



## The evaluation of the educational services quality of Shahin Dezh Town by the use of Cerocowal Model in 2013-2014 educational years

<sup>1</sup>Habibeh Abdi Ghezelghayeh, <sup>2</sup>Mehrdad Moharamzadeh

1. Department of Educational Administration, Marand Branch, Islamic Azad University, Marand, Iran
2. Department of Physical Education and Sport Sciences, Urmia University, Urmia, Iran

### ABSTRACT

The main purpose of the present study was to evaluate the viewpoints of the principals, teachers, students and parents from the given educational quality in the education center of Shahin Dezh town based on Cerocowal model. The related study was based on applied type of study purposefully and it also was a descriptive study in terms of its completion. The statistical population of the research includes the whole teachers, principals and high school students and parents of Shahin Dezh town in 2013-2014 educational years; the related number of the population was about 6829 people and the statistical sample was taken up by the use of Morgan Table as categorization accidental sampling 992 people in this regard. Cerocowal standard quality service questionnaire was applied in order to gather the related information; this questionnaire includes 44 questions that 22 questions are subjected to the expectation dimension and 22 ones have been related to the status of the perceived issues; the descriptive statistical methods (mean, deviation and variance) and inferential statistics (*t* dependent test and variance analysis) have been also applied to analyze the related data in this study. The obtained information was analyzed by the use of SPSS Software and the results were as following: There was a gap between the expected status and the perceived status of the given educational services; also there were observed gaps between the whole dimensions of the physical, confidentiality, responding, guarantying and cooperation and the recent status of the given educational quality in the educational center in terms of the whole principals, teachers and high school students of Shahin Dezh town.

**Key words:** Quality, education, cerocowal, Shahin Dezh

### INTRODUCTION

Although the lack of the resources is one of the most essential obstacles of completing the quality program, this evaluation makes the management to be able to prevent any quality failure allocating the high potential limited financial resources available optimizing the recovery of the quality services in this regard. Hence, the whole organizations have found out that the focus and concentration on the customers' requirements can represent the high potential attention towards the quality and the related services; thus, every organization tries to attract many various customers getting prior in representing the related services towards its customers potentially and having the related organizational commitment is one of the most crucial affairs for absorbing the highest audiences in compare to other organizations regarding to the quality services in this pavement and this makes the related organizations distinct than other competitors [1]. For the reason, today the solidarity of the organizations is one of the most promising issues for growing the related organizations making them to reach to the success effectively. In one hand it is specified that the service quality is very effective for surviving the educational system essentially. Thus the given services through the educational center can play key role in developing the whole communities; hence, the high attention towards the optimization of the educational service quality seems to be one of the most vital affairs continuously [2]. In our country the education plays a key role in educating human forces in different sections for providing the scientific independency, industry and agriculture affairs [3]. A short glance at the recent educational developments represents the fact that the education should pay attention to the increase of the quantity and financial crisis trying to keep and recover the quality services in this case [4]. It is the educational organization is responsible for educating children, adolescents potentially and today these have been related to the moral, cultural, social and scientific development,

industrial and Economical growth together and teachers play key role of these organizations efficiently in making students to be active for giving their talents and transferring the mankind experiences and bringing the necessary skills into people's life time facilitating the human being evolutionary movement towards perfectionism [5]. When the educational system can afford these tasks accurately, the quality service will be going towards suitable path potentially. Due to the importance of the related subject, the necessity of seeking some approaches for clarifying the potential of the educational system will be specified clearly [3]. Along this orientation, the assessment of the quality service is one of the most essential steps towards representing the optimal quality programs. Thus, according to the fundamental development documentary affairs, there have been expected some wishes of the educational given quality services for twelve years course in this pavement. Therefore the main aim of the present study and researcher is to respond the question whether teachers, students and parents' viewpoints can be effective in the given cerokowal model or no? According to the theorists there have been represented and designed some models for recovering the educational settings. However the application of every model requires its recognition from the same educational environment in a certified status and the perceived case because this makes an adaptive condition suitably; for giving suitable services, employers having direct contact with external organizational affairs should represent their respect and polite in confronting with their customers regarding to give the related services accurately and rapidly [6]. Thus, due to the importance of the educational service quality evaluation, the researcher aimed at studying the educational service quality in terms of teachers, principals and students' viewpoints based on Cerokowal Model in this case. Designers designed the model of the quality service gap by the use of cerokowal (factors, responsiveness, confidentiality, guarantying and cooperation or intimacy). Here, it is firstly explained the model of the quality service gap and then the cerokowal instrument is represented. Parasourman, Zithamel and Beery (1988) designed the model of the service quality gap; they introduced five gaps due to the concepts of the service quality [7] as following:

Gap 1: the difference between the customers' expectations and their perception way of these expectations by the service company manager coming from the lack of marketing studies, the existence of the higher managerial levels and the little relationship between managers from low to high. Gap 2: the difference between the perception of manager and the insensitivity of the same manager to the service quality or the lack of providing the customers' expectations and the lack of standards; the gap in delivering the service towards the service quality features and giving real services; in other words, the given service should be the same thing being satisfied by the whole customers in this regard. Gap 4: the difference between delivery of services and company external communications; the communicative gap between the quality features and the way of information communication of external services of an organization can be established. In fact, this gap is a distance between what we delivered along with what promised determining the customers' expectations based on the external expectations such as the media, advertisement texts, commercial ads, citizenship affairs [8]. Gap 5: difference between customers' expectations and observations of the given services coming from the achieved penetrative issues from customers and performance gap from the service provider; in this mood, the customers' expectations will be affected by the personal requirements being formed by others suggestions and experiences [9]. The model of service quality gap by Parasouman, Carry, Luke and Lighten has been revolutionized being added into five gaps as two new forms in this case. The new gaps reflect the difference between the customers' expectations by employers as a frontier of service deliverers as well as the difference of managers' perception and staffs from the customers' expectations. The added gaps to the model are as following:

Gap 6: difference and distinction between the customers' expectations coming from the difference between the perception of customers' expectations; gap 7: difference and distinction between the perception of staffs and management expectation coming from the difference between customers' expectations by staffs and understanding of customers' expectations by the management [8]. Also, Parasourman determined ten indices about the perceived service quality as following:

Availability, communication, experienced, politeness, confidentiality, trust, responsiveness, security, tangible customers, perception in experimental tests and psychometric and five main dimensions as the cerokowal service quality and these are as following:

- 1- Appearances (keeping appearance): physical equipments and facilitations, staffs appearance and recent communicative instrument in the location of services
- 2- Confidentiality: ability of achieving and giving services suitably and accurately. This is required by customers
- 3- Responsiveness: tendency towards helping customers and giving urgent services
- 4- Guarantying: the conscious and mentality readiness and ability to attract the confidence of the whole customers. This dimension includes the ability of giving services, politeness and respect to customers and effective communication with the same customers

#### 5- Intimacy or cooperation: indicating the special attention towards customers [9].

There have been carried out many various studies regarding to the cerokowal model that they will be pointed here. Hodavand and Sadeghian (2011) in an article titling the evaluation of the technical and engineering techniques based on the service quality scale of cerokowal concluded that there is a significant difference between the engineers' expectations and the given performance in relation to every five dimensions representing the lack of complete satisfaction of the educational programs quality. Enayati et al (2013) in a study regarding to the quality gap of the educational services from the medical college students of Mazandaran concluded that in four dimensions the quality gap is observed in this regard. Jenabadi et al (2011) concluded that there is a gap between the recent status and the suitable status of therapeutically service quality. Rezaieeian et al (2011) in a study titling the limitations of using cerokowal model in the college service quality concluded that the status of the satisfaction from the service quality is only established for the guarantying dimension and other dimensions cannot be allocated suitably in this pavement. Gorji et al (2013) in a study titling the application of the cerokowal service quality in Imam Khomeini's therapeutically center concluded that the results showed that there was negative gap between the whole dimensions of the service quality. Tofighi et al (2011) in a research titling the quality of the educational service from the students' viewpoints and cerokowal model showed that the students' expectations are higher than their perceive of the recent status and they would not be expected from their own expectations in this case. Oliviera (2009) in a study titling the application of the cerokowal scale in higher education and the determination of the gap in service quality concluded that these have been followed-up in the same five dimensions possibly; he concluded that the perception of the students from the given service quality is lower in the whole dimensions than the students' expectations. Barnes (2007) in a study titling the analysis of the service quality carried out on MA students in China concluded that there is a negative gap between the whole dimensions of the perceptions and expectations of the students. Arambewela and Hall (2006) carried out a study titling the comparative investigation of the international educational satisfaction based on cerokowal model and concluded that the appearance dimension (tangible issues) had the highest impact on the students' satisfaction.

### **MATERIALS AND METHODS**

The present study is an analysis-type of study being carried out as descriptive or field-based in relation to gather the information in this regard. This research has four statistical populations as following:

- 1- Shahin Dezh educational organization school teachers (70 people; 32 females and 38 males)
- 2- Teachers of Shahin Dezh about 781 (465 females and 316 males)
- 3- High school students of Shahin Dezh about 2989 people (1567 girls and 1422 boys)
- 4- Parents of students about 2989 people and totally about 6829 people participated in this study.

By the use of Morgan Table the number of statistical sample was measured about 992 ones in this case; the categorization accidental sampling and simple sampling methods were applied in order to take up the sample volume of the present study. About 60 principals were taken up in order to use the sampling method; that is, by the use of principals lists about 60 principals out of 70 ones were taken up as accidental sampling method in this case. In order to select teachers from 70 recent schools in the same town, the categorization accidental sampling method is also applied in this regard. So the listed schools and the recent list about 21 schools were taken up as accidental (in every school about 12 people were studying); by the use of categorization accidental sampling method about 12 high schools of the related town and 4 schools (two female schools and two male schools) were applied in order to take up the high school students and the parents that totally 85 students and parents were taken up in this way. It should be mentioned that female parents of the girl students and male parents from boy students were taken up in this case.

Cerokowal service quality standard questionnaire is used based on the service quality gap model being introduced by Parasourman et al in this research. The validity and reliability of the instrument have been confirmed by many various studies such as Bahraini et al (2009); cronbach alpha coefficient for the expectation questionnaire is 0.98 and it is obtained 0.975 for the perception questionnaire. Tofighi et al (2011) obtained the cronbach alpha coefficient 0.88 for the expectation questionnaire and it was obtained 0.78 for the perception questionnaire. Hence, the validity of the related questionnaire is suitable for the related questionnaire. Also the instrument validity of the alpha coefficient is 0.754 for the total questionnaire.

## RESULTS

T dependent test is used to determine the difference between the status of the expectation and the perceived status in the total service quality and its elements that they have been given in table 1.

**Table 1: t dependent test to determine the difference between the expectation and the perceived status**

Statistical indices		Number	Mean	Standard error	DF	T	Sig level
Total index	Case	992	90.52	0.39	991	59.57	0.01
	Perceived	992	65.44	0.19			
Physical factors	Case	992	17.04	0.16	991	27.37	0.01
	Perceived	992	12.06	0.08			
Confidentiality	Case	992	21.1	0.18	991	32.15	0.01
	Perceived	992	14.66	0.09			
Responsiveness	Case	992	15.64	0.13	991	23.44	0.01
	Perceived	992	12.05	0.08			
Guarantying	Case	992	17.05	0.15	991	30.26	0.01
	Perceived	992	11.75	0.08			
Intimacy	Case	992	19.66	0.14	991	28.24	0.01
	Perceived	992	14.89	0.09			

According to table 1, there is a significant difference between the related expectation quality and the perceived quality in one percent level. Also there is observed the difference between the physical factors, confidentiality, responsiveness, guarantying and intimacy in one percent level representing the gap between the whole elements of the cerekowl model in the quality of Shahin Dezh educational center.

## DISCUSSION

The difference or gap between the whole service quality of Shahin Dezh educational center shows that providing the related facilitations and hardware and software infrastructures should be achieved by the related officials but unfortunately these have not been satisfied the expectations of the whole managers and teachers and even students of the related town in this pavement. The result of the research is coincident with the researches of Hodavand and Sadeghian (2011), Gorji et al (2013). The existence of the gap in the physical dimension represents that the class physical status, saloons, school yard, services, toilets, chairs are not satisfied by students, managers and teachers' expectations; this gap can lead to some terrified consequences in relation to the learning process. In other words, the lack of facilitations, suitable instrument is one of the most essential reasons for the lack of using class activities in this path. According to the researcher viewpoint forcing students to achieve practical affairs personally is subjected to the establishment of the new educational strategies in plan 3-3-3-3. The researches of Rezaieeian et al (2011), Arboni et al (2008) and Bradley (2006) are coincident with the present study. In confidentiality dimension the education could not provide or meet the related expectations and there is a gap in this field. In other words, parents and students do not confident to the principals' promises and also these principals and teachers do not confident to the suggestions and recommendations of the officials in relation to increase the quality of the educational affairs potentially. This subject is coincident with superior managers and officials that the experience of these officials can be applicable in the same field potentially. The researches of Arboni et al (2008), Zahedi (2010), Bradley (2006) and Bahreini et al (2009) are adaptive together. The existence of the gap in the responsiveness dimension represents that the students and parents do not confident to the responding time of problems by principals and teachers and they believe that the correct responsiveness should not be expected from the school setting. This belief can be observed among the principals and teachers of the education ministry. Among the domestic and foreign researches, Zahedi (2010), Arboni et al (2008) and Bahreini et al (2009) found the most similar results in investigating the gap between the expectations and the educational service perceptions among various universities in this case. Also, in guarantying dimension, the education cannot meet the related expectations; in other words, it seems that parents and principals and teachers and even students do not confident to the education of their children and the staffs of the schools cannot make this guaranty for the related parents potentially. Also teachers and principals do not trust to the educational program and lesson plans and they have never seen any necessary guarantying in this related path. The above mentioned hypothesis is coincident with

the research of Anvari Rostami (2004), Jenabadi et al (2011), Nazemi and Pedramnia (2009), Kazzazi and Dehghani (2003) in relation to guarantying the different service quality affairs.

The existence of the gap in relation to the intimacy dimension represents that most parents and students referring to the school officials cannot be seen respectfully and they cannot receive any respect providing their requirements in this case. This lack of intimacy can be observed among the officials of the education ministry. The researches of Tofighi et al (2011), Gorji et al (2011), Rezaieian et al (2011) and Bahreini et al (2009) showed that there is a gap in the educational service quality regarding to the intimacy dimension. Among the foreign studies the research of Zavvar (2007), Tan and Ghului (2004) it is shown that there is a difference in the educational service quality regarding to the intimacy dimension. Along with the obtained results, it is suggested the whole teachers to provide their promises in relation to providing the hardware facilitations and when they confront with financial problems, they can talk trustily all about these issues honestly; this can be achieved through the officials of the education ministry. Also the principals, teachers and students should be considered as the main part of the school atmosphere in order to obtain the necessary confidentiality trying to apply the high potential recommendations in this pavement.

## REFERENCE

1. Kazzazi, A., Dehghani, Y. (2005). Optimized pattern of the service quality evaluation of the Iranian post office; seasonal magazine of industrial management, 3.
2. Nour Al Nesa, R., Saghaiee, A., Samimi, Y. (2008). Measurement of customers' satisfaction for determining the recovery of the higher education issues; seasonal magazine of planning in higher education, 49: 71-98.
3. Pakarian, S. (1990). Investigation of the increasing factors on the educational affairs of Isfahan University and suggestions for recovering the same process. A thesis for MA, Isfahan, educational sciences college of Isfahan University.
4. Hashemi Golpaigani, Seyed M.R. (1993). Crisis and challenges of the world high education system; seasonal magazine of research and planning in higher education, 1<sup>st</sup> year, 3.
5. Salimi, G.H.A., Shah Talebi, B. (2002). Investigation of Isfahan high school teachers with the educational units; seasonal magazine of research and education; Isfahan Islamic Azad University, 4<sup>th</sup> year, 13-14
6. Alvani, M., Riahi, B. (2003). Measurement of the service quality in public section; 1<sup>st</sup> printing, Tehran, publication of the Iranian research and education
7. Simons, J., Monaji, E. (2006). Service management: operation strategy and information technology; translated by: Seyd Mohammad Erabi, Davoud Izadi
8. Venus, D., Yekta S.H. (2005). Investigation of the effective factors on absorbing the satisfaction and degree of customers satisfaction of domestic customers of the Iranian airline company (HOMA); magazine of official sciences and economy of Isfahan University, 17<sup>th</sup> year, 1
9. Nazemi, F., Toosi, M.A. (2000). Relationship between the leadership style and organizational atmosphere with the efficacy of institutions' managers in Tehran high schools; seasonal magazine of education, 62, 23-50.
10. Hodavand, S. (2011). Development of the managerial abilities, the recovery factor of the organizations performance in strategic environments; seasonal magazine of human resources development, 5<sup>th</sup> year, 16, 73-89.
11. Enayati, T., Zameni, F., Nasirpour, N. (2013). Investigation of the educational service quality of Mazandaran medical sciences college based on Cerokowal model; optimization of management, course 2, 2: 32-39.
12. Jenabadi, H., Nasti Zaiee, N., Yaghoubi, N.M. (2011). The distance between the perceptions and expectations of the patients from the service quality of Zahedan therapeutically centers using Cerokowal Model; seasonal magazine of Payesh; 10<sup>th</sup> year, 4: 449-457.
13. Reaieian, S. (2011) Limitations of applying the Cerokowal Model in the section of college service quality: a case study of Payam-e-Nour; 5<sup>th</sup> conference of the quality evaluation in the university system of Tehran, Pardis technical colleges.
14. Gorji, H., Khorasani S., Tabatabaiee, Seyed M., Akbari Amini Sarkhosh, S. (2013). The application of the gap model of service quality (Cerokowal) in Imam Khomeini therapeutically-educational center, magazine of health management, 15: 7-18.
15. Tofighi, S.H. (2011). Educational services quality in terms of students' viewpoints; Cerokowal Model, seasonal magazine of the education courses; course 4, 1: 21-26.
16. Arboni, F., Shoghli, A., Badri Poshteh, S., Mohajeri, M. (2008). Investigation of the gap between the expectations and educational services given to the students of Zanjan medical sciences college; magazine of medical studies; 5<sup>th</sup> course, 1: 17-25.
17. Zahedi, S. (2010). A critic on the application of the Cerokowal Model in assessing the college educational services: a case study of the electricity and computer college of Shahid Beheshti University; 5<sup>th</sup> conference of the evaluation of the quality system in college system; Tehran university, Pardis technical university.
18. Bahreini, K., Shah Alizadeh Kalkhoran, M., Nouraiee, F. (2009). Investigation of the service quality in Islamic Azad University based on Cerokowal Model; seasonal magazine of management; 6<sup>th</sup> year, 14: 62-79.
19. Anvari Rostami, A.A., Torabi Goudarzi, M. (2004). Comparative investigation of banking services quality in terms of customers and staffs viewpoints; magazine of humanistic sciences, autumn 2005, 42: 26-53.

20. Zavvar, T. (2007). Testing the service quality centers of Payam-e-Nour universities of eastern and western Azerbaijan Provinces in terms of students' viewpoint; seasonal magazine of the higher educational planning, 46: 67-90.