



Research Article

A Study on Lectures Teaching Quality from Students Perspective in Education Faculty of Bamyán University in 2022

Sharif Farin ^{1*}, Mohammadullah Motamed ², Mohammad Hassan Yusufi ³

^{1,3}Senior Teaching Assistant, Department of Psychology, Faculty of Education, Bamyán University, Afghanistan

²Associate Professor, Department of Psychology, Faculty of Education, Bamyán University, Afghanistan



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ABSTRACT

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Research on teaching quality in universities is one of the most important issues that provide valuable feedback for analyzing educational issues, making critical decisions, and strategic planning for educational authorities and practitioners. On the other hand, with knowledge of their own performance quality during teaching, instructors will be able to improve teaching methods and approaches, thus enhancing the quality of their teaching. The aim of this research is to assess the teaching quality at the Faculty of Education in Bamyán University. In this study, a sample of 283 students from the Faculty of Education was selected using the Four-Multiplier Cochran technique, which employed a convenience sampling method. The Rasouli Teaching Quality Questionnaire (2010) was used to collect the data, which has good validity (0.8) and reliability. It consists of 28 Likert-scale items ranging from "very low" to "very high" and is composed of dimensions such as subject mastery, lesson planning and design, guidance and counseling, communication skills, ethical considerations, and classroom management. This research is a descriptive-survey study with practical applications based on its results. It has a foreign background, and among them, Piry Mohammad study conducted in 2018 at Malayer University in Iran titled "Satisfaction with the Quality of University Teaching," Arzo Mohammadi and colleagues' study in 2015 at Tehran University of Medical Sciences titled "Teaching Quality and its Relationship with Academic Motivation," and Hermz Seynai Nasab and colleagues' study in 2019 at Shahid Modarres University titled "Investigating the Quality of Teaching from the Perspective of Students" can be mentioned. The findings of this research indicate that the teaching quality at the Faculty of Education in Bamyán University is at a desirable level, SPSS21 software was used for data analysis, and a one-sample t-test was employed to analyze the research questions.

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Introduction

The research about the quality of teaching in the university is one of the most important issues that can be answered on the one hand, it is suitable for analyzing educational issues, making basic decisions and strategic planning at the disposal of officials and those involved in higher education and on the other hand, knowing the quality of their performance during teaching, professors will be able to improve teaching methods and methods and, as a result, increase the quality of their teaching. (Zulfikar, 2016). Evaluation and continuous improvement of the quality of teaching and learning in higher education has received special attention from universities all over the world in recent decades. Today, many universities have started to create quality determination systems, despite the efforts made by universities to establish quality assurance systems, but these systems are not systematic in terms of structure (Pourkrimi, 2017).

Sarvari, quoting Martiz, emphasizes that paying attention to what forms the basis of optimal learning and teaching is of fundamental importance in the creation and development of quality assurance systems. Quality assurance is based on the assumption that high quality teaching depends on focusing on what the student learns and how he learns, as well as how to improve its quality. Therefore, the desired quality of teaching is defined in the future, the desired quality of learning, and in higher education centers, the principles of promoting effective learning opportunities for students (Sarwari, 2015).

The concept of quality, despite its broad basis, is ambiguous in various texts; therefore, it is not possible to provide a precise definition of it easily. Also, education and teaching have been seen as important and significant topics in educational systems, and looking at the developments of the country's higher education system in the past decade in terms of the student population shows a small growth and insufficient attention to the quality of the universities, requiring mechanisms and actions. It is suitable

*Corresponding Author:

Email: [Sharif.farin1990\[at\]gmail.com](mailto:Sharif.farin1990[at]gmail.com) (S. Farin)

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(Mushfaq, 2018). In recent years, universities have faced issues and challenges such as people's expectations of quality professors, the need for budget academic staff members, etc., and the need to change and improve its quality is well felt, especially in the field of teaching and learning. Meanwhile, in other higher education institutions, students and graduates have always been dissatisfied with the low quality of teaching processes, the inability of education to teach independent and active learning, and the lack of participation in the learning process. Satisfaction with the educational course, like customers' satisfaction with the market, is the result of many very complex factors. Understanding what these factors are and how they are combined and how they affect a person's satisfaction; For those involved in education who believe that the satisfaction of the learners and their learning is in the optimal return of their efforts (Wood, 2021). Students' satisfaction with the educational environment makes their talents grow and flourish. Academic success and progress in any society is finding goals and meeting individual needs. Therefore, the educational system can be considered effective and successful if the academic progress of its students in different courses have the highest figure; hence the effort to involve the learners as much as possible in the teaching and learning process through learning methods can be effective in academic progress. (Fonta, 2012)

Considering what has been mentioned about teaching quality, Bamyan University considers attention to teaching quality as one of its main responsibilities in its role as a scientific and academic environment. To this end, this research aims to shed light on the status of teaching quality at Bamyan University. This research is descriptive-survey in nature. Based on the purpose of the research, it is applied, and the target population in this study includes all students of the Faculty of Education at Bamyan University in 2022. The sample size of this research is 1076 students, out of which 562 are female students and 514 are male students. Using the Cochran formula with a 95% level of confidence and a 5% error margin, a sample of 283 students was selected. The sampling method used was stratified sampling, distributing 144 questionnaires to female students and 139 questionnaires to male students. This research employs a quantitative approach.

The Importance of Research

In recent decades, due to the emergence of the quality crisis in teaching and especially in the field of education, the evaluation and quality assurance of educational systems and universities has gained special importance, and in most countries of the world, there are movements regarding the creation or strengthening of institutions and Institutions of validation and quality assurance of the constituent elements of the education system have taken place. In this regard, professors are one of the best and most effective inputs of the education system, which interacts with desirable inputs and generally improves the quality of teaching and the provision of educational services, which is considered one of the validation factors of quality assurance. Therefore, this research is important that the result of the quality of teaching in educational systems, which is one of the most important issues, on the one hand, is the subject of appropriate feedback for the analysis of educational issues, basic decisions and strategic planning in the hands of officials and Education practitioners and on the other hand, teachers, knowing the quality of their performance during teaching, will be able to modify teaching methods and methods and, as a result, increase the quality of their teaching. (Bayan, 2016)

Problem Statement

The quality of teaching and its relationship with students' performance is one of the important issues that has always been the focus of educators everywhere in the world, and a wide range of researches have always investigated the main effects of teaching on students' academic progress (Zarea, 2018). Education specialists have paid more attention to the study of factors affecting academic achievement during the last three decades. Numerous research findings have shown that academic progress is affected by both knowledge structures and teaching processes. Based on this, feedback is one of the most effective factors in academic progress, without feedback from teaching, the quality of teaching does not exist. There have been many discussions regarding feedback, all of which indicate that feedback is a definite plan in the process of teaching and learning and is considered an important element in the set of strategies related to learning. (Derville & Leonore, 2016)

Feedback helps teachers understand their teaching performance levels and become aware of their mistakes. And if the professor is not aware of his teaching performance, progress and improvement in the academic performance and academic progress of the students will not be achieved, therefore, the quality of teaching will not be possible without feedback.

Research Objectives

Investigating the teaching quality of instructors at the Faculty of Education, Bamyan University, from the perspective of students in the year 2022.

- Examining the level of subject mastery by instructors in the classroom.
- Assessing the teaching skills of instructors.
- Investigating the quality of lesson planning and content development by instructors and student satisfaction.
- Examining the level of guidance and counseling provided by instructors in the classroom and student satisfaction.
- Assessing the communication skills of instructors with students.
- Investigating the observance of ethical issues in teaching and instruction in the classroom

Definition of Teaching Quality

The concept of teaching quality in higher education is multidimensional. However, before it emerged in its current form in higher education, it was prevalent in industries and other services. Comprehensive quality management concepts, general models for evaluating quality excellence, and others are examples of these concepts, although efforts have been made to incorporate these concepts in higher education and universities. Various authors have highlighted the dominance of quality models borrowed from the industrial and commercial world in higher education, which has faced significant doubts and widespread objections due to the adherence to rigid structures and the static culture of the industrial environment, raising serious concerns. These models, which are primarily material-oriented and governed by unconventional social and cultural relationships, contradict the principles of educational management in higher education (Mehralizadeh & Safaemoghaddam, 2010). However, quality in higher education differs from the concept of quality in business, and educational quality is recognized when it is free from flaws and deficiencies. These deficiencies within a system represent its shortcomings and defects, which will not lead to the desired outcome of that system (Khademi & Soleimani, 2020). Therefore, the establishment of an efficient evaluation system that not only improves the quality of teaching, research, and services but also

enhances the entire university system and aligns with the characteristics of that system is essential.

Teaching Quality and Factors Affecting it

The quality of teaching is an idea that has been developed as the results of educational research for two decades ago, although the quality of teaching is not described as a specific method, but it requires the use of appropriate content and teaching techniques to improve the learning capacity of students. In the quality of teaching, teaching and learning does not mean the transfer and repetition of knowledge, but the quality of teaching is the creation of capacity and conditions in which both students and professors are active and fundamentally participate in the creation of knowledge and will grow as human beings. Such a process will provide advanced mental, emotional, social, spiritual, etc. needs in students. (Shabani et al., 2014)

Brass (2003) in the quality of teaching believes that the desired quality of teaching is considered to be the desired quality of the learning process, and in higher education centers, it is basically defined as promoting effective learning opportunities for students. He also considers the quality of teaching as having a sense of duty (the art of teaching) and a sense of success (student learning). He states that the sense of duty of teaching is good teaching when it is achieved well, and when the sense of success of the teacher is created, teaching is successful and when both are achieved, teaching quality happens (Hosseini & Bazargan 2009).

Good and quality teaching depends on the development of insight, understanding, judgment and sensitivity. That in addition to the necessary competencies in teaching and learning skills and classroom management techniques, there is another interpersonal lesson in the quality of teaching that is independent of the technique; in fact, competent teaching does not occur without acquiring these skills (Tawfiqi, 2011). In this research, the indicators of effective teaching in the university were determined, and based on this, the characteristics of effective professors include: providing feedback to students, providing clear examples, continuity in presenting materials, respectful treatment of students, inquiry-based learning, using different teaching methods, Expressing the expectations of a favorable learning environment, interaction and communication with students, encouraging students' participation, designing guild activities, receiving students' opinions, developing comparative and establishment thinking.

Functions of Teaching Quality in University

Three main functions are considered in the quality of teaching with the university:

The first function is accountability. The university must be accountable to the outside world. Considering the costs that university activities consume from financial and social aspects and people expect that they respond to individual and collective needs, the importance of this function is determined. This function has caused that today in most advanced industrial countries, both those with a centralized higher education system (such as France, Denmark and Sweden) and those with a decentralized higher education system (such as America and Canada) In order to improve the quality of their activities, the competition between universities has been considered to increase the satisfaction of the consumers of their services (students, organizations, government, parents of students, etc.) (Pierangelo & Giuliani, 2020)

The second function is to improve the performance of the university, the improvement goes back to the whole university. Since the university operates in the context of social changes, it is necessary to continuously adapt to these changes. To research such compatibility, a change in the era of the university is necessary.

And this change does not take place without improving performance (Zulfiqar, 2016).

The third function is information flow. The university should freely and continuously distribute information inside the university and outside the university. Information for the university system is the core of its life. Information can improve science and technology and at the same time be motivating for students and environments outside the university, without information functions other functions will not be possible (Mirzaei, 2020). In this way, the information function of the university is the basis for the improvement of the university organization and provides the possibility of the university responding to its audience. The accountability function by reflecting the needs and desires of the audience inside the university (students, faculty and staff) and outside the university enables the development and production of information and continuous changes in universities.

- In order to fulfill the above functions, the university must pay attention to the following:
- In line with the mission of the university, operational responsibilities should be specified.
- Projects related to quality improvement should be supported, intellectual rights should be respected in scientific projects.
- Be accountable for the actions that have been realized and not realized.
- Give the necessary feedback to the information producer (faculty members, related scientific centers, etc.).
- Allocate necessary resources for related activities.
- Changes should be made with the knowledge of the university's past.
- Design and implement continuous trainings for employees, managers and faculty.
- The job security and peace of mind of the staff and faculty should be the first priority of the university management.
- There should be freedom in the flow of research findings and thoughts. (Yemeni Dozi Scarlet, 2012)

Theories of Teaching Quality in Higher Education

The first theory: quality of teaching in the sense of retelling and transferring information

The most common orientation in different levels of education, especially the middle and higher levels, is the knowledge transfer approach (Wright et al., 1997). A large number of professors in higher education obviously believe that the function of the quality of teaching in the university is to transfer a set of authentic contents to students. In such conditions, most students are passive receivers of knowledge and information provided by the professor.

The second theory: teaching quality means the organization of students' activities

In the second theory, the orientation is directed from the professor to the student. In this theory, attention is paid to the relationship with the student and making them active. Also, effective methods are used to present the subjects.

The third theory: teaching quality means making learning possible.

In this theory, the main goal of effective teaching is the students' learning. Therefore, teaching is considered as a factor that provides opportunities for students to learn. Another feature of this theory is that the materials to be learned and the problems that students have in relation to learning those materials, the methods

used are determined by the professor. Also, in this theory, it is important to note that the knowledge related to the content of the lesson is actively created by the learners. (Sanaei et al., 2010)

Satisfaction with Teaching Quality

Quality is a valuable thing. In Dehkhoda's dictionary, the adjective and manner, state and description that results in something is meant. The Moin dictionary defines quality as a synonym for how, and the Umid dictionary also defines quality as an attribute, state, and quality of something. When talking about quality or asking about it, terms such as being good or luxurious are used as equivalents (Asadian, 2016). As can be seen from the above, the definition of quality is basically different and challenging because of the way many people look at it. Although the challenge of defining quality and its derivatives (including quality assurance, quality control, comprehensive quality management and quality enhancement) originates from the juxtaposition of the interests, expectations and demands of the internal and external stakeholders of the educational organization, and these requirements and expectations sometimes It is contradictory, complex and creates conceptual and operational inaccuracy in trying to define the concept of quality, but nevertheless, quality in the context of business is generally not ambiguous; Because the product, customer or consumer service is easily recognizable. But quality in higher education is different from the concept of quality in business, on the one hand, and an educational system is known as quality when it is free of flaws and shortcomings; because these shortcomings in a system are its defects and defects, which will not produce a favorable result from that system. (Shabani et al., 2014)

Research tools and data collection methods

The data collection tool of this research was the Rasooli questionnaire (2009) which measured the quality of professors' teaching from the students' point of view in 28 questions, in the dimensions of subject mastery, lesson planning and preparation, teaching skills, guidance and counseling, communication skills, compliance with ethical issues, and classroom management. It evaluates in five ranges from very low to very high. This is standards questionnaire, which has dynamics (0.8) and also has good validity, which has been used in various researches.

Data Analysis Method

In order to analyze the statistics and data collected in this research, two descriptive methods (calculation of statistical indicators such as mean, frequency distribution tables related to variables) and inferential statistics such as single-sample t-test were used, the data collected into numerical quantities. It was converted and analyzed using spss21 software.

Results

a) Descriptive analysis results

Table number (1) frequency distribution of respondents based on gender

gender	Abundance	percentage	Overall percentage
females	144	50.9	50.9
male	139	49.1	100.0
Total	283	100.0	

According to the above table, the number of participants in this research was 283, of which 144 were female students with a percentage of (50.9) and 139 were male students with a percentage of (49.1).

Table number (2) distribution of the frequency of respondents based on the field of study

Field of Study	Abundance	percentage	Overall percentage
Psychology	37	13.1	13.1
Education Management	41	14.5	27.6
Pedagogy	36	12.7	40.3
Dari language and literature	52	18.4	58.7
Pashto language and literature	33	11.7	70.3
English literature	45	15.9	86.2
Computer training	39	13.8	100.0
Total	283	100.0	

The statistics obtained above show that there are 37 respondents with a percentage of 13.1 in the field of psychology, 41 respondents in the field of education management with a percentage of 14.5, 36 respondents in the field of pedagogy with a percentage of 12.7, and 52 in the field of Dari language and literature. There were 18.4 respondents, Pashto language and literature 33 respondents (11.7), English language and literature 45 respondents (15.9) and computer field 39 respondents (13.8).

Table number (3) distribution of frequency of respondents according to field of study

Academic Semester	Abundance	percentage	Overall percentage
Second Semester	21	7.5	7.1
Fourth Semester	91	32.2	39.2
Sixth Semester	85	85	39.6
Eighth Semester	86	86	69.6
Total	283	283	100.0

According to the table number (3) shown above, the respondents from the second semester are 21 students with a percentage (7.5), from the fourth semester there are 91 respondents with a percentage (32.2), from the sixth semester there are 85 respondents with a percentage (85), from in the eighth semester, there were 86 respondents with a percentage of (86).

b) Inferential statistics Results

Research question

To what extent is the evaluation of the teaching quality of professors in the Faculty of Education of Bamyan University?

The answer to this question is found in table (4).

Table number (4): Comparison of the average quality of teaching with the standard limit

Variable	Average	The standard deviation	benchmark score Q ₂	T	significance level (P)
Teaching quality	19.632	4.1	20.1	79.4	P<0/001

As can be seen in the table above, the average score of professors' teaching quality in the sample group was 19.6 with a standard deviation of 4.1, which is significantly (p<0.001) lower

than the cutoff score (20.1), so we can say that the professors in this The field is almost average.

To what extent are students satisfied with the mastery of the subject of the lesson?

The answer to this question is obtained from table number (5).

Table number (5): Comparison of the average mastery of the subject with the standard limit

Variable	Average	The standard deviation	Benchmark score Q ₂	T	Significance level (P)
Mastery of the subject	3.35	0.72	3.50	1086.15	P<0/001

As can be seen in the table above, the average score of the professor's mastery of the subject in the sample group was 3.35 with a standard deviation of 0.72, which is significantly (p<0.001) lower than the cutoff score of 3.50. Therefore, it is concluded that the mastery of the professors is close to the average level.

How satisfied are the students with the professors' teaching skills?

The answer to this question is obtained from table number (6).

Table No. 6: Comparison of the average teaching skills of professors with standard limits

Variable	Average	The standard deviation	benchmark score Q ₂	T	significance level (P)
Teacher's teaching skills	3.36	0.87	3.33	899.9	P<0/001

As can be seen in the table above, the average score of the professor's teaching skills in the sample group was 3.36 with a standard deviation of 0.87, which is significantly (p<0.001) lower than the average cut-off score of 3.33, so the professors in this field are above the acceptable average. This means the good level of teaching skills of the professors.

To what extent are the students satisfied with the design and compilation of the content of the professors' lessons?

The answer to this question is shown in table number (7).

Table No. 7: Comparison of the average plan and compilation of the curriculum with the benchmark

Variable	Average	The standard deviation	Benchmark score Q ₂	T	Significance level (P)
Curriculum design and development	3,26	0.77	3.33	1014.7	P<0/001

As can be seen in the table above, the average score of curriculum planning and development by the professor in the sample group was 3.26 with a standard deviation of 0.77, which is significantly (p<0.001) lower than the average cutoff score of 3.33, so the professors in this field are also It is acceptable near the average level and this indicates a favorable state.

Are the students satisfied with the advice and guidance of the professors?

You can see the answer to this question in table number (8).

Table number (8): Comparison of the average counseling and guidance with the benchmark

Variable	Average	The standard deviation	Benchmark score Q ₂	T	Significance level (P)
consultation	2,98	0,05	3	874,9	P<0/001

As can be seen in the table above, the average score of teacher guidance and counseling in the sample group was 2.98 with a standard deviation of 0.05, which is significantly (p<0.001) slightly lower than the cut-off score (3), so we can say that the professors in this field are optimal contract.

What are the communication skills of professors with students?

You can see the answer to this question in table number (9).

Table number (9): Comparison of the average of communication skills with the average standard limit

Variable	Average	The standard deviation	Benchmark score Q ₂	T	Significance level (P)
Communication skills	3,21	0,91	3,25	859,2	P<0/001

As can be seen in the table above, the average score of the professor's communication skills in the sample group was 3.21 with a standard deviation of 0.91, which is significantly (p<0.001) lower than the cutoff score (3.25). The optimal limit is acceptable.

Are students satisfied with the observance of ethical issues in education and teaching?

You can see the answer to this question in table number (10).

Table number (10): Comparison of the average compliance with ethical issues with the standard limit

Variable	Average	The standard deviation	Benchmark score Q ₂	T	Significance level (P)
Compliance with ethical issues	3,4	0,99	3,6	785,2	P<0/001

As can be seen in the table above, the average score of the professor's communication skills in the sample group was 3.4 with a standard deviation of 0.99, which is significantly (p < 0.001) slightly lower than the cutoff score (3.6) contract.

Discussion

The research conducted by Piri Mohammad in 2018 at Malayer University in Iran, titled "The Level of Student Satisfaction with Teaching Quality," showed that students' satisfaction was at an average level, which is consistent with the findings of the present research.

The research conducted by Arzoo Mohammadi and colleagues in 2016 at Tehran University of Medical Sciences, titled "Teaching Quality, Motivation, and Academic Progress," revealed that teaching quality was low, which is not consistent with the findings of the current research.

Furthermore, the research conducted by Hermez Sinaei Nasab and colleagues in 2019 at Shahid Madani University in Azerbaijan, titled "Investigating Students' Satisfaction with the Quality of Teaching by Their Instructors," reported that students were

moderately satisfied with the teaching quality. This finding is also consistent with the present research

Conclusion

The present research sought to know the level of teaching quality of Bamyan University professors in the Faculty of Education, which was used in this research using the Rasouli Teaching Quality Questionnaire (2008) and based on that, information was collected from 283 students of this faculty. Using spss21 software and considering the single sample t test, each future question was analyzed and analyzed.

In response to the main question of the research, the result of the T-Tech test showed that the average quality of teaching (19.632) and the acceptable limit (20) were obtained, and this indicates that the teaching quality of the professors of the Faculty of Education is close to the desired level. He should try harder. In response to secondary questions; the first question of the research is the result obtained from the T-Tech test of a sample with an average (3.35) and an acceptable standard limit (3.50).

In response to the second question of the research, the result of the t-test shows that the professors of Bamyan College of Education have good teaching skills with an average (3.36) and an optimal level (3.33). In response to the third question, the result obtained with the average (3.26) and the desired limit (3.33) showed that the students of this faculty are well satisfied with the design and compilation of the course content of their professors.

In response to the fourth question, the obtained result shows that it is significant with the mean (2.98) and the optimal level (3) and this indicates the satisfaction with the advice and guidance of the professors at the optimal level. In response to the fifth question, the result obtained with the average (3.21) and the optimal level (3.25) showed that the level of communication between professors and students is also at a good level. In response to the sixth question, the result of the one-sample t-test showed that the average (3.4) and the optimal level (3.6) show that the professors observe ethical issues in education and teaching to a relatively favorable level.

In this research, the students of the Faculty of Education are most satisfied with the design and compilation of the course content of their professors. And they showed that the professors of this faculty have good quality in planning and compiling their course content.

Recommendations

- The leadership committee of Bamyan University should conduct an annual evaluation of the teaching quality.
- University officials must share the results of the assessed teaching quality with the faculty members to facilitate improvement in performance.
- Faculty members who have adhered to the indicators of teaching quality should be encouraged to motivate other instructors.

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