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Relation between Assessment of Teaching Quality and Promotion of Professional Qualification of Lecturers of Farhangian University

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ABSTRACT

The current study aims at determining the relation between assessment of teaching quality and promotion of professional qualification of teachers of Farhangian University. The statistical society of the current study consists of all the students of Farhangian University of Isfahan province in the academic year 2014-2015 who were 2134 students. According to Cochran's sample volume formula, 325 students were selected as the statistical sample. Class sampling method proportionate to the sampling volume was used. The used tools were two questionnaires tailored by the researcher to test teaching quality and professional qualification. The face validity of the two questionnaires was approved by similar lecturers to the statistical sample and the content validity of the two questionnaires tailored by the researcher was approved by the reader and adviser professors and some thematic experts. The reliability of the two questionnaires was calculated through Cronbach's Alpha as 0.82 and 0.89 respectively. The results showed that there is a significant relation between assessment of teaching quality and promotion of professional qualification of lecturers of Farhangian University. The parameters of assessment of the quality of teaching managed to anticipate the professional qualifications of the lecturers. Among the studied variables in regression, the best anticipators of professional qualifications were dynamic and constructive relation in the first step and change of teaching incentive, strategic strategies and selection of teaching materials in the second step. Regarding the demographic variables, there was no significant difference among scores of assessment of teaching quality according to age, academic year and academic major, but there was a significant relation among scores of assessment of teaching quality according to gender, university campus and secondary education major. There was a significant difference among scores of assessment of teaching quality of lecturers according to students of Bahonar Center, Fatemeh Zahra Center and Shahid Rajaei Center as well as the students of Fatemeh Zahra Centre, Shahid Rajaei Center, Ayat Najafabad Center and Imam Khomeini Kashan Center and according to students of Shahid Rajaei Center and Ayat Najafabad Centre. There was a significant difference among scores of assessment of teaching quality of teachers according to the students of Humanities, Experimental Sciences, Arts and Mathematics and Physics majors. There was no significant difference among scores of professional qualifications according to age, gender, place of study, academic year, secondary education major and academic major, but there was a significant difference among scores of professional qualifications according to the place of university. There was a significant difference among scores of assessment of teaching quality of lecturers according to the students of Shahid Rajaei, and Shahid Bahonar, Fatemeh Zahra and Ayat Najafabad Centers as well as Imam Khomeini Kashan, and Fatemeh Zahra and Ayat Najafabad Centers.

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INTRODUCTION

Nowadays in most of the unofficial and disorganized activities, assessment takes place and feedback of this judgment about their performance and activities is undeniable. However, in the organizations where the individuals try to materialize the pre-planned objectives collectively and jointly, there is no room for the

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assessment of individuals' performance and unconscious activity without any goal and program. This process is considered as a tool to use the human resources of the organizations better and is considered as the main principle of successful and effective management and leadership in organizations. Among these methods of assessment, opinion polls of students were conducted usually every semester and the results were used as feedbacks for the academic staff and educational studies. As the lecturer can easily make comment about some of the aspects of his students, the students also can be an important information source for assessing the academic staff and can lead to improvement of the teaching process effectiveness. Use of opinion polls of students is useful if it is used to improve the quality of teaching and is considered as a part of the development system of the academic staff. One of the ways that can be effective in assessment of the quality of sub-systems of higher education and identifying their weak and strong points is the process of credibility assessment that could be used to know the existing situation and to diagnose the shortcomings and defaults [2]. Higher education represents a kind of important investment in human resources that assist sustainable development by providing and promoting knowledge, skills and approaches required for senior technical, professional and management human resources. Higher education not only encourages knowledge firmly, but also leads to research, technological and scientific advancements and new science [10]. Thus nowadays, the progress of the society depends on optimal use of human resources of that society. Attention to this huge source in the area of human resources management and taking their needs and problems and establishment of suitable individuals in the organization into consideration is the effective factor in success and development of every organization. Thus one of the other important issues that should be noted is their job satisfaction because development of the society both requires skillful and trained human resources and having job morale and satisfaction which is important to reach high productivity [13]. Opinion polls of the academic staff is effective to promote their awareness of the assessment system, making documented efforts to be implemented in the assessment system, attracting support for the assessment system, determining value and importance of the assessed factors and stimulating them to make more efforts in order to promote the quality of teaching and to provide an opportunity for effective education of the lecturers [1]. Thus assessment has existed for a long time in the education and particularly the area of higher education and as one of the functions of university management played an important role in correct planning, successful implementation of educational programs and improvement of the educational quality in the universities. Almost all countries that are engaged with educational issues have more or less activity in assessment of the lecturers' performance and using the students' views for assessment of teaching, and educational activities of the teachers is one of the very common methods in the universities of the world including our country (Banisi and Delfan Azari). Since implementation of the correct educational system requires precise and scientific planning, undoubtedly one of the actions that will make the officials aware of how the goals of their program were materialized is the issue of assessment of the human resources. In fact this issue is a very important tool by which fundamental and important steps could be taken to advance the goals of the educational system. Assessment of the performance of human resources, particularly the lecturers can create double incentives in them, and encourage and empower them to have regular, informed and dynamic activity. Assessment can play a significant role to identify the efficient and effective forces and can encourage the culture of respecting qualifications in the educational system. The most important goal of assessment is to help the lecturers to amend and improve educational methods and activities and to assist the directors to make more wise decisions regarding recruitment, promotion of lecturers and eventually elevation of education as a profession [6].

Sharifian and Nasr Abedi, [8] in their study about the topic of explaining effective teaching indicators in universities and higher education institutes and the degree to which it was materialized in Isfahan University found out that there is a significant relation between educational quality of academic staff and their teaching records. They noticed that there is a significant relation between faculty where the lecturers served, their academic grade and their performance in teaching as the academic staff.

Haji Mousaei, [4] conducted a descriptive study of quantitative type about the views of 314 students of Tehran University regarding the method of assessing the educational performance of lecturers. This study was based on four points of the lecturers' command of scientific ability, method of teaching, educational discipline and individual and social characteristics. The results showed that there is not a significant difference between the views presented by the students of technical and engineering course, basic sciences and humanities regarding use of results of assessment of lecturers to determine the fate of their job. This means that the majority of students agreed with the issue that the results of assessments can be a basis to determine the job fate of lecturers.

Fattahi, [16] assessed in his study under the title of educational quality of lecturers of university of medical sciences of Kerman and its relation with their personal characteristics between 2001 and 2006 during 8 stages through asking the opinion polls of the students to assess the lecturers. The following results were obtained: During the years under study, the score of education increased 6% every year which was statistically significant, but the changes of the research scores were not significant. There is no significant relation between the score of educational quality and the score of research and these did not correspond with the demographic characteristics

of the lecturers including their academic grade, academic degree and work record, while there was a significant relation between academic degree & academic rank and the score of research.

Hamed, 2008 studied the trend of assessment of educational groups of Shahrekurd university of medical sciences and gave the score of 17 out of 20 and the assessment scores of the groups in different semesters did not show a significant difference from assessment in 9 semesters with the score equal to 13, but generally the assessment score of the lecturers in the first semester was higher than the second semester.

Rafiei *et al*, [7 found out in a study under the title of 6-year results of assessment of lecturers of Medical sciences of Arak between 2001 and 2006 that the average assessment scores during the 6-year period has significant statistical difference and varies from 15.03 to 16.45.

Conducted studies by Greenwood, 1997 showed that there are many studies that support the validity of students' assessment of the teaching quality opposite to what is imagined [12].

Hanson, 2003 believed that the proper quality of teaching is considered as the result of the proper quality of learning and in centers of higher education, principally, promotion of effective learning opportunities for students are defined. The goal of the education is to facilitate students' learning [9].

Richardson, 2005 felt the quality of teaching as having a feeling of responsibility (art of teaching) and feeling of success (student's learning). Feeling of responsibility of teaching is as good as teaching when it has a good outcome and when there is the feeling of a successful teaching, it is named successful teaching. When both are felt, the quality of teaching appears [17]

Carr, 2005 and 2006 stressed that good and high quality teaching depends on insight, understanding, judgment and sensitivity. He argued that in addition to necessary qualifications in teaching and learning skills and techniques of managing classes, the future classes exist among individuals regarding teaching quality which is independent from technology and in fact the teaching qualification does not have any meaning without acquiring these skills.

A study under the title of assessment of the effectiveness of teaching was conducted by Seldin, 2005. In this study, the indicators of effective teaching in university were identified. According to the results of this research, the characteristics of effective teachers consisted of presentation of feedback to students, presentation of clear examples, continuity of presenting a suitable learning environment, interaction and relations with students, encouragement of students' participation, design of class activities, receiving students' views, teaching inductive and deductive thinking [11].

Receiving the feedback of assessing the quality of teaching and the degree of effect that it will have on their professional promotion will provide information that in case of lack of that information, it is possible to adopt one solution out of the different solutions. The directors reach the goals (decision-making strategy) based on judgment and personal beliefs and their mental estimations. Under such circumstances, decision making will not be wise and logical because the more the required information for decision making is incomplete, the higher the degree, incorrectness and uncertainty will be to make decision (or to select a way out of several ways) and vice versa. By access to sufficient and correct information, directors adopt decisions by more insight and awareness and as a result the degree of authenticity and certainty about adopted decisions will be higher.

Dunley, 2006 in a study assessed the lecturers for 3 times with 6 month interval in 10 criteria by the students in Lionwiz Universities. They gave the results after each assessment to the lecturers and a significant difference was noticed among scores of academic staff in three courses, and the average full score of 42 academic staff improved.

Seldin, 2007 studied the educational system of more than 60 faculties and showed that using student assessments is increasing and added that it went up from 29% in 1973 to 68% and currently to 86% throughout studied universities. He asserted that none of the other methods of assessment has grown this much.

Assessment systems increase the importance and necessity of their role in adding quality to the elements of the organization by providing qualitative and quantitative information required by the educational system more than in the past. Generally, the goal of establishing a system to assess the quality of teaching teachers is a great help to the policy-setters, programmers, lecturers and other ones active in the system through providing the necessary data to be able to decide about efficiency of the educational system taking the educational goals into consideration. It could disclose the degree of executive suitability of the affairs as soon as they start thinking about the design and establishment of educational system using assessment process. Also using the assessment information, the required certainty to materialize the duty and responsibilities of the system were obtained. The findings of the study can be used in the theoretical section as a very useful guidance in order to promote and improve the quality of teaching in universities and higher education centers. It could also attract the attention of directors, planners, educational policy setters as well as lecturers regarding the existing situation and bring the assessment at university level closer to the desirable position. Also it is hoped that the current study provides the necessary ground for practical implementation and correct assessment in the newly-established Farhangian University by presenting suitable models.

*Research questions:**Main question:*

1. Is there a significant relation between assessment of teaching quality and professional qualifications?

Research minor questions:

1. Is there a significant relation between change of teaching incentive and professional qualifications of lecturers?
2. Is there a significant relation between tailoring teaching and professional qualifications of lecturers?
3. Is there a significant relation between teaching strategies and professional qualifications of lecturers?
4. Is there a significant relation between selection of teaching materials and professional qualifications of lecturers?
5. Is there a significant relation between preparation of assessment methods and professional qualifications of lecturers?
6. Is there a significant relation between dynamic and constructive relation and professional qualifications of lecturers?
7. Do parameters of assessment of teaching quality anticipate professional qualifications?
8. Is there a difference between approach of respondents in assessment scores of teaching quality according to demographic factors (age, gender, change of university place, academic year, secondary education major and academic major)?
9. Is there a difference between approach of respondents in scores of professional qualifications according to demographic factors (age, gender, change of university place, academic year, secondary education major and academic major)?

Research findings:

Is there a significant relation between assessment of teaching quality and professional qualifications?:

Table 1: Correlation coefficient between teaching quality assessment and professional qualifications

Variable for professional qualifications			
Statistical coefficient of anticipating variable	Correlation coefficient	Square of correlation coefficient	Level of significance
	Assessment of teaching quality	0/745**	0/555

P<0.01

Findings of table 1 show that the correlation coefficient between assessment of teaching quality and professional qualifications is significant. It means that there is a significant relation between assessment of teaching quality and professional qualifications. According to determination coefficient (r^2), 55.5% of the variance of assessment of quality of teaching and professional qualifications was common. Thus the main question based on the fact that there is a relation between assessment of teaching quality and professional qualifications is confirmed.

Is there a significant relation between change of teaching incentive and professional qualifications of lecturers?:

Table 2: Correlation coefficient between change of learning incentive and professional qualifications

Variable for professional qualifications			
Statistical coefficient of anticipating variable	Correlation coefficient	Square of correlation coefficient	Level of significance
	Change of learning incentive	0/536**	0/287

P<0.01

Findings of table 2 show that the correlation coefficient between change of teaching incentive and professional qualifications is significant. It means that there is a significant relation between change of teaching incentive and professional qualifications. According to determination coefficient (r^2), 28.7% of the variance of change of teaching incentive and professional qualifications was common. Thus the first question based on the fact that there is a relation between change of teaching incentive and professional qualifications is confirmed.

Is there a significant relation between tailoring teaching and professional qualifications of lecturers?:

Table 3: Correlation coefficient between tailoring teaching and professional qualifications

Variable for professional qualifications			
Statistical coefficient of anticipating variable	Correlation coefficient	Square of correlation coefficient	Level of significance
	Tailoring teaching	0/473**	0/224

P<0.01

Findings of table 3 show that the correlation coefficient between tailoring teaching and professional qualifications is significant. It means that there is a significant relation between tailoring teaching and professional qualifications. According to determination coefficient (r^2), 22.4% of the variance of tailoring teaching and professional qualifications was common. Thus the second question based on the fact that there is a relation between tailoring teaching and professional qualifications is confirmed.

Is there a significant relation between teaching strategies and professional qualifications of lecturers?:

Table 4: Correlation coefficient between teaching strategies and professional qualifications

Variable for professional qualifications			
Statistical coefficient of anticipating variable	Correlation coefficient	Square of correlation coefficient	Level of significance
Teaching strategies	0/597**	0/356	0/001

P<0.01

Findings of table 4 show that the correlation coefficient between teaching strategies and professional qualifications is significant. It means that there is a significant relation between teaching strategies and professional qualifications. According to determination coefficient (r^2), 35.6% of the variance of teaching strategies and professional qualifications was common. Thus the third question based on the fact that there is a relation between teaching strategies and professional qualifications is confirmed.

Is there a significant relation between selection of teaching materials and professional qualifications of lecturers?:

Table 5: Correlation coefficient between selection of teaching materials and professional qualifications

Variable for professional qualifications			
Statistical coefficient of anticipating variable	Correlation coefficient	Square of correlation coefficient	Level of significance
Selection of teaching materials	0/511**	0/261	0/001

P<0.01

Findings of table 5 show that the correlation coefficient between selection of teaching materials and professional qualifications is significant. It means that there is a significant relation between selection of teaching materials and professional qualifications. According to determination coefficient (r^2), 26.1% of the variance of selection of teaching materials and professional qualifications was common. Thus the fourth question based on the fact that there is a relation between selection of teaching materials and professional qualifications is confirmed.

Is there a significant relation between preparation of assessment methods and professional qualifications of lecturers?:

Table 6: Correlation coefficient between preparation of assessment methods and professional qualifications

Variable for professional qualifications			
Statistical coefficient of anticipating variable	Correlation coefficient	Square of correlation coefficient	Level of significance
Preparation of assessment methods	0/482**	0/232	0/001

P<0.01

Findings of table 6 show that the correlation coefficient between preparation of assessment methods and professional qualifications is significant. It means that there is a significant relation between preparation of assessment methods and professional qualifications. According to determination coefficient (r^2), 23.2% of the variance of preparation of assessment methods and professional qualifications was common. Thus the fifth question based on the fact that there is a relation between preparation of assessment methods and professional qualifications is confirmed.

Is there a significant relation between dynamic and constructive relation and professional qualifications of lecturers?:

Table 7: Correlation coefficient between dynamic and constructive relation and professional qualifications

Variable for professional qualifications			
Statistical coefficient of anticipating variable	Correlation coefficient	Square of correlation coefficient	Level of significance
Dynamic and constructive relation	0/688**	0/473	0/001

P<0.01

Findings of table 7 show that the correlation coefficient between dynamic and constructive relation and professional qualifications is significant. It means that there is a significant relation between dynamic and constructive relation and professional qualifications. According to determination coefficient (r^2), 47.3% of the variance of dynamic and constructive relation and professional qualifications was common. Thus the sixth question based on the fact that there is a relation between dynamic and constructive relation and professional qualifications is confirmed.

Do parameters of assessment of teaching quality anticipate professional qualifications?:

Table 8: Multiple correlation coefficient of assessment parameters of teaching quality and professional qualifications

Statistical coefficient for variable	Anticipating variable	Multiple correlation coefficient	Multiple correlation coefficient square	Adjusted Multiple correlation coefficient square	F coefficient	Level of significance	
Professional qualifications	First step	Dynamic and constructive relation	0/692	0/479	0/477	/369 227	0/001
	Second step	Dynamic and constructive relation Change of learning incentive	0/747	0/558	0/554	/236 155	0/001
	Third step	Dynamic and constructive relation Change of learning incentive Learning strategies	0/767	0/588	0/583	/522 116	0/001
	Fourth step	Dynamic and constructive relation Change of learning incentive Teaching strategies Selection of teaching materials	0/774	0/599	0/593	91/213	0/001

P < 0.01

As the findings of table 8 show among the studied variables in regression, the best anticipator of professional qualifications in step one is dynamic and constructive relation and in step two is teaching incentive, strategic strategies and selection of teaching materials. On this basis in the first step, the coefficient of dynamic and constructive relation is 47.9% of the professional qualifications variance, in the second step, the coefficients of dynamic and constructive relation and change of teaching incentive is 55.8% of the variance of professional qualifications. In the third step, the coefficients of dynamic and constructive relation, change of teaching incentive and teaching strategies is 58.8% of the variance of professional qualifications and in the fourth step, the coefficients of dynamic and constructive relation, change of teaching incentive, teaching strategies and selection of teaching materials is 59.3% of the variance of professional qualifications. Observed F at $p < 0.01$ level is significant, thus regression could be generalized to the statistical society.

The findings of table 9 indicate that the beta coefficient increases for one unit in dynamic and construction relation and 0.454 units in professional qualifications, beta coefficient increases for one unit in change of learning incentive and increases for 0.214 unit for professional qualifications. Beta coefficient increases for one unit in teaching strategies and increases for 0.160 unit in professional qualifications and beta coefficient increases for one unit in selection of teaching materials and increases for 0.134 units in professional qualifications.

The equation to anticipate the seventh hypothesis of the research is presented as follows:

Professional qualifications = fixed coefficient (9.540) + dynamic and constructive relation (1.086) + change of teaching incentive (0.579) + teaching strategies (0.415) + selection of teaching materials (0.307).

Table 9: Table of Beta coefficient to anticipate assessment parameters of teaching quality and professional qualifications

Statistical coefficient for variable	Anticipating variable	Non-standard Beta coefficients		Standard Beta coefficients	t coefficient	Level of significance		
		Beta of criterion error						
Professional qualifications	First step	Dynamic and constructive relation	1/656	0/11	0/692	15/079	0/001	
	Second step		1/306	0/114	0/546	11/428	0/001	
	Third step	Dynamic and constructive relation	0/854	0/129	0/316	6/614	0/001	
			Change of learning incentive	1/125	0/119	0/470	9/479	0/001
	Fourth step	Dynamic and constructive relation	0/624	0/136	0/231	4/582	0/001	
			Change of learning incentive	0/573	0/136	0/221	4/224	0/001
		Learning strategies	Dynamic and constructive relation	1/086	0/118	0/454	9/196	0/001
				Change of learning incentive	0/579	0/136	0/214	4/265
	Teaching strategies	Selection of teaching materials	0/415	0/147	0/160	2/828	0/005	
			0/307	0/117	0/134	2/624	0/009	

P<0.01

Table 10: Variables outside equation in regression to anticipate professional qualifications

		Beta	t amount	Level of significance
First step	Tailoring teaching	0/076	1/436	0/152
	Preparation of assessment methods	0/033	0/638	0/524

P<0.05

As it is noticed in table 10, the relation between tailoring teaching & preparation of assessment methods and professional qualifications is not significant.

Is there a difference between approach of respondents in assessment scores of teaching quality according to demographic factors (age, gender, change of university place, academic year, secondary education major and academic major)?:

Table 11: Analysis of multiple variance of scores to assess teaching quality considering the demographic variables (sex, gender, change of university of study, academic year, major of secondary education and academic major)

Source	Total squares	Degree of freedom	Average squares	F	Level of significance
Gender	1009/505	1	1009/505	7/800	0/006
Age	621/576	5	124/315	0/961	0/443
Name of campus	3406/218	4	851/554	6/579	0/001
Academic year	6/481	1	6/481	0/050	0/723
Major of secondary education	1185/293	3	395/098	3/050	0/029
Academic major	631/677	3	210/559	1/627	0/184

The results indicated in table 11 show that there is not a significant relation between scores of assessment of teaching quality according to age, academic year and academic major, but there is a significant relation between difference of assessment scores of teaching quality according to gender, university campus and secondary education major. The couple tests presented in tables 20.4 and 22.4 show the difference among groups.

Table 12: Comparison of average scores of assessment of teaching quality according to gender

Gender	Average	Criterion deviation
Women	66/47	3/24
Men	85/79	4/72

The results in table 12 show that there is a significant difference between scores of assessment of teaching quality of lecturers from viewpoint of the male and female students.

Table 13: Comparison of average scores of assessment of teaching quality according to campus name

Campus name	Average difference	Level of significance
Shahid Bahonar (71.79) Fatemeh Zahra (67.32)	4/21	0/015
Shahid Bahonar (71.79) Shahid Rajaei (81.62)	-10/97	0/001
Fatemeh Zahra (67.32) Shahid Rajaei (81.62)	-15/18	0/001
Fatemeh Zahra (67.32) Ayat Najafabad (72.71)	-6/28	0/029
Fatemeh Zahra (67.32) Imam Khomeini Kashan (75.31)	-8/69	0/002
Shahid Rajaei (81.62) Ayat Najafabad (72.71)	8/90	0/010

The results indicated in table 13 show that there is a significant relation between scores of assessment of teaching quality of lecturers from the viewpoint of students of Bahonar Centre and Fatemeh Zahra and Shahid Rajaei Centers as well as between Fatemeh Zahra Centre and Shahid Rajaei, Ayat Najafabad and Imam Khomeini Kashan Centers and between viewpoints of students of Shahid Rajaei Centre and Ayat Najafabad Centre.

Table 14: Comparison of average scores of assessment of teaching quality according to the major of secondary education

Secondary education major	Average difference	Level of significance
Humanities (76.13) Experimental sciences (70.84)	5/354	0/002
Humanities (76.13) Arts (67.16)	10/634	0/044
Humanities (76.13) Mathematics and Physics (68.66)	8/002	0/001

The results in table 14 show that there is a significant difference between scores of assessment of teaching quality of lecturers from viewpoint of students of Humanities, Experimental Sciences, Arts and Mathematics and Physics.

Is there a difference between approach of respondents in scores of professional qualifications according to demographic factors (age, gender, change of university place, academic year, secondary education major and academic major)?:

Table 15: Analysis of multiple variance of scores of professional qualifications considering the demographic variables (age, gender, change of university place, academic year, secondary education major and academic major)

Source	Total squares	Degree of freedom	Average squares	F	Level of significance
Gender	129/939	1	129/939	2/562	0/111
Age	119/032	5	23/806	0/469	0/799
Name of Campus	600/296	4	150/074	2/959	0/021
Academic year	99/221	1	99/221	1/956	0/163
Secondary education major	325/747	3	108/582	2/141	0/096
Academic major	52/013	3	17/338	0/342	0/795

The results indicated in table 15 show that there is not a significant relation between scores of professional qualifications according to gender, age, studying place, academic year, secondary education major and academic major, but the difference between professional qualifications scores according to university place is significant. The presented couple tests in table 16 show the difference among groups.

Table 16: Comparison of average scores of assessment of teaching quality according to the name of university campus

Campus name	Average difference	Level of significance
Shahid Bahonar (38.83) Shahid Rajaei (43.20)	-4/878	0020/
Fatemeh Zahra (37.05) Shahid Rajaei (43.20)	-6/602	0/001
Fatemeh Zahra (37.05) Imam Khomeini Kashan (41.27)	-4/673	0070/
Shahid Rajaei (43.20) Ayat Najafabad (36.76)	6/650	0/010
Ayat Najafabad (36.76) Imam Khomeini Kashan (41.27)	-4/721	0350/

The results indicated in table 16 show that there is a significant difference between scores of assessment of teaching quality of lecturers from point of view of students of Shahid Rajaei Centre and Shahid Bahonar, Fatemeh Zahran and Ayat Najafabad Centers as well as between Imam Khomeini Kashan Centre and Fatemeh Zahra and Ayat Najafabad Centers.

Conclusion:

The goal of conducting this study is to investigate the relation between assessment of teaching quality and promotion of professional qualification of the lecturers of Farhangian University. The findings related to the main question showed that the correlation coefficient between assessment of teaching quality and professional qualification of the lecturers is significant. It means that there is a significant relation between assessment of teaching quality and professional qualifications. Assessment of the teaching quality of lecturers of universities is

of high importance because education of expert force for the future generation requires having a strong and qualified team of academic staff in the universities who have the required knowledge, insight and skill in the area of teaching and research. Credibility and fame of higher education institutes depend on the credibility and efficiency of their academic staff. Thus one of the important criteria to assess teaching is the quality of teaching of the academic staff. Findings of the first question showed that there is a significant relation between change of teaching incentive and professional qualifications. The results corresponded with the outcomes of the studies conducted by Fattahi, 2007, Haji Mousaei, [4] and Richardson, 2005. Issues such as the idea that learning facilitation should replace knowledge distribution are placed in the area of social politics and power. Many school and university students might feel that they are free for learning, discovery and scientific criticism by the new media that approaches them. Learners become excited to see that for the first time, the lessons are in their hands instead of the teacher's. Learners who feel free, have more incentive for learning and generally speaking are more successful in educational efforts. Creation of incentive in students can open new horizons for them. Findings of the second question showed that there is a significant relation between tailoring teaching and professional qualifications. The results corresponded with the outcomes of the studied conducted by Sharifian and Nasr Abedi, 2005 and Haji Mousaei, 2005. The capable and dutiful lecturer should know what he is going to teach before coming to the class and should be aware of the extent of his knowledge about what he is going to teach. He has to identify the goals of each lesson and should use the latest methods of teaching in the learning-teaching process. He should know what media he needs. These media are ready and placed in the office at school and or he should prepare them personally or aided by the learners and that how he could assess what he has learnt. Having a tailored plan for teaching by the teacher can help and will assist him significantly to teach well. The importance and necessity of tailoring teaching is similar to the plan and map of a building. As a civil engineer should prepare its map before constructing a building, the teacher (instructor) should also tailor a lesson plan in which the educational concept, educational method, media and teaching materials are anticipated and he should teach according to that lesson plan. Findings of the third question showed that there is a significant relation between learning strategies and professional qualifications. The results of the study correspond with the outcome of the study conducted by Fattahi, 2007. In all educational grades, learning-teaching strategies are of special importance and are paid attention to in all models of educational planning in a way or another. In other words, in educational planning models, inclusion of learning-teaching strategies is inevitable. For this reason, in all educational systems including developed or underdeveloped, these strategies are paid much attention whether wanted or not. The most common problem to apply new strategies is lack of sufficient time for teaching and absence of physical resources, lack of suitable educational environment, etc. and these are the factors that create barriers on the way of applying the new strategies. To overcome these obstacles, educational workshops for lecturers and a set of information for the lecturers were organized and provided. Also at the level of educational centers, centers to facilitate application of new approaches were established. Findings of the fourth question showed that there is a significant relation between selection of teaching materials and professional qualifications. The results of the study correspond with the outcome of the study conducted by Haji Mousaei, 2005 that one of the professional qualifications of the teachers is correct and timely use of teaching materials. Post-technology can change the teacher's method as an important and perhaps fundamental factor. It means that it could change the performance of teachers and students. Reinforced use of technology is a good application. Reinforced uses should invest on all capacity and power of technological resources. When noticing how technology could make fundamental changes, the individuals' ideas are drawn to new levels and the individuals make themselves know, invent and build the ideas, routine tasks, actions and educational methods from the beginning so that it leads to change in the sociological and technological atmosphere where the school and university students are learning. The topic of technology as a factor to change in the teachers' method is organized in three areas, change in theology and change in psychology that are used in learning. The findings of the fifth question showed that there is a significant relation between professional qualifications and preparation of assessment methods. The results of the study correspond with the outcomes of the studies conducted by Fattahi, 2007, Rafiei *et al*, 2009, Hamedi, 2008 and Seldin, 2007. The history of assessment and educational learning goes back to the time when an individual taught another person for the first time. In a definition which is often given by educational teachers from education, it is known as a set of regular activities that are made in line with establishing desirable changes in the inclusive behavior. Considering this definition, it can never be claimed without assessment and measurement of the changes that an education has taken place. In other words, assessment can be considered as an evidence for the method of education and arbitration about the degree of learning that is the result of education. Thus the basic approaches in assessment should be in a way to target the goal of the educational courses and the results lead to the guidance and motivation of students and teachers. On the other hand, assessment should not be designed independently and without any relation to other elements of education, but the goals and teaching methods without any relation to other educational elements should be designed and the goals and methods of teaching and generally the different elements of educational plan should be taken into account. Assessment is made in order to complete learning and to identify advancements and to make them better. Human goes through different stages of life and frequent tests whether wanted or not. In other

words, human's life is full of making efforts and testing, but what attracts the attention more than all here is the goals, programs and how the common tests in educational centers are taken. Findings of the sixth question showed that there is a significant relation between dynamic and constructive relation and professional qualifications. The results from the study correspond with the outcome of the studies conducted by Haji Mousaei, 2005, Fattahi, 2007 and Seldin, 2005 indicating that the knowledge about individual characteristics of the learners affect application of professional qualifications. Teachers often feel responsible for the education and learning of all school and university students, particularly the ones who have special needs. This issue is while they have undergone rarely special training courses in the area of psychological health of the students. In addition to it, the problems that the teachers and the academic team face require study by consultants and psychologists if they are highly complicated and variant. It goes without saying that early identification and diagnosis of this type of disorders and diseases in the youth will leave fewer effects on their mental tissues and psychological backgrounds. That is why education and familiarization of teachers with different behavioral abnormalities of students can be a positive step forward to the students' psychological health. The results of the seventh question showed that the parameters of assessment of teaching quality can anticipate professional qualifications and are the best anticipators of professional qualifications and dynamic and constructive relation. Communication skills and professional ability of teachers are effective on the professional qualifications of the teachers. In other words, communication skills and sense of humor of the academic staff, strictness of the teachers in class are effective on the mentioned assessment and the students attach higher priority to assessment of teachers for transfer of concepts and methods of relation between the lecturer and students. Hence the better the relation between the academic staff in the class with students is and that the class management is not that strict, the higher the attention of students to educational topics will be and they will be affected more positively. It means that the teachers can increase their professional qualifications by improving the method of relations with students in the class. The results of the eighth question showed that there is not a significant relation among scores of assessment of teaching quality according to age, academic year and academic major, but the difference of assessment scores of teaching quality according to gender, university campus, place of study and secondary education major is significant. The average assessment score of the teaching quality in female students is less than male students. It could be interpreted that women give lower scores to teachers due to having high precision and more presence in the classes. The lowest assessment score of teaching quality of teachers were given by students of Fatemeh Zahra Centre and the highest score of assessment was the one given by the students of Shahid Rajaei Centre. Also it could be interpreted that the educational quality in Fatemeh Zahra Centre has not been good and the students were unhappy and the facilities of this centre were limited as it has less budget than other centers and cannot recruit prominent lecturers and has to use the available lecturers. The highest average scores of assessment of teaching quality was given by the students of Humanities and the lowest was given by the students of Arts. It could be interpreted that Arts courses have higher facilities and equipment (including workshops, laboratories, etc.) than other majors and these universities usually do not have those facilities, hence the quality of teaching of lecturers is assessed to be lower. The results of the ninth question showed that there is not a significant relation between scores of professional qualifications according to gender, age, place of study, academic year, secondary education major and academic major, but the difference of the scores of professional qualifications according to the university place was significant. The least scores of assessment of professional qualifications of the teachers were given by the students of Ayat Najafabad Centre and the highest assessment score was given by the students of Shahid Rajaei Centre. Also it could be interpreted that the lecturers' professional qualifications in Ayat Najafabad Centre is not good and the students are unhappy. The facilities of the centre are limited and the Centre has lower budget in comparison with the other centers and cannot recruit prominent lecturers and has to use the available lecturers.

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