researching the most important components of the model of quality of educational services in virtual institutions and universities, including the quality of service delivery system, quality of perceived support, quality of educational services and the quality of behavior of educational administrators. In another study, Mohammadi Soliemani, Sanjari, Dortaj, Delavar & Shokry (2017) reported that the dimensions and components affecting the quality of educational services in medical universities include faculty members (with two components of educational services and evaluation activities), equipment (with The four components were classrooms, laboratories and IT services, library and Internet services), support services (with two components of management and other services) and infrastructure (with two components of educational buildings and library and laboratory buildings). Ranaee, Shamshiri, Alimohammadlu & Nazari (2017) while researching five effective categories to evaluate the educational quality of universities, including professors (with two components of faculty quality and teacher-student relationship), education (with three components of evaluation, relationship with industries and organizations and process Educational (research), technology (with one component of information technology), physical facilities (with three components of classroom, library and laboratory) and administrative staff (with one component of staff) were introduced. Aghamirzaee Mahali, Babazadeh, Rahimpour Kami & Salehi Omran (2017) while researching the factors affecting the quality of educational services from the students' point of view, including physical condition, responsiveness, empathy, guarantee and reliability, were identified in all five dimensions. There was (negative perception). MirGafouri, Shabani, Mohammadi & Mansouri MohammadAbadi (2016) while researching the most important factors affecting the quality of educational services of universities and educational institutions, including the development of

strategic educational planning, funding of training courses, use of experienced instructors, up-to-dateness of instructors in their educational topics Introduce detailed explanation of teaching and learning strategies for course participants, develop software skills, create innovation in education using the knowledge / technical experience and expertise of professors, and introduce practical skills required for employment.

Educational services, especially the services provided in schools, centers and educational institutions, play an essential role in the development of communities, so paying attention to improving the quality of educational services is a necessary issue for change in educational systems, especially the education system (Soltani & Ghafari Majlaj, 2020). Today, it is clear that the quality of services is essential for the survival and profitability of all organizations, even educational organizations. In fact, customer satisfaction and service quality are vital issues in most organizations today. To increase the quality of educational services in education, first the quality of educational services should be measured and then different models and models should be designed for it and the factors and components affecting it should be identified and finally used to improve the quality of educational services. The study of research backgrounds showed that one of the gaps was the lack of research on the components affecting the quality of educational services in education. Although little research has been done on educational services in higher education, and as can be seen from previous research above, most research has been done on the quality of educational services in the higher education system. According to the proposed concepts, the purpose of this study was to identify the components affecting the quality of educational services in education and provide a model for it.

2. Methodology

This study was applied in terms of purpose and qualitative in terms of implementation method. Because this research seeks to provide a model for measuring the quality of educational services in education. The research population was research-related articles and management experts in the field of educational services in Tehran. According to the principle of theoretical saturation, 10 of them were selected as the sample by purposive sampling. In principle, the theoretical saturation of sampling continues until the interview with the new interviewees does not add material or findings to the present study. In purposive sampling method, samples are selected according to pre-determined criteria and criteria that the criteria and criteria of the present study include having one or more of the following characteristics, including supervisor, consultant or referee at least three dissertations or academic dissertations in the field of learning quality assessment or assessment Educational services, the executor or collaborator of research projects in the field of quality of educational services or evaluation of educational services and having a book or article in the field of measuring the quality of educational services in prestigious journals.

To conduct this research, first the theoretical foundations, especially articles related to measuring the quality of educational services were reviewed and with the help of supervisors and consultants, a number of main questions were designed for interviews with management experts. In the next step, the samples were identified and the criteria and criteria for inclusion in the study were checked, and if they were, the necessary coordination was made with them about the conditions of the interview. The terms of the interview included the time and place of the interview and the recording of all interviews. It should be noted that the importance and necessity of the research was stated for them, and after mentioning the observance of ethical points, their consent for the interview was obtained and it was decided that the interviews be recorded for re-examination. The interviewer and each of the interviewees were present at a predetermined time and place and the interview was conducted with the help of questions designed according to theoretical foundations and with the help of supervisors and counselors. In addition to recording key points, the interviewer also recorded the interviews. It should be noted that in addition to the main questions, there were a number of sub-questions that the interviewer asked the interviewees if necessary.

The research tool was a semi-structured interview. Interviewing is a common tool for gathering information through direct verbal interaction between the interviewer and the interviewee. In the present study, there

were five main questions and thirteen sub-questions for the interview. All the main questions were asked of each of the interviewees, but the sub-questions were asked to some of the interviewees if necessary. The average duration of the interview with each person was 30 to 45 minutes, during which time he recorded the key points of the interviews and in case of doubt and confidence, he confirmed that key point to the interviewee and recorded all the interviews. The construct validity and internality of the interviews were confirmed. To confirm the validity of the structure, the researcher tried to achieve the validity of the structure by examining the concepts from different aspects and angles and examining them with a few questions during the interview, as well as analyzing the negative cases and trying to resolve the contradictions. To validate internal validity, he tried to maintain the integrity of concepts in areas such as coding, and this continued until theoretical saturation. Also, the classification of the extracted themes was approved by the experts, and after the consensus of the experts, the categories were finalized. In addition, the external reliability of the interviews was confirmed. To confirm the external reliability, the opinions of experts in various fields related to the research topic were used, and based on their opinion, some concepts were renamed and some were removed. Data were analyzed using encryption method in NVIVO software version 10. This software has met with great success due to its various capabilities and capabilities among qualitative data analysis software.

3. Findings

Examination of the demographic information of the interviewees showed that 43% of the samples were male and 60% had specialized doctoral education (Table 1).

Table 1. Results of demographic information of the interviewees

Variable		Abundance	Frequency	Percentage of compression frequency
Gender	Man	7	70%	70%
	Female	3	30%	100%
education	PhD	6	60%	60%
	Masters	4	40%	100%

The main theme of measuring the quality of educational services in education had 44 free themes in the form of 9 sub-themes including research activities, teachers, curriculum, school physical environment, learning resources, learning process, cultural-religious activities, cultural activities and sports activities (Table 2).

Table 2. Results of the topics of measuring the quality of educational services in education

The main theme	Sub-theme	Free theme
Assessing the quality of educational services in education	Research activities	1. Research projects implemented, 2. Research projects registered by students, 3. Research projects registered by teachers, 4. Encouraging students to conduct research activities, and 5. Encouraging teachers to conduct research activities
	Secretaries	1. Teachers 'work experience, 2. Teachers' ratio to students, 3. The amount and manner of interaction with students, 4. Teaching methods, 5. How to evaluate, 6. The amount of expertise and skills of teachers, 7. The number of teachers appropriate to each field and course , 8. Teachers 'educational activities, 9. Teachers' research backgrounds, 10. Teachers 'interaction with parents and 11. Satisfaction with teachers' teaching methods
	Curriculum	1. Updating course titles, 2. Using various educational resources, and 3. Using participatory teaching methods.

	The physical environment of schools	1. Proper lighting of classrooms, 2. Use of standard chairs and benches, 3. Use of elements related to the fields of study and 4. The amount of green space in schools
	Learning resources	1. Equipping school libraries, 2. Equipping computer rooms and increasing hardware and educational software, and 3. Equipping workshops and laboratories
	learning process	1. Using up-to-date teaching methods and patterns, 2. Using technology in the teaching process, 3. Assessing academic achievement, 4. Providing feedback to students, and 5. Out-of-class teaching
	Cultural-religious activities	1. Development of cultural and religious activities, 2. More use of cultural elements, 3. Holding indigenous and religious celebrations and ceremonies, and 4. Supporting cultural and religious programs
	Cultural activities	1. Increase in student festivals, 2. Increase in student publications, 3. Screening of festival films, 4. Increase in student camps, 5. Visit colleges and universities, and 6. Visit laboratories and factories
	sport activities	1. Development of sports activities, 2. Equipping sports equipment and 3. Holding sports competitions between schools

According to the main and sub-themes of measuring the quality of educational services in education, the pattern of components affecting the quality of educational services in education can be seen (Figure 1).
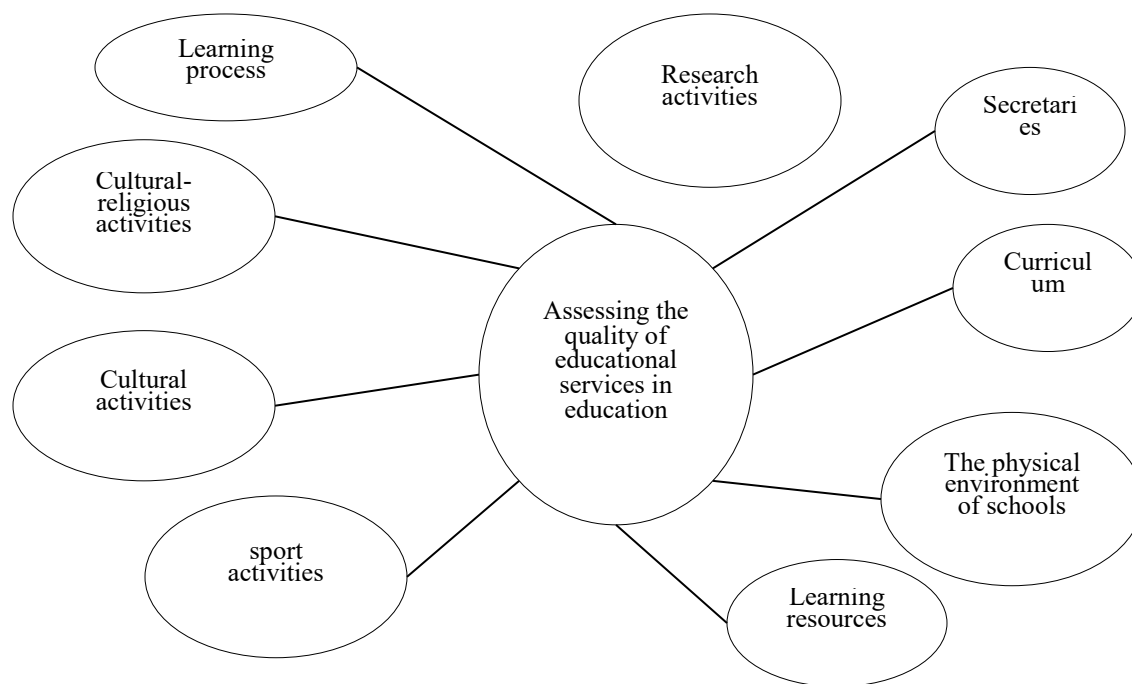
Figure 1. Pattern of effective components on measuring the quality of educational services in education

4. **Discussion**

Assessing and measuring the quality of educational services with the aim of utilizing the identified components to improve the quality of educational systems is very important. Therefore, the purpose of this study was to identify the effective components on measuring the quality of educational services in education and provide a model for it. The analysis showed that the main theme of measuring the quality of educational services in education had 44 free themes in the form of 9 sub-themes including research activities, teachers, curriculum, school physical environment, learning resources, learning process, cultural-religious activities, cultural activities and sports activities. Although less research has been done on the quality of educational services in education, but the results are consistent with the results of Amiri Roshkhar et al (2021), Lakal et al (2020), Sharifinejad et al (2020), Soltani & Ghafari Majlaj (2020), Latif et al (2019), Ali & Ahmed (2018), Khosravi (2018), Mohammadi Soliemani et al (2017), Ranaee et al (2017), Aghamirzaee Mahali et al (2017) and MirGafouri ae al (2016) were in line.

In describing the results of this research, it can be said that in order to realize the sub-theme of research activities to improve the quality of educational services in education, the quantity and quality of research projects implemented or registered by the education system, teachers and students should be increased. Training courses were held and incentives were provided for them. Undoubtedly, the use of incentives and reinforces can play an effective role in promoting research activities in the education system. In order to realize the sub-theme of teachers to improve the quality of educational services, the work experience of teachers can be improved and experienced teachers should be asked to share their experiences with inexperienced teachers, balance between teachers and students One class avoided, improved the level and manner of teachers' interaction with students, parents and even other teachers and school staff through workshops, asked them to use new and diverse teaching and evaluation methods, their level of expertise and skills To promote teaching, teaching and even learning, to use specialized teachers in the same field for

teaching, to improve educational activities and research records in teachers, and to assess the level of satisfaction with teachers' teaching methods and to provide them with educational solutions if needed. And then give them constructive feedback. Also, to improve the curriculum, the topics and curricula can be updated according to the information age and the very rapid growth of knowledge and information. In addition to educational resources provided by the Education Organization, various educational resources and teaching aids can be used. Use participatory methods to enhance interaction and deep learning. In the sub-theme of the physical environment of schools, suitable lighting and colors can be used for classrooms and corridors and even the school yard, chairs and benches can be prepared according to the standards and changed if necessary, elements related to different fields of study can be used and green space Updated the school and even the green space inside the classrooms to fit the context of each geographical area. In addition, to improve learning resources, school libraries should be equipped and updated as much as possible, the computer room or site should be equipped with various useful and up-to-date hardware and software, and workshops and laboratories should be equipped with materials appropriate to the content. Equipped training.

Also, in order to realize the sub-theme of the learning process to improve the quality of educational services in education, it is necessary to use up-to-date and combined teaching methods and models with the help of new technology. Academic and non-academic activities provided constructive feedback and planned out-of-classroom instruction. To improve cultural-religious activities, cultural and religious activities can be developed in school and even outside the school, more cultural elements can be used in education, religious and local-religious celebrations and ceremonies can be held properly and always, and programs can always be held. Cultural and religious material and spiritual support. In the sub-theme of cultural activities, religious, cultural and artistic celebrations and ceremonies can be increased in the school. The festival unveiled them and awarded the best ones, organized scientific, recreational, religious and cultural camps and trips for the students, and coordinated with the faculties and universities or laboratories and factories for the students to visit. In addition, in order to improve sports activities, appropriate and new sports equipment should be provided for schools and new sports equipment should be available in the sports equipment closet so that it can be used instead of the previous sports equipment if necessary. Suitable for student week and 22 Bahman for students and teacher week for the school's student team with the teacher team and even inter-school sports competitions can be used to improve sports activities to improve the quality of educational services in education.

The present study is a qualitative research and has all the limitations of this research method in which a few samples of experts have been interviewed. Therefore, if the present study is conducted with another group of experts, the results of the research will probably be somewhat different. Since few researches have been done on measuring the quality of educational services in education and most of the researches in this field have been done on higher education, so it was not possible to compare the results of the present study with the previous researches. As a result, it is suggested that the quality of educational services in the education system be extensively studied and evaluated in future research. Also, the construction and standardization of a questionnaire to assess the quality of educational services in education is suggested. Undoubtedly, having standard tools in this field and examining the current situation of the quality of educational services in education can help specialists and planners to provide solutions and design programs to improve the current situation. The results of this research have suitable practical implications for specialists, officials and planners of the education system. According to the results of this study, to improve the quality of educational services in education can be done by improving the sub-themes and free themes of each of them to provide a basis for improving and upgrading the education system. For this purpose, it is necessary that specialists, officials and planners of the education system design and implement programs to improve the sub-themes and freely measure the quality of educational services in education, and in addition, a person should be considered as responsible for following up on its realization.

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