

Challenges Facing Higher Education in Improving the Quality of Educational Services (A Study with a Phenomenological Approach)

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Abstract

In the current world trend, education has gone beyond a social category and become an economic category that plays a key role in the hidden competition between different societies. Examining the obstacles and challenges facing educational systems is one of the common ways to improve these systems. This study, if it is from the perspective of experts and specialists with experience in that field, can lead to better knowledge, planning, management and decision making in this field. Therefore, the present study was conducted with the aim of explaining the experiences of education professionals from barriers to improving the quality of higher education services. This study was conducted with a qualitative-phenomenological approach and qualitative content analysis. Thirteen education specialists who taught at Fars Farhangian University in the academic year 1399-1398 were selected for interviews based on purpose-based, criterion-based and theoretically saturated methods. Interviews were conducted in an unstructured and in-depth manner. All interviews were conducted and analyzed by continuous and comparative analysis. In order to evaluate the research findings, continuous study and review of data, revision and analysis performed by colleagues were used. MAXQDA12 software was used for data management. According to the experiences of experts and specialists in education, barriers to the quality of higher education services in Farhangian University are mainly rooted in two general categories, including: "internal" and "external" factors. These factors were extracted in 8 main categories. "Professors and Staff", "Economics", "Facilities and Physical Structure", "Management and Organizational Structure", "Students", "Curriculum and Education", "Cultural and Social" and "Legislation and Politics" were the main classes. Barriers affecting the quality of higher education services are multifactorial. By being aware of the factors that experts perceive as obstacles, stakeholders can make desirable changes to improve the quality of educational services.

Key Words: Quality of Educational Services, Higher Education, Barriers and Challenges, Content Analysis.

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Introduction

Higher education is one of the easiest, best and fastest ways to empower society (Sojasi qedari, Mahmoodi, Shirmohamadi, 2020), which with the advancement of technology and the rapid flow of global developments, is more in interaction with its environment. And this has created many challenges for it in various fields. Therefore, identifying these challenges and adopting rational and realistic strategies against them will make the higher education system more effective (Salimi, Ghasemi, Abdi, 2019). One of the most important challenges in higher education is the issue of service quality, where deficiencies make system management very difficult. (Salarieh, DanaeeFard, Rahnavard, Rajabzadeh, 2020). Quality of service is an important factor for the growth, success and sustainability of universities and as a strategic, effective and comprehensive issue is on the agenda of university management (Douglas & Douglas, 2016). Higher education is an option that is considered by all educational systems in the world and ensures the quality of educational services, elimination of errors, meeting the needs of learners, access to effective education, continuous improvement of teaching-learning flow and finally compliance with international educational standards. (Hoseinian Heidari, 2013) The low quality of education in universities can lead to a lack of knowledge and insight and skills of human resources and as a result, the country's growth and development

programs face major problems (shariati, Amin biedokhti, ajafi, 2019)

In our country, however, these days, the issue of improving the quality of university education services is an integral part of political and administrative speeches of agents related to higher education management (Ahmadi, Mehr Mohammadi, Tajrobekar, Paknahad, 2017) and even in the law of the Sixth Five-Year Development Plan to take necessary measures. In order to improve the quality of education in universities and institutions of higher education and research, it has been specified; however, studies conducted in the higher education system of the country, based on qualitative indicators, indicate the existence of deep gaps in this system compared to world leading systems Therefore, the necessity of conducting research in identifying the variables affecting the quality of universities is felt more than ever, considering the wide expansion of the activities of the educational system, a detailed study of educational organizations, programs, staff and services provided by them can play a role. Effective in providing components and quality model of educational services (Javadi Bora, Ebrahimzadeh, Farajollah & Sarmadi, 2012, p80). Due to the high missions of the teacher recruitment and education system, discuss the quality of educational services in cultural universities; It specializes in teacher education and training is undeniable

(Golabgirnrik, Maqool, Naseri, Charabin, 2020).

Back ground

Since the issue of quality in service and educational organizations, these issues have been studied in various fields: Hassanzade Samarin (2020), in reviewing and evaluating the quality of educational services at Payame Noor University, Talesh Center, showed that there was a negative gap in all aspects of service quality, so that the largest gap was in the dimension of tangible factors and the lowest gap was in the dimension of confidence. Was. Also, the results of component prioritization by Friedman test showed that students had the highest priority after guaranteeing the highest priority and the lowest priority after the perceived factors. The findings of the study indicate that students' perception of the quality of educational services at Payame Noor University Their efforts have been less than expected.

Golabgirnrik, Maqool, Naseri and Charabin (2020), in a study entitled Quality Management Model Design of Farhangian University in the northeast of the country, stated that in Farhangian University 9 sub-dimensions including five criteria in the field of empowerment (leadership , Policy and strategy, human resources, other resources and partnerships, processes) and four criteria in the field of results (customer results, employee results, performance results, community results) have a positive and direct effect on

organizational excellence. The highest value of t is related to the dimension of management principles and its establishment and the lowest value is related to the desire and motivation of employees.

Mirsaeedi, Gholami Arjanki and Ghodoosi (2020), in evaluating the quality of educational services of Torbat Heydariyeh University based on SERVQUAL model, showed that there is a negative gap in all aspects of service quality, which indicates the basic need to study and solve problems. There is. Mojtazadeh, Abbaspour, Maleki, Farastkhah (2018), in a study entitled "Validation model and quality assurance of Iran's higher education system from the perspective of experts after analyzing data in the first stage of open coding, 2027" Acquired the concept. The data of the second stage of open coding were classified into 1262 concepts and 157 major categories. In the axial coding stage, 25 theoretical categories were identified in the form of theoretical coding. Then, they were classified according to conditional, interactive / process and outcome characteristics. In the selective coding stage, the category of quality discourse, fear and hope was selected as the central category. According to higher education experts, the current challenges to academic quality in Iran stemmed from the discourse challenge, not the formal and substantive challenge; And even epistemological. According to experts' perceptions and interpretations, quality had two

dimensions: fear and hope. Accordingly, in a general perspective, a dual and confrontational view of quality discourse called supervisory quality discourse as fear and participatory quality discourse as hope in the country's universities was typified and classified.

Bahmei and Enayati (2017), in examining the dimensions and components affecting the quality of higher education services from the perspective of domestic and foreign customers, identified the indicators in the form of 2 dimensions and 9 components as follows: The first dimension of structural requirements, including 6 components of organization and management, curriculum, tangibles, reliability, social growth and development, credibility and the second dimension of competitive requirements, including 3 components of competence and competence, promotion and improvement, and empathy.

Ranaee, Shemshiri, Ali Mohammadi, Nazari (2017), in identifying effective indicators for evaluating the quality of educational services at Shiraz University, found that 4 indicators in the component of teacher-student relationship, 10 indicators in the quality of professors, 14 indicators in the educational process and curriculum component, 4 indicators in the industry-organizations communication component, 5 indicators in the evaluation component, 8 indicators in the library quality component, 5

indicators in the laboratory quality component, 3 in the classroom space component, 5 indicators in the information technology component and finally 8 The index is in the quality component of employees.

Ghorbankhani and Salehi (2017), in a phenomenological study entitled Representation of Virtual Education Challenges in the Iranian Higher Education System, succeeded in identifying 5 main categories, including "university-related" and "professor-related" challenges. "Student-related", "system-related" and "class-related" The findings showed that virtual education in the higher education system faces a variety of challenges and has a long way to go to reach optimal conditions and improve its quality. , Requires a serious view of the trustees and avoidance of the attitude of secondary education to such training.

Mir Gafouri, Shabani, Mohammadi, and Mansouri Mohammadabadi (2016), in identifying and ranking the factors affecting the improvement of the quality of educational services using the combined Vicor fuzzy approach and interpretive structural modeling, found that the factors " Developing strategic educational planning, financing training courses, and using experienced instructors are the most fundamental factors influencing the improvement of the quality of educational services, which should be emphasized in the first place.

Abdoli yazdi, Ashraf Ganjooi, Puyan fard & Oliya (2016), In

evaluating the quality of educational services and designing its model in the faculties of physical education of Islamic Azad University showed that there is a significant difference between the current situation and the desired quality of educational services in physical education faculties ($p < 0.05$) and the average score of the desired status is more than The situation was there. Also, among the dimensions of quality of educational services, among undergraduate and graduate students, the dimension of competence had the highest priority, the dimension of responsibility and accountability had the lowest, and among doctoral students, the dimension of priority and the dimension of empathy had the lowest priority. In general, it seems that the quality of educational services in the faculties of physical education of the Azad University should be improved.

Ghanizadeh Graily and Motallebi (2015), in a study entitled Introducing the conceptual model of total quality management excellence in the higher education system, state that the basis of all educational processes in higher education centers is the educational facilities of institutions that provide any scientific activity.

Mohammadi Jalali Farahani, Nodeh Farahani, Naghei and Badkoobei Hazaveh, (2015) examined the educational needs of the students of Shahid Bahonar Campus of Arak Farhangian University. The results showed that the most important educational needs of students are: 1) using

experienced professors with experience in teaching 2) providing conditions for using high-speed Internet on campus 3) using professors with high academic degrees in teaching 4) solving problems and Deficiencies of Farhangian University system 5) Regular planning to select the unit and determining the time of exams when selecting the unit 6) Holding camps and scientific visits 7) More appropriate and appropriate treatment by administrative agents and professors 8) Equipping the library with new scientific books and specialized resources and Main of various fields of study and using library software to search for books.

Sobhaninejad, Keshavarz-zadeh and Panahi (2014), in a study to provide a quality assurance framework in technical and vocational education, identified 5 factors as the most important factors: 1) the factor of learners or trainees, 2) Curriculum factor, 3) Instructors factor, 4) Equipment and resources factor, 5) Evaluation factor.

Allam (2020), in a study entitled "Determining the components of quality in higher education in Saudi Arabia from the perspective of stakeholders", identified six main factors. 1) Teaching and learning 2) Faculty equipment and resources 3) Student admission criteria 4) Curriculum content 5) Results and evaluation 6) Education.

Citi Rapidah, Noor Ali Shah, Nourshafini and Mat (2020), in a study on the effect of quality aspects of higher education

services on student satisfaction based on the Headporf model, states that although all three aspects The quality of services, ie academic aspects, non-academic aspects and reputation have a positive relationship with student satisfaction, academic aspects have the most impact.

Arcadio, Milton and Garcia (2020), in a study entitled The Impact of Skills-Based Education Model on Perceived Service Quality and Student Loyalty in Higher Education, found that student loyalty was positively related to their satisfaction. Affects the quality of perceived services. In addition, the training model may improve the perception of quality. Abugre (2018), in his research entitled Institutional Management Systems in the Developments and Challenges of Higher Education in Sub-Saharan Africa, stated that weak education in institutional policies and lack of higher education infrastructure as key factors in challenges Higher education is in developing countries.

Yousapronpaiboon (2014) evaluated the quality of higher education services in Thailand. Studies have shown that higher education in Thailand does not meet the expectations of students. Kerry (Çerri, 2012), in a study evaluating the quality of higher education services in 5 Albanian state universities, states that examining the quality of university education services can help managers improve their services in terms of student demand as a customer of the education system

and gain an advantage. Be competitive based on a customer-oriented approach.

Munawar Khan, Ahmad, Musrat Nawaz (2011), in a study of students' perspectives on service quality in higher education institutions, stated that there is a significant relationship between the dimensions of service quality and satisfaction. A higher level of satisfaction in students is associated with a greater desire to study.

Sultan and Wang (2010), state that the core dimensions of service quality at Central University of Queensland include: quality of scientific services, quality of administrative services and quality of welfare services.

Studying the challenges and obstacles facing higher education in improving the quality of educational services, helps the officials of educational systems, including the administrators of Farhangian University, to formulate and implement appropriate policies, regulations and programs according to the needs of this system. These studies can also provide more information about the need for cultural, social, structural, educational and attitudinal changes in order to improve the quality of higher education and increase attention to this area. Therefore, in order to explain the experiences of education experts and specialists of the challenges and obstacles facing higher education, the present study has been conducted.

Research Question

At the beginning, the interview began with an open and general question:

"What is the Challenges facing higher education in improving the quality of educational services?"

Methodology

This research has been done with a qualitative-phenomenological approach and contractual content analysis method. Qualitative research is a tool for obtaining rich and in-depth information from participants (Streubert, Carpenter, 2007), and in this approach, the generalities of human phenomena are considered (Polit DF, Beck Ct., 2008). Therefore, the most appropriate method is to study people's experiences of social phenomena (Hätönen, Suhonen, Warro, Pitkänen, Välimäki, 2010). Contractual content analysis goes beyond the extraction of objective content derived from textual data. In this way, the researcher immerses himself in the data, thereby allowing hidden themes and patterns to be revealed within the content of the study participants' data (Hsieh & Shannon, 2005).

Participants: In this study, purposive sampling was performed among education specialists who had the experience of cooperation at Farhangian University. The age range of the participants was between 37 and 56 years and the duration of cooperation with Farhangian University was 3 to 15 years. The criteria for specialists to enter the research was that they

have a specialized doctorate degree and have experience in working with Farhangian University, are willing to cooperate and agree to participate in the research. The interviews were conducted in a calm environment at a time chosen by the interviewee. To achieve maximum diversity, data were collected from samples with different experiences, different ages and of both sexes.

Data collection: Unstructured interview method was used to collect data. At the beginning, the interview began with an open and general question: "What is the current state of quality at Farhangian University?" Subsequent questions were asked based on the interview process. During the interview, the researcher checked the accuracy of his / her perception of the participants' statements with the help questions. The interview with each person was between 25 and 60 minutes in one session, depending on their tolerance and interest. Data collection continued until 13 interviews. In fact, the researcher did not obtain any new data after that and, according to Strabert, reached the saturation point (Streubert, Carpenter, 2007).

Ethical considerations: The researcher entered the field of research after obtaining the necessary permission from the management of the provincial campuses of Farhangian University and holding a letter of introduction from the management of the provincial campuses of Farhangian University. First, the purpose of the research was stated for each

participant to enter the research if they are satisfied. Ethical standards of anonymity, confidentiality of information, and the right to withdraw at any time were other ethical considerations that were observed.

Method of analysis: Data were analyzed based on conventional content analysis method. It was rewritten verbatim to prepare for the analysis of the recorded interviews. In the preparation phase, first the appropriate semantic units with the research question were selected from the text of the interviews. The text of each interview was read several times in order to immerse ourselves in the data and gain a deeper understanding of it. In the organizing phase, open coding was performed. For this purpose, the interviews were read again and the semantic units based on the participants' descriptions were recorded as initial codes. After

coding the first few interviews, the classification began. For this purpose, the initial codes were divided into different classes based on similarities and differences. This process was repeated for each new interview, and as new codes were added, classes were developed. By comparing the classes, a number of them were merged and the number of primary classes was reduced, thus grouping similar subclasses into one class. After the formation of classes, they were abstracted. At this stage, the focus was on analysis at a higher level and based on the placement of classes in the main classes. Finally, based on this process, the main and hidden concepts in the text were extracted. After analyzing the data, four main classes were extracted (Figure 1). MAXQDA12 software was used to manage the data.

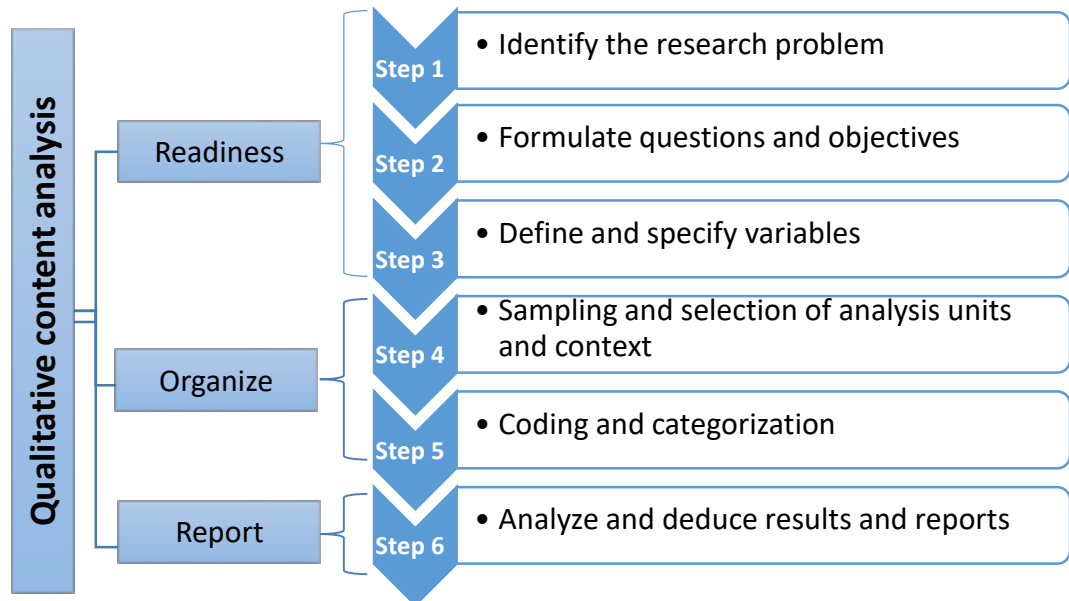


Figure 1- Content Analysis Steps

Determining the validity of data: In this study, in order to increase the criterion of data acceptability, long-term conflict, data source integration and review of research participants have been used. For this purpose, the researcher returns a summary of the interview to the participant to confirm the researcher's perception. To control the objectivity of the data, the review method was used by research colleagues and repeated reviews. Data analysis was performed according to Hasieh & Shannon method (2005) by the research team and two PhD students in educational management. Sampling with maximum variance also contributed to the reliability or stability of the findings and the acceptability of the data (Emami, Radfar, 2016).

Findings

A total of 13 experts participated in the study. Data content analysis led to the extraction of two general categories of factors, including internal and external factors, which were placed in 8 main categories. "Professors and Staff", "Economics", "Facilities and Physical Structure", "Management and Organizational Structure", "Students", "Curriculum and Education", "Cultural and Social" and "Legislation and Politics" were the main classes. Each of which had subclasses.

Intra-organizational challenges: Professors and staff

In all organizations, manpower is considered as the most important

asset and capital. In higher education, due to its human nature, professors and staff are very important and significant, and any problem related to them can have negative effects on the results of the organization and its efficiency. The faculty and staff categories include the subcategories "Scientific and Skills", "Benefits and Motivations", "Lack of Expertise" and "Organizational Justice".

1- Scientific and skill disabilities: According to the findings of this study, the scientific and skill disabilities of professors and staff in higher education is one of the challenges and obstacles to improving the quality of higher education services. Disabilities can include teachers' lack of mastery of scientific concepts and content taught, lack of up-to-dateness, lack of teaching skills and techniques, and classroom management. Participant 4 says: "The information and abilities of some professors are old and do not meet the educational needs of students ...". In relation to employees, disabilities mostly include lack of human skills and unfamiliarity with procedures and directives. "At university, there is no university attitude and attitude, and students are treated like students," says participant 9.

2 - Lack of benefits and job motivation: According to the findings of this study, lack of benefits and motivation for faculty and staff in higher education is one of the challenges and obstacles to improving the quality of higher education services. Uncertainty of

the faculty status of some professors, lack of appropriate salaries and benefits, lack of support for faculty members and staff compared to other universities, support such as study tours, research and research projects are among the challenges raised in this section. Is. "There is an expectation of academic work at this university, but not academic benefits," says participant 11. Participant 5 says: "The faculty members of this university are not like the faculty of other universities and that is why the term internal faculty is used. It means that the faculty is only accepted by the central organization of Farhangian University, not the Ministry of Science. The Ministry of Science is only the faculty It accepts science through the system of absorption, which is not possible for many of these people due to their age, etc., and this has caused them anxiety and uncertainty about their future, as well as depriving them of this. "The group of in-house faculty has benefited greatly."

3- Lack of specialized manpower: Participants raise the lack of specialized manpower as one of the existing challenges. This shortage of specialized manpower, especially in higher education, which has a soft and human nature, is very significant, because manpower in this organization is one of the main factors affecting the quality of educational services. What has been achieved in this section draws attention to two areas: one is the need to attract more manpower in terms of number and quantity, and the other

is to attract specialized manpower in terms of quality and capabilities. It means attracting more capable, specialized and up-to-date manpower.

4 - Lack of organizational justice: Lack or lack of organizational justice is one of the most important obstacles in the development and improvement of the quality of organizations. The experiences of the participants show that disregard for organizational justice causes discouragement, frustration, isolation and anger in the people of the organization and provides many challenges for the organization. "University recruited some people even though they had similar conditions to other staff. The process of receiving benefits, hours, and workloads of people with similar competencies is still disproportionate," says Participant 2.

Economic problems

Economic problems are one of the main categories that lead to obstacles and challenges in improving the quality of higher education services. Lack of budget, elimination of some departments per capita and lack of income generation in the university, cause economic problems and disrupt the quality of higher education services.

1- Lack of budget: The experiences of the participants indicate that the budget of Farhangian University is very small and it is difficult to cover the daily expenses of the university, while sufficient funds are necessary to improve the quality of educational services in

universities. "The financial and budgetary situation is spent more on development and implementation issues and there is no budget left for education," says participant 7.

2. Elimination of some sectors per capita: Participant 11 says: "In recent years, due to the economic problems of the country, the budget of many sectors has been reduced. However, in Farhangian University, this issue leads to forgetfulness and elimination. "Many departments are per capita so that there is no money to hold or participate in conferences, cultural festivals, equipping classrooms with modern technology and many other essential programs at the university."

3- Lack of income generation in the university: Today, there is a discussion of income generation for various organizations and institutions. In Farhangian University, according to the participants in this research, along with the lack of budget and the elimination of some departments per capita, the lack of income generation of the university can affect the creation and aggravation of the university's economic problems. Participant 8 says: In the current situation, the university has no choice but to find ways to generate income. In this way, it can be financially responsible for part of the costs and increase the confidence of professors, staff and especially students by creating skills and experience. "

Facilities and physical structure

Facility and physical structure is another theme identified in this study. Limited physical space, inadequate facilities and lack of technology and equipment in the university are sub-categories of this factor.

1- Limitation of physical space: Participant 2 says: "Physical space is not a university and it is a matter of complaint because the same old spaces of teacher training centers are used, and the same unsuitable spaces are completely full all over the country." "That means the physical space of Farhangian University must be developed and improved."

2. Inadequacy of facilities: Participant 6 says: "In Farhangian University, the facilities should be improved immediately. The existence of laboratory, workshop, library, sports equipment and anything that can be used to educate students and teachers is very necessary. "We can not ask the student-teacher to be a science teacher later, but not use scientific, educational, library and sports facilities and resources in his / her own education."

3. Technology and equipment: Participant 3 says: "The problem of proper connection and access to high-speed Internet is one of the essential needs of students, which, like many other universities, also exists in this university." Participant 5 also says: "At Farhangian University, we want to train teachers; the basis of a teacher is to have teaching skills. All Farhangian University campuses must be equipped with

up-to-date and efficient equipment and technologies. One of the obvious shortcomings in the campuses is There is an individual teaching room for students, where the student-teacher can record his / her teaching with audio and video equipment in a classroom simulated environment, regardless of the presence of others, and personally review and evaluate the teaching. To pay. "

Management and organizational structure:

Planning, establishment, organization, socio-cultural and gender segregation are the five factors identified in the set of challenges in the field of management and organizational structure, respectively.

1- Planning: Participant 11 says: "The fields of study of each unit or campus are not fixed and the admissions change a lot every year, and this causes problems in attracting professors and creating the necessary infrastructure for each field. If with a little planning, all these can be "He predicted before." Participant 1 says: "Students in the 7th and 8th semesters are still worried that the syllabus of their courses will not change. They are worried about how many credits they will have to take. They are worried that their graduation criteria will be a comprehensive exam or not. "How the comprehensive test for professors and experts is still unclear. What is the task if a student is not accepted? ... These problems are rooted in unplanned."

2- Establishment: Participant 6 says: The establishment of the university was done from the beginning with a lot of margins and without creating the necessary bases and structures and very hastily. The most important change in this university was the change of its title from teacher training to Farhangian University. Even the inappropriate way of this change was so much that many professors are satisfied with the same teacher training centers as before.

Organizational: Participant 3 says: "A fundamental and expert review is needed to create a proper structure and organization of Farhangian University. A proper structure that is in line with the goals and proper performance of university duties. This is one of the basic tasks of management in any organization. "In Farhangian University, the vacancy of a clear and fixed organizational chart is very noticeable."

4. Socio-cultural: Participant 8 says: "Farhangian University should be more active in cultural and social fields. Creating free-thinking chairs; student organizations; expanding student and specialized publications; holding lectures, symposiums and questions and answers; can lead to strengthening "Improve the social and cultural role of student-teachers as future teachers."

5. Gender segregation: Participant 12 says: "Everything has positive and negative consequences. The segregation of Farhangian University into girls 'and boys' campuses is no exception. It is necessary to carefully and expertly

study such issues and based on "The results of scientific studies have worked and benefited the university."

Students

Student challenges, as the most important consequence and output of the higher education system, in the three areas of recruitment, selection, retention, retention and promotion, were given special attention by the interviewees and were repeatedly acknowledged.

1- Recruitment and selection: One of the most important issues in the quality of the educational system of universities is the recruitment of capable and highly motivated students. Deficiencies in student selection and admission standards can disrupt university educational processes. Participant 4 says: "It is necessary to develop specific, fixed and scientific tests and standards that are in line with the goals of the university for the selection and admission of students and in order to implement them properly, these standards should be taught to interviewers through coordinated meetings. "In addition to the possibility of unintentional elimination of talented and qualified candidates, it also involves the university for 4 years and education for 30 years."

2- Maintaining: One of the basic necessities related to human resources is to create and promote motivation and desire for progress and to create a spirit of commitment and exploration in them. This necessity is more important in universities due to the high potential of students.

Participant 5 says: "Here we have talented and capable students who unfortunately do not have the motivation to participate in scientific and cultural activities, and some who are motivated do not have the necessary context. They all need planning and care. "A program should be developed to arouse the enthusiasm and motivation of students in them and help them become empowered. We should not let them be limited to employment, salaries, etc. We should make them an interested and motivated teacher."

3. Promotion and Development: Participant 8 says: "It would be great if the university could continue to connect with the graduates in some way. Many questions and issues arise after their presence in the workplace, which requires guidance and "Provides counseling. What better authority than the university can meet this need?"

Curriculum

Curriculum planning can be considered as one of the most important elements of the higher education system and universities, which has a decisive and undeniable role in achieving the goals and missions of higher education in terms of quantity and quality. Curricula called the heart of university centers play a key and very decisive role in the success or failure of these centers (Bahrami & Erfanian Ghonsooli, 2019). The preparation of syllabi and topics, preparation and publication of textbooks, access to scientific resources and teacher skills

training in this section were of interest to the participants.

1- Setting syllabi and topics: Participant 5 says: "Course topics and syllabi should be discussed based on the goals of the university in advance and carefully and obsessively discussed among education specialists. Group managers, professors, students "Other relevant people should be aware of the number and scope of courses, their titles, credible sources in that course. Confusion and uncertainty in this regard is not at all appropriate for a university."

2. Preparation and publication of textbooks: "Participant 3 says: Some courses such as: the use of language and art in education, resources and topics are not approved. In the publishing market, there is no source that matches it. Finally, each teacher has a booklet or book that "It may not be appropriate at all for the course, it chooses to have minimal content. This causes differences between professors and the failure to achieve educational goals." Participant 6 says: "The former teacher training centers had publications and the printing and publishing of books was under their control. "

3- Access to scientific resources: Access to and connection to extensive scientific and research centers is one of the requirements of a scientific and educational environment. Having an appropriate library and access to up-to-date scientific and research resources is the inalienable right of Farhangian University. "Unfortunately, due to lack of

funding, the negligence of some officials, and to some extent the insistence of professors and students, the libraries of Farhangian University have become low-traffic and strange places. If we want to make a change, we can take advantage of the potential of libraries." "Libraries should be a vibrant and vibrant place. The library should be a place for educating and transforming teachers." Participant 3 says: "Farhangian University libraries should be equipped with resource and document management software and the share of reputable scientific journals and publications should be increased."

4. Teacher Skills Training: Participant 8 says: "Practical teacher training and the presence of students in classrooms is one of the strengths of Farhangian University. Students learn how to combine their theoretical knowledge without any stress and under the supervision of internships and tutors." And implement it in the classroom ... but care must be taken to strengthen this strength, and it is necessary to sit down and examine whether the main opportunity and time of the students in this course is spent on gaining experience and benchmarking and strengthening the teacher's abilities or not. "Writing all kinds of reports?" Participant 3 states: "Teachers should justify the teachers and staff of the internship schools before the students attend the classes and thus provide a suitable environment for the actual training of the teacher. In

some cases, it is observed that in some internship schools, "Student-teachers are not allowed to attend teachers' offices and meetings."

External Challenges Organization

From a systemic point of view, universities are open systems and as a subset of a larger system called society, which interacts and influences with other social, cultural, political, economic and other systems and institutions. How these interactions and impacts can affect the output and ultimate achievements of the university.

Cultural and social

Culture in any society, as the foundation of the human society of that society, is formed on the basis of basic assumptions and principles, and on it, individual values and society are formed, which eventually these values and social norms are transformed into individual behavior collectively (Manafi Sharafabad, 2013 & Zamani). Hence, the cultural and social effects of the upstream society on the substructures and subsystems are undeniable. The dignity and position of the teacher, interaction with other institutions and cooperation with the university are among the topics mentioned in this section.

1. The dignity and position of the teacher: Participant 4 says: "The community's view of Farhangian University, teacher and education can be effective in attracting a variety of resources, especially human resources. Their views are on choosing a field of study and a

university, and if the university, field and job have a proper status in the society, it can be effective in attracting and retaining resources, especially human resources, and Farhangian University is no exception. "So it needs to be done by creating the right contexts as well as by using different media."

2. Interaction with other institutions: Participant 8 says: "One of the ways to access scientific and educational facilities and resources is to receive these services and facilities from other organizations and institutions. Farhangian University can sign a contract and memorandum of facilities and services of other institutions Benefit. "

3- Associating with the University: Participant 1 says: "In order for the university to be able to fulfill its mission and mission, it is necessary for the support agencies and organizations to support and assist the university. Any negligence in this regard will cause disruption. It becomes a university in the normal and current process. "

Legislation and policy

Efficiency of the educational system requires planning and educational policy based on facts. Quality higher education policy in Iran should challenge the assumptions in higher education policies and present new and creative policies (Chenari, & Pourmansaf, 2018).

1- Cost or investment: Participant 9 says: "Some people believe that teacher education in Farhangian University is an imposition of cost on the government. These people

consider teacher training as a cost and when this view prevails, it is not possible to stabilize and keep Farhangian University alive. To be sure, this means that Farhangian University may be temporary, so investing in it will be postponed until the time when it is certain to be final, while any expenses in this university have an investment aspect and that is enough, no one can deny the ability and expertise of graduates. "Farhangian University. This group of graduates have been purposefully and professionally trained to teach and become teachers."

2. Lack of authority: Participant 13 says: "In Farhangian University, freedom of action and authority is very low. In order to make quick

decisions and increase agility, the organization requires that decisions be left to the campuses in many matters. This requires the development of relevant laws."

3. Conflict of Authorities: Participant 11 says: "Some institutions and bodies have been abandoned due to the lack of a trustee, but in the case of Farhangian University, the situation is different. Farhangian University has so many trustees that it is very difficult to reach a consensus. "The central organization, the Ministry of Science, the Ministry of Education are each pursuing their own demands in some way. This has led to conflicting demands."

Table 1. Class and subclass framework

Theme	Main floor	Subclass	An example of a semantic unit
Intra-organizational		scientific and skill disabilities	At Farhangian University, students are trained to be teachers, so professors must have both high academic abilities and teacher and classroom skills; The students themselves have learned these skills, and it is very difficult for the professors not to be able to use these skills and not to answer the scientific questions.
	Professors and staff	Lack of benefits and incentives	In this university, the faculty is only nominal. In this type of faculty, which is called internal, professors have to work 40 hours, with legal coefficients and much lower benefits than other universities. They do not have any study opportunities, scholarships or research.
		Lack of expertise	The number of both staff and faculty members in the university is very small. The same forces that exist are not given many retraining courses to be updated.
		Lack of	In the university, in similar cases,

	organizational justice	different behaviors and decisions are made, and changes in working conditions, rewards, opportunities, and career advancement are not followed.
Economical	Lack of budget	The budget of Farhangian University is not enough. The part that is provided by the Ministry of Science is very small and the other part is deducted from the monthly salaries of students, which also does not reach the universities directly, because it must first be deposited in the central organization of Farhangian University by the education departments. Then deposit to the campus account. Article 28 students were also admitted under economic restrictions, from which the university was forced to charge tuition.
	Per capita deletion of some sections	Financial and budgetary problems are such that visits and conferences can not be attended. Cultural budgets, research, and even encouragement and gifts that are not to be missed at all.
	Lack of revenue	The university is too dependent on government revenue. The university should look for opportunities to generate income.
Facilities and physical structure	Limitation of physical space	Farhangian University does not have a large and centralized university building and the same small, scattered and very old spaces of teacher training centers are used that do not have university conditions and facilities at all. Students always complain that these conditions and facilities are not worthy of the students of the Ministry of Science and future teachers.
	Inadequate facilities	In the university, laboratory facilities are not suitable for university courses and courses. Libraries are the most worn and dead parts.
	Technology and equipment	Hardware and software equipment is not desirable and the lack of teaching space equipped with new technologies is obvious

	planning	<p>Uncertainty and everyday life are not good. In the university, regulations, fields of study, syllabus, student admission rate must be specified. We need to know what steps we have to take to reach the goals and act consciously and equipped for each step. Not that the final year student is still worried about being re-added to his or her courses, or what the final exam is? Doesn't the group manager know which professors to talk to for the next semester, or are there any majors this year or next? How many students are accepted at all? The university cannot be run by trial and error.</p>
Management and organizational structure	Establishment	<p>Most of the problems of Farhangian University are rooted in the past of this university and its establishment with a hasty acceleration. When, in spite of legal issues and problems and the opposition of many academic and legal authorities, this university was set up under the leverage of the government of the time and the opposition was not taken seriously. Today, however, the same opposition authorities are throwing stones at the formation of this university. From the Supreme Council of the Cultural Revolution to the Ministry of Science and other scientific and academic figures who, of course, each do so for different reasons. Among other things, the Ministry of Science believes that Farhangian University works in parallel with the universities of this ministry (especially with the faculties of educational sciences). Many believe that there was no legal or expert process in the formation of this university, and teacher training centers were renamed Farhangian University without the provision of university facilities and infrastructure.</p>
	Organization	<p>The university does not have a specific organizational chart. Deletion of some posts and positions such as administrative and educational deputy or creation of provincial management layers is done without expert work.</p>

			Because the university is a board of trustees, the selection of presidents, staff and even professors; It is influenced by the education of the provinces and the representatives of the Ministry of Science, and it is mostly political, and this has led to instability in the management of the university.
		Sociocultural	Student social and union activities are very limited. Student and university publications are very few and sometimes novice and beginner. The atmosphere of cheerfulness and effort is also low and the spirit of demanding and questioning is not encouraged and many students are not familiar with their student rights and duties.
		Gender segregation	Gender segregation on the one hand has caused students to focus on educational activities and on the other hand has caused a closed and school environment.
		Attraction and selection	The selection, admission and admission conditions of students (especially in the first year of the establishment of the university) are not fixed and standard and are done in the form of trial and error.
	Students	Maintenance and maintenance	At the university, students' expectations of a university environment have not been met. Some of the promises made to them, such as not deducting accommodation costs from their monthly salaries, did not materialize. Student-teachers enjoy neither student benefits (such as student fund loan facilities) nor employee benefits (such as marital rights). And these issues have reduced their morale, mobility and scientific and student motivation.
		Promotion and development	There are no facilities and ways to communicate with the university for students after completing the course.
External	cultural and social	The dignity and position of the teacher	If the university wants to have good outputs, one of the ways to achieve that is to have good inputs. One of the most important entrances to the university is elite students, capable and interested in teaching. If the position and dignity of the teacher in the society is high, it will definitely affect the desire of these

		young people to enter this university, and vice versa.
	Interaction with other institutions	The university does not interact properly with other scientific and educational institutions and therefore can not use their scientific and educational facilities for the benefit of the university.
	Accompanying the university	Lack of cooperation and assistance of the devices that should be associated with the university has caused the university to move away from its mission and missions.
Legislation and policy	Cost investment or	-Some officials and higher institutions look at cultural universities as a cost and not an investment, and this view has caused a number of graduates of other universities in the form of Article 28 students to pass training and skills units this year. Teachers enter the university at their own expense.
	Lack of authority	Campuses of Farhangian University In addition to the central organization of Farhangian University, it also implements the policies of the Ministry of Science and the Ministry of Education.
	Interference of powers	The policies of the Central Organization interfere with the Ministry of Science and the Ministry of Education.

Discussion and conclusion

Higher education in Farhangian universities has faced various challenges and problems over the past years, which has made improving its quality the first priority of Farhangian University management. Farhangian universities play a distinct role in the scientific, educational and cultural excellence of the country as trustees of teacher training as human trustees, and Farhangian as the ultimate educator of students and future builders of any country. In this regard, considering the support of government funds to

improve the quality of universities and higher education programs, the importance of accountability in cultural universities, as one of the sub-systems of public higher education becomes clearer. Obviously, achieving more quality in this system, and creating favorable conditions, in the first place, requires identifying the challenges, problems and shortcomings in universities and higher education centers, and then paying attention to solutions and factors to facilitate the existing challenges. In this way, by organizing activities and applying

appropriate mechanisms, especially in its affiliated centers and campuses, the field of quality improvement and appropriate response to the needs of stakeholders and society can be provided. By being aware of the factors that experts perceive as obstacles, stakeholders can make desirable changes to improve the quality of educational services.

The present study is in line with previous studies, both quantitatively and qualitatively: Hassanzadeh Samarin (2020), Golabgirnig et al. (2020), Mirsaedi et al. (2020), in Mojtabazadeh et al. (2018), Bahmei et al. (2018), Ranaee et al. (2017), Ghorbankhani et al. (2017), Mirghofori et al., (2016), Abdoli Yazdi et al. (2016). Ghanizadeh Graily et al. (2015), Mohammadi Jalali Farahani et al. (2015), Sobhaninejad et al. (2014), Allam (2020), Siti Rapidah et al., Arcadio et al (2020), Abugre (2018), Yousapronpaiboon (2014), Kerry (Çerri, 2014), Munawar khan et al. (2011), Sultan et al. & all, 2010), and all of them are facing the realization of the quality of higher education services. However, most previous research has identified the challenges of higher education in quantitative ways; However, in order to gain an in-depth understanding of a phenomenon, qualitative methods, especially phenomenology, are more appropriate, and the present study differs both in terms of method and in terms of classification in the findings, and the gap in this area to Somewhat covered. Due to the importance of the outputs of

Farhangian University, in order to improve and enhance its educational services, more attention and support should be provided by the officials and specialists of the higher education system.

Barriers affecting the quality of higher education services are multifactorial. Figure 2 shows the challenges and intervening factors in an overview, based on the understanding and interpretation of higher education experts. Data content analysis led to the extraction of two general categories of factors, including internal and external factors. These intra-organizational factors were divided into 6 main categories. "Professors and staff", "economics", "facilities and physical structure", "management and organizational structure", "students", "curriculum and education" were the main classes, each of which had subclasses.

The factor of management and organizational structure is one of the factors within the organization with 5 components: (1-planning, 2-establishment, 3-organization, 4-socio-cultural, 5-gender segregation). After that, the curriculum and education factor consists of 4 components within the organization: (1- Arranging syllabi and topics, 2- Preparing and publishing textbooks, 3- Accessing scientific resources, 4- Teaching teacher skills). Also, the factor of professors and staff from internal organizational factors includes 4 components: (1- Scientific and skill disabilities, 2- Lack of benefits and motivations, 3- Lack

of specialized manpower, 4- Lack of organizational justice). Facility factor and physical structure of the internal factors include 3 components: (1- Limitation of physical space, 2- Inadequacy of facilities, 3- Technology and equipment). The economic factor includes three components of its internal factors: (1- lack of budget, 2- elimination of some sectors per capita and 3- lack of income generation). The student factor of its internal factors includes 3 components: (1-recruitment and selection, 2-retention and maintenance 3-promotion and development).

External factors, which are issues and challenges with roots outside the organization, were divided into two main categories. "Cultural and social" and "Legislation and politics", each of which had subclasses. The legislative and policy factor of its external factors includes 3 components: (1- cost or investment, 2- lack of authority and 3- interference of authority). The cultural and social factor of its external organizational factors includes 3 components: (1- Dignity and teacher status, 2-interaction with other institutions, 3- association with the university).

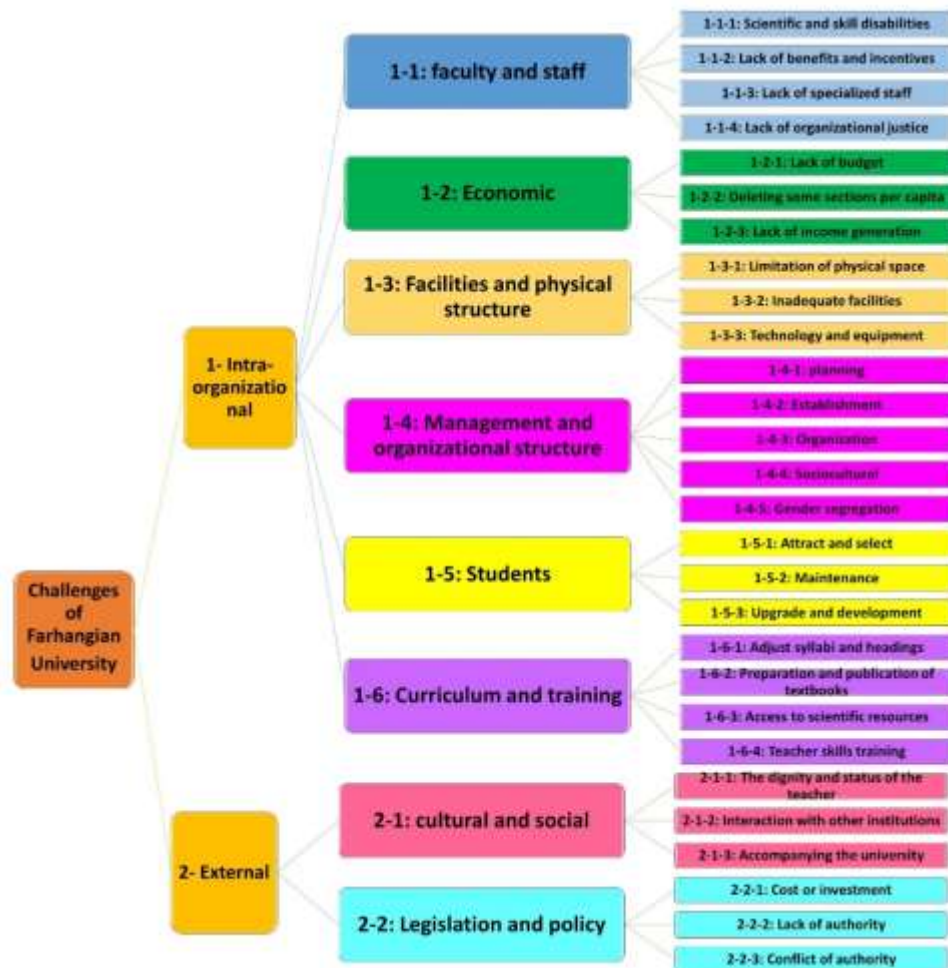


Figure 2. Challenges of Farhangian University

Most of these factors have been identified as factors within the organization that are suggested below: The officials and managers of this university by identifying the capabilities and strengths within the organization in adopting appropriate measures to eliminate them within the organization are paying more attention. Also, in order to respond appropriately and solve external factors, it is suggested that the university establish communication and wider interactions with higher education officials and other influential social and political institutions and attract more political, legal and social participation and support.

As Creswell (2007) has argued, all research strategies have

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limitations. Obviously, the present study is no exception. In particular, constraints include those factors that are beyond the control of the researcher. In this study, as in other studies, there were limitations that may have affected the results of the research or involved in generalizing the results. Among the limitations of this research were: problems related to the logic of qualitative research, the extent of higher education in Iran, the cost of research, lack of studies and lack of cooperation of higher education experts due to work and education.

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