

## Study of the effect of monitoring on improving quality of education in Elmi-Karbordi educational centers

<sup>1</sup>Mrazyeh hoseini, <sup>2</sup> Enayatollah Tavakoli

<sup>1</sup>Master of Educational Management University of Applied Science Technology - IRAN

<sup>2</sup> PhD student Management at National University of Tajikista

**Abstract:** Today's monitoring has been regarded as one of managers' duties. Using this can achieve maximum effectiveness and productivity and organizational goals by application of organizational resources and activities. Educational systems need to reach learner-based education and improving their effectiveness through establishment of educational quality. Thus, intrinsic motivation to learn and presented knowledge will be changed into a skill. Also, by creating and improving learners' self-confidence the practical competences will appear and get used. As a result, one of significant factors in educational development is monitoring educational programs. Therefore, the present study aims to deal with current situation of monitoring on educational performance of higher education center as a major factor on educational performance and educational systems. It also attempts to provide an appropriate model accordingly. As one of principal elements in ruling a country, monitoring and its different ways have been developed within time passage. These changes have been more accelerated in recent decades, though in third world countries it is regarded as a deterrent to executive affairs. But in developed countries monitoring has a special place (Bighdeli, 1997).

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### Introduction:

Comprehensive socio-economic and cultural development in any country has tied to its technological and scientific developments. On other hand, educational systems should to achieve learner-center education and getting better their effectiveness and productivity via production of educational quality. Thus, intrinsic motivation to learn and presented knowledge will be changed into a skill. Also, by creating and improving learners' self-confidence the practical competences will appear and get used. As a result, one of significant factors in educational development is monitoring educational programs.

One of chief indicators of development for every country is higher education system. To achieve this, certain purposes, roles and duties have been specified for higher education centers.

Boyer (1990) argues that the main three missions of every university focus on 1) education 2) research and 3) community services are closely interconnected. Acquiring knowledge through research, promoting of knowledge, and doing research via training and its implementation flowingly may only occur by aid of community services. accordingly, most of countries have defined some purposes including basic and applied researches in order to develop knowledge in national and international scale, training skilled labor needed for different sectors of society, facilitation of achieving social and cultural goals an achieve in higher education systems.

During last seven decades (from foundation of Tehran University till now) in Iran many attempts have been taken to reach the mentioned purposes in spite of all problems and obstacles (Farasatkah, 2003).

Due to importance of higher education in Iran, there are various universities and higher education centers that each one follow their own missions and goals. To name one, Elmi-Karbordi higher education institute is an example.

In addition, universities as the main centers of knowledge production require appropriate means for quality confidence of programs, processes, productivity and effectiveness of their activities. This can only occur via strategic-developmental planning, improvement of processes and methods as well as nonstop quality control.

Therefore, all universities and higher education institutes need continuous and comprehensive assessment of educational programs and curriculums. By this, it could be found that to what extent the performed actions and operations overlap with predicted criteria and rules. One factor should be given special attention to in assessment of educational program and curriculums are monitoring different educational and curriculum processes. Since when a program is running its effect enhances within time however, many programs lose their effectiveness within time passage. As a result, monitoring is known to be the most appropriate solution in realizing origin of effectiveness reduction and related factors. It

consequently lead to effective performance (Lewy, 1992).

According to Wiles (1999) proper monitoring without extra cost and human force will cause high productivity of professors and students, improvement of quality, modification and replacement of new teaching patterns. In fact, as Henderson 1994 states educational monitoring and guidance is becoming an efficient instrument help teachers in attaining appropriate educational results.

To define the concept of monitoring comprehensively, the main goal considered as improvement of curriculum, teaching methods, service training, encourage to use teaching aids, performing more efficient assessment and increase of public participation in development of curriculum and learning conditions. The journal of World Bank defines monitoring as collecting data on consumption of project institutes, activities, appearance of outcome projects and influential conditions in running the projects (Cernea & Tapping, 1997).

By monitoring of higher education centers a part of which is educational monitoring and assessment we aim to get certain about 1) the extent university's goals will be met 2) how much designed curriculums can cover learners' desired skills? and 3) do running these programs increase learners' abilities in responding to market needed skills?

The purpose of evaluation of educational performance in Elmi-Karbordi centers under the control of Elmi-karbordi University is the same. when saying controlled Elmi-Karbordi higher education centers it means educational monitoring i.e. educational environments such as classrooms, workshops and laboratories, experienced instructors and exact performance of curriculums and comparing them with previously designed purposes. In present research the executive systems and processes of monitoring and assessment at the university were studied and compared with the newest methods in monitoring and assessment is carrying out in educational organizations and institutes. The strengths and weaknesses were extracted and a few recommendations were presented.

#### **Method and variables:**

##### **Research method:**

It is a kind of analytical-descriptive and survey investigations that data were gathered through field studies. Therefore, according to the research purpose, mixed method researches used.

Creswell & Clark (2007) defined mixed method as a plan having philosophical hypothese and research methods. Mixed method as a methodology emphasizes on philosophical hypotheses . in fact it directs the way data collected and analyzed as well as mix quantitative

and qualitative aoroahes in many research processes. Mixed research as a method insists on data collection and analysis of two types of quabtvative nad qualitative in a single research or a set of researches.

Accordingly for collecting required data,the investigator after reviewing existing references and previous studies proceeded in evaluation of Elmi-Karbordi university monitoring on educational performance of its under control centers. A researcher-made questionnaire and a general interview guide approach used to gather quantitative and qualitative data respectively.

##### **Research variables:**

The independent variable specified as regulatory process of Elmi-Karbordi university on monitoring educational performance of supervised centers.

Educational performance of Elmi-Karbordi centers forms the dependent variable.

##### Concept of educational performance:

Achieving ducational purposes of the university relies on practical-scientific programs. evaluation of centers in proper implementation of university topics, university should, exact attention to educational instructions, impact of the programs on development of students' skills, and effect of these periods on employment of learners during monitoring process of university.

##### **Statistical population:**

30 provincial branches of Elmi-Karbordi university in addition to 600 Elmi-Karbordi educational institutes (the province of Tehran is currently under the supervision of central office of university not as an independent branch)constitute the statistical population . All of provincial directors and assistants in 30 provinces participated in the research.

##### **Statistical sample, sample size, and sampling method:**

According to research nature and purposes and since the university has been divided into six regions around the country, thus the statistical population consists of heads of six provincial branches. From each branch 2 peoples including 1 provincial director and 1 supervisor besides 132 peoples of educational directors and assistants of Elmi-karbordi educational centers were randomly selected.

##### **Research instrument:**

In this research two research instruments of interview and questionnaire used to measure present application (recent situation) and possibility of application ( possible state) of evaluation indicators in assessment of higher education curriculum at related universities.

##### **Methods of data analysis:**

After data obtained from questionnaires and scoring scales were collected, due to quantifying data (very much 5, much 4, average 3, little 2, and very little 1) all of questionnaire information were entered the SPSS software based on research variables i.e. sex, degree, experience, age etc. then, the descriptive statistic methods applied to describe, classify, specify frequencies and percentages, calculating means, standard deviation, median, drawing tables and diagrams.

Chi-square tests as parametric tests applied to analyze data and statistical inferences.

#### Findings:

The research questions in present study are as follows. The quantitative data were collected through questionnaire and qualitative data via interview.

1. How is the current situation of existing monitoring methods at Elmi-Karbordi University?
2. What are privileges of current supervising methods at Elmi-Karbordi University?
3. What are the failures of current supervisory method?
4. What practical-monitoring pattern can be presented to Elmi-Karbordi University?

#### Results:

As it was mentioned in part one, the purpose of this study was to assess whether the current supervisory process at Elmi-Karbordi university was able to meet the university's expectations about executing educational rules in the associated center.

The results showed that the supervisory process of university on educational performance of its under control centers used monitoring parameters are common in other universities or higher education centers.

These parameters include continuous assessment of teachers' ability, educational environment, attention to education quality and efforts to improve training quality in higher education centers, concerning qualitative evaluation in trainings, and doing periodic and regular visits to the center.

Furthermore, availability of equipped workshops and laboratories, proper cultural environments in centers, library and required books were also monitored by.

The general findings of the hypotheses tests showed:

1. Current state of monitoring on educational performance at Elmi-Karbordi University sounds to be appropriate; however some weak points need special attention.
2. The applied methods for supervising on educational performance of under controlled centers at the

university were based on scientific theories presented by scholars. .

3. The monitoring process in general had no significant difference with other higher education institutes though, ways of implementation vary principally.

4. Present process of university monitoring comprised of many privileges that some of them can be mentioned.

A) Efficiency of this process in proper assessment of educational competences, and meeting university's expectations in considering theoretical and practical curriculums by the centers

B) Establishment of active competitive environments among centers and necessity to follow regulatory rules

C) Obligation of centers in using authorized instructors in order to take classes

D) Appropriate assessment of physical facilities and equipments

E) Assessment of educational environments in centers

F) Obligating centers in obeying rules

G) Obligating centers in obeying university schedule

H) Increasing educational quality based on the university's expectations in Elmi-Karbordi educational centers.

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