Designing an Evaluation Model for Quality Assurance of Education in Secondary Schools

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ABSTRACT

The main objective of this study was to design and validate an evaluation model to ensure the quality of education in Iranian secondary schools. This research is applied in nature, and its statistical population included all teachers, principals, and vice-principals of lower and upper secondary schools across the country, totaling approximately 13,500 individuals. Using Cochran's formula, the sample size was determined to be 447 participants, selected through simple random sampling. Data were collected using a researcher-made questionnaire consisting of 66 items, designed based on a five-point Likert scale. Quantitative data were analyzed through structural equation modeling (SEM) using Smart-PLS software. The analysis results indicated that the proposed model demonstrated acceptable convergent validity, discriminant validity, and reliability. Furthermore, twelve key factors were identified in the final model, including educational quality assurance, facilities and equipment, secondary education objectives, curriculum, educational productivity, academic satisfaction, teaching methods, teachers' behavioral and instructional competencies, organizational factors, instructional content, financial issues, and the needs and expectations of stakeholders. The final findings suggest that the proposed model can serve as a localized framework for evaluating and improving the quality of education in Iranian secondary schools.

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INTRODUCTION

It is required to made efforts in promoting education sector. Schools receive increased attention whose students perform poorly in education and fail for years to succeed (Björklund Boistrup et al., 2022).

The reasons for inefficiency of schools are apparently related to education and its quality, while many problems and factors related to students, class and school, society and government severely affect education quality and assurance (Meyers et al., 2021).

More specifically, student behavioral problems, high student turnover, low levels of teacher competency (Avidov-Ungar, 2020), low level of academic collaboration between teachers (Podgornik et al., 2017), inadequate facilities, lack of school management and leadership, government policies (Levy et al., 2019) and lack of educational budget (Mulyani et al., 2020) indicate that education quality assurance of schools is a multifaceted category and depends on various factors; it can be examined from different aspects.

Mishra et al., (2009) defines quality assurance as "all planned and systematic measures required to ensure the adequacy of provided service quality". On the other hand, De Coster et al., (2015) provide a comprehensive definition for quality assurance from educational perspective as: education quality assurance is a set of policies, procedures and measures designed to achieve, maintain or enhance quality of specific areas in education; it relies on evaluation process.

In practice, quality assurance measures are part of school's operational processes that are interconnected: accountability, school development planning, school improvement and self-assessment and external evaluation (Pulis, 2018). The quality assurance process leads to teachers and other internal stakeholders' interaction and participation in quality development and improving education quality (Lucander et al., 2020).

Education quality assurance and continuous development of educational systems for development of learners' learning due to quality standards can lead to curriculum improvement and meet community expectations in terms of students' knowledge, ability, skills, attitudes and characteristics (Phumphong, 2020). Many countries have localized the quality assurance model based on their own conditions in order to structure quality assurance and others have used leading countries model. Apply a quality assurance model will not always be successful without considering institutional, political, cultural and economic differences between different Societies. The experiences suggest that each region schools must have strategies and actions adequate to the region itself and not use a general strategy. Moreover, schools need time to pass through development stages and quality cycle. Education development is started, implemented, institutionalized and evaluated in line with mission statement and school objectives using basic planning (Meyers et al., 2018).

Some strategies such as strengthening school management and leadership (Anastasiadou et al., 2019; Kaso et al., 2021), continuous professional development, curriculum revision, structure teaching and learning processes Skedsmo et al., (2022), focus on school curriculum development, set clear objectives, strengthen cooperation and support of other organizations, inspection, evaluation and accountability, and reconstruction Gurr et al., (2022) are generally considered useful for many schools. Therefore, designing a quality assurance model for Iranian education system requires identifying various components and dimensions of quality assurance system based on global experiences and their development due to country conditions.

Safari et al., (2019) stated that, collaboration between school teachers affects the quality of teaching-learning process. According to Najafi Doulatabad et al., (2019), the components of educational performance quality are related to four areas of evaluation, planning, educational characteristics and educational strategies.

Keykha et al., (2019) divided factors affecting education quality at the class level into four categories: professor (academic and personality), student (academic and attitude - personality), course content (structural and executive), facilities and infrastructure (hard and technological-scientific infrastructure).

Mahdiuon et al., (2017) considered environmental factors, teacher characteristics, facilities and equipment, school principal, student characteristics, human relations, family, educational objectives and teaching content, resources and teaching methods effective and important on schools' quality.

Merrill et al., (2020) showed that common features of quality assurance include learning standards, school entry evaluations and quality rating and quality improvement systems. Udalla et al., (2021) study relates internal quality of education to teaching method and learning process.

Yong-Gang et al., (2020) study describes systematically creation of teaching quality standards, performance of

Teaching quality assurance methods, team creation and teaching quality management mechanisms, improvement of teaching quality monitoring methods, creation of educational information databases and information training.

Findings of Alzafari et al., (2019) studies reveal that higher education institutions mainly develop their quality assurance systems based on national standards or their own needs, but quality assurance emphasizes mainly on teaching, learning and curriculum activities. Gerritsen-van Leeuwenkamp et al., (2019) study evaluates factors related to evaluation including evaluation effect on learning, evaluation fairness, evaluation conditions, interpretation of test scores, evaluation accuracy and evaluation validity.

Pulis (2018) considers quality assurance measures including accountability, school development planning, school improvement, school self-evaluation and external evaluation of school operational processes.

Van der Bij et al., (2016) reported that, school self-evaluation quality depends on quality of content tools and process factors. According to Sugiyanta et al., (2016), evaluation of educational quality assurance includes implementation of quality assurance system and performance of quality assurance.

Concluding the study results, it can be said that educational system is considered a key lever and bottleneck in making any changes. Educational administrators must understand the need to pay more attention to quality since quality plays an axial role in educational excellence, especially at school level. It should be noted, however, that quality requires a comprehensive and coherent framework. The framework must be designed and developed in such a way that to cover different angles, introduce different quality components and provide appropriate tools for identifying needs related to quality process. On the other hand, there is no specific mechanism to ensure the quality of education in Iranian schools and paying attention to quality depends on some principals and officials' initiative and interest and activities are mainly individual and innovative.

Therefore, it is necessary to meet this need effectively and efficiently through creating a "quality assurance" system. Principals, administrators and education planners can evaluate the quality of schools, identify important factors, prioritize them and have an appropriate line of thought to improve and organize school activities through identifying the components of

Quality so that get sustainable quality; this is possible only through creating quality schools in practice.

In general, since assuring and improving the education quality has always been one of the main problems of principals in Iranian education system, the researcher intends to identify key components and drivers of quality assurance, obstacles and consequences and to provide practical mechanisms of introducing new approach for improving the education quality.

Therefore, the main question of present study is: How to design a quality assurance evaluation model for education in secondary schools?

METHOD

A. Approach and strategy: Considering the nature of the research questions, the researchers chose a plan based on relativistic ontology and constructivist epistemology. Also, achieving the goals of the present research required a deep study of the "quality assurance process" in schools, therefore, with an interpretative approach, the qualitative strategy of "Grounded Theory" in the classic method was found suitable for studying the said process. Grounded theory goes beyond the description and tries to provide an abstract theory or model of processes, actions and interactions or provide a framework for future research.

B. Research field and sampling: Research contributors included all experts in education teachers and principals in West Azerbaijan of Iran. The snowball method was used for sampling since the community of experts was scattered and accurate information was not available. The inclusion criterion was 5-year work experience, MA and higher education, scientific research on educational system quality and consent to participate in research; the exclusion criteria included no consent and low education. A total of 23 people were present in study. In this regard, samplings until data saturation, prolonged engagement in field and data multilateralism (interview with different groups of research participants) were done for validation.

C. Tools: The data collection tool was a semi-structured interview protocol. Also, validity of research findings by interviewees was examined in order to determine whether this research has correctly covered their views on subject matter of research. Therefore, reliability was examined after data inspection and review, researcher documentation on data, methods and decisions and researcher multilateralism. The results were investigated in parallel format for validation. Accordingly, the researcher asked help from another

Researcher in order to criticize used methods and review notes and categories performed using list of categories performed during research. The detailed explanation of environment and participants and variety of interviewees' views and experiences was carried out in line with transferability; transferability was confirmed by investigations in context of research questions, theoretical studies and studying research dimensions during interviews. Research literature and process of evaluating education quality was used to formulate questions form, taking into account the Grounded Theory. According to Lincoln et al., (1985), scientific accuracy of qualitative studies includes four criteria of validation, transferability, reliability and conformability.

D. Data analysis: Coding was done using the theoretical method of three stages adapted from Strauss and Corbin. In open coding stage, codes referred to a common topic were grouped and open codes were constructed through referring to initial codes extracted from interviews and finally categories were obtained after comparing them. In axial coding stage, paradigm pattern was used in order to communicate main categories to sub- categories, and to specify casual conditions, axial phenomenon, field factors, intervention variables, strategies and implications that are axial coding components. Then, the categories were communicated through selected coding and based on

Identified communication pattern between categories and sub- categories in open and axial coding and finally, theoretical system was presented.

RESEARCH FINDINGS
Data analyzed through grounded theory three-steps coding process (open, axial and selective). The results revealed that quality evaluation model of secondary school education consists 248 open codes, 37 axial codes and finally 5 selective codes. Among axial codes 7 items belonged to causal factors, 7 categories are related to contexts and backgrounds, 12 categories are belonged to intervener factors, 6 categories are related to strategies, 6 categories are related to consequences and one category is considered as core phenomenon. In open coding stage, experts referred to a wide range of factors in the interviews in response to research questions, and finally a wide range of text interviews were taken at this stage after removing similar open codes. Initial codes (open) were reduced to abstractive codes; all initial or similar codes, which were very close together in content, were placed in a single set in order to prevent repeat and created open codes and formed categories.

In axial coding stage, axial coding components, such as causal conditions, axial phenomenon, field factors, interventional variables, strategies and implications were identified using collected data as in Table 1.

Table 1: The Process of Converting Open Codes into Axial Codes

Open Codes	Axial Codes
Foster the scientific and practical dimension of students, foster students' diverse talents, strengthen the spirit of job-seeking, raise public and social knowledge, promote a sense of belonging, promote gratitude, learn health principles, non-depression and anxiety, prevent inactivity, healthy eating	**Secondary education aims**
Student cognitive and emotional needs, technical knowledge needs, social skills need, school needs and expectations, teachers' expectations, community expectations, community responses, government expectations, government responses	**Stakeholders' needs and expectations**
Interest in education, education knowledge, desire and attitude towards student learning, students' self-confidence and self-esteem	**Motivation of students**
Mastery of curriculum, academic competence, development of software skills, motivation and commitment of teachers, individual and social responsibility, respect for rights and others, work conscience and criticism, professional and religious ethics, independence of action	**Teacher's educational and moral-behavioral competence**
Temporal flexibility, extracurricular activities time, proportionality of curriculum with time, proportionality of course content volume with time, schedule of classes, teaching hours per week	**Education time**
Attractive learning environment, architectural quality of learning environments, health and safety of educational spaces, educational space quality, educational and sports space per capita, office space per capita, smart educational space	**School space and appearance**
Participatory atmosphere, freedom of action, teachers' trust and commitment, credibility and reputation of school, supportive school environment, adherence to school rules and regulations	**School atmosphere**
Respect for family values, respect for traditional values, central educational justice, educational responsibility, participatory culture, preservation and dissemination of Values in education, emphasis on fostering activities, national identity and attention to indigenous and local culture.	**Educational culture**
Effective relationship between school and community, community intellectual support, public participation, school interaction with other institutions, interaction with families, social empathy	**Social support**
E-learning aids, social networks involved in education, high-speed Internet access, educational system capabilities, software and hardware, multimedia content production	**Technological factors**
Quantity and quality of educational tools, educational facilities and equipment diversity, suitability of equipment and students, information resources and educational assistance, books and educational materials, arrangement of facilities	**School facilities**
Information system management, meta-strategic documents, adoption of educational rules and regulations, monitoring and evaluation system, planning and policy-making, process re-engineering, administrative health, accountability mechanism	**Structure and organization**
Continuous improvement of training quality, continuous monitoring and evaluation, quality control of training, improvement of evaluation and training skills, evaluation of educational performance effectiveness	**Develop evaluation and educational quality assurance**
Reduction of public and charitable donations, mismanagement of financial documents, non-absorption of cultural credits, non-absorption of educational credits, lack of welfare expenses, economic problems of families, low salaries of tears	**Financial conditions**
Specialization of internal evaluation process, time consuming internal evaluation process, non- acceptance of internal evaluation by school staff, low use of internal evaluation findings, low prevalence of self-evaluation culture	**Lack of executive assurance for internal evaluation**
Educational vision and mission, organizing and coordinating activities with evaluation, appropriate leadership style, decentralization, delegation, comprehensiveness and realism of educational leaders, management experience and knowledge	**Educational management and leadership**
Student participation in group activities, family involvement, coordination and communication of school elements, student participation in school management, constructive interaction with reputable educational centers	**Interaction and communication**

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Teacher rate in terms of age, student proportion in classes (strong and weak), new student entry rate, students to total teaching staff ratio, class population, student acceptance to higher grades rate, student to teacher proportion	**Combine students and teachers**
Grouping based on ability, nature of learning activities, fixed grouping, flexible grouping	**Grouping**
Collaboration for learning, use of thinking skills, research-based learning, opportunity for self-evaluation of students, continuous evaluation, open codes production by students, strengthening observation skills, planning workshops	**Develop a learning-teaching process**
Meeting needs, meeting expectations , flexibility, individual and community needs proportion, curriculum quality	**Curriculum**
Content design and edition, organizing learning resources, accurate explanation of teaching strategies, setting strategic educational objective, educational design based on objective, flexibility and educational adaptation, selection of appropriate educational media	**Instructional Design**
Authentic and up-to-date content, organizing educational content, adapting content to quality standards, establishing a proportion between objectives and content, apply technological approach to content, making content practical, based on society needs	**Proportion of educational content**
Appropriate method for each content, select appropriate scenario, active and participatory teaching, problem-based education, competency-based education, real-world education, use group discussion method, integrated method	**Teaching method**
Use checklists, use performance tests, chronology, review academic records and school documents, develop comprehensive curriculum evaluation guidelines, result-oriented evaluation, process-based evaluation	**Plan and select evaluation methods**
Identify right one, select right one, evaluate right one, use right one, foster right one	**Human capital development**
Develop human resources in school, support teaching methods, support internal evaluation, legal support, support internal and external certification, accredit teaching job, capital view on education, allocate more financial resources	**Create support system**
Skills in innovative methods, creativity in content development, creativity in teaching methods, innovation in educational evaluation	**Innovation and creativity of education**
Evaluate scientific skills, evaluate communication skills, evaluate performance continuously, evaluate teachers by all stakeholders, create self-correction mechanisms, evaluation based on diagnosis and correction	**Specialized evaluation of teachers**
Pay attention to students' differences, educational criteria, determine specific criteria and criteria, prepare standard norms, quality of assessors, appropriate evaluation tools, sequential evaluation	**Evaluation standardization**
Form an internal evaluation committee, systematic and critical analysis, observe student behavior, collect information, analyze information, submit a final report, follow up on suggestions for quality development, continuous and final evaluation, evaluation based on diagnostic and corrective focus, judge quality,	**Comprehensive internal evaluation process**
Reluctance to education, teachers' absence, teachers' job stress, lack of feedback, failure to correct homework, teachers' burnout, students' absence, neglect of homework, students' academic failure	**Unproductive behavior of teacher and student**
Parents' dissatisfaction, teachers' dissatisfaction, principals' dissatisfaction, government officials' dissatisfaction, social dissatisfaction, students' dissatisfaction	**Dissatisfaction of stakeholders**
Satisfaction with education content, satisfaction with curriculum, satisfaction with school, satisfaction with teachers, satisfaction of parents with children education, social satisfaction with education method, satisfaction with education applicability	**Academic satisfaction**
High motivation, improve the spirit of studying lessons, good manners with classmates, improve self-confidence, reduce academic stress, participate in group learning, commitment to homework, enjoy from studying	**Academic enthusiasm**
Talent flourish, academic achievements development, educational objectives achievement, scientific achievement, desirable cost of education, academic well-being, study level increase, self-learning and self-evaluation improvement	**Educational productivity**
Attachment to teacher, obedience to school rules, attachment to school, participate in school, feel safe at school	**Develop communication with school**

The most important step in selected coding stage is to map selected codes based on causal, axial, strategic, and consequent and ground categories. The main (axial) studied category or main (core) phenomenon is the ideal idea and thought, incident or event toward which all actions and reactions lead in order to manage, control, or answer it. Core phenomenon that was studied in this research is evaluation and assurance of education quality, including 5 open codes. 48 open

Codes were identified in line with causal conditions, and the open codes were divided into 5 categories (middle education objectives, needs and expectations of stakeholders, students' motivation, educational and ethical qualifications of teacher and education time).

In total, 45 open codes were obtained for field conditions through summarizing the open codes and removal of similar open codes, including 7 categories of space and school, school atmosphere, educational

Culture, social support, technological factors and school facilities. Encoding results for interventional factors that evaluating quality of education include 78 open codes and 12 categories of financial conditions, lack of executive guarantee for internal evaluation, educational management and leadership, interaction and communication, composition and distribution of students and teachers, grouping, development of learning and teaching process, curriculum , educational design, educational content proportion, teaching method, design and selection of evaluation methods. Encoding results for necessary strategies of evaluating quality assurance of education included 39 open codes and 6 categories of attraction and development of human capital, creation of support system, innovation and creativity in education, teachers' specialized evaluation, evaluation standardization, comprehensive internal evaluation process.

Coding results for educational quality assurance consequences included 43 open codes and they were summarized in 6 categories of non-productive teacher and students' behavior, stakeholders' dissatisfaction, educational satisfaction, educational enthusiasm, educational efficiency and communication development with school. Consequences have two negative and positive dimensions. It can be expected that development of satisfaction, passion, productivity and better communication with school will occur in positive dimension. But in negative dimension and due to lack of education quality evaluation, it must be expected that dissatisfaction and non-productive behavior will increase. Evaluation pattern of educational quality assurance based on sextet paradigm using open and axial coding results will be as figure (1):
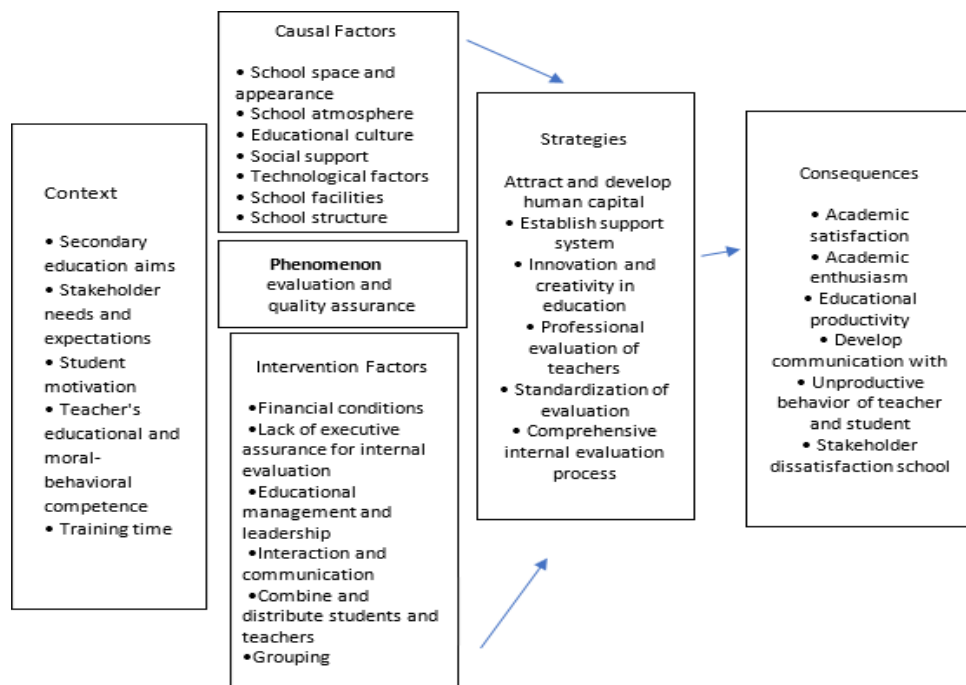
Figure 1 - Educational Quality Assurance Model in Secondary Schools

DISCUSSION AND CONCLUSION

Open codes and categories were identified using specialists' views in order to provide evaluation pattern of educational quality assurance in secondary schools of West Azerbaijan. Based on findings, the axial phenomenon that was studied in this research was development of evaluation and assurance of educational quality, including five open codes. It must be mentioned that continuous improvement in education quality, continuous monitoring and evaluation, education quality control, improving skills of measurement and training and evaluation of educational performance effectiveness can be factors that evaluate education quality. Cardoso et al., (2019), Phumphongk (2020), Podgornik and vogrinc (2017) and Pulis (2018) studies addressed the education quality assurance and align somehow with results of present study. In this regard, it can be said that quality of an educational system which continuously monitors and controls its executive processes, is assessed due to educational diagnosis and correction and guaranteed; so, the process can be developed with continuous improvement of measurement and evaluation skills.

Casual categories included high school education, needs and expectations of stakeholders, students' motivation, educational and moral-behavioral qualifications of teacher and education time. In this regard, education time have not been mentioned in previous research for quality assurance, but other components have been mentioned in Cardoso et al., (2019) and Mahdiuon et al., (2017) research. Education can be considered as a complex and multidimensional process that is the basis of relationships between instructors and learners, and thus understanding interaction of inputs, processes and determination of outputs is difficult. Perhaps the main reason is aggregation and density of several groups of beneficiaries' views on objectives, expectations, different interests and quality concept. Therefore, education quality assurance is affected by factors such as needs and expectations of stakeholders including students, teachers, principals, family, community and government.

One of important issues in improving educational quality of any country is attracting and maintaining individuals with teaching qualifications. In most of developing countries, three major factors have led less qualified people to teaching job: low salary level of teachers, working conditions, teacher social status. Low salary level, the status and dignity of teachers has reduced interest in teaching job. The importance of moral and personality traits of teachers in teaching and improving their quality resulted in focus on their personal characteristics and their scientific characteristics, because students do not only benefit from teacher information, but also follow them due to

Their age and characteristics and teacher affects them unwittingly.

Necessary backgrounds of proposed model include school space, school atmosphere, educational culture, social support, technological factors, school facilities and school structure. Reviewing and comparing previous studies showed that the mentioned dimensions have been considered less. Limited studies were in line with identified categories including Lucander and Christersson (2020); Sugiyanta and Soenarto (2016).

In this research, some of identified categories were addressed, but no comprehensive research was found covering all research categories. Regarding interpretation of findings, it must be mentioned that quantity and quality of educational space can be considered as reasons for education development, including office-educational space per capita, its attractive and vibrant architecture and securing spaces. On the other hand, smartening the spaces, increasing capabilities of educational system and producing educational and multimedia content in education field is another necessity that must be considered.

In the present study, structure and organization of education can improve the response to students' educational needs, including educational regulations, educational objectives and missions, implementation of government policy in education field, appropriate planning and policy-making and re-engineering of processes and school development. Without improving quality of books and educational materials and variety of educational facilities (films, photos, etc.), we cannot expect a school with high level of education to develop education. Therefore, focus on infrastructure issues and equipment and supplies are needed for students' education. School atmosphere and educational culture are other categories identified in environmental and contextual dimension.

It can be said that school reputation can lead any educational staff or even students to be proud of the fact that they teach or are taught in such an atmosphere through constructive interaction and participatory atmosphere. Certainly, a positive and favorable work atmosphere leads to commitment of teachers, order and adherence to principles of school. On the other hand, social values reflection in academic open codes and respect for family values will lead to more educational responsibility. Since any society's health depends on its educational system quality, if students don't learn the necessary social values, norms and skills to be good citizens and don't learn the skills and expertise necessary to perform their individual and social duties effectively and efficiently, educational units will not fulfill their mission. Achieving this

Mission requires pay attention to educational system quality.

Lack of executive assurance for internal evaluation, financial conditions, interaction and communication, composition and distribution of students and teachers, grouping, development of learning teaching process, curriculum, educational design, appropriateness of educational content, teaching method and design and selection of evaluation methods among intervention variables are considered to be effective in quality assurance process. Results related to identify categories are in line with results of research by Lucander and Christersson (2020), Mahdiuon et al., (2017), Yong-Gang and Xian-Cen (2020), Gerritsen-van Leeuwenkamp et al., (2019).

It is clear that issues such as grouping, composition and distribution of students are not considered and somewhat are neglected based on researchers' perspective. Regarding the findings, it must be mentioned that one of reasons for not paying enough attention to implementation of internal evaluation process is lack of guarantees for its implementation. Therefore, passing a specific law that makes internal evaluation process mandatory or optional is a useful solution to this challenge.

Also, if internal evaluation is considered as a point in ranking of teachers, the motivation of members will be increased to do evaluation. Also, the most appropriate way is to empower teachers themselves and involve them in internal evaluation. The main emphasis of this approach is on group empowerment and their maximum participation. Holding workshops for volunteer groups on internal evaluation, preparing and providing packages for teaching and promoting how to conduct internal evaluation, providing guidance and a framework for developing internal evaluation report, and designing internal software all can increase awareness and motivate teachers.

Strategies to achieve education quality assurance include factors of attracting and developing human capital, creating a support system, innovation and creativity in education, specialized evaluation of teachers, standardization of evaluation and a comprehensive internal evaluation process. The results related to categories are in line with research findings of Shirbagi et al. (2022), Van der Bij et al., (2016) Cardoso et al., (2019) and Pulis (2018).

Regarding the finding's interpretation, it can be noted that quality evaluation model provides an effective basis for measuring attention level of education centers to compliance with necessary standards; it will ensure the organization that programs meet pre-determined criteria through clarifying matters. As the

world is changing and its uncertainty is increasing, the position of education centers is very complex in terms of quality and all of them are under pressure to provide optimal response to needs of organization. Unfortunately, it is sometimes forgotten that internal evaluation is not only a tool for analyzing departmental problems, but also, its results can be a basis for planning how to solve problems and implement solutions.

The internal evaluation results will be applied realistically and practically when the results lead to a change in existing situation in order to achieve the desired situation. Therefore, publishing accurate reports and planning for following up results is very important in assurance process. If report of results has a persuasive logic for all stakeholders in evaluation group, then teachers will show necessary sense of responsibility and commitment to respond and will try to comply with quality requirements and standards of scientific community, national-level requirements and continuous improvement of group performance. On the other hand, the application of internal evaluation results is necessarily accompanied by change to improve the quality of education. People are usually resistant to change. Therefore, the concern of change resulting from applying evaluation results makes the internal evaluation process not run smoothly.

The coding results for consequences of evaluating education quality assurance include unproductive teacher-student behavior, stakeholder dissatisfaction, academic satisfaction, academic motivation, educational productivity, and development of communication with school. It must be mentioned that outcomes have both negative and positive dimensions. It can be expected that development of satisfaction, passion, productivity and better communication with school will occur in positive dimension. But in negative dimension and due to lack of education quality evaluation, it must be expected that dissatisfaction and non-productive behavior will increase.

Every process certainly has consequences. One can expect academic satisfaction, academic motivation, educational productivity and development of communication with school in process of evaluating education quality. We will observe unproductive teacher-student behavior and stakeholder dissatisfaction, if quality assurance is not properly formed. In this regard, some consequences have been mentioned in Lucander and Christersson (2020) and Sugiyanta and Soenarto (2016), Shirbagi, et al (2021) findings.

According to results, solutions are suggested for education quality in schools. The factors affecting

Education quality in schools must be considered systematically so that none of factors are ignored. The education quality in schools will be realized based on effective factors. Processes must be considered including scientific advancement and increased applied knowledge and scientific and research skills of educational evaluators, promotion of general skills, objective setting for students and their motivation, promotion of students' applied knowledge and scientific advancement of teachers using methods such as teaching skills, continuous performance evaluation with diagnosis and correction approach. It is suggested that the movement towards quality improvement facilitated through promoting administrative and structural processes, revising educational laws and facilitating knowledge transfer.

Also, it is proposed that needs and expectations of educational stakeholders such as teachers and students are met through continuous and final evaluations. Factors that have not fully met the needs and expectations are emphasized in subsequent planning. The executive package including factors, components, criteria and requirements with all details examined in this research must be considered as basis for any activity and decision-making at policy- making and executive levels regarding quality assurance evaluation in Ministry of Education and consequently in secondary education.

Adequate and sufficient financial resources must be provided for internal evaluation, and in this regard, financial deficiencies must not hinder the development and continuous improvement of quality assurance evaluation. Scientific update and cooperation with other schools and educational institutions and sharing educational materials between them will greatly increase education quality assurance of secondary schools. In this regard, facilitating the affairs of collaborations is necessary. It is suggested that each of identified components for validation and quality assurance be examined separately and in case study form. Also, educational quality status must be evaluated using indicators identified in this study.

In this study, a holistic model was obtained in recognizing the concept of educational quality assurance evaluation through studying the components and elements of education quality in schools, which can help those involved in educational issues of country. However, like other studies, there are some limitations in present study.

The limitations of this research include sampling effects and measurement error, problems related to logic of qualitative research, breadth of education in education system, high cost of research, lack of studies conducted in high school and lack of cooperation or

Inappropriate cooperation of educational administrators and teachers and education departments. Finally, it is suggested that other researches identify the most important evaluation methods and the most important sources of internal evaluation for education quality such as students, teachers, principals and deputies in secondary schools so that other uncertain aspects of developing educational quality assurance to be identified.

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MORAL CONSIDERATIONS

All interviewees provided conscious consent in this research and we assured them that their valuable views are used solely in this research and their personal information is confidential and reserved.

CONFLICT OF INTEREST

The present research is approved by authors in terms of lack of material and spiritual interests' conflict with a person, group and organization.

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