Evaluation of the Quality of the Elementary Education Program at Farhangian University Based on the CIPP Model

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Purpose: One of the fields with the highest number of students at Farhangian University is Primary Education. Therefore, the purpose of this study was to evaluate the quality of the Primary Education program at Farhangian University based on the CIPP model.

Methodology: This study was applied in terms of objective and descriptive-survey in terms of implementation method. The study population included faculty members, educational group managers, and graduates of Primary Education from Farhangian University campuses in Tehran province during 2019-2022, and primary school principals in Tehran city in 2022. The sample size was estimated to be 276 individuals (20 faculty members, 6 educational group managers, 200 graduates of Primary Education, and 50 primary school principals) selected through simple random sampling. Data were collected through semi-structured interviews with faculty members and educational group managers and a researcher-made questionnaire filled out by all sample members. The data were analyzed using open, axial, and selective coding methods and examining the desirability of axial and selective codes.

Findings: The findings indicated that for the quality of the Primary Education program at Farhangian University based on the CIPP model, 88 open codes, 31 axial codes, and 7 selective codes were identified.

Conclusion: The results of this study indicated that the status of the Primary Education program at Farhangian University based on the CIPP model was not at a desirable level and improvement of the identified open, axial, and selective codes in this research is necessary for enhancement.

Keywords: Elementary Education, Farhangian University, CIPP Model, Teaching and Learning Strategies, Educational Courses and Curriculum.

1. Introduction

In the current century, significant changes have occurred in education and society, including the transition from an industrial to a knowledge-based society, changes in new information and communication technologies across various scientific fields, and changes in professions. Amid these changes, the education sector, considering the level of societal expectations and its outputs, has faced numerous shortcomings. The success of any organization depends on the alignment of its outputs with societal needs (Abedini Alavi et al., 2021). Nowadays, the production and dissemination of science, as one of the most critical tasks of any academic unit, form a significant part of the scientific weight and status of any country. University faculty members, as the primary elements of teaching and research, have a crucial responsibility in achieving this important goal (Badeleh, 2020). The quality of higher education is a concern for most countries, especially considering the foundational and sovereign role of Farhangian University and its symbol as the teacher training hub of Iran in educating students to the standards of the Islamic Republic of Iran within the framework of formal and general education philosophy. For higher education to be successful in its functional areas of teaching, research, and community services, it must focus on enhancing the capabilities of its faculty members (Hejazi, 2020). To achieve better quality, more efficient structures, and greater capabilities for expanding learning, promoting knowledge, developing research, producing science, and effectively interacting with the community for continuous improvement of the academic teaching process, attention to challenging areas and efforts to address them are necessary. Therefore, to effectively train teachers, one must first understand their professional nature and then the needs associated with this nature to design and implement the necessary educational programs (Mohebiamin et al., 2022). Farhangian University, in line with higher-level documents and the realization of the country's developmental goals, especially the Fundamental Transformation Document, the National Curriculum Document, and the Twenty-Year Vision Plans of the Islamic Republic of Iran, has adopted new policies regarding its curriculum to reach regional superiority (especially scientifically) and the country's rapid scientific advancements (Adibmanesh, 2022). Teachers play a vital role in socializing future generations and maintaining and stabilizing the social system, potentially becoming agents of social change and transformation. Moreover, the teacher is the most critical educational element in the formal education system, and without considering the teacher's role, any educational policy and planning are doomed to failure (Mohammadi, 2022). In Iran, Farhangian University is responsible for teacher training, recognized as the primary provider for the education organization. Its charter emphasizes that the university should lead to transformation and innovation in the country's teacher training system, the reform and enhancement of educational and research programs, the development of research fields, the strengthening of the research spirit, and the expansion of knowledge, perspectives, and skills of human resources. This can only be achieved by revisiting the objectives of teacher training programs to educate teachers aligned with these goals (Abedini Alavi et al., 2021).

Farhangian University has attempted to revise the syllabi of various disciplines according to the scientific and professional needs of student teachers and the use of new scientific resources available, to strengthen the curriculum, reduce the volume of hollow curricula, and provide a formal and appropriate curriculum for the growth and expansion of teaching skills, strengthen religious beliefs, enhance scientific capability, and train student teachers (Mohammad Shafiee & Karimi Aqda, 2022). Higher education is considered the national wealth and capital of countries, playing a role in reducing costs, creating human added value, fulfilling the emerging expectations of internal and external stakeholders, properly interacting with society, and enhancing the quality of teaching, learning, and education. The curriculum in higher education, including at Farhangian University, is one of the subsystems that plays a fundamental role in transforming higher education and society (Hajizadehanari, 2022). Enhancing the quality of the teacher training system and continuously increasing the scientific, professional, and educational competencies and abilities of teachers, as well as updating Farhangian University's curriculum and teaching and learning methods for teacher development, were among the matters considered in the Fundamental Transformation Document. With the approval of the Fundamental Transformation Document in education, appropriate mechanisms for its optimal implementation were considered by officials and policymakers of the education system. In this context, Farhangian University, as the future teachers' training authority, has taken actions in this direction, including revising the primary education curriculum (Adibmanesh, 2022). In recent years, significant global transformations have made the curriculum in higher education more attention-grabbing for politicians,

researchers, and planners. The most critical issue emphasized by students in evaluating the quality performance of universities is the curriculum offered at the university and the teaching and learning process, which doubles the mission of curriculum planners to compile a quality and desirable curriculum (Tasdighi et al., 2018). The curriculum is one of the most important and primary elements in educational systems, playing a crucial role in achieving educational goals and missions. Therefore, curriculum developers should ensure that the curriculum is designed to create and strengthen the necessary knowledge and skills for graduates to succeed in job situations and life challenges (Koushki et al., 2020). Curriculum evaluation and its continuous review and update ensure the fulfillment of higher education missions in relation to societal ideals and value systems, enriching knowledge and culture, training the required specialist workforce, accelerating and facilitating economic, social, political, and cultural development processes, and establishing mutual relationships between universities and higher education institutions with other scientific, industrial, economic, and service sectors (Hosseinpour & Sakhawatjo, 2009).

Today, enhancing the quality of educational units has become one of the most significant concerns of educational systems to the extent that the effects can be seen in the attention of managers and officials to this matter (Aziz et al., 2018). The evaluation of educational systems in developing countries like Iran, both at the macro and micro levels, especially considering the differences in disciplines according to their specific needs and concerns, on the one hand, and the use of common models and adapting them to the characteristics of each discipline, resulting in the production of a specific evaluation model for various disciplines considering local conditions and requirements of each discipline, is of particular importance (Badeleh, 2020; Momeni Mahmouei & Shariatmadari, 2009). Evaluation is one of the most effective measures and strategies that can play a facilitating role in quality enhancement, especially in educational matters. In other words, evaluation, by identifying the current situation, discovering strengths and weaknesses, explaining the desired or undesired effects of the program, etc., leads to clarity of the current situation and allows officials to be informed of the program's success level from the opinions of other experts and can choose appropriate and timely strategies to step towards quality enhancement and act successfully (Prayogo et al., 2021). Evaluation involves collecting information for decision-makers and planners with the goal of determining the competence and value, achieving better operational policies, and improving the quality of the curriculum. Therefore, curriculum evaluation must be conducted with a full understanding of all its elements and levels, including the intended, implemented, and experienced curriculum levels, and the results of this evaluation are reliable when comprehensively conducted using appropriate information sources and according to suitable indices (Dizon, 2023). Generally, to evaluate an educational or non-educational system, attention must be paid to the performance of the system's structure, the performance of human resources, and the performance or impact of the organization's various activities on the external environment. The main challenge of educational evaluation is identifying the current situation to improve education quality, increase transparency, and accountability of universities to society, and education quality can be examined from multiple perspectives, one of which is the context, input, process, and output perspective or the CIPP model (Zandvanian Naeini, 2006). The CIPP model, as part of the models derived from the management-based approach, aims to provide necessary information to help managers, officials, planners, and educational decision-makers (Hakan & Seval, 2011). The first and most important type of evaluation in this model is context evaluation, which involves needs assessment and description, program logic evaluation, determining the expectations of different individuals and groups from the program, setting its goals, and feasibility study of its implementation methods to define and explain goals and priorities. The second evaluation in this model is input evaluation, including all elements entering the system, where alternative approaches, active competitive programs, staff, and budgets for achieving expected goals are evaluated, with the most important ones including human resources, needs, ideals, policies, regulations, facilities, and budgets. The third evaluation is process evaluation, the most crucial tool for curriculum improvement and correction. The program's implementation processes are examined to assist implementers, audiences, and judges, with the most important components including teaching and learning processes and methods of managing and supervising processes. The fourth evaluation is output evaluation, where the program's desired, unintended, long-term, and short-term outcomes are evaluated, aiming to help improve and develop the program's desired outcomes, conducted in three stages: during the program implementation and at the end of each stage to be aware of how the program is being implemented and its success in achieving goals, at the end of the complete implementation

to know the program's success level, and some time after the implementation to be aware of the sustainability and effectiveness of the program results (Hasan et al., 2015). The CIPP model helps make decisions regarding the context, input, process, and output of the educational system in a wise manner, which itself entails three goals: guiding decision-making, providing information for accountability, and enhancing understanding and comprehension of the phenomena being evaluated (Lippe & Carter, 2018).

Adibmanesh (2023) concluded in a study on the quality assessment of the revised primary education curriculum at Farhangian University that the goals and content of the curriculum have somewhat met the needs and expectations of students, but regarding teaching strategies and outcome assessment, it was indicated that these strategies could not meet the needs and expectations of students, which is more noticeable in the evaluation element (Adibmanesh, 2022).

Tasdighi et al. (2018), in a comparative study of the primary education curriculum in Iran and selected countries, found that the most important similarities included offering full-time and in-person courses, emphasizing the development of professional competencies, focusing on primary content knowledge, and offering mandatory courses and internships. However, differences were observed in areas such as the necessity of information technology, implementation method, and the number of units in internship courses, offering research units, attention to content knowledge, and offering complementary opportunities. Therefore, suggestions such as placing more importance on certain courses, increasing the flexibility of the program, and transformation in the presentation of thesis, seminar, and internship units were provided for the curriculum (Tasdighi et al., 2018).

Hosseinpour and Sakhawatjo (2010), in a study on the primary education curriculum from the perspective of educational science professors for enhancing environmental awareness of graduates, concluded that the current curriculum is far from the desired state and needs serious revision. Also, under current conditions, the level of awareness and information of primary education graduates about the environment is minimal, while concepts such as environmental conservation and prevention of its destruction and teaching correct ways of using natural resources like water, paper, and other natural-origin items at childhood and primary levels would be very effective and impactful, fostering the next generation based on sustainable development principles (Hosseinpour & Sakhawatjo, 2009).

Momeni Mahmouei and Shariatmadari (2009), in a study on the competency-based curriculum model for primary education, concluded that the required competencies, including general knowledge, specialized or educational knowledge, general abilities, mental abilities, skills and specialized or educational abilities, general inclinations, beliefs and attitudes, and specialized or educational inclinations, beliefs and attitudes, were confirmed by all three groups of university faculty members and instructors, exemplary primary teachers, and bachelor's graduates of primary education (Momeni Mahmouei & Shariatmadari, 2009).

Zandvanian Naeini (2007), in a study on the evaluation of teacher training centers based on the CIPP evaluation model, where the four factors of context, input, process, and output were examined, concluded that for the context factor, six criteria including teacher training at the associate degree level with the budget of the Ministry of Education, applicants' enthusiasm for entering teacher training centers, offering the required scientific services to applicants, offering the required individual and social services to applicants, the social and economic status of applicants to centers, and examining the residence of applicants to centers; for the input factor, seven criteria including students, professors' degrees, centers' curriculum, space and facilities of centers, degree and experience of heads, educational deputies, budget officials, and library officials of centers, centers' budget, and library resources; for the process factor, eight criteria including activities of center heads, activities of educational deputies, activities of financial affairs officials, activities of library officials, teaching activities of professors, educational and learning activities of students, extracurricular activities of students in centers, and activities of service and support forces; and for the output factor, three criteria including graduation rate (quantity), graduation average (quality), and employment were identified. Additionally, the evaluation results showed that the goal of these centers, which is to train teachers at the associate degree level with the budget of the Ministry of Education, compared to the new goals, is in a completely desirable state; the geographical, social-economic, and cultural environment of teacher training centers is in a relatively desirable state; the inputs of teacher training centers and the structural-organizational, teaching-learning, and service-support processes are in a relatively desirable state, and finally, the product of teacher training centers is in a completely desirable state (Zandvanian Naeini, 2006).

The main advantage of evaluating the quality of the primary education program at Farhangian University based on the CIPP model is that it allows for a systematic approach to evaluating the context, input, process, and output of this educational program and identifying its strengths and weaknesses. Therefore, evaluating the quality of this program can help decision-makers, managers, planners, and policymakers at the provincial and national levels decide on the continuation, cessation, or revision of the context, input, process, and output of the primary education program at Farhangian University. The results of this study can assist experts and specialists in the field of quality enhancement of the primary education program at Farhangian University in understanding what contexts and inputs should be considered before starting and successfully implementing the primary education program and what processes should be focused on during implementation to achieve the desired outputs. Since one of the fields with the highest number of students at Farhangian University is primary education, the purpose of this study was to evaluate the quality of the primary education program at Farhangian University based on the CIPP model.

2. Methods and Materials

2.1. Study Design and Participants

This study was applied in terms of its objective and descriptive-survey in terms of its implementation method. The study population consisted of faculty members, educational group managers, and graduates of Primary Education from Farhangian University campuses in Tehran province during the years 2019-2022, and primary school principals in Tehran city in 2022. The sample size was estimated to be 276 individuals (20 faculty members, 6 educational group managers, 200 graduates of Primary Education, and 50 primary school principals) selected through simple random sampling. In simple random sampling, a list of community members for each of the four mentioned groups was prepared, and the required number was randomly selected using a random number table based on the Krejcie and Morgan table.

2.2. Data Collection

Data were collected through semi-structured interviews with faculty members and educational group managers, and a researcher-made questionnaire was completed by all sample members, namely four groups of faculty members,

educational group managers, graduates of Primary Education from Farhangian University campuses, and primary school principals. Semi-structured interview questions were designed for interviews with two groups of faculty members and educational group managers based on theoretical foundations and with the help of guide and consultant professors. Interviews were conducted individually at a previously determined time and place, with each interview lasting about 40 to 50 minutes. During the interview, important and key points were noted, and interviews were recorded to ensure that no information was accidentally missed. The researcher-made questionnaire, designed based on interviews with the interviewees, namely two groups of faculty members and educational group managers, asked all samples, including samples from all four groups of faculty members, educational group managers, graduates of Primary Education from Farhangian University campuses, and primary school principals, to respond to the questionnaire and specify their opinions on the desirability of the items.

2.3. Data Analysis

For this study, samples were initially identified, and then they were coordinated regarding the conditions of participation in the study, including interview recording for interviewees or responding to all items for those completing the questionnaire. Before they agreed to participate in the study, the importance and necessity of the research were explained to them, and ethical considerations were clarified. Subsequently, the interviewees were interviewed, and based on the interview results, a questionnaire was designed and all current research sample members, namely all four groups of faculty members, educational group managers, graduates of Primary Education from Farhangian University campuses, and primary school principals, responded to it. Finally, all samples were appreciated and thanked for their participation in the current study. It is worth mentioning that the data of the current study were analyzed using open, axial, and selective coding methods and examining the desirability of axial and selective codes.

3. Findings and Results

In this study, data were analyzed based on the CIPP model, considering the four sections of context, input, process, and output. The results of open, axial, and selective coding for evaluating the quality of the Primary Education

program at Farhangian University based on the context are presented in Table 1.

Table 1

Open, Axial, and Selective Coding for Evaluating the Quality of the Primary Education Program at Farhangian University Based on Context

Selective Code	Axial Code	Open Code
Objectives, Organizational Position, Management, and Structure	Group Objectives	1. Does the group have documented objectives in the educational area?
		2. Does the group have documented objectives in the research area?
		3. To what extent is the higher administration aware of the group's objectives?
		4. To what extent are students aware of the group's objectives?
		5. Are societal needs considered when formulating objectives?
	Group Management	6. To what extent is attention paid to the academic rank and work experience of group managers?
		7. To what extent does the group manager pay attention to setting an executive program regarding group activities?
		8. To what extent does the group manager consult with faculty members in the continual revision of the curriculum?
		9. To what extent does the group manager encourage faculty members to conduct research by creating the necessary environment?
		10. Are there specific mechanisms for evaluating the performance of the group manager?
		11. To what extent does the group manager pay attention to students' needs?
		12. To what extent do students have the opportunity to communicate with the group manager?
	Group Development Process in the Last 3 to 5 Years	13. Are the necessary facilities available for the development of faculty members?
		14. Does the group hold continuous courses for the professional growth of faculty members?
		15. Is there attention to the development of physical resources within the group?
	Group Development Plan and Activity Evaluation Mechanisms	16. Is there attention to drafting specific programs for human resource development within the group?
		17. Is there attention to drafting specific programs for the development of educational activities within the group?
		18. Is there attention to drafting specific programs for the development of research activities within the group?
		19. Are there specific mechanisms for the annual performance evaluation of the group?
	Group Regulations and Resolutions	20. To what extent are the group's regulations observed by faculty members?
		21. To what extent is the group committed to approving clear and explicit regulations?
		22. To what extent are the group's regulations observed by the group manager?
	Group's External Activities	23. To what extent do faculty members collaborate with other faculties in various educational and research activities?
		24. To what extent do faculty members collaborate with other educational organizations in various educational and research activities?
		25. To what extent do faculty members collaborate with similar groups in various educational and research activities?
	Financial Resources Used by the Group	26. Does the group make efforts to attract financial resources from outside the university?
	Organizational Structure	27. To what extent is attention paid to the education level of administrative staff?
		28. To what extent is attention paid to the education level of non-academic staff?
		29. To what extent is attention paid to the staff-to-student ratio in the group?
		30. To what extent is attention paid to the staff-to-faculty ratio in the group?

Based on the results of Table 1, for the quality of the Primary Education program at Farhangian University based on the context, one selective code, namely objectives, organizational position, management, and organization with 8 axial codes of group objectives, group management, group development process over the past 3 to 5 years, group development plan, evaluation mechanisms of activities, group regulations and resolutions, external activities of the group, financial resources used by the group, and organizational structure was identified. The results of open, axial, and selective coding for evaluating the quality of the Primary Education program at Farhangian University based on input are presented in Table 2.

Table 2

Open, Axial, and Selective Coding for Evaluating the Quality of Primary Education Program at Farhangian University Based on Input

Selective Code	Axial Code	Open Code
Faculty Members	Composition and Distribution of Faculty Members	1. Are faculty members appropriately aged?
		2. Are faculty members in a suitable position in terms of experience and work history?
		3. Is the ratio of professors to students in each class appropriate?
	Educational Activities	4. How do you evaluate the ratio of courses taught by faculty members within the group?
		5. How do you evaluate the ratio of courses taught by faculty members in other groups?
		6. How do you evaluate the ratio of courses taught by faculty members in the group against the total courses offered?
	Research Activities	7. How do you evaluate the execution of research projects by faculty members?
		8. How do you evaluate the number of domestic and international articles by faculty members?
		9. How do you evaluate the number of books authored, translated, and book reviews etc., by faculty members?
		10. How relevant are the thesis titles supervised by faculty members to their expertise?
		11. How do you evaluate the rate of editorial board memberships of faculty members?
	Interaction of Faculty Members with Colleagues Abroad and Outside the University	12. How do you evaluate the average joint educational and research activities among professors within the group?
		13. How do you evaluate the average joint educational and research activities of professors with other universities?
		14. How do you evaluate the average joint educational and research activities among professors within the group?
		15. How do you evaluate the average joint educational and research activities of professors with scientific groups abroad?
Students	Admission and Academic Progress of Students	16. Is attention paid to your entrance exam rank at the time of admission?
		17. Is attention paid to your entrance exam rank when choosing a major?
		18. Is attention paid to the proportion of available facilities in the group to the number of students admitted?
	Interaction of Students with Faculty Members	19. Is attention paid to the amount of research activities of students with professors in the group?
		20. Is attention paid to the amount of educational activities of students with professors in the group?
	Interest and Awareness of Students Towards Their Field of Study and Job Market	21. To what extent are you aware of the nature of your field of study?
		22. To what extent are you aware of the job market needs of your field?
		23. To what extent are you interested in your field of study?
	Composition and Distribution of Students	24. To what extent is gender distribution considered in the primary education field?
Teaching and Learning Strategies	Teaching Models and Methods	25. How do you evaluate the use of various teaching methods by professors?
		26. To what extent are you satisfied with the teaching methods employed?
		27. How do you evaluate the use of appropriate lesson plans by professors?
	Use of Resources and Educational Tools	28. How do you evaluate the use of information technology by professors in teaching?

		29. How do you evaluate the way professors use information technology in teaching?
	Assessment of Academic Progress	30. How do you evaluate the use of appropriate assessment methods by professors?
Educational Courses and Curriculum	Educational Courses and Their Objectives	31. To what extent is there a match between the objectives of the courses and society's needs?
		32. To what extent is attention paid to the formulation of clear and explicit objectives in the group?
		33. To what extent is there a match between the number of specializations in primary education and the number of faculty members in the group?
	Flexibility of Curriculum Relative to Individual and Societal Needs	34. Is there a match between the curriculum content and the skill needs from the students' perspective?
		35. Is there a match between the students' curriculum and the contemporary needs of society from the students' perspective?
		36. Is there a match between practical and theoretical units from the students' perspective?
		37. Is there a match between the curriculum content and the skill needs from the professors' perspective?
		38. Is there a match between the curriculum and the contemporary needs of society from the professors' perspective?
		39. Is there a match between practical and theoretical units from the professors' perspective?
		40. Is there a variety in educational courses based on societal needs?
		41. Is there a match between the curricula and the contemporary needs of society?
	Satisfaction of Graduates with Educational Programs and Curriculum	42. To what extent were you satisfied with the teaching methods of professors?
		43. To what extent were you satisfied with the currency of the course materials?
		44. To what extent were you satisfied with the facilities and equipment of your field?
		45. To what extent were you satisfied with the effectiveness of the field in creating desirable work skills?

Based on the results of Table 2, for the quality of the Primary Education program at Farhangian University based on input, four selective codes, namely faculty with 4 axial codes of composition and distribution of faculty members, educational activities, research activities, and the relationship of faculty members with colleagues outside the university and abroad, students with 4 axial codes of admission and academic progress of students, interaction of students with faculty members, interest and awareness of students towards their field of study and its job market, and composition and distribution of students, teaching and learning strategies with 3 axial codes of teaching models and methods, use of resources and educational aids, and assessment of academic progress, and educational courses and curriculum with 3 axial codes of educational courses and their objectives, flexibility of course curriculums in relation to individual and societal needs, and graduates' satisfaction with educational and curriculum programs were identified. The results of open, axial, and selective coding for evaluating the quality of the Primary Education program at Farhangian University based on the process are presented in Table 3.

Table 3

Open, Axial, and Selective Coding for Evaluating the Quality of the Primary Education Program at Farhangian University Based on Process

Selective Code	Axial Code	Open Code
Educational and Research Facilities and Equipment	Educational and Administrative Spaces	1. To what extent do educational and research spaces meet the needs of students?
	Library and Information System	2. To what extent do the library facilities quantitatively and qualitatively meet the needs of students?
	Computer Facilities and Services	3. To what extent do computer facilities meet the needs of students?
		4. To what extent do computer facilities meet the needs of faculty members?
	Workshops and Laboratories	5. To what extent do workshop and laboratory facilities quantitatively and qualitatively meet the needs of students?

Based on the results of Table 3, for the quality of the Primary Education program at Farhangian University based on the process, one selective code, namely facilities and research equipment with 4 axial codes of educational and administrative spaces, library and information system, computer facilities and services, workshops, and laboratories were identified. The results of open, axial, and selective coding for evaluating the quality of the Primary Education program at Farhangian University based on output are presented in Table 4.

Table 4

Open, Axial, and Selective Coding for Evaluating the Quality of the Primary Education Program at Farhangian University Based on Output

Selective Code	Axial Code	Open Code
Graduates	Further Education of Graduates	1. Are you interested in pursuing further studies in your field?
	Employer Satisfaction with Graduates' Knowledge and Skills	2. Are employers satisfied with the specialized skills of the graduates?
		3. Are employers satisfied with the work commitment of the graduates?
	Scientific Works of Graduates	4. Have the graduates published research articles in their specialty in the past three years?
	Destiny of Graduates	5. Are the graduates employed in their field of specialization?
		6. Are the graduates entrepreneurs in their field of specialization?
	Connection of Graduates with the Department After Graduation	7. Are special programs held for successful graduates to interact with students?
		8. Is there an opportunity for research activities between graduates and faculty members at the university?

Based on the results of Table 4, for the quality of the Primary Education program at Farhangian University based on output, one selective code, namely graduates with 5 axial codes of further education of graduates, employers' satisfaction with the knowledge and skills of graduates, scientific works of graduates, career destiny of graduates, and the relationship of graduates with the group after graduation were identified. Overall, the findings showed that for the quality of the Primary Education program at Farhangian University based on the CIPP model, 88 open codes, 31 axial codes, and 7 selective codes were identified. The selective codes based on context included objectives, organizational position, management, and organization (with 8 axial codes of group objectives, group management, group development process over the past 3 to 5 years, group development plan, evaluation mechanisms of activities, group regulations and resolutions, external activities of the group, financial resources used by the group, and organizational structure), based on input included faculty (with 4 axial codes of composition and distribution of faculty members, educational activities, research activities, and the relationship of faculty members with colleagues outside the university and abroad), students (with 4 axial codes of admission and academic progress of students, interaction of students with faculty members, interest and awareness of students towards their field of study and its job market, and composition and distribution of students), teaching and learning strategies (with 3 axial codes of teaching models and methods, use of resources and educational aids, and assessment of academic progress), educational courses and curriculum (with 3 axial codes of educational courses and their objectives, flexibility of course curriculums in relation to individual and societal needs, and graduates' satisfaction with educational and curriculum programs), based on process included facilities and research equipment (with 4 axial codes of educational and administrative spaces, library and information system, computer facilities and services, workshops, and laboratories), and based on output included graduates (with 5 axial codes of further education of graduates, employers' satisfaction with the knowledge and skills of graduates, scientific works of graduates, career destiny of graduates, and the relationship of graduates with the group after graduation). The results of the desirability of axial and selective codes for evaluating the quality of the Primary Education program at Farhangian University based on the CIPP model are presented in Table 5.

Table 5

Desirability of Axial and Selective Codes for Evaluating the Quality of Primary Education Program at Farhangian University Based on the CIPP Model

CIPP Model	Selective Code	Axial Code	Desirable	Somewhat Desirable	Undesirable
Context	Objectives, Organizational Position, Management, and Structure	Group Objectives	√		
		Group Management	√		
		Development Trend of the Group in the Last 3 to 5 Years	√		
		Group Development Plan and Performance Evaluation Mechanism	√		
		Regulations and Decisions of the Group	√		
		External Group Activities		√	
		Financial Resources Used by the Group			√
		Organizational Structure	√		
		Total for Objectives, Organizational Position, Management, and Structure	√		
Input	Faculty	Composition and Distribution of Faculty Members		√	
		Educational Activities		√	
		Research Activities		√	
		Faculty Members' Interaction with Colleagues Outside the University and Abroad			√
		Total for Faculty		√	
	Students	Admission and Academic Progress of Students	√		
		Students' Interaction with Faculty Members	√		
		Students' Interest and Awareness Regarding Their Field of Study and Job Market	√		
		Composition and Distribution of Students	√		
		Total for Students	√		
	Teaching and Learning Strategies	Teaching Models and Methods		√	
		Use of Resources and Educational Tools		√	
		Assessment of Academic Progress	√		
		Total for Teaching and Learning Strategies	√		
	Educational Courses and Curriculum	Educational Courses and Their Objectives		√	
		Flexibility of Curriculum in Relation to Individual and Social Needs		√	
		Graduates' Satisfaction with Educational and Curricular Programs		√	
		Total for Educational Courses and Curriculum		√	
Process	Educational and Research Facilities and Equipment	Educational and Administrative Spaces		√	
		Library and Information System			√
		Computer Facilities and Services			√
		Workshops and Laboratories			√
		Total for Educational and Research Facilities and Equipment			√
Output	Graduates	Further Education of Graduates		√	
		Employers' Satisfaction with Graduates' Knowledge and Skills		√	
		Scientific Works of Graduates			√
		Destiny of Graduates	√		
		Connection of Graduates with the Department After Graduation			√
		Total for Graduates		√	

Based on the results of Table 5, among the selective codes, the condition of three codes of objectives, organizational position, management, and organization, students, and teaching and learning strategies were desirable,

the condition of three codes of faculty, educational courses and curriculum, and graduates were relatively desirable, and the condition of one code of facilities and research equipment was undesirable.

4. Discussion and Conclusion

One of the most populated programs at Farhangian University is Primary Education. Hence, the current study aimed to evaluate the quality of the Primary Education program at Farhangian University based on the CIPP model. The findings revealed that for the quality of the Primary Education program at Farhangian University according to the CIPP model, 88 open codes, 31 axial codes, and 7 selective codes were identified. The selective codes based on context included objectives, organizational position, management, and organization (with 8 axial codes of group objectives, group management, group development process over the past 3 to 5 years, group development plan and evaluation mechanisms of activities, group regulations and resolutions, group's external activities, financial resources used by the group, and organizational structure), based on input included faculty (with 4 axial codes of composition and distribution of faculty members, educational activities, research activities, and the relationship of faculty members with colleagues outside the university and abroad), students (with 4 axial codes of admission and academic progress of students, interaction of students with faculty members, interest and awareness of students towards their field of study and its job market, and composition and distribution of students), teaching and learning strategies (with 3 axial codes of teaching models and methods, use of resources and educational aids, and assessment of academic progress), educational courses and curriculum (with 3 axial codes of educational courses and their objectives, flexibility of course curriculums in relation to individual and societal needs, and graduates' satisfaction with educational and curriculum programs), based on process included facilities and research equipment (with 4 axial codes of educational and administrative spaces, library and information system, computer facilities and services, workshops, and laboratories), and based on output included graduates (with 5 axial codes of further education of graduates, employers' satisfaction with the knowledge and skills of graduates, scientific works of graduates, career destiny of graduates, and the relationship of graduates with the group after graduation). Moreover, among the selective codes, the condition of three codes of objectives, organizational position, management, and organization, students, and teaching and learning strategies were desirable, the condition of three codes of faculty, educational courses and curriculum, and graduates were relatively desirable, and the condition of one code of facilities and research equipment was undesirable. These findings are consistent with the research findings of previous studies (Adibmanesh, 2022; Hosseinpour & Sakhawatjo, 2009; Momeni Mahmouei & Shariatmadari, 2009; Tasdighi et al., 2018; Zandvanian Naeini, 2006).

Explaining the context with a selective code of objectives, organizational position, management, and organization, it can be said that educational context evaluation is conducted to provide a logical basis for setting educational goals, including analytical efforts to identify relevant elements in the educational environment to recognize challenges, needs, and opportunities. Context evaluation aids in decision-making in program design, and since its establishment, Farhangian University has aimed to identify students' educational needs and provide the necessary conditions to meet those needs. Each semester, Farhangian University campuses seek students' opinions about educational needs and other needs in the educational process and, by obtaining feedback from students, strive to create the necessary conditions to meet those needs. For example, the university's libraries have always been available for interested students, and the university's study site has been active at all times for student study. Another activity of this university in emphasizing the educational context is assessing students' cultural needs and leisure activities every academic year. Considering this importance, the university plans cultural, recreational, religious, and touristic trips every year, especially with the cooperation of the university's cultural management, many trips are conducted with minimal costs, allowing all students, regardless of their financial capacity, to participate in these trips. Another activity of the university is addressing students' economic needs and financial problems, with charity funds and related banks being obligated to address these issues under certain conditions. Therefore, in evaluating the educational context, the university's performance has been successful and has paid special attention to students' needs.

Explaining the input with four selective codes of faculty, students, teaching and learning strategies, and educational courses and curriculum, it can be said that the programs and visions designed at Farhangian University campuses to achieve educational goals are likely effective, leading to the educational input provided by the university being at a

desirable level. Despite being relatively new, Farhangian University campuses have managed to meet deficiencies in educational areas and provide the necessary educational inputs. In terms of input, the supervision and evaluation unit of Farhangian University campuses conducts an orientation session for faculty members and guest professors every semester, reminding them of important points for better lesson delivery and adhering to the syllabus specified by the Ministry of Science. Before the start of each semester, a copy of the relevant syllabus for each course is provided to the respective professor, allowing them to teach their courses precisely according to the provided syllabus. Additionally, the schedule for each semester, including the time for course selection, add/drop period, emergency drop time, mid-term examination time, etc., is announced on the university's website and information boards in each campus before the semester starts, so that students are informed about the details of the next semester's curriculum. At the end of each semester, feedback is collected from students regarding the timing and delivery of courses according to the educational syllabus and conveyed to professors. These activities have resulted in the educational input of the university in terms of the curriculum being at a desirable level. Moreover, the campuses, by attracting young and specialized faculty members in various academic fields, have facilitated the improvement of the scientific quality of faculty members. Despite being relatively new, Farhangian University has prestigious faculty members who have graduated from reputable universities nationwide, and one of the main goals of the university's recruitment board is to attract national elites in the specialized fields offered at the university. Furthermore, workshops for enhancing scientific skills and in-service training are periodically held for faculty members and guest professors to keep the performance level of faculty members up-to-date.

Explaining the process with a selective code of facilities and research equipment, it can be said that the university's performance in several cases has led to a decrease in educational performance in terms of facilities and research equipment. This issue is expected considering the financial resource shortages faced by the Ministry of Science in recent years and the costly construction works of these universities, which mostly transformed from teacher training centers to Farhangian University campuses. For these reasons, the need for building facilities, hardware, and the establishment of specialized centers in all fields at the undergraduate level to serve in schools has created challenges for this university. Nonetheless, the future vision of Farhangian University campuses is towards quality improvement, and the allocation of necessary financial resources by the Ministry of Science can compensate for these deficiencies.

Explaining the output with a selective code of graduates, it can be said that Farhangian University graduates, considering the context, input, and process, are in a relatively desirable position, even though their scientific works and their relationship with the group after graduation are undesirable, and the only desirable item in this regard is the career destiny of graduates, all of whom are employed in the education system. Additionally, they are in a relatively desirable position regarding further education and employers' satisfaction with their knowledge and skills. Therefore, it is essential to improve the situation of graduates concerning the identified items for them.

Based on the results of this study, the following practical suggestions are provided to improve the proper implementation of the quality evaluation of the Primary Education program at Farhangian University campuses. It is recommended that before employment or during the training courses for primary school teachers and Farhangian University students, a series of courses related to specialized acquaintance with the social life, regional characteristics, language, geography, culture, and indigenous knowledge of students be offered to them. Also, it is suggested that through the designers and implementers of Farhangian University, by forming educational and specialized working groups, efforts be made to compile a list of significant and impactful challenges and deficiencies affecting the improvement of these universities. Another suggestion is to create the necessary motivation and commitment in student teachers for the correct implementation of education in schools through encouragement, supervision, and inspection of the registry of activities and reports of teachers. Furthermore, it is suggested to use the country's cinema and insightful and tasteful directors as one of the best means to advance the educational goals of these universities and to present attractive films to indirectly teach and improve the quality level of universities and enhance the quality level of primary schools through this means. Another suggestion is for the national broadcasting service to conduct programs related to acquainting teachers, officials, and parents with improving the efficiency level of Farhangian University campuses and integrating education and life to improve society's perspective on the importance of this sector of higher education. Another suggestion is for the Higher Education Council and the Ministry of Education to have more

supervisory interventions on the quality improvement of Farhangian University's educational programs.

Authors' Contributions

The first author of this article was responsible for data collection and analysis, and the other authors were responsible for supervising the analysis and writing of the article.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

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Declaration of Interest

There was no conflict of interest in this study.

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In this study, ethical issues were considered by the researchers in conducting the research.

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