

EVALUATION OF EDUCATION QUALITY COMPONENTS
AVALIAÇÃO DOS COMPONENTES DE QUALIDADE DA EDUCAÇÃO
EVALUACIÓN DE COMPONENTES DE CALIDAD EDUCATIVA

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ABSTRACT: The aim of the present study in the upper elementary school is to investigate the components of education quality which method, one-teacher and multi-teacher, is more effective from the Iranian teachers' point of view. This research is applied method in terms of purpose that was done through survey method. The results indicate that the quality of one-teacher teaching in upper elementary course is moderate to low because the average obtained is 2.96, less than the hypothetical average of number 3. Also, the quality of multi-teacher teaching in upper elementary course is moderate to high because the average obtained is 4.09, more than the hypothetical average. Therefore, considering the findings and analysis of the information that obtained in most components related to the quality of teaching, there are obvious differences between the one-teacher and multi-teacher in quality of courses, and the multi-teacher method is better than the one-teacher method in the upper elementary school.

KEYWORDS: Evaluation. Quality. Education. One-teacher. Multi-teacher. Upper elementary school.

RESUMO: O objetivo do presente estudo no ensino fundamental superior é investigar os componentes da qualidade da educação, qual método, professor único e multiprofessor, é mais eficaz do ponto de vista dos professores iranianos. Os resultados indicam que a qualidade do ensino de um professor no ensino fundamental superior é de moderada a baixa porque a média obtida é de 2,96, inferior à média hipotética de 3. Além disso, a qualidade do ensino de vários professores no ensino fundamental superior é moderada para alto porque a média obtida é 4,09, mais do que a média hipotética. Portanto, considerando os achados e análises das informações obtidas na maioria dos componentes relacionados à qualidade do ensino, existem diferenças óbvias entre o professor único e o multiprofessor na qualidade dos cursos, sendo que o método multiprofessor é melhor do que o método de um professor no ensino fundamental.

PALAVRAS-CHAVE: Avaliação. Qualidade. Educação. Um professor. Multi-professor. Ensino fundamental.

RESUMEN: El objetivo del presente estudio en la escuela primaria superior es investigar los componentes de la calidad de la educación, qué método, un maestro y varios maestros, es más

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efectivo desde el punto de vista de los maestros iraníes. Esta investigación es un método aplicado en términos de propósito que se realizó a través del método de encuesta. Los resultados indican que la calidad de la enseñanza de un maestro en el curso de primaria superior es de moderada a baja porque el promedio obtenido es 2.96, menor que el promedio hipotético del número 3. Además, la calidad de la enseñanza de varios maestros en el curso de primaria superior es moderada a alto porque el promedio obtenido es 4.09, más que el promedio hipotético. Por lo tanto, considerando los hallazgos y el análisis de la información que se obtuvo en la mayoría de componentes relacionados con la calidad de la enseñanza, existen diferencias obvias entre el maestro único y el maestro múltiple en la calidad de los cursos, y el método multi-maestro es mejor que el método de un maestro en la escuela primaria superior.

PALABRAS CLAVE: *Evaluación. Calidad. Educación. Un maestro. Varios maestros. Escuela primaria superior.*

Introduction

Various educational systems have been implemented in Iran and the 6-3-3 educational system has been running since 2013-2014. The elementary course was changed from 5 years to 6 years, and the 6-year elementary course was divided into two 3-year courses for better implementation. The ultimate goal of education is to educate students that are the next generation of the country. Teaching happens properly when learning is created for students in a desirable way. Also, optimal learning usually occurs with proper teaching. Therefore, the quality of teachers 'teaching is important for students' optimal learning (NARATHAKOON *et al.*, 2020). The teacher as an important element in schools can select appropriate and useful curriculum concepts, creative teaching methods, use various techniques to improve the educational performance and quality of students' learning in different educational stages, training them as innovators, thinkers, educate professionals and even inventors, and finally present students to the community (MSIMANGA, 2020).

In regular teaching in elementary schools, only one teacher for all lessons is responsible for managing the class, and for each course, he/she must prepare a lesson plan and be ready to teach all lessons. One of the advantages of this type of teaching is establishing an emotional connection between teacher and students and creating a positive psychological atmosphere according to the personality of students at this age. Disadvantage of this type of teaching is the inability of teachers to teach all lessons due to lack of expertise. In multi-teacher or floating teaching method, teachers in a specialized educational level teach one or two lessons and just for the lesson they teach, prepare lesson plans and strengthen their expertise and knowledge (SHOKOUHI, 2015; POPOVIĆ *et al.*, 2020).

Due to the fact that the elementary school is divided into two courses, lower and upper three years courses, that the upper courses have become more specialized and heavier to teach. So, it is necessary to use teachers who are specialist in the desired courses that have more experience and expertise. In a multi-teacher scheme, instead of all basic courses being taught by one teacher, the courses are divided into separate groups and each group is taught by one teacher (LERNER, 2008). For example, math lessons are taught by one teacher, science lessons by one teacher, and lessons such as social studies, thinking and research by another teacher (MØLSTAD *et al.*, 2021).

In this plan, the lesson is chosen by teacher according to his/her ability and interest. In addition to establishing a balance between the numbers of teachers in different courses, there are other benefits to implementing this plan in elementary schools. In this plan, considering that each teacher is obliged to teach a few special lessons, instead of focusing on scattered and different lessons. He/She concentrates all his/her senses and energy on the axis of a course, and as a result, teaching is better and will be more effective (MOHAMMADIAGHDAM; ZAREI, 2015). Today, the use of specialization classroom is expanding rapidly. However, the effective expansion of the specialization of classrooms in the country will not be successful without considering the attitude of teachers and students. It should be noted that specializing in classrooms, is one of the ways of teaching and learning. Specialization of classrooms must be able to improve the academic performance and satisfaction of learners if wants to be a useful teaching method and remain in the competition than conventional methods. According to the explanations, the present study aims to answer the following questions:

1. What is the evaluation of teaching quality by One-Teacher in one-grade of upper elementary course?
2. What is the evaluation of teaching quality by Multi-Teacher in one-grade of upper elementary course?
3. What is the evaluation of learning rate of one-grade students in One-Teacher method in upper elementary course?
4. What is the evaluation of learning rate of one-grade students in Multi-Teacher method in upper elementary course?

Methodology

In this research, the type of research is an applied method that is done through surveying. The statistical population of the study included elementary school teachers in district 1 of Tehran who teach in the academic year 2019-2020 and the sample size of the study was determined 260 teachers with using Morgan table, who were randomly selected. In order to answer the questions was used a researcher-made questionnaire in the form of 5-point likert scale. The validity of questionnaire was confirmed by the curriculum experts and the reliability of this was 96.4% by Cronbach's alpha method. Also, data analysis included two main parts: data description and data analysis section. In the data description section, the research variables were described by frequency distribution and descriptive statistics, and in the data analysis section, the research questions were examined with using a one-sample T-Test.

Results

To answer the **first** question of the research, 9 questions were designed in questionnaire about the components of quality of teaching in one-teacher method. The components that answered by teachers in upper elementary course consist of teaching lesson concepts, the amount of lesson plan implementation, the rate of achievement of textbook goals, teachers' focus on teaching curriculum, job satisfaction, teachers 'academic mastery, students' satisfaction with teaching, teacher-student relationship, coherence and relevance of the curriculum.

The results of the descriptive statistics table of 1st one in questionnaire indicate that the teaching of lesson concepts is moderate to high. Because the average obtained is 3.16, which is higher than the hypothetical average of 3. It means teachers need to be able to convey lesson concepts to students properly. In the one-teacher method, a teacher who has no interest or expertise in the subject; cannot convey the basic concepts of that lesson to students because it does not properly consider needed energy and time to teach that lesson. The expectation is any teacher to be interested and professional in all courses and to be able to learn it completely, then they can teach it. Some teachers, even due to their lack of interest, have not learned the concepts of that lesson properly and don't try to learn new teaching methods of that lesson in in-service classes and also don't update their information in the desired lesson.

The results of the descriptive statistics table of 2nd one in questionnaire indicate that the rate of implementation of the lesson plan in the one-teacher method in upper elementary school is moderate to low. Because the average is 2.41, which is lower than the hypothetical average.

Some teachers do not have a suitable lesson plan for each lesson and some lessons are sacrificed for other lessons. For example, because the contents of the math lesson are not presented in the specified time according to the schedule; exercise time is considered to compensate for this problem to solve the continuation of math lesson. It is clear that a teacher who does not have a lesson plan cannot exactly plan a lesson. Also, when lessons should be sacrificed to teach another lesson, when should students can learn them properly?

The results of the descriptive statistics table of 3rd one in questionnaire indicate that the rate of achievement of textbook goals in the one-teacher method in upper elementary school is moderate to low. Because the average is 2.33, which is lower than the hypothetical average of 3. According to the answer to previous question, when a teacher enters the classroom without a lesson plan, he/she cannot achieve the goals of the textbook. The educational experts who wrote the books set out the goals that students should achieve with the right education, and then in later years, it is assumed that the students learned the goals in the previous year and then they write new goals to continue it. Teachers should also focus each year on the goals that set for that year and not move forward or lag behind.

The results of the descriptive statistics table of 4th one in questionnaire indicate that the teachers' focus on teaching the curriculum in one-teacher method in upper elementary school is moderate to low. Because the average obtained is 2.87 which is lower than the hypothetical average. It is clear that when a teacher presented in one class every class time, he/she cannot focus on the lessons properly. Teachers complained in some schools about this that different classes made them focused less in teaching.

The results of the descriptive statistics table of 5th one in questionnaire indicates that the job satisfaction of teachers in one-teacher method in upper elementary school is moderate to low. Because obtained average is 2.45, which is lower than the hypothetical average. According to the answer to the previous question, some teachers were not satisfied with this way of working due to the large volume of irrelevant classes and consecutive class times. For example, one of the teachers said that I was not interested in art lessons at all and even I was very bad at handwriting; so how can I teach my students calligraphy?

The results of the descriptive statistics table of 6th one in questionnaire indicates that the scientific mastery of teachers in one-teacher method in upper elementary school is moderate to low. Because the average obtained is 2.5 which is lower than the hypothetical average. As mentioned in the answer to the first question, if teachers are not interested in a lesson; do not think about learning concepts and mastering them. How can a teacher who is not fluent in a subject, expect to teach it well and also expect students to learn?

The results of the descriptive statistics table of 7th one in questionnaire indicates that the students' satisfaction with teaching in the one-teacher method in upper elementary course is moderate to low. Because the obtained average is 2.31, which is lower than the hypothetical average of 3. According to teachers, the teacher himself must be satisfied with his/her job in order to be able to provide a good teaching in order to satisfy the students. For example the teacher who can create a very high level of satisfaction for the students in the math lesson, he/she is interested in. But is this satisfaction in other subjects as the same, or to the extent that students achieve the objectives of the textbook?

The results of the descriptive statistics table of 8th component in questionnaire indicates that the optimal relationship between teacher and student in the one-teacher method in upper elementary school is moderate to high. Because the average is 3.01, which is higher than the hypothetical average. According to teachers, the optimal relationship between teacher and student depends a lot on this two person. It is true that the teacher should try to see all the students and communicate well with them, but often this does not happen. Some students do well in the minds of teachers and some do not communicate well. Of course, there is less concern for a student who communicates well with the teacher. But a student who does not communicate well may not learn well.

The results of the descriptive statistics table of 9th component in questionnaire indicates that the coherence and relevance of the curriculum in the one-teacher method in the upper elementary school is moderate to high. Because the obtained average is 3.07, which is higher than the hypothetical average. If the teacher has the good lesson plan and focus for teaching, he/she can make the necessary connections between one lesson and another lessons. In many cases, the creation of these connections is stated in the teacher's guidebooks, which the teacher can use to identify these connections well and teach them in the classroom when developing the lesson plan.

To answer the second question of the research, 9 questions were designed about the components of teaching quality in the multi-teacher method. The components that answered by teachers in upper elementary course consist of teaching lesson concepts, the amount of lesson plan implementation, the rate of achievement of textbook goals, teachers' focus on teaching curriculum, job satisfaction, teachers 'academic mastery, students' satisfaction with teaching, teacher-student relationship, coherence and relevance of the curriculum.

The results of the descriptive statistics table of 10th one in questionnaire indicates that the teaching of lesson concepts in the multi-teacher method in upper elementary course is average to high. Because the average obtained is 3.42 which is higher than the hypothetical

average. According to the researchers, the reason is that the teacher has chosen her/his specialized subject to teach based on her/his interest. In that lesson, teacher puts the needed energy to update his/her knowledge and teach it to students and enables teacher to convey to the students the basic and key concepts related to the lesson that he/she knows well.

The results of the descriptive statistics table of 11th one in questionnaire indicates that the rate of implementation of the lesson plan in the multi-teacher method in upper elementary course is medium to high. Because the average is 4.28, which is higher than the hypothetical average. In this method, because the teacher is an expert and interested in that lesson, usually enters the classroom with a complete lesson plan. Also, because knows his/her time is limited and cannot take another lesson time to make up for possible delays; must put the element of time management at the top of his/her teaching in classes.

The results of the descriptive statistics table of 12th one in questionnaire indicates that the rate of achievement of textbook goals in the multi-teacher method in the upper elementary school is moderate to high. Because the obtained average is 4.42, which is higher than the hypothetical average. In this way, due to the expertise and focus of teacher on the lesson, he/she can achieve well to the predetermined goals of the textbook. Achieving the goals of the textbooks does not cause problems in the sequence of goals from one year to the next.

The results of the descriptive statistics table of 13th one in questionnaire indicates that teachers' focus on teaching curriculum in the multi-teacher method in upper elementary course is moderate to high. Because the obtained average is 4.2, which is higher than the hypothetical average. According to teachers, when they teach only one lesson, it is much easier for them to focus on the content of that lesson and at the same time, with more specialized studies, they can update their knowledge in this field and even in new teaching methods of that lesson. As a result, it is certainly better to teach that lesson.

The results of the descriptive statistics table of 14th one in questionnaire indicates that the job satisfaction of teachers in the multi-teacher method in the upper elementary school is moderate to high. Because the average is 4.53 which is higher than the hypothetical average. If the teacher teaches a subject that interested in and does not have to go to a class in which he does not have the necessary expertise and motivation; certainly, there is more satisfaction for his/her work, and it can be more productive in teaching.

The results of the descriptive statistics table of 15th one in questionnaire indicates that the scientific mastery of teachers in the multi-teacher method in upper elementary school is moderate to high. Because the average is 4.68, which is higher than the hypothetical average.

A teacher who is interested in a subject is also expert in this subject. Therefore, he/she has mastered the subjects and can teach them well.

The results of the descriptive statistics table of 16th one in questionnaire indicates that students' satisfaction with teaching in the multi-teacher method in upper elementary course is moderate to high. Because the average is 4.42, which is higher than the hypothetical average. From the teachers' response, it can be concluded that students are more satisfied with this teaching method. It can be said that a teacher who is satisfied with his work, can somehow transfer this satisfaction to the student.

The results of the descriptive statistics table of 17th one in questionnaire indicates that the optimal relationship between teacher and student in the multi-teacher method in upper elementary school is moderate to high. Because the average is 4.13, which is higher than the hypothetical average. Optimal communication depends on these two people. Of course, due to the focus and expertise of the teacher, the possibility of dissatisfaction is reduced, and now if the relationship between a student and a teacher is not established properly; the student is not harmed in all subjects. Therefore, several teachers are superior to the single teacher method in this regard.

The results of the descriptive statistics table of 18th one in questionnaire indicates that the coherence and relevance of the curriculum in the multi-teacher method in upper elementary course is moderate to high. Because the average obtained is 4.36, which is higher than the hypothetical average. A teacher who specializes in a subject can more easily understand the connection between the lessons and can teach these connections. If students have a problem with this, they can help to clear up any ambiguities.

To answer the third question of the research, 6 questions were designed about the components of students' learning in the one-teacher method. The components were students' learning rate, students' learning motivation, and active participation of students in the classroom, Students' effectiveness evaluation, students' readiness to enter secondary school, creating equal opportunities for learning by a teacher in upper elementary school.

The results of the descriptive statistics table of 19th question in questionnaire indicate that students' learning in the one-teacher method in upper elementary course is moderate to high. Because the average is 4.08, which is higher than the hypothetical average. It can be said that learning rate depends on many things. For example, if the student and the teacher have a good relationship; Learning is expected to be successful. Of course, if the teacher cannot teach well; cannot expect that student learning completely.

The results of the descriptive statistics table of 20th question in questionnaire Indicates that the motivation of students to learn in the one-teacher method in upper elementary school is moderate to high. Because the obtained average is 3.21, which is higher than the hypothetical average. Motivation in learning is one of the main parameters; more motivation causes the better and deeper learning. Learning motivation also depends significantly on the teacher-student relationship and student satisfaction with teaching.

The results of the descriptive statistics table of 21th question in questionnaire indicate that the active participation of students in the classroom in the one-teacher method in upper elementary school is moderate to high. Because the obtained average is 3.42 which is higher than the hypothetical average. Usually, student develops self-confidence and participates in classroom by special ways like after a good relationship with the teacher and confidence in the teacher. Of course, a good teacher should be able to pay attention to all his/her students in order to don't make passive any of them.

The results of the descriptive statistics table of 22th question in questionnaire indicate that the effective evaluation of students in the one-teacher method in upper elementary school is moderate to high. Because the obtained average is 3.25, which is higher than the hypothetical average. Evaluation of students depends to a large extent on the specialty of the teacher. When a teacher is an expert in a subject, he/she can be the correct evaluator of that subject and even draw the right conclusions from the evaluations. So that the evaluation will ultimately improve the students' progress.

The results of the descriptive statistics table of 23th question in questionnaire indicates that the readiness of students to enter secondary school in the one-teacher method in upper elementary school is moderate to low. Because the average is 2.91, which is lower than the hypothetical average. The one-teacher method cannot provide elementary school students with the correct instruction on how to teach in secondary school. Usually, students who enter the secondary school with the one-teacher method of primary school, face difficulties in entering the secondary school.

The results of the descriptive statistics table of 24th question in questionnaire indicate that creating equal opportunities for students to learn in the one-teacher method in upper elementary school is moderate to low. Because the average is 2.7, which is lower than the hypothetical average. This issue becomes apparent when it is a multi-level school. So, this question arises that are teachers' levels of expertise and communication with each other be equal that we expected students learn equally?

To answer the fourth question of the research, 6 questions were designed about the components of students' learning in multi-teacher method, in which the components: student learning rate, student learning motivation, active participation of students in the classroom, effective evaluation of students, students' readiness to enter secondary school, creating equal opportunities for learning were addressed by several teachers in upper primary school.

The results of the descriptive statistics table of 25th question in questionnaire indicate that students' learning in multi-teacher method in upper elementary course is moderate to high. Because the average is 3.9, which is higher than the hypothetical average. According to teachers, learning is better in multi-teacher method. Because teachers in this method, have more expertise and focus on the lesson that they offer. So, they can teach better and students can learn better.

The results of descriptive statistics table of 26th question in questionnaire indicate that the motivation of students to learn in multi-teacher method in upper elementary course is moderate to high. Because the average is 4.4, which is higher than the hypothetical average. According to opinion of teachers, we conclude that in this method, for the reasons mentioned earlier, teachers can increase students' motivation to learn. When the motivation to learn increases, cause to improves teaching skills.

The results of descriptive statistics table of 27th question in questionnaire indicates that the active class participation of students in the classroom in multi-teacher method in upper elementary course is moderate to high. Because the average is 4.36, which is higher than the hypothetical average. It is clear from the teachers' answers that students in this method increase their participation in the class due to their higher motivation to learn and so increase their self-confidence. In this case, the teacher must see all the students and not miss the classroom discipline.

The results of descriptive statistics table of 28th question in questionnaire indicate that the effective evaluation of students in multi-teacher method in upper elementary course is moderate to high. Because the average is 4.22, which is higher than the hypothetical average. A teacher who is an expert in a subject can make effective assessments with the aim of better learning of students and finding the strengths and weaknesses of the class in learning and finally have the expertise, focus and time to analyze these assessments.

The results of descriptive statistics table of 29th question in questionnaire indicate that the readiness of students to enter the secondary school in multi-teacher method in upper elementary school is moderate to high. Because the average is 4.77, which is higher than the hypothetical average. What is certain is that the multi-teacher method is the same as the

secondary school teaching method, and the students who are trained in this method, do not have an unusual problem when entering the secondary school and adapt faster to the environment.

The results of descriptive statistics table of 30th question in questionnaire indicates that creating equal opportunities for students to learn in multi-teacher method in upper elementary course is moderate to high. Because the average is 4.27, which is higher than the hypothetical average. In the multi-teacher method, there is an equal opportunity for higher learning. Especially in multi-level schools where the one-teacher method is weak. This weakness has been covered in multi-teacher schools. For example, a science teacher for all classes is one person with a specialty; and teaches and evaluates students based on equal conditions.

Conclusion

The aim of the present study was to "evaluate the quality components of teaching one grade by one or more teachers in the upper elementary school from the perspective of teachers. The analysis of results showed that the average had obvious differences in most of the questions that related to the components of teaching quality between one-teacher and multi-teacher method in upper elementary school. So, the multi-teacher method was better than the one-teacher method. As can be seen from the teachers' answers to the questions, the method of specializing courses or multi-teacher is a more appropriate method for teaching teachers and for students to learn. In many schools, due to the lack of teachers, it is not possible to create a multi-teacher method. But now for several years, a number of schools have been implementing the multi-teacher method, and at first they specialized in subjects such as sports and art, and gradually are taught specialized science courses, and in some schools even mathematics, social studies, and literature courses. According to the observations, teachers in the one-teacher method have a large amount of work that is not related to each other. For example, there is a big difference between a teacher who is going to teach 4 science class today and another teacher who is going to teach the first class time of math and the second class of literature and the third class of science and the fourth class time of society. A teacher who is forced to teach only one lesson at a time, his focus on his work decreases and causes his satisfaction with his work to decrease. He may not be able to plan well and may not even be able to execute his lesson plan to achieve the correct and desirable goals of the lesson. For example, for some reason, don't prioritize a lesson and so reduce the time of some lessons such as exercise to be able to compensate for this confusion in schedule.

Suppose in such a school, the teacher does not come to school for two days, for example, by accident. What is the task of the students in the class? What are their plans? It has sometimes been observed that schools send school staff or even students' parents to class due to lack of manpower to hold classes. Such conditions should be anticipated in schools, and they should have proper planning at this time. Or, for example, suppose a good teacher is not selected for a class. What is the task of the students in that class with all things they have to learn in that year?

Of course, it should be considered that in the multi-teacher method, there should be a lot of communication between teachers, so that they can identify the weaknesses of students one by one and discover their talents. For example, a student in mathematics has little talent; but he is very talented in science. This should be specified in the teachers' meeting, so that teachers can develop the student based on his strengths and lead him to success. In multi-teacher method, a teacher must be selected as a tutor and teach one or two main lessons that have more time with students. This allows him to better focus on the students in the class and communicate with the parents, which in itself often leads to a positive trend in the academic and moral process of the students. The teacher should be able to communicate positively with students to strengthen students' motivation to learn, as well as to alleviate students' and parents' concerns about academic issues. Finally, it can be concluded that the components of teaching quality in specialized and multi-teacher classes are better than a one-teacher.

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