WHAT FACTORS AFFECT EDUCATION QUALITY IN HIGHER EDUCATION?

MARYAM YAGHOUBI, MOHAMMAD SALIMI, MOHAMMADREZA SOLTANI ZARANDI

1Health Management Research Center, Baqiyatallah University of Medical Sciences, Tehran, Iran
2Center for Economics and Health Management, Faculty of Health, Tehran University of Medical Sciences, Tehran, Iran
3Health Services Management Research Center, Institute for Futures Studies in Health, Kerman University of Medical Sciences, Kerman, Iran

Abstract- Assessing the work quality of faculty member as the teachers of higher education of the country is one of the most important issues considering factors affecting the effectiveness of teaching. Hence, this study aimed to determine the factors affecting the teaching quality. In the present review study conducted by systematic method, the studies during the years 2000-2014 AD were collected, reviewed, systematized and then compared. Finally, 56 articles related to the purpose of the study were identified and selected. The 56 selected articles were carefully studied and the factors effective in educational evaluation of professors were extracted. Based on the systematic review results, 14 dimension have been effective in educational evaluation of professors.

Key words- teaching quality, higher education

I. INTRODUCTION

The educational system has several elements and each have their own special position. The main elements in higher education are professors, students and educational environment. Therefore disorder in each of these three elements causes a drop in educational quality (1-2). But none equal the element “professor”. Through professor performance, educational system applies its own role on learners, therefore usefulness or sterilization of educational programs will depend on the action of the professor (3). The role and function of a professor is increasingly considered in recent years, because professors must be responsive to both the needs of students and the needs of society (4). University lecturers are of the most basic capitals of universities (5). University professors on one hand are responsible for the correct transfer of scientific concepts and on the other hand for human and practical model of ethical values in work environments (6). A good professor should have numerous features to be able to gain the credibility and reputation of an educational institution (7). Therefore identifying the desirable characteristics of a lecturer has a great importance and is prior to other factors including recognition of learner (8). Behavior and performance of professors in the educational environment is judged by different groups. Meanwhile because of direct participation in educational situation, students have a closer relationship than other judging factors and their kind of attitude about the characteristics of a desirable professor can have a significant impact in the learning process (9). The evaluation subject of faculty members by the students at the universities always has been as a matter of discussion (10,11). Evaluation of professors by students can be a valuable source for improving educational quality (12). Evaluation is a process which examines the professors' skill (13) and is considered as the most complex type of evaluation. Checking the work quality of university lecturers as teachers of higher education of the country is among the most important issues that on the one hand provides appropriate feedback in fundamental decision makings, analysis of educational issues and comprehensive and strategic planning for education authorities and on the other hand put under consideration the control over the content, classroom management, communication with student, taking advantage of educational skill and having appropriate behaviors in class that each of them are of factors influencing the effectiveness of teaching (14). Hence this study aimed to determining the factors affecting the teaching quality at one of Tehran universities.

II. DETAILS EXPERIMENTAL

In the present review study conducted in systematic way, the studies published in English and Persian during the years 2000-2014 in databases Science Direct, Medline, SID, Springer and Proquest were collected, reviewed, systematized and then compared. The criteria for entry of researches into the present study were as: 1. Using the terms specified for the title, 2. Fulltext paper, 3. Research conducted on students or professors, 4. The Paper language (English or Persian).

2.1: The criteria for exclusion from study included:
1. Studies that reported only the abstract .2. The population of the study were not student and professor. 3. Studies published in other languages unfamiliar to researchers. The studies that qualify for inclusion criteria of our study were coded. In general, all full text studies have been reviewed and compared. In addition, repetitive studies were put aside. After removing articles not meeting the criteria for entering the study, the full text of all articles
Different criteria can be considered in professor evaluation and educational status, for example, in the teaching process it is not only professor's experiences and scientific views that are effective, but is his total personality that is effective on creating conditions of learning, change and transformation in learners. The findings of Alavi and his colleague's study clarified too that from the perspective of nursing students, good personality, strong communication skill and appropriate clinical skill are the most important characteristics of clinical trainers (42). But in this study only the issue of teaching quality is addressed that includes items such as appropriate learning resources, new scientific topics, proper expression, appropriate lesson plans, etc.

Investigating the characteristics of of a good professor from the students' perspective causes that professor sees himself from view of others, evaluates himself and try to improve himself, because one side of quality is the function of audiences and observers' opinion who themselves interpret the quality and define it according to their views and opinion(43). The item "During teaching, professor uses appropriate educational assistive instruments" had a low mean.

The importance of appropriate educational assistive instruments is more in universities of medical sciences and clinical environments. Attention to the use of appropriate educational assistive instruments in the clinical setting corresponds with the study of Dehghani and colleagues (44), in which more than 71% of students were dissatisfied with clinical educational assistive facilities. Studies have shown that the trainers who are familiar with new teaching methods play an important role in students learning (45). Improving the teaching quality is not possible except by reinforcement of scientific aspects and using items such as eloquent expression. But in this study "professor has provided an appropriate explanation of the importance of lesson" has a mean average. Although in the item "professors' verbal skills and explain of course material was appropriate" the studied university were better.

In this study, the professor's on-time presence in class is noted in the item “Professor's teaching quality and student learning is affected by the classes time”. Also Richardson in a study showed that from the view of medical science students, the availability of professors and from the view of professors, professor's on-time presence in classroom are of the most important characteristics of a good professor(46). Based on the results obtained, none of the items examined in this study were desirable, but all fields were at a medium level. Hence it is necessary that interventional and educational programs regarding the reinforcement of professors' educational quality is designs by the university studied.

### Table 1: factors affect education quality

<table>
<thead>
<tr>
<th>Number</th>
<th>Dimension</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teaching skills</td>
<td>16-28</td>
</tr>
<tr>
<td>2</td>
<td>Principles and rules of education</td>
<td>19 .25</td>
</tr>
<tr>
<td>3</td>
<td>Evaluation skills</td>
<td>19 .20</td>
</tr>
<tr>
<td>4</td>
<td>Personal characteristics</td>
<td>15-19,21-24,28-29,30-32</td>
</tr>
<tr>
<td>5</td>
<td>Communication skills</td>
<td>15-16,19-25,29-30,32-33</td>
</tr>
<tr>
<td>6</td>
<td>Ethics</td>
<td>18,29,32,34</td>
</tr>
<tr>
<td>7</td>
<td>Scientific</td>
<td>15-16,18,21-24,30,35-36</td>
</tr>
<tr>
<td>8</td>
<td>Ethics</td>
<td>18,29,32,34</td>
</tr>
<tr>
<td>9</td>
<td>Scientific</td>
<td>15-16,18,21-24,30,35-36</td>
</tr>
<tr>
<td>10</td>
<td>Professional characteristics</td>
<td>37-38</td>
</tr>
<tr>
<td>11</td>
<td>Educational and teaching</td>
<td>32-33,39</td>
</tr>
<tr>
<td>12</td>
<td>Observe of educational regulations</td>
<td>31-33</td>
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<tr>
<td>13</td>
<td>Students' intellectual and personality development</td>
<td>33</td>
</tr>
<tr>
<td>14</td>
<td>Students' attitudes and personal characteristics</td>
<td>17</td>
</tr>
<tr>
<td>15</td>
<td>Physical characteristics and time of presentation</td>
<td>17,40</td>
</tr>
<tr>
<td>16</td>
<td>Classroom management and control methods</td>
<td>32,40-41</td>
</tr>
</tbody>
</table>

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