Qualifying Education in two Present and Ideal Situations: A Case Study in the Province of Isfahan

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ABSTRACT: During past two decades the quality change in education has grasped the attention of specialists. The present study has investigated the present and ideal policies of qualifying education in educational system in the province of Isfahan. It was a descriptive-survey study. All the managers, assistants, principal experts and the province experts formed the study's statistical population. From forty educational zones, seven of them including zones 2, 3, 4, and Jey of Isfahan, as well as the towns Najaf Abad, Shahreza and Kashan have been selected as the statistical sample of the study. From these zones, 126 people were selected as the sample. The data collection instrument includes semi-structured interview and researcher-made closed-ended and open-ended questionnaires. Through Cronbach alpha coefficient, the reliability of the questionnaire in the present and ideal situation has sequentially been estimated 0.88 and 0.94. The results of the study indicated that the proposed guidelines in present and ideal situations of this research are effective more than average level for qualifying education. The achieved results from the interview and open-ended questionnaires showed that "delegating the planning responsibilities from basic departments to provincial units" are the most important qualifying policy to the education. The results of the study proved that there is no significant difference between the respondents' viewpoints in case of demographic, working records and rank regarding proposed guidelines in two present and ideal situation of qualifying the education; however, there is a significant difference between their viewpoints regarding educational degree in case of present guidelines of qualifying education and the gender in ideal situation. In other words, from the viewpoint of the respondents having BA degree, the proposed guidelines in the present situation of qualifying the education has been higher. Moreover, from the viewpoint of male respondents the proposed guidelines of qualifying in ideal situation is higher than female respondents.
Keywords: guideline, qualifying education, present and ideal situation

ORIGINAL ARTICLE

INTRODUCTION

Education and training is of specific sensitivity as the basic bed of growing and development in science and morality in a continuous and dynamic process the ultimate purpose whereof is training a sublime human. Today, the education is assumed one of the economic development pivots. It is clear that not every kind of education leads to economic growth. It is just the appropriate and high-qualified education which can transform the individual and change the society (Goodarzi, 2002:170). The importance of education in developing dominance, expertise and knowledge leading to general improvement in economy cannot be ignored. The above issue would justify the education development in most countries. It should be noticed that becoming a pioneer in the world is just possible when we have the effective and high-qualified educational system (Ali & Kumar, 2010:9).

The quality is one of the concepts in social science rendering a definition for it is difficult. Dehkhoda dictionary gives the meaning of quality as the attribute, manner and mood and the situation which exist in something. Crosby considers the quality as "conforming to the features". Behari (2009) assumes the quality as reaching to the predetermined goals and purposes. Josef Juran has defined it as "suitable for the use". Noriki Conway et.al have rendered a two-dimensional model for the quality: the importance of quality and beauty, the first is nearer to "suitable for the use" and the second to "the one consumer likes" (Wikipedia, 2005:1). Professor Imani, Japan Susashi University professor says: the only factor which satisfies the clients' will is the products and services quality; that is, the only thing the company could offer to its client is the quality. Therefore, the quality of a product or service is the degree of its conformation to the needs satisfaction of

the client (Salimi, 2003:27). Gervin has divided the quality definitions into five categories:

1. Non-experimental definitions: these definitions are abstract and personal, but they are beyond rational descriptions and according to measurement and they relate to the concepts such as beautiful and lovely.

2. Production-based definitions: in this case the quality is seen as measurable variable and it is the criterion to measure is the objective features of production.

3. Consumer-based definitions: these definitions are to some extent abstract and individualistic. Here the quality is a device for the consumer satisfaction.

4. Producer-based definitions and

5. Value-based definitions: these definitions explain the quality in case of charges. He states then that at the present time the consumer-based definitions dominate other definitions (Lagrosen, Hashemi & Leitner, 2004).

What adds to higher ambiguity of the meaning of the quality is that this concept like any other value-based word cannot be explained and interpreted; it is a variant and dynamic concept and it is possible that what is today considered quality, will not be so tomorrow (Azizi, 2000:27). In all educational patterns, reaching to the wishes, the way imagined and depicted in each pattern is the ultimate aim and destination, so it is through their strong relationship that the quality finds meaning and is put under assessment and evaluation (Hoseini Sarvari, 1999:181). In an educational system, quality means reaching to predetermine and approved standard. That is, the purpose of the quality is to make sure about doing action and activities in the form of programs through following the approved standards (Yazdan Panah, 2003:279).

The education quality plays a significant role in the nations' development process. Therefore the issue of qualifying education has precedence over all nations. The quality has various aspects and it is a complex and multidimensional concept (Newton, 2007:14). However there is agreement in case of basic aspects of education quality. These aspects include:
- A healthy learner, ready for participation and learning who is supported by the family and society.
- The content which would be reflected in the syllabi and educational material in order to get the knowledge and the required skills specially triple-skills for the life.
- The procedures wherein the experienced teachers would apply educational student-oriented approaches in classes as well as efficient and appropriate evaluation to facilitate the learning and decrease the disagreements.
- The results which involve knowledge, attitude and skill and it relates to national purposes of education and positive participation in the society (UNICEF, 2000:1).

The seminal moment in education is the one wherein the student learns. The research and experience indicate that learning is not the result of a specific factor such as a pamphlet, syllabus or even the teacher. Learning depends on the whole learning context and the combination of all inputs. Education is the result of all factors (International Institute for Educational Planning Newsletter: 2000:2). UNESCO (2005) considers good teaching, related syllabus, equipped educational environment, effective management and the application of learner-oriented methods the effective factors to get to the quality.

MATERIALS AND METHODS

The quality of education and training, in fact, depends on the quality of the factors which take part in producing this service. These factors include the followings: The quality of the students as the receivers of education and the applicants of accessing to knowledge which comprises the applicant part.

1. The quality of the teachers as the suppliers of education service would make the presenters of knowledge who form the supplier part. The teacher quality is a general concept which include their knowledge, skill, personal features and personal values, attitudes and believes (European Teachers Education Institute, 2006:7). Din believes that the education quality which directly depends on the teaching quality in the class. This is a fact which affects scientific qualifying, topical knowledge, teaching competence and skill and the teachers' commitment in teaching and learning process.

He knows the teaching as an art which would be improved by education and apprenticeship and getting experience. So the competent and skillful teachers are important elements in reconstruction of educational system (p.236). According to Bahari (2009) the teachers' teaching quality is more important than their research and study ability (p.4).

2. The quality of required facilities and equipments to provide a suitable environment wherein the act of education would be presented in a more effective way.

3. The quality of official services of leading organizations and educational planners in the society, those who depict educational quantitative and qualitative goals and allocate the needed sources according to it (Emad Zade, 2000:218).

According to Heyneman's studies (2004) different countries are put into four levels regarding educational quality:

A level: in A level which Asadi (2004) calls this stage non-professional, the educational system has features such as: inexperienced teachers, low standard plans, accentuating on memorized corpus and flexibility against changes (p 14).

B level: Verspoor (cited in Asadi, 2004) call this stage the mechanical stage of quality. At this level, each country can provide an annual book for each student. The socialist societies and the people of the republic of China would allocate an annual book for each student; however these books are in low quality in case of content.

C level: at the third level more than one type of book is available, the teachers have the right to choose suitable for the students' needs and they are the managers and the directors rather than information renderers. It is the Verspor's normal stage.

D level: the educational system at professional level has features such as instructed teachers, versatile syllabi, variable and accessible educational material, using developed teaching methods which are flexible against changes (Asadi, 2004:14). Each country has specific problems such as: lack of motivation within students, the flexibility of the syllabus and inapplicability of management, which to some extent can overcome these issues through specifying charges and noticing more to charges other than salaries. Most of the students go to the schools with A and B educational quality levels and sometimes to C level and seldom to D level. The east and south Asian countries respond just to 57%, Latin American to 10% and African to 11% of the students (Heyneman, 2004:446).

The educational idioms related to education quality have experienced three trends in all over the world:

A- first trend: guaranteeing internal quality

B- second trend: interactive quality in education

C- third trend: guaranteeing the future quality

Education quality in the first trend focuses on the effect of teaching processes specially teaching and learning processes. The quality of education points to reaching planned goals especially the educational results related to children.

From the 1980s the second trend regarding the quality of education and guaranteeing it has begun. The quality of education in this stage points to the customers' consent from the educational services (processes and results). The educational supervision, examining the quality, using the quality indices, checking the basic customers' consent, report and responding to the society, parents and the society cooperation in the school management and planning the development of teaching are the cases been applied to provide interactional quality in education.

Now the fast globalization, the long-lasting effect of information technology, economic slump and extreme demand for the economic and social development, local and international competitions would pave the way for deep reforms in Asian countries, Oceania and other areas. At this time policymakers and trainers of each country should think of the manner of change in developing curriculum and teaching and make the people ready for the future. Even in spite of the customers' consent from the quality of educational services and being respondent for educational institutions toward the society, if the educational goals, content, processes and the results does not relate to the future needs and challenges, the education will be ineffective. Therefore the relationship between the education and the future is one of the important elements in the issue of the quality of education. That is, in addition to the internal and interactional quality, we should have a high-quality education for the future (Cheng, 2003:204-207).

The increase of educational standards and accessing to the quality is a critical and vital activity. Different countries have applied various approaches and guidelines to get to the above aims. Chapman and Harris (2004) have highlighted the following guidelines in order to improve the schools quality: the improvement of physical environment of the schools, professional and continuous development of educational staff and providing a rich information environment.

Chapman, Weidman, Cohen and Mercer (2005) in a study carried out in Kirgyzstan, Tajikistan, Uzbekistan, Kazakhstan and Azerbaijan to compare the manner of education quality improvement, concluded that: despite the education quality being the common purpose of all five countries, various guidelines have been applied to reach to the quality. Some of their guidelines to qualify the education are pointed out below:

- noticing the learning environment through constructing the sports saloon, private schools and vocational colleges.

- the application of new teaching techniques.
- parents' cooperation for decentralizing teaching management.
- raising the payment of the teachers and employing qualified and skillful people in education.

It is obvious that the result of placing children in the class regardless of taking the quality of education and learning results into account, their dominance is on fewer parts of knowledge, attitudes and skills which should be gotten for later education or generative life. Without high-qualified education the people cannot act as a successful individual in the development process in adulthood (Allemano, 2004:2). The studies indicated that in low and average income countries, generally, the quality is low; and in some countries in spite of the increase of registration rate, the quality has decreased (Thornley & Perera, 2005:7). Working group non-formal education (2003) considers the weakness in educational quality of the schools in Burkina Faso the result of the lack of qualified teachers, unsuitable educational knowledge, inappropriate supervision and examination, the lack and inaccessibility to helpful books and sources, high proportion of the teacher to the student or the student to the class, unsuitable employment condition for the teachers, inappropriate nutrition and sanitation for the students, insufficient taken time for education and the parents' illiteracy (p:12).

Ping (2011) believes that the loss of formal and professional education would lead to the lack of ability and experience in teaching and he considers participation in "speaking, listening, assessment" activities helpful in people's dominance on teaching techniques. Tahir, Ahiru & Modibbo (2005) in a study titled "improving the quality of education in Nigerian emigrants" have identified factors terrifically affecting teaching quality and applicability. These factors include:

- applying unsuitable and unrelated teaching method and educational material as well as the syllabus
- the lack of substructures and the bad condition at emigrants' schools
- The lack of teachers and the low-level skills and required qualifications for teachers.

According to Harvey & Williams (2010) cooperating teaching concomitant with creating relationship skills, conducting self-assessment and assessment by the cooperators, noticing to designing curriculum and developing employees are among the activities to reach to the quality in educational systems.

The education system is the largest organization and corporation of the society and it has a very important mission which is providing the students' growth background and outbreak of the potential aptitudes. If the students are efficient, the production and the output of this system which is the students and educated people will be efficient too (Asadi, 2004:18). In fact the health of each society depends on the quality of the educational system. If the students don't learn the needed values, norms and the social skills for being a good citizen and don't get the needed skills and expertise to effectively do the individual and social responsibilities, the educational units won't do their mission completely. Reaching to this mission calls for attending to the quality of educational system (Eshaghian, 2003:9). Not paying attention to the quality of educational system, from the one hand, would lead to educational failure which causes high economic damages and non-estimable as well as non-recoverable psychological and social damages; and it delivers the educated people from this system who are inapplicable and non-generative manpower, on the other, which not only are able to solve their problems, but also brings about the problems for themselves as well as society (Jafari Harndi, 2004:21). Therefore investigating and studying the quality of education and the guidelines for its improvement and increase is necessary.

Research questions:

1. How much the proposed guidelines to qualify the education in the present condition are effective in the province of Isfahan?

2. How much the proposed guidelines to qualify the education in the ideal condition are effective in the province of Isfahan?

3. What are the difference between the proposed guidelines in the present and ideal condition regarding demographic factors (educational degree, rank, working records and gender)?

4. What are ten important guidelines of qualifying the education in the province of Isfahan?

Research type: the present research is descriptive-survey study.

Statistical population: the statistical population of this research includes all managers, assistants, principal experts, and the experts of the offices of education in the province of Isfahan. According to the statistics given to the researcher from the statistical and budget experts of the chief office of education in 2006, the total number of statistical population of the research was 1539.

The sample and the sampling method: from forty zones in the province of Isfahan, seven zones were selected through clustered sampling method which includes zones two, three, four, and Jey of Isfahan and

the towns of Shahreza, Najaf Abad and Kashan. Then the aimed samples who were 126 people were selected via stratified sampling appropriate for the sample size.

Measuring instrument: in the present research the semi-structured interview with one question and the researcher-made questionnaire were applied. In order to design and edit the research questionnaire with 16 assistants, principal experts and the experts from the chief office of education and the zones two and three in the province of Isfahan were interviewed. According to the data from the interview and the studies carried out by other researchers a questionnaire including 29 closed-ended questions in Likert-scale and one open-ended question were provided.

Data Analysis:

The questionnaire was given to some faculty members of Isfahan University to determine the content validity. Afterwards, they were distributed within 27 people for experimental administration. Via Cronabch alpha, the reliability of the whole questionnaire and each of the questions was calculated. The reliability of the whole questionnaire in the present and ideal condition was estimated, in order, 0.88 and 0.94. To analyze the data the SPSS software was applied. Analyzing the research data was conducted in two descriptive and inferential statistics. At descriptive level, frequency, mean percentage and cumulative percentage on the one hand and at inferential statistics, one-way ANOVA, paired t test and Tukey test were applied.

RESULTS

First research question: how much the proposed guidelines to qualify the education in the present condition are effective in the province of Isfahan?

According to the data in table 1, the most cumulative percentage was the options "high" and "very high" related to items "the improvement of physical environment in the schools" with 62.1 and the item "making clear the educational goals in all educational courses" with 57.2, and the lowest cumulative percentage related to the item "decreasing teaching hours of the teachers in order to increase the opportunities for their research activities" with 31.5.

Table 1. Frequency distribution and the percentage of answers related to ideal guidelines to qualify education and training of the province

Item/scope	The statistical index	Very low	Low	medium	high	Very high	average	Cumulative percentage
Delegating the planning responsibilities from basic departments to provincial units	Frequency	9	19	52	32	12	3.15	35.5
	percentage	7.3	15.3	41.9	25.8	9.7		
Strengthening planning council of education in the province of Isfahan	Frequency		12	43	48	21	3.62	55.6
	Percentage		9.7	34.7	38.7	16.9		
Using the expertise of the experts of education in providing lesson programs	Frequency	5	13	49	33	24	3.46	46
	Percentage	4	10.3	39.5	26.6	19.4		
Strengthening the management information system to making clearer the educational activities	Frequency	2	18	49	38	17	3.40	44.3
	Percentage	1.6	14.5	39.5	30.6	13.7		
Strengthening the idea of competent-dominance at provincial education level	Frequency	15	16	41	20	32	3.30	41.9
	Percentage	12.1	12.9	33.1	16.1	25.8		
Developing and improving human relations in educational organization, areas and schools	Frequency	4	10	41	33	36	3.70	55.6
	Percentage	3.2	8.1	33.1	26.6	29		
Strengthening the research and study centers and facilitating the manner of administering research projects	Frequency	3	19	38	33	31	3.56	51.6
	Percentage	2.4	15.3	30.6	26.6	25		
Fair distribution of efficient power at province level taking experiments and educational degree into account	Frequency	8	19	38	49	10	3.27	47.6
	Percentage	6.5	15.3	30.6	39.5	8.1		
Making educational goals of all educational courses into account	Frequency	1	13	39	53	18	3.59	57.2
	Percentage	.8	10.5	31.5	42.7	14.5		
Continuous supervision on teachers' function	Frequency	5	16	43	37	23	3.45	48.3
	Percentage	4	12.9	34.7	29.8	18.5		

Strengthening the educational groups through putting regular and continuous meetings	Frequency	3	17	50	37	17	3.38	43.5
	Percentage	2.4	13.7	40.3	29.8	13.7		
Continuous and regular assessment from the teachers' function	Frequency	11	9	37	53	14	3.40	54
	Percentage	8.9	7.3	29.8	42.7	11.3		
Increasing the teachers' skills regarding ICT in order to its application in teaching	Frequency	2	17	35	43	27	3.61	56.5
	percentage	1.6	13.7	28.2	34.7	21.8		
Making on-the-job education of the teachers applicable	Frequency	8	21	28	43	24	3.43	54.1
	percentage	6.5	16.9	22.6	34.7	19.4		
Elevating the scientific level of the teachers through educational courses at the university	Frequency	17	10	44	25	28	3.29	42.8
	percentage	13.7	8.1	35.5	20.2	22.6		
Putting up scientific congresses to exchange the teachers' thoughts	Frequency	3	20	52	33	16	3.31	39.5
	percentage	2.4	16.1	41.9	26.6	12.9		
Activating scientific societies of the teachers	Frequency	8	17	38	44	17	3.36	49.2
	percentage	6.5	13.7	30.6	35.5	13.7		
Encouraging the teachers to action research at different levels of education	Frequency	17	7	45	23	32	3.37	44.3
	percentage	13.7	5.6	36.3	18.5	25.8		
Decreasing teaching hours of the teachers to increase the opportunities for their research activities	Frequency	16	26	43	24	15	2.96	31.5
	percentage	12.9	21	34.7	19.4	12.1		
Strengthening the activity motivation among teachers through increasing the salaries and job benefits	Frequency	22	16	40	28	18	3	37.1
	percentage	17.7	12.9	32.5	22.6	14.5		
Management stability at schools	Frequency	3	28	31	41	21	3.39	50
	percentage	2.4	22.6	25	33.1	16.9		
Improving physical environment of the schools	Frequency	6	15	26	55	22	3.58	62.1
	percentage	4.8	12.1	21	44.4	17.7		
Confirming the book content to the needs of deprived areas	Frequency	7	28	42	28	19	3.19	37.9
	percentage	5.6	22.6	33.9	22.6	15.3		
Making the book content suitable for students' needs	Frequency	6	29	49	33	7	3.04	32.2
	percentage	4.8	23.4	39.5	26.6	5.6		
The application of new assessment methods of educational development which takes the innovation into account	Frequency	8	24	42	39	11	3.16	40.4
	percentage	6.5	19.4	33.9	31.5	8.9		
More use of problem solving teaching patterns, group work and project in teaching and learning process	Frequency	5	25	35	37	22	3.37	47.5
	percentage	4	20.2	28.2	29.8	17.7		
Creating a suitable atmosphere and merry making at class	Frequency	8	12	58	30	16	3.27	37.1
	percentage	6.5	9.7	46.8	24.2	12.9		
Strengthening educating life skills	Frequency	9	20	40	37	18	3.28	44.3
	percentage	7.3	16.1	32.5	29.8	14.5		
Elevating the quality of publications specific for students	Frequency	6	27	40	37	14	3.20	41.1
	percentage	4.8	21.8	32.3	29.8	11.3		

Second research question: How much the proposed guidelines to qualify the education in the ideal condition are effective in the province of Isfahan?

According to the findings of table 2, the highest cumulative percentage was the options "high" and "very high" related to the items "continuous supervision on the teachers' function" with 91.9 and the item "using the expertise of the experts of education in developing curriculums" with 89.5 and the lowest cumulative percentage related to the item "stability of the management in schools" with 73.3. The mean score of the answers varied between 3.95 and 4.46.

Table 2. Frequency distribution and the percentage of the answers related to suitable guidelines dealing with qualifying the education of the province

Item/ scope	Statistical index	Very low	low	medium	High	Very high	Average	Cumulative percentage
delegating the planning responsibility from basic departments to provincial units	Frequency	4	1	24	63	32	3.95	76.6
	Percentage	3.2	0.8	19.4	50.8	25.8		
Strengthening the programming council of education department in the province of Isfahan	Frequency			27	49	48	4.16	78.2
	Percentage			21.8	39.5	38.7		
Using the expertise of educational experts in providing curriculums	Frequency		1	12	42	69	4.44	89.5
	Percentage		0.8	9.7	33.9	55.6		
Strengthening information management system to make the educational activities clearer	Frequency		2	22	51	49	4.18	80.6
	Percentage		1.6	17.7	41.1	39.5		
Strengthening the idea of competent-dominance at provincial education level	Frequency		10	14	43	37	4.18	80.6
	Percentage		8.1	11.3	34.7	46		
Developing and improving humanistic relations in educational organization of areas and schools	Frequency		2	23	42	33	4.20	78.3
	Percentage		1.6	20.2	33.9	44.4		
Strengthening research and study centers and facilitating the procedure of conducting research projects	Frequency		1	27	38	38	4.23	77.4
	Percentage		0.8	21.8	30.6	46.8		
Fair distribution of efficient workforce in the province taking the experiences and educational degree into account	Frequency		4	18	42	60	4.27	82.3
	Percentage		3.2	14.5	33.9	48.4		
Making clear the educational goals of all educational courses	Frequency		1	14	53	56	4.32	87.9
	Percentage		0.8	11.3	42.7	45.2		
Continuous supervision on the teachers' function	Frequency	1	3	6	60	54	4.31	91.9
	Percentage	0.8	2.4	4.8	48.4	43.5		
Strengthening the educational groups through putting up regular and steady meetings	Frequency		4	15	52	53	4.24	84.6
	Percentage		3.2	12.1	41.9	42.7		
Continuous and regular evaluation of the teachers' function	Frequency	2	2	18	42	60	4.25	82.3
	Percentage	1.6	1.6	14.5	33.9	48.4		
Increasing the teachers' skill in case of ICT and for its application on teaching	Frequency	1	1	22	31	69	4.33	80.6
	Percentage	0.8	0.8	17.7	25	55.6		
Making on-the-job education of the teachers applicable	Frequency	2	3	9	44	66	4.36	88.7
	Percentage	1.6	2.4	7.3	33.5	53.2		
Elevating the scientific level of the teachers through educational courses carried out by the university	Frequency	1	2	16	36	69	4.37	84.6
	Percentage	0.8	1.6	12.9	29	55.6		
Putting up scientific congresses to exchange the thoughts of teachers	Frequency	2	3	18	51	50	4.16	81.4
	Percentage	1.6	2.4	14.5	41.1	40.3		
Activating teachers' scientific association	Frequency	1	4	16	53	50	4.18	83
	Percentage	0.8	3.2	12.9	42.7	40.3		
Encouraging teachers to action research at different levels of education	Frequency	2	2	23	57	40	4.05	78.3
	Percentage	1.6	1.6	18.5	46	32.3		
Decreasing the teaching hours of the teachers in order to increase the opportunities of their research activities	Frequency	5	8	17	28	66	4.14	75.8
	Percentage	4	6.5	13.7	22.6	53.2		
Strengthening the motivation to work among teachers through raise in salaries and job benefits	Frequency		5	16	33	70	4.35	83.1
	Percentage		4	12.9	26.6	56.5		
The stability of the management in schools	Frequency		5	28	37	54	4.12	73.3
	Percentage		4	22.6	29.8	43.5		
Improving the physical environment of the schools	Frequency		5	12	40	67	4.36	86.3
	Percentage		4	9.7	32.3	54		
Conforming the book contents to the needs of deprived areas	Frequency	1	2	18	46	57	4.25	83.1
	Percentage	0.8	1.6	14.5	37.1	46		

Making the book content appropriate for the needs of the students	Frequency	4	13	43	64	4.34	86.3
	Percentage	3.2	10.5	34.7	51.6		
The application of new methods of evaluating educational improvement which takes creativity into account	Frequency		16	39	69	4.42	87.1
	Percentage		12.9	31.5	55.6		
More use of problem solving teaching patterns, group work and project in teaching and learning process	Frequency	2	16	37	69	4.39	85.4
	Percentage	1.6	12.9	29.8	55.6		
Creating suitable and merrymaking atmosphere in the class	Frequency	3	11	35	75	4.46	88.7
	Percentage	2.4	8.9	28.2	60.5		
Strengthening educating life skills	Frequency	4	16	35	69	4.36	83.8
	Percentage	3.2	12.9	28.2	55.6		
elevating the publications quality specific for students	Frequency	2	24	42	56	4.22	79.1
	Percentage	1.6	19.4	33.9	45.2		

Considering the fact that the observed t has been significant at p≤05 level (table 3), there is a difference between qualifying guidelines to the education in present and ideal situation.

Table 3. The comparison between the mean scores of qualifying guidelines to the education in present and ideal situation

factor	$\bar{x}$	S	t	P
Qualifying education in the present situation	3.35	0.806	11.92	0.001
Qualifying education in the ideal situation	4.26	0.540		

The third research question: What are the difference between the proposed guidelines in the present and ideal condition regarding demographic factors (educational degree, rank, working records and gender)?

The results of the study indicated that there is no difference between respondents' views according to demographic factors, rank, working records in case of present and ideal guidelines of qualifying education.

However there is difference between their views according to educational degree in case of present guidelines and gender regarding suitable guidelines of qualifying education. The results of table 4 indicate that the observed f (Analysis of Variance) is not significant at p≤05 level; therefore there is no difference between the managers, assistants, experts and principal experts in case of their views.

Table 4. The comparison between mean scores of present and ideal guidelines of qualifying education according to position

Factor /rank	Manager and assistant		Expert		Principal expert		F	P
	S	$\bar{x}$	S	$\bar{x}$	S	$\bar{x}$		
Qualifying education in present situation	0.433	772 0.0	0.323	784 0.0	0.343	871 0.0	178 0.0	837 0.0
Qualifying education in ideal situation	0.104	339 0.0	0.324	604 0.0	0.284	536 0.0	0.501	227 0.0

According to findings of table 5 the observed f is not significant at p≤0.05 level; therefore there is no difference between the respondents' views according to working records.

Since the observed t is not significant at p≤0.05, (table 6) there is no difference between male and female respondents' views regarding present guidelines. However there is difference between male and female respondents' view in case ideal guidelines. In other words, from male respondents' viewpoint, the qualifying guidelines to the education are more than female respondents.

Table 5. The comparison between the mean scores of present and ideal guidelines in qualifying education according to working records

Factor working record	Less than 20 years		21 to 25 years		More than 26 years		F	P
	S	$\bar{x}$	S	$\bar{x}$	S	$\bar{x}$		
Qualifying education in present situation	3.31	0.834	3.45	0.816	3.21	0.733	0.844	0.432
Qualifying education in ideal situation	4.20	0.577	4.36	0.539	4.16	0.448	1.658	0.195

Table 6. The comparison between the mean scores of present and ideal guidelines in qualifying education in case of gender

Factor gender	female		Male		F	P	t	P
	S	$\bar{x}$	S	$\bar{x}$				
Qualifying education in present situation	3.20	0.592	3.38	0.843	7.96	0.006	1.19	0.239
Qualifying education in ideal situation	3.90	0.762	4.34	0.454	28.96	0.001	2.50	0.020

Since the observed t regarding qualifying education is significant at $p \le 0.05$, (table 7) there is difference between the respondents' views regarding present guidelines according to educational degree.

Moreover the results show that: the observed f has not been significant at $p \le 0.05$, there is no difference between the respondents' views according to the degree regarding ideal guidelines.

Table 7. The comparison between the mean score of present and ideal guidelines in qualifying education in case of educational degree

Factor /degree	Sophomore		BA		Postgraduate		F	P
	S	$\bar{x}$	S	$\bar{x}$	S	$\bar{x}$		
Qualifying education in the present situation	0.433	772 0.0	0.323	784 0.0	0.343	0.871	178 0.0	0.837
Qualifying education in the ideal situation	0.104	339 0.0	0.324	604 0.0	0.284	0.536	0.50 1	0.227

According to the results of Tukey test (table 8) there is difference between graduated and post-graduated respondents' views. In other words,

according to graduated respondents, the present guidelines of qualifying education have been higher.

Table 8. The comparison between the mean scores of qualifying education according to educational degree

Degree	Mean difference	Significance level
BA→ postgraduate	0.494	0.011

The respondents have answered to open-ended questions according to the priorities of the following answers:

Open-ended question: what are ten important guidelines of qualifying education in the province of Isfahan?

85 persons from the statistical samples answered to the open-ended questions according to ten more important guidelines of qualifying education. The frequency distribution and the percentage of answering to open-ended questions related to first priority of ideal guidelines in qualifying education indicated that 21.8% of the respondents have emphasized on the first item "delegating the planning responsibility from basic departments to provincial units" as the most important guideline of qualifying education. 12.9% have pointed out to the second item "using the expertise of the educational experts to create lesson programs" and 10.6% considered the third item "strengthening planning council of educational organization in the province of Isfahan" an important guideline in qualifying education (table 9).

Table 9. Frequency distribution and the percentage of answering open-ended questions related to first priority of ideal guidelines for qualifying education

Factor	Answer	frequency	percentage
Qualifying to	1. delegating the planning responsibility from basic departments to provincial units	18	21.18
	2. using educational expert's specialty in developing curriculums	11	12.9
	3. strengthening planning council of educational organization in the province of Isfahan	9	10.58
	4. strengthening the idea of competent-dominance at educational level in the province of Isfahan	9	10.58
	5. strengthening the activity motivation among teachers through salary raise and job benefits	6	7
	6. continuous supervision on the teachers' function	4	4.7
	7. making the book contents suitable for the students' needs	4	4.7
	8. making the educational goals of all educational courses clear	3	3.5
	9. increasing the teachers' skills in case of ICT to its application in teaching	3	3.5
	10. decreasing the teachers' teaching hours in order to increase the opportunity for their research activities	3	3.5
	11. developing and improving the humanistic relations in educational organization, areas and schools	2	2.35
	12. improving physical environment of the schools	2	2.35

Findings from the interview: what are the proposed guidelines for qualifying education according to the interviewees' views?

In an interview carried out with 16 persons of the aimed society, their views regarding guidelines of qualifying education were taken. Investigating the answers of the interviewees proved that 50% of them assume the first item "improvement of the physical environment of the schools" and 43.75% second item "strengthening the activity motivation among teachers through salary raise and job benefits" as the most important guidelines of qualifying education; further, 37.5% have pointed out to the third item "delegating the planning responsibility from basic departments to the provincial units" (table 10).

Table 10. Distribution and the percentage of answering the interview's question regarding guidelines of qualifying education

Items	Frequency	Percentage
1. improving physical environment of the schools	50	8
2. strengthening the activity motivation among teachers through salary raise and job benefits	7	.75 43
3. giving the planning responsibility from basic departments to provincial units	6	37.5
4. more use of problem-solving teaching patterns, group work and project in teaching and learning process	5	37.5
5. Strengthening the idea of competent-dominance at educational level of the province	5	.25 31
6. increasing the teachers' skills regarding ICT in order to its application in teaching	5	.25 31
7. the application of new methods of the evaluation of educational development which takes into account the innovation	5	.25 31
8. using the expertise of the educational experts in developing curriculums	4	25
9. making the teachers' on-the-job teaching applicative	4	25
10. increasing the scientific level of the teachers through teaching courses at university	4	25
11. putting up scientific congresses to exchange the thoughts of the teachers	4	25
12. strengthening the teaching life skills	4	25

DISCUSSION

In order to investigate the research question "the proposed guidelines of qualifying education in two present and ideal situation in the province of Isfahan", after analyzing the results, the effect of these guidelines from the standpoint of managers, assistants, the principal experts and the experts of educational organization have been accentuated on. That is, the presented guidelines have been recognized to be effective more than average level for qualifying the education.

The results of the study proved that the highest cumulative percentage is for ideal guidelines off qualifying education related to the item "continuous supervision on the teachers' function". These findings are consistent with the studies carried out by Allemano (2004), Chapman et.al (2005), Tahir et.al (2005). These studies have emphasized continuous supervision on the teachers' function to render a reflection and as a motivation for the teacher and not a controlling device. A step can be taken to qualify the education by changing of teachers' attitude toward supervision as a device to render a reflection and to guide as well as reform traditional methods of evaluation and supervise the teachers' function.

The findings from the interview, open-ended and closed-ended questions indicated that "strengthening the idea of competent-dominance at educational level of the province" are appropriate guidelines to face the challenge of qualifying education. According to this result, the following results have been proposed:

1. improving the educational management through employing people with high management ability, being taught and applicable in different management posts in the school and department management posts

2. employing people with related expertise at educational level

3. choosing educational mangers and planners according to the ability and function file

4. strengthening skill and professional growth in educational cooperators through providing action research background

5. choosing the teachers according to scientific ability, research and articles

The findings from investigation of proposed guidelines in the ideal situation and interview indicated that "more use of problem-solving teaching patterns, group work and project in teaching and learning process" is effective in qualifying education. This finding is consistent with Wolff et.al (1994), Chapman et al.

(2005) and UNESCO (2005). The results of mentioned research state that applying new teaching techniques is effective in qualifying education. According to the existing findings the following suggestions can be proposed:

1. the change in attitudes of teaching cooperators regarding process-oriented and student-oriented teaching methods

2. investment and more attending to putting up teaching and professional workshops and to better application of new methods in order to informing

3. providing the needed preliminaries and equipments to use new teaching methods

4. Rendering before-the-job and on-the-job teaching regarding new patterns of teaching to the teachers.

One of the ideal guidelines of qualifying education is "strengthening the activity motivation among teachers through salary raise and job benefits". These findings are consistent with the studies conducted by Chapman et.al. (2005). The mentioned research points out to the teachers' low salary as an effective factor on quality and considers salary raise and satisfying their financial needs effective in increasing their job consent.

The results of the study showed that the guideline "improving the physical environment of the schools" is suitable for qualifying education. These findings are consistent with the studies carried out by Chapman & Harris. The results of the study indicate that taking standard teaching environment into account, equipping the schools with laboratory facilities and improving the school quality affects positively on teaching success as well as teaching output. It seems that through allocating more budget and resources to the schools accessing to the quality would be somehow possible.

The findings from the open-ended question showed that one of the most important qualifying guideline for education is "delegating planning responsibilities from basic departments to provincial units" which is in the same direction with the interview and closed-ended questionnaire. According to this finding the following suggestions have been proposed:

1. dividing the responsibility and delegating some affairs to lower levels of embassy, i.e. decentralization in some related activities to education

2. taking the views from the provincial units in making important decisions related to the province

3. school-orientation and giving decision authority to the schools regarding learning-teaching methods, lesson and educational

4. providing readiness in provincial principals for taking planning responsibilities through putting up workshops and expertise courses in education

5. continuous evaluation from the units function to improve activities and reaching to the goals

6. creating awareness and cognition of different cooperation methods in editing and performing the programs

7. facilitating the resources and the society's equipments identification for successful implementation of the programs

It seems that through trusting on the organization's members in accepting the responsibility and doing job responsibilities and strengthening the spirit of group and cooperative work at education level can make this guideline functional.

The results of the study included that "strengthening planning council of education in the province of Isfahan" is among important guidelines in the respondents' view. Through making the following affairs functional some steps can be taken to reach this goal:

1. creating positive relations in the organization

2. providing the background for cooperation and participation through exchanging reports and scientific activities

3. developing the research activities as a support for decision making in the organizations

4. increasing the relationship between decision makers, planners, managers, teachers and exchanging information

5. developing and improving humanistic relationship in the educational organization

6. continuous supervision and assessment of the performance of the planning council members of education

Through noticing to cumulative percentage related to the proposed guidelines in two present and ideal situations we understand there is a significant distance between the highest and the lowest cumulative percentage; that is, the guidelines in the ideal situation to qualify the education has been considered efficient; however, in the present situation they are less possible to be implemented. In the era of global competition, in spite of the existence of challenges and limits in other departments of educational system, regarding the importance and the role of qualified education in constant and pervasive development as well as the role of education in creating innovative, conscious and expert people, the educational system should undertake a qualified education. In order to access to the goal there should be more attention toward

proposed guidelines in the present situation so that the appropriate situation might be prepared to transmit from the present to ideal situation.

The results of the study indicated that there is no difference between the respondents' views according to demographic factors, working records and the rank regarding the proposed guidelines in two present and ideal situations of qualifying education. But there is a difference between their views according to educational degree in case of present guidelines of qualifying education and the gender in the ideal situation. In other words, from the standpoint of the respondents who have BA degree, there have been more proposed guidelines of qualifying education in the present situation. Moreover, from the viewpoint of male respondents, the proposed guidelines of qualifying in the ideal situation are more than the female respondents.

Since the results of the present research are the research statistical population (managers, assistants, the principle experts and experts in the province of Isfahan), interview instruments and the researcher-made questionnaire and the applied analysis method, it should be acted out cautiously regarding generalizing the results of the research. The present study can be conducted via other statistical population, instruments and methods in other provinces to generalize the results.

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