

## The Assessment of Factors and Indicators Affecting the Quality of Educational Departments in Yasouj Private University from Academies' Views

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**Abstract:** This research aimed at the assessment of factors and indexes affecting departments' quality of Yasouj Private University from students' point of view. This study in terms of data collection mode is in the category of descriptive researches and because it is searching for the practical and suitable results, in terms of purpose belongs to practical researches. It was used available sampling for data collection. The statistical population is all students of Yasouj Private University with number of 6475 people, and from this total, based on Morse & Morgan table 362 people were selected as sample among the students of this university. Data collection tools were included Researcher Made Questionnaire which was prepared in 24 questions, and in the forms of Likert scale (ratings) it was ranged from very high to very low. The Cronbach's Alpha was calculated 93%. To analyze them, it was used statistical methods including frequency, frequency percentage and mean. In the part of inferential statistics it has been used single-variable T and confirmatory modeling. The results showed that definite goals of departments, factors and indexes of input section, factors and indexes of process section, factors and indexes of output section are effective on the quality of Private University's departments more than average.

**Keywords:** Assessment; Educational Quality; Departments; Educational Process

### 1. Introduction

The Higher Education System in developed and developing countries has the responsibility of training specialists for different sections of society, knowledge production and doing research. This system as the center of knowledge development and also a context to grow creativity and innovation is one of the most valuable institutions which society possesses. From the one hand, the above-mentioned institution has the task to preserve and transmit cultural heritage, growth and development, and on the other hand in meeting its society's needs and developing human resources is responsible. In fact, the educational system and particularly Higher Education System in present situations has a direct relationship with comprehensive development of societies; and in the other words, the growth and development of societies

depend on their Higher Education System's growth and development (Berinam and Talar Shah, 2010).

During recent years, the demand for higher education has been increased significantly. Such a demand, more than anything in responding to meet increasing needs of trained citizens, is for an economic that more than everything is depended on based-knowledge skills and ability to apply information (Sedlak, 2002). Following the increasing demand for 'higher education' and developing countries' need to skilled manpower and knowledge production, the Higher Education Centers especially Private Universities have been grown considerably.

During two last decades, it have been established many State, Semi State, Azad (Free) and Nonprofit Universities and consequently the statistics of student and academic different fields

at different levels of BA, Ma, and Ph.D have been grown significantly. Perhaps it is thought that the increased number of students is the simplest way to develop. All available evidence suggest that in least developed countries and developing countries, the increase of access to higher education regardless of quality does little help to development of a country (UNESCO, 1998; quoted by Arasteh, 2003).

One of the educational systems which nowadays has a special place in higher education system is Private Universities. Along with the quantitative growth of private universities, the sensitivity and concern of applicants of private universities, stakeholders and other centers related to private universities is increasing than its quality. In general, the stakeholders expect to expose themselves to their assessment and provide comprehensive and diverse information for them about resources, processes and outputs and report to them in an accountable manner (Ferasat Khah, 2006).

In the twenty-first century due to the rapid and increasing changes in science, technology and global competitions, the Higher Education should play a more important role in development of countries than before. Therefore, the quality improvement of universities is one of the main concerns of countries during twenty-first century to which the necessity of attention has been increased than past (Bazargan, 2010).

According to Berinan and Talar Shah (2008), the quality in Higher Education did not come to existence in the 1990s. The universities and other institutions of Higher Education have always solutions to assure the quality of their activities. Many solutions was related to the quality of individuals, the students' needed conditions to certificate on the admission and thus scientific degree, needed conditions to obtain faculty occupation or promotion to professional position.

On the basis of "traditional view" toward quality in Higher Education, the assessment and publication have been always important factors. The rule "Find good people and let them advance" representing traditional approaches to quality in higher education, but these approaches are supplemented with additional processes. These processes regularize the how to "promote business", require individuals always show

satisfactory "performance", encourage them to progress, create new systems of reward and punishment which cause shifting the focus points of "power" in higher education institutions and between those institutions, government and other sectors of society (Berinan and Talar Shah, 2011; p.5).

The quality in higher education system is including concepts which there has been no consensus about its definition due to different dimensions and various views of stakeholders towards its nature. In the other words, the quality improvement of higher education system is more challenging than fields, and views toward it are more various. Hence, the search for a definition regarding general agreement about quality is quite meaningless. Different definitions consider different aspects of quality concepts in higher education and also different views about higher education.

Sanyal (2007) defines quality in higher education as the proportion of higher educational system with individual and society needs, appropriateness of system programs to achieve the goals and accordance of system performance with standard. By definition of Sanyal and Matin, the needs of individual and society are considered as the goals of higher education and it is emphasized that the curricula in higher education be design in according with these goals and to achieve them.

According to the definition by Network of Quality Assurance in higher education, the quality is defined as the compliance of current status with one of the following states:

- a) Predetermined standards (Criteria)
- b) Mission, objectives and expectations.

Based on this definition, quality is the conformity's degree of inputs, process, product, outputs and outcomes with pre-determined standards or goals and expectations of higher education, and Velasynve et al (2008) believe that the quality in higher education is a dynamic concept which is depended on several factors such as context and environment of higher education, objectives and mission of universities, the field study's standards and curriculum.

Ferasatkah (2009) believe that quality is a combination of efficiency, effectiveness, productivity, liability and innovation. Considering the importance of Private University's educational system, awareness of its quality level increases the assessment need. According to Benett (2011), the quality assurance in higher education without its assessment is impossible. By using evaluation we can acquire comprehensive and accurate information about the quality of factors or different aspects of private university system and based on collected information we can make decision about improvement, modification or change in the objectives, plans and processes. The evaluation would assist officials and those involved in the program or institution under evaluation to have more realistic understanding about situation and recognize their strengths and weaknesses. The concerns about the importance of quality in private educational institutions in the late 1980s and early 1990s have been started (Rosa) and followed by the establishment of evaluation system and quality assurance in higher education.

In evaluation of educational departments (or higher education institutions), the most commonly used pattern is validation pattern consisted of internal and external evaluation (Bazargan et al, 2010). The validation is a process whereby a non-governmental or private organization would evaluate the quality of educational institution as integrated, or to determine the minimum criteria or predetermined standards would assess the special curriculums (Vlasynve, 2008).

The validation relies on two steps of organization or institution's self-evaluation, and multitude evaluation is based on it. It can judge about program competency, courses as well as the credibility of organizations and specialized institutes by using of pre-codified standards (Bazargan, 2009).

Also, it is possible the evaluation of institutions' potential ability be used to graduate students based on obvious and hidden education standards with professional capabilities (Harvi, 2009).

In other words, the validation would issue activity's license or lack of effective and efficient action by organization, institution or

curriculum. It would act based on evaluation of institutions and determining minimum standards of input such as the diploma (degrees) of faculty, research activities, admitted students and learning resources.

Validation model is done in two stages including internal (self-evaluation) and external. Internal evaluation is the first stage of it which is done in the level of educational departments by its faculty members. In internal evaluation, the members of an educational department with relying on the standards or mission, objective and expectations would examine their situation and identify their strengths, needs and problems. In an internal evaluation, while the "self" is an evaluation factors but it as also its audience (Ferasatkah and Bazargan, 2007). In fact, the philosophy of internal evaluation is defined as ask, assess, account and command yourself (same reference). In the process of internal evaluation, all educational department members (including management group, faculty members, students and staff of department) and also their graduates and employers would judge about factors related to them. The special importance of internal evaluation is that the educational department members themselves do that.

Hapkurpi (2011) believes that to ensure a high level of quality, the quality assurance must be done by employees who are responsible for main duties of university. He believes that if quality assurance be performed by administrators (except faculty of educational department), it would have minimum impact on faculty members and improvement of educational and research activities. According to Stansker (2008), the study in relation with the performance of educational departments just directly top-down representing this fact that employees of private higher education are merely the passive recipients of politics and guidelines. He believes that one bottom-up approach is needed, and also the faculty members and staff should be active participants in this approach. Internal evaluation as the stage of first validation model is following recognize the quality of current situation in different dimensions of higher education and basically is performed to make decision and improve

qualitative and quantitative aspects of this system by faculty of department.

The members of a department identify their strengths and weaknesses through self-evaluation and will use it for decision making in future programs of department. Being aware of faculty members about their situation and department in which they have activity through collective thinking and wisdom and reaching to the recognition's pinnacle of needs, plans, activities and attempting to overcome weaknesses and shortcomings and eventually develop activities are most important achievements in a department (Hejazi, 2007).

Internal evaluation as a process which increases consciousness and self-awareness of department members towards their performance could have important achievements including: clearly identifying department's objectives and the realization of them, specifying the effective factors and criteria on the quality of group, a basis for future planning of department, the comprehensive recognition by department members about their current situation, measuring the students' needs and feedback to quality of department outputs, etc. In other words, the internal evaluation while judging the quality of educational departments it would draw upcoming opportunities and challenges.

The department of private universities in order to do their mission has been also established for many years and it has done educational and research activities. This department after passing many year doing educational and research activities has not been yet evaluated and department officials had no exact information about quality and quantity. So, the implementation of internal evaluation besides helping to judge about department's quality and to identify the strengths and weaknesses, it would provide a basis for future decision makings. In this study it has been tried to use suitable factors and indexes with respect to recent researches and department's objectives to comprehensive evaluation about department.

Moving toward excellence and quality requires contemplations and lessons from the self and others (Berinan and Talar Shah, 2011). Historically, the attention to quality and consequently quality evaluation in America's higher education comes back to 100 years ago

and in European countries it returns to three decades. In Europe, the countries including Netherlan and France from 1985, Germany and Finland from 1990, and UK from 1993 onwards have been working in this field (Mohammadi, 2001). Due to the importance of quality matter in recent decades, many countries in the world have been evaluated the quality, and various institutions such as ASPA, EFQM, INQAAIIE have been established. For example, the International Network of Quality Assurance Agencies in Higher Education (INQAAIIE) in 1991 at a meeting attended by representatives of ten countries was established.

15 years later in 2006 it became to 100members from 60 countries and in 2008 to 148 from 75 countries (Gery, 2009). In Iran from the middle of 1990, the attention to quality and its evaluation in higher education has been raised (Bazargan et al, 2010), and from 2000 onward, the mission of universities evaluation and higher education institute has been assigned to Sanjesh Organization (Issaci et al, 2010).

It has been done different researches in this field. For the experiences of internal evaluation in quality among different departments, we can refer to researches by Safarkhani (2006), Issaci (2005), Farah Nejad (2004), Zeyn Abadi (2003) and Ahmadi (2003). In the most of these researches, it has been evaluated a relatively good condition which has distance with optimal conditions. Also, the study by Mehralizadeh et al (2007) under the title of 'the method of internal evaluation's implementation' representing it in one university of Iran. This study focuses on this that the internal evaluation would cover these" the benefits and barriers in the way of its success". The findings of this research showed that when the processes of internal evaluation potentially in Iran universities would be important that it has realized continually. In other words, if the activities related to evaluation be done with implementation guarantee and avoidance of compliment and tolerance, we can hope to its positive outcomes.

The most of carried out evaluations in departments have been focused on investigating the parts of factors related to departments in the way of partial and case study. For example, Tabridj and Dalton (2003) in their case study titled "Moving toward the assessment of

outcomes in UK university departments" have investigated the results of 30 years evaluation of electronic information services in the ground of outcomes evaluation. The purpose of results is to measure the impact of departments and information services on their customers including students, educational personnel's and researchers. This study performed with the aim of designing an appropriate method to evaluate electronic information services of university departments. Also, the movement trend of academic sector toward development has identified the practical methods to evaluate outcomes.

For the research in the field of internal evaluation of departments within Iran it can refer to the researches by Shabani and Khadivi (2004), Yar Mohammadian and Kalbasi (2006) and internal evaluation of Tehran University performed by Quality Assessment Center of Tehran University. The internal evaluation of department and information of Esfahan University have been conducted by Shabnai and Khadivi with the aim to achieve suitable model for improving education and research quality (2004).

To conduct the internal evaluation of department, it has been selected eight items including mission and objectives of department, organizational structure and management, faculty, students, teaching and learning processes, training courses, graduates and research. The findings showed that this department in the faculty factor with 21.3 desirability and as well as the process of teaching and learning with 21.3 desirability it has good status, and in the factors including research, students, department's mission and objectives has bad status in other factors it has been relatively desirable.

Department of Tehran University has been evaluated by the Center for Quality Assessment of Tehran University in 2008. The results show that it has desirable status in teaching-learning strategies; in the factors including objectives, organizational status, management, associations and graduates is relatively good and in other factors has undesirable status (Preliminary report on internal evaluation of Library Science Department Tehran University, 2008).

Research hypotheses:

1. The objectives of departments affect department quality of Private University.
2. The factors and indicators of departments' input sector affect department quality of Private University.
3. The factors and indicators of departments' process sector affect department quality of Private University.
4. The factors and indicators of departments' input sector affect department quality of Private University

Methodology:

The present study, in terms of data collection is descriptive research and because it follows practical and suitable results, so it is in the category of practical researches. To data collection, it has been used available sampling. The statistical population is all students of Yasouj Private Universities with the number of 6475 people from which 362 people were determined randomly as sample based on Morsi & Morgan Table among the students of these universities. Data collection tools included researcher-made questionnaire which has been prepared in 24 questions and in the forms of Likret spectrum it has been ranged from the very high to very low. Because the validity and reliability are main features of measurement instruments, thus, to investigate and ensure instruments validity, it was used content validity. It is a kind of validity which uses experts' views to determine the proportionality of instrument with content and studied phenomenon goals. In this study, to ensure the content validity, besides previous experiences and views by psychologists and evaluation experts, it was tried questionnaire be designed based on identified factors and indicators. To determine reliability, it was used Cronbach's alpha. This method of requires doing test in one time and the obtained coefficient shows the level of questionnaire internal consistency level. The above mentioned questionnaire was calculated .93. To analyze them, the statistical methods including frequency, frequency percentage and mean were used. In the part of inferential statistics it was used single-variable t and confirmatory modeling.

**Findings:**

Table1. Final descriptive results for respondents' views

Standard deviation	mean	Highest amount	Lowest amount	Variable name
0.810	3.35	5	1.33	impact level of objectives on quality
0.710	3.34	5	1.50	Effective level of department process on quality
0.845	3.21	5	1	Effective level of departments input on quality
0.847	3.24	5	1	Effective level of departments output on quality

Table2. Distribution of variables

Result	Significant level	z-statistics	variable
normal	0.14	0.587	objectives
normal	0.41	0.721	Process sector
normal	0.17	0.661	Input sector
normal	0.21	0.872	Output sector

With respect to table 2, because the significant level of being normal of all variables is more than 0.05, so the zero-hypotheses is not rejected and with confidence it can say that the above variables distribution is normal; thus, it will be

used parametric test to respond research questions.

**Hypotheses Survey**

1- Definite purposes of departments influence the quality of departments of private Universities.

Table 3- Descriptive statistics regarding assumption examination

Variance deviation	average	Number of data	variable
0.81	3.35	362	The influence of definite purposes

Table4- Deductive statistics regarding assumption examination

Certainty interval 95%		Average difference	Meaningful level	Independence degree	T-statistic	variable
High limit	Low limit					
0.432	0.261	0.35	0.000	361	8.24	The influence of definite purposes

The results of descriptive statistics examination in table 3 show that the average of testing variable example equivalent 3.35 is more than 3, but this matter should be confirmed through descriptive statistics (assumption examination or certainty interval). The results of descriptive examination in table 4 show that concerning the calculated amount of T-statistic for variable less than t has been in the table and also the meaningful level which has been less than 0.05 for the calculated variable, so zero hypothesis is rejected and consequently the opposite hypothesis with the certainty level of 95% is endorsed. On the other hand, given the

examination low and high limit indicator in the certainty level of 95% is positive for the tested variable, it can be concluded that the average is more than the examined amount. The obtained results show that definite purposes of departments influence the quality of departments of private Universities higher than the average.

2- The factors and indicators in the departments influence the quality of departments of private Universities.

**Table5-** Descriptive statistics regarding assumption examination

Variance deviation	average	Number of data	variable
0.74	3.44	362	Influence of indicators

**Table 6-** Deductive statistics regarding assumption examination

Certainty interval 95%		Average difference	Meaningful level	Independence degree	T-statistic	variable
High limit	Low limit	0.44	0.000	361	8.84	Influence of indicators
0.437	0.261					

The results of descriptive statistics examination in table 5 show that the average of testing variable example equivalent 3.44 is more than 3, but this matter should be confirmed through deductive statistics (assumption examination or certainty interval). The results of descriptive examination in table 6 show that concerning the calculated amount of T-statistic for variable less than t has been in the table and also the meaningful level which has been less than 0.05 for the calculated variable, so zero hypothesis is rejected and consequently the opposite

hypothesis with the certainty level of 95% is endorsed. On the other hand, given the examination low and high limit indicator in the certainty level of 95% is positive for the tested variable, it can be concluded that the average is more than the examined amount. The obtained results show that definite purposes of departments influence the quality of departments of private Universities higher than the average.  
3- The factors and indicators of the procedural part in the departments influence the quality of departments of private Universities.

**Table 7-** Descriptive statistics regarding assumption examination

Variance deviation	average	Number of data	variable
0.86	3.21	362	Influence of procedural part

**Table 8- -** Deductive statistics regarding assumption examination

Certainty interval 95%		Average difference	Meaningful level	Independence degree	T-statistic	variable
High limit	Low limit	0.21	0.000	361	4.81	Influence of procedural part
0.304	0.132					

The results of descriptive statistics examination in table 7 show that the average of testing variable example equivalent 3.21 is more than 3, but this matter should be confirmed through deductive statistics (assumption examination or certainty interval). The results of descriptive examination in table 8 show that concerning the calculated amount of T-statistic for variable less than t has been in the table and also the meaningful level which has been less than 0.05 for the calculated variable, so zero hypothesis is rejected and consequently the opposite

hypothesis with the certainty level of 95% is endorsed. On the other hand, given the examination low and high limit indicator in the certainty level of 95% is positive for the tested variable, it can be concluded that the average is more than the examined amount. The obtained results show that factors and indicators of the inner part influence the quality of departments of private Universities higher than the average.  
4- The factors and indicators of inner parts of the departments influence the quality of departments of private Universities.

**Table 9-** Descriptive statistics regarding assumption examination

Variance deviation	average	Number of data	variable
0.83	3.24	362	Influence of inner indicators

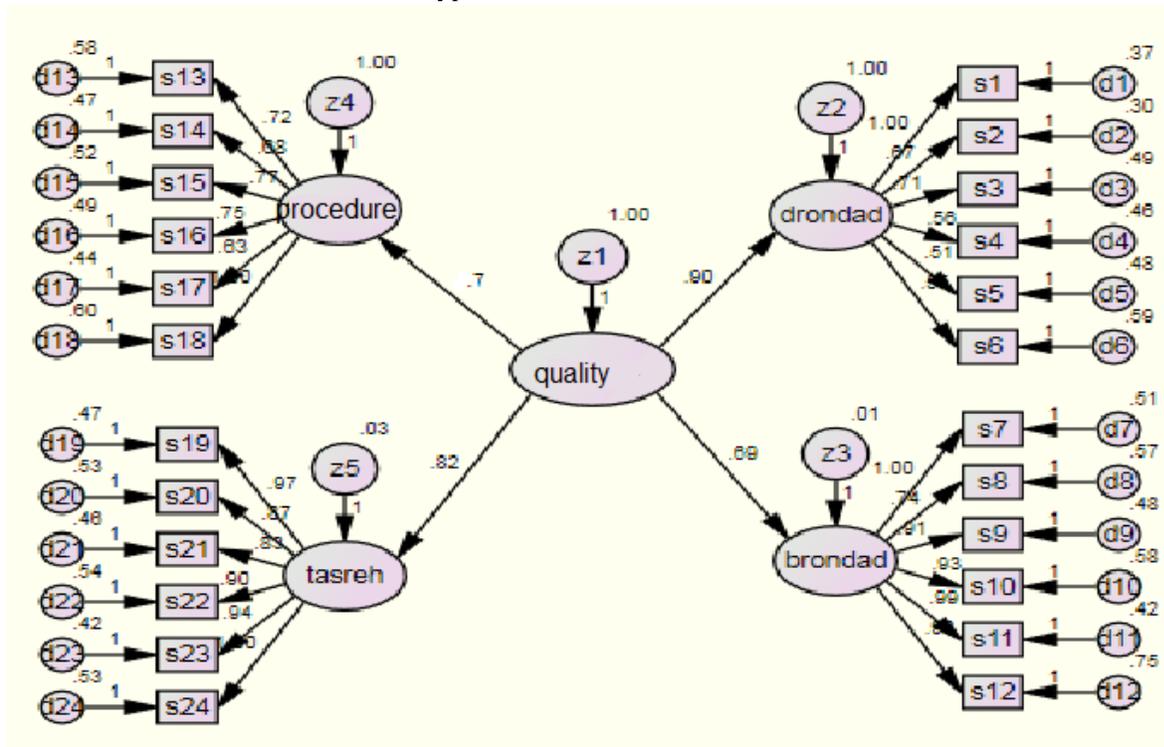
**Table 10-** Deductive statistics regarding assumption examination

Certainty interval 95%		Average difference	Meaningful level	Independence degree	T-statistic	variable
High limit	Low limit	0.24	0.000	361	5.47	Influence of inner indicators
0.33	0.15					

The results of descriptive statistics examination in table 9 show that the average of testing variable example equivalent 3.24 is more than 3, but this matter should be confirmed through deductive statistics (assumption examination or certainty interval). The results of deductive examination in table 10 show that concerning the calculated amount of T-statistic for variable less than t has been in the table and also the meaningful level which has been less than 0.05 for the calculated variable, so zero hypothesis is

rejected and consequently the opposite hypothesis with the certainty level of 95% is endorsed. On the other hand, given the examination low and high limit indicator in the certainty level of 95% is positive for the tested variable, it can be concluded that the average is more than the examined amount. The obtained results show that factors and indicators of the inner part influence the quality of departments of private Universities higher than the average.

**The Practice of Structural Model**



CMI=2.03 , p=0.12, CFI=.89, PCFI=.92

The survey of indexes of practice model endorses the upon practice model. According to upon model it can be said the inner factors and

indicators with the coefficient of 0.9 has the most influence on departments. Meantime the definite factors with the coefficient of 82, procedural factors with the coefficient of 0.7 and outside factors with the coefficient of 0.69 influence the departments.

### **Conclusion and Suggestions**

For the first hypothesis examination we used the single t statistics examination. The results of examination showed that the average of examination variable sample equal 3.35 is more than 3. Given that the calculated amount of T-statistics has been in the table for the variable less than t, and also the meaningful level has been less than 0.05 for the calculated variable, the zero hypothesis is rejected and the obtained results show that the definite purposes of departments on the departments of private universities are more effective than the average limit. For the second hypothesis examination we used the single t statistics examination. The results of examination showed that the average of examination variable sample equal 3.44 is more than 3. Given that the calculated amount of T statistics has been in the table for the variable less than t, and also the meaningful level has been less than 0.05 for the calculated variable, the zero hypothesis is rejected and it can be concluded that the average is more than the amount of examination. The obtained results show that the outside factors and indicators of departments on the departments of private universities are more effective than the average limit. For the third hypothesis examination we used the single t statistics examination. The results of examination showed that the average of examination variable sample equal 3.21 is more than 3, given that the calculated amount of T statistics has been in the table for the variable less than t, and also the meaningful level has been less than 0.05 for the calculated variable, the zero hypothesis is rejected and it can be concluded that the average is more than the amount of examination. The obtained results show that the factors and indicators of procedural parts of departments on the departments of private universities are a little more effective than the average limit. For the fourth hypothesis examination we used the single t statistics examination. The results of examination showed that the average of

examination variable sample equal 3.24 is more than 3, given that the calculated amount of T statistics has been in the table for the variable less than t, and also the meaningful level has been less than 0.05 for the calculated variable, the zero hypothesis is rejected, and it can be concluded that the average is more than the amount of examination. The obtained results show that the outside factors and indicators of departments on the departments of private universities are more effective than the average limit. One of the key discussions in the investment of Higher Education is the debate of quality in terms of education, research and the arena of specialized services. Likewise quality is the main factor of competition in the ground of industry and services, Higher Education has discovered that lack of quality leads to waste many expenses, has fatal effect on the development of country and jeopardizes the capability of educational system. In the previous decades, preceding the quality in Higher Education of private section has been considered more often, because quality determines whether or not a system or organization can maintain its survival. In the competitive world systems which do not enjoy desirable and necessary quality for customers, will not have a chance for survival. In this regard, quality in private Higher Education is very critical because of its duty in nurturing and preparing human force for all organizations of society, knowledge production and doing research. It can be concluded that the quality of all organizations of a society directly and indirectly depends on the educational quality of that society. Quality improvement is an endless path in which success should be evaluated with relative indexes, because there are no absolute factors to determine and access them. Private Higher Education has to assay its own quality ceaselessly and be after quality improvement and desirable standards. Quality in educational system is a complicated system and has different aspects from which acquiring certitude needs a complete and continuous assessment. To survey the quality in Higher Education various approaches introduced and considered but among these samples, internal assessment sample was welcome more considering complete and supple approach. Researches show that internal assessment as the

main base of quality warranty system in world experiences has been accepted and considered. Internal assessment sample or self assessment is an approach in which members of an educational group edit their purposes and messages and portray the present condition precisely and completely from different perspectives and determines the interval of present condition with the desirable or ideal condition. It is necessary to say that the ideal condition is the factors of verdict which members of group edit considering the present needs and is an outlook that is desirable to reach. Internal assessment at the level of departments has the least expense and positive consequences including: active participation of members in editing objectives and self assessment, encouraging members to reinforce the quality of group, increasing the amount of knowledge and understanding toward the quality of different aspects, issuing assessment and quality culture at the assessed group level and the same departments, the focus and attention of members toward quality and anxiety increase regarding quality and more importantly judgment about its own condition and recognizing the strengths and weaknesses and its improvement. The educational group has to provide situation with improvement of group quality by considering the condition of indicators and an appropriate and rational planning, and maintain and improve its condition in all factors. These results are in the line with studies of Shaabani and Khadivi 2004, Zeyn Abadi 2004, Ahmadi 2004, Farokh Nezhad 2005, Yar Mohammadian and Kakbasi 2006. In most of these researches condition of factors are reported undesirable and relatively desirable, and these groups have been away from desirable condition. It's hoped that the method and obtained results can be utilized as a sample for other departments and the groups use them to know about their condition and improve their quality so that the culture of quality assessment among these groups will be presented and issued.

### Research Proposals

1- It is suggested researchers who decide to study this subject, in addition to survey method utilize other research methods such as interview and observation. If possible, spending

short period of time in the studied societies is very useful.

2- Complete and extensive using of the present sources regarding the subject, especially reliable and first hand sources, enriches and increases the importance of study, and is very important in adjustment of theoretical frame and data comparison with previous researches.

3- Making studies linearly, comparative and ultra analysis is effective in the level of certainty.

### Research Limitations

In each research a series of controllable and uncontrollable unwanted factors imposes limitation in doing the research and influences the result. These factors actually disturb researcher in the way that affect him intensively or debilitatively, and interrupt the result of research. Any way it's necessary to control and reduce their influences. It is completely evident provided in a research-scientific activity, the elimination possibility of disturbing and unwanted influence of factors was possible, it was very desirable. So this subject is not possible in scientific research especially on the subjects of sociology such as psychology, yet there is no way but recognizing and reducing their effects.

It is pointed to a number of limitations and problems in the research in the following:

1- The most important limitation of the present research due to little sampling is lack of universalibility capability to other examples. Because the sample is small and limited, there will be problem in data universalibility and research results. More samples are studied to solve the problem. Regardless of the research results, presenting any proposal is the prerequisite of doing other identical and complementary research so that the possibility of generalization is provided.

2- The tools' being confined of gathering information to books, dissertations, internet websites and ET ct. and not using other methods such as interview, the survey of documents and clues, and regulations and ET ct. lead to the relative reduction of reliability and enrichment of research.

3- The results' being confined to private universities

4- Out of other research limitations was time limit.

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