Evaluation of Educational Objectives Realization in Virtual Education Course in Iran's Higher Education System: A Case Study of University of Tehran

1Javad Moghadasi and 2Masoomeh Keikavoosi Arani

1Ph.D. student, Department of Higher Educational Management, Science and Research Branch, Islamic Azad University, Tehran, Iran
2Graduate student, Master of Science in Entrepreneurship Management, Faculty of Entrepreneurship, University of Tehran, Tehran, Iran

ABSTRACT

Background: Human being has always been learning and acquiring knowledge and with development of technology, education also has benefited from it and step by step has enhanced and coordinated with technology. The present study aimed at evaluating the rate of educational objectives realization of virtual education course in Iran's higher education system from point of view of graduate students of entrepreneurship management, Faculty of Entrepreneurship of University of Tehran. Method: The statistical population of this study includes senior M.A students of entrepreneurship management in virtual education course, Faculty of Entrepreneurship of University of Tehran, for academic year of 2011-2012 who are totally 743 individuals. The sample, according to Morgan’s sample size determination table, consists of 256 individuals selected by simple random sampling. To collect data a researcher made questionnaire was used. Cronbach's alpha reliability coefficient of the questionnaire was calculated as 0.94. Statistical data were analyzed using non-parametric “Wilcoxon” test. Results: due to M.A students’ point of view, in terms of educational objectives’ achievement in three fields of knowledge, attitude and skill, there is a significant difference between the existing and desirable status at error level of 5% that means average of the existing status is in a lower rank than the desirable and faculty of entrepreneurship of Tehran University has not a desirable status in realization of educational objectives in terms of knowledge, attitude and skill

INTRODUCTION

Arguably it can be said that all people target. Objective in its simple meaning is to achieve a desirable destination. In most organizations, objectives are used for two purposes. First, objectives are suitable frameworks for motivation management. Managers and employees may set objectives for themselves and then work towards those objectives. The objective acts as a destination and a target. Second, objectives may also be effective control tools. Control is management activity to regulate how an organization works. Therefore, if an organization’s objective is to increase sales by as much as ten percent, manager can help with realization of general objective using personal objectives. Moreover, a comparison between employees’ short-term performance and their objectives may be a suitable way to set long-term objectives of the organization [10].

Objectives have three major roles: 1) representing the organization, justifies its existence in community; 2) coordinating organization’s activities, relates various tasks 3) assisting in the preparation of basic criteria of evaluation and control of individual and organizational performance [1].

Generally, the purpose of virtual education is to provide equal, free and searchable access to training courses and create a uniform educational environment for different classes in any geographical point and optimize techniques of presenting textbooks for deeper learning [2].

Ellis, Ginns & Leanne [18] in such an educational environment unlike traditional methods of education (teacher-centered), individuals based on their abilities benefit from presented issues. In virtual education, maximum efficiency in learning can be obtained through combining different methods of learning, such as text, audio and video, etc.

Specifying educational objectives, one of the most important phases is educational analysis. Educational analysis is a process by which the general objective of education can be divided into smaller objectives (micro
and behavioral objectives). In other words, educational analysis is a process by which the ultimate objective of education is divided into tasks or actions that the learner should do or the knowledge and skills that should be achieved after training [13].

Educational evaluation assists in decision-making for various purposes, these decisions are also related to objectives, strategies, techniques, measurement tools and other similar items. Educational evaluation objectives are expressed at two levels: general and detailed. The overall objectives are called ultimate. Ultimates are general and idealistic statements which indicate the intent and purpose of creating and managing educational courses of a community (for example, elementary, high school, college, etc.) these general objectives usually prepared and provided by planners at the level of ministry, and are available to teachers and other educators as ideal educational courses. In contrast to this ultimate, there is another type of detailed and precise objective which is provided by most of teachers and education professionals regarding the overall ultimates and using contents of different materials. Prescise educational objectives which are also called the behavioral objectives are statements that indicate various learnings of students in terms of their behavior or performance changes [12].

Development of modern society is bound to optimal use of educational technologies. Today, almost everybody has easily access to the Internet which has provided a suitable environment for virtual education systems. Hence, various institutes and universities are enjoying these technologies or intent to set up these systems in the near future. But there is always a challenge for more effective and better presentation of virtual education courses, because always various factors are involved in teaching and learning which contribute to better learning. Virtual education is not separate from this fact. Virtual education, in Iran, is a new industry in education technology and distance education. Thus, educational centers and institutions particularly universities attempt to present these educations with a standard structure and in accordance with the country as soon as possible.

Documentation based on e-learning development is readily available throughout the world in recent years, as in April 2003 over the 6600 online fields of study and 1200 programs has been listed in distance learning portals. Such studies imply that in Europe 60.8%, North America 21.5%, Australia and New Zealand 7.7%. Asia 3.1% and Africa 8% have prevailed web-based learning. Some reasons for this expansion in Europe and North America include well developed internet infrastructures, high economic power, the dominance of international english language, well developed academic systems, their reputation, etc [3].

In Iran, in the academic year 2007-2008, in all universities and higher education institutions totally 3,391,852 students have been studying in attendance, semi-attendance and virtual educational methods (including all types of studying: daily, nightly, open, public, e-learning, scholarship, apprenticeship and shared). Number of students in universities and higher education institutions in the academic year 2007-2008, 19.91% has increased compared to the previous academic year. Also among 3,391,852 students of private and public universities and higher education institutions in academic year 2007-2008, 2,256,339 students (66.52%) attendance, 1,132,279 students (33.38%) semi-attendance and 3,234 students (10.0 %) virtually have been studying. The number of students of universities and higher education institutions in the academic year 2007-2008 indicates that 3,028,674 students (89.29%) in daily course, 210,399 students (6.20%) in nightly course, 145,585 students (4.29%) public, 3,234 students (0.1%) e-learning, 1385 students (0.04%) open, 464 (0.01%) shared, 2080 students (0.07%) by scholarships and 31 students apprenticeship are studying (Iranian Higher Education Statistics, 2008, 13).

Objectives and mission of Iran’s higher education:

The Supreme Planning Council of Ministry of Science, Research and Technology (Ministry of Culture and Higher Education of that time), in its 123th meeting on 05/28/1988 has ratified a document entitled “Mission and Role of the University in Islamic Republic of Iran” and also all universities in recent years have made efforts independently to provide their own statement of mission. Higher education experts have enumerated main functions of higher education in future Islamic Iran as follows: the development and diffusion of Islamic sciences, education and values at the national, regional and international levels; the expansion of the frontiers of knowledge and promote the country’s scientific status in regional and international levels; Education and development of human capitals or human resources of the community based on refinement, knowledge and wisdom; improvement of public knowledge and culture; involvement in the sustainable cultural, political and economic development of society and resolution of social problems; the expansion of Persian language and literature at national and regional levels with regard to its culturally richness as the second language of Islam and finally the establishment and development of scientific-cultural relations at regional and international levels. But it seems that the main mission which is expected of higher education due to its unique advantages and opportunities, is to plan a new idea to escape the current world crisis of knowledge and provide a new model for a comprehensive and sustainable development and educate scholar people to play such a role. New millennium, the millennium development ideas and the necessity and advantages millennium is the millennium of idea and the ability to provide a comprehensive and integrated solution for all problems of humanity is required for development and supremacy. The idea that led to changes of the last three decades enjoys such potential which
is the relative advantage of Iran’s higher education. The condition for fulfillment of this mission is to compete with other ideas that have such claims and to continuously review the goals and implementation of them in interaction and collaboration with all existing elements in social and national and educational ecosystems. Undoubtedly, higher education in Iran, due to its new mission, requires to resolve its current problems employing capacities and opportunities which have been fortunately well understood and explained. The new mission of higher education with a moral approach is being shaped, and higher education in Iran with assistance of thought, social and technological developments and relying on its relative advantages particularly goals arising from religious teachings, is ready for playing a worthy and progressing role in this development [5].

There are missions mentioned for Iran’s higher education: illustrating ideals and value system of the society; producing and enriching knowledge and culture; training required specialist human resources; economic and socio-cultural development; interaction between the various institutions and universities; facilitating the establishment of scientific, cultural, political and economic relationships at regional and global levels; analysis and evaluation of the current status of the academic community, free dissemination of ideas; democracy; national unity; contributing to the problems faced to the entire community; explaining the globalization of phenomena; associating with cross-university centers; constructive participation in society; dissemination of school culture; strengthening and expanding and institutionalizing religious culture; discipline; law abiding; social order; strengthening work ethic and social responsibility; symbolic role model and directing and promoting it in the community. Also there have been illustrated five major tasks for universities and higher education institutions at the international level and their role has been generalized from single role to multi-role. The major tasks include: 1. Education 2. Research 3. Services 4. Publication 5. Professional growth. To ensure the fulfillment of these missions, goals and tasks, evaluation systems have been designed in higher education, universities and institutions of higher education (ibid, 599).

In Iran the missions of higher education, due to domestic and international environmental conditions mentioned as follows, are the responsibilities of public higher education and demand for inevitable government’s support and control. The major missions of higher education include:

1. Training and development of manpower resources needed for economic, social and cultural development programs of the society: according to Article 30 of the constitution this is the responsibility of government; though in the law has been mentioned that “providing free higher education facilities to the limit of self-sufficiency” which is a relative matter and needs interpretation and reflection. If approaching the accepted parameters of economic development be our criterion, available comparative studies indicate that Iran as a country in transition, still has a large gap with the international average and even many developing countries; especially, Iran in terms of quantitative and qualitative parameters of higher education is located in low rank.

2. Promoting knowledge and public culture and responding to social demand for higher education: this mission in accordance with Article 30 of Constitution is the government’s responsibility; but the participation of private sector, similar to what is common at international level, can be very effective.

3. The achievement of development, promotion and technology, the expansion of knowledge frontiers and obtaining an appropriate scientific status at international level: experiences of most countries with a mixed system of higher education show that main research activities for economic development and preservation of scientific status of the country realized by assistance of public higher education. The strategic importance of this issue for the Islamic Republic in the field of science and knowledge, and the necessity of promotion and the preservation of scientific status and technological level of the country at international level requires the special attention of government to fulfill the mission. Obviously, this is not a barrier against the private sector in research activities; however, government’s investment and control over researches is obligatory.

4. Effective participation in economic, social and cultural development process through facilitating the science and technology application: finding solutions for problems, crises and social and economic problems which is today introduced under “the social commitment of higher education” and must be considered as one of the main missions of higher education in Iran which depends on its previous missions that are the enhancement of higher education institutions and universities’ abilities in training specialist manpower and providing scientific, technical and research services to the community.

5. Development and dissemination of Islamic education and values and the spread of Persian language and literature at international level: this mission includes transnational missions of Iran’s higher education which is directly in line with the objectives of the Islamic Revolution and the Constitution and it obviously needs government’s investment and attention [9].

**Taxonomy of educational objectives:**

The most popular classification of educational objectives which have been provided by a group of professionals in education and evaluation of academic progress in 1956, named Benjamin S. Bloom who chaired the committee of educators. This taxonomy divides educational objectives into three general domains namely cognitive, affective and psychomotor domains and each domain has its own classifications [12].
Bloom and colleagues express these cognitive domains as: cognitive domain is a domain that recalls or recognizes knowledge and develops mental abilities and intellectual skills. In education, more importance is considered for measuring the changes which created in learner by acquiring knowledge and mental abilities. This measurement is carried out as evaluation by testing knowledge. Also in educational planning, the emphasis is more on the knowledge acquired in an institute by a student and less on affective and psychomotor domains. Considering the following classifications in Bloom's taxonomy, cognitive objectives are divided into six general categories: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation. Each of these general categories are divided into smaller components which has its own sub- class relevance and appropriateness. The second domain is affective domain which includes objectives that state obtained changes in interest, attitudes, values, and consistency. So far, much work has not been carried out to classify this category and two reasons can be mentioned for it: first, shaping attitudes, interests, and willingness in learner needs more time unlike the acquisition of skills and knowledge in cognitive domain which takes a relatively short time. In cognitive domain even changes in complicated learnings can be learned in a semester, while to create an orientation or academic image a course of education may not be enough. The second reason is scoring and grading the characteristics within affective domain. Obvious tests can be made in cognitive domain and based on which it can be determined what changes have been created in learning; while it is difficult to make a character recognition test within affective domain, hence it is not possible to recognize characteristics and separate them as explicit as within cognitive domain. Considering what mentioned above, Bloom’s taxonomy divides affective domain objectives into five categories that each one has its own sub-categories: Receiving (paying attention), Responding, Valuing, Organizing, Characterizing. The third domain of Bloom's taxonomy is related to physical movements and motor skills. All psychologists and scholars acknowledge the importance of this domain. However, little attention has been paid to this aspect of learning in various stages of education. Classification of objectives within psychomotor domain is a difficult and time consuming task. Psychomotor domain like other domains is hierarchical that are arranged from simple to complex. Psychomotor domain includes seven main categories and some sub-categories as: perception (sensory), Set (readiness to act), Guided response, Mechanism, Complex overt response, Adaptation, Origination [12].

Generally, cognitive domain include knowledge, abilities and intellectual skills and affective domain deals with interest, motivation and attitude and psychomotor domain is concerned with activities and skills that have both psychological and physical aspects. Considering that evaluating the realization of educational objectives in held courses is one of the most necessary fact which must be carried out in each organization, the necessity multiples in university as an organization claiming research and education. Therefore, this study aimed to evaluate the realization of educational objectives of virtual education course carried out in entrepreneurship faculty in university of Tehran. In this regard, the following questions were considered:

1. How much is the rate of realization of educational objectives in terms of “knowledge” level in M.A course at Entrepreneurship faculty applying virtual education method?
2. How much is the rate of realization of educational objectives in terms of “attitude” level in M.A course at Entrepreneurship faculty applying virtual education method?
3. How much is the rate of realization of educational objectives in terms of “skill” level in M.A course at Entrepreneurship faculty applying virtual education method?

Review of Literature:

E-learning is one of the issues to which scholars and researchers pay much attention and many researches has been carried out inside and outside of the country. In this part, we mention some of them are covered:

Fathi Vajargah, Pardakhchi, Rabiei [4] conducted a study entitled “Evaluation of the effectiveness of virtual training courses in Iranian Higher Education System: A Case Study of Ferdowsi University of Mashhad” in which statistical population includes 11 professors and 547 students in virtual courses of Ferdowsi University of Mashhad. Due to limited number of teachers, the sample of teachers was equal to their statistical population and the sample of students were selected based on Morgan table to be 226 students. Data collection tools in this research was researcher-made questionnaire whose reliability using Cronbach's Alpha was estimated 92% for teachers and 86% for students and data were analyzed at two levels of descriptive statistics and inferential statistics (one-sample T-Test and independent samples T-Test). The results showed that the effectiveness of virtual training course from view of teachers was estimated good and from view of students, it was moderate. Comparison between teachers and students also indicated that teachers had more positive comments than students about the effectiveness of virtual training.

Vafaie Najar, Mohammadi, Khyabanietanka and Ebrahimimipour [14] conducted a study entitled “Attitude and practice of faculty members with respect to implementation of virtual learning system in Mashhad University of Medical Sciences”. The study population consisted of all faculty members of the University faculties (360) and the sample size was 86, randomly selected. The results showed that 79.1 percent of the subjects were agreed or absolutely agreed on the implementation of virtual education.
Jahanian and Ettebar [8] conducted a study aimed at assessing the status of e-learning and virtual education in virtual training centers of Tehran universities from students perspective. The statistical population of this study consisted of 400 students participating in e-learning centers of universities around Tehran in the 2009-2010 school year. Sample, based on Morgan table, was 196 subjects selected using purposive sampling. Data collection tools was a research-made questionnaire developed based on a five-point Likert scale. Results showed that students participating in virtual education courses are not satisfied with e-learning methods in university and despite participating in the courses do not have positive attitude to virtual training in universities.

Moshtaghi, Agbehi, Aghakasiri and Hosseini [11] conducted a study entitled “Evaluation of virtual training courses in Nasir Toosi University of Technology, from the perspective of students and teachers according to SCORM standard”. Study statistical population was teachers and students in virtual courses Nasir Toosi University of Technology; thereby, 52 students and 12 teachers were selected by purposive sampling method. Study was a survey and data collection tool was a questionnaire made up in two versions. The alpha reliability coefficient for the student version was calculated 0.75 and it was 0.80 for teachers version. Chi-square method was used for data analysis. The results showed that most teachers and students were satisfied with the virtual training content and training management system and there were significant differences between the opinions of teachers and students in this regard.

Morald, Larsen & Moreno in a study compared students’ performance and achievement in web-based courses versus ones in traditional classroom. They believed many courses using web and graphics potentials and high speed modem via the World Wide Web became popular and web-based classes which has become common in the last few years is the newest type of distance education. They concluded that there are some minor differences in the success and performance of students in traditional and online courses, but this does not mean teachers should get retired or be in their homes dealing with virtual education classrooms. Still, the author are considered designer of curricula and also learning facilitator. Present study showed that online learning is an efficient learning.

Dixon, Karlsson and McGill [16], regarding numerous course materials, compared students’ learning and satisfaction with virtual and traditional education. They found that skills in courses and materials in virtual training was equal to or even better than that of traditional education and students were more satisfied with different aspects of this education. Specifically, they found that the more students understood that this method of learning is done through cooperation, they evaluated their learning more, better and higher than traditional teaching. They also enumerated disadvantages of virtual teaching methods including procrastination and indecision, and overload.

Gerhard, Mayr & Seufert[17], in a case study about the MBA program at the University of Saint Gallen in Switzerland examined class components of an online learning society. Gerhard et al. argued that the impact of Internet technologies on learning methods is excessive. New scenarios developed for learning and learning processes changed and learning methods were supported more in regard to technologies. To avoid the disadvantages of the online methods, including isolation of students, low speed of learning progress due to lack of team spirit and reduction of student engagement in learning materials, educational institutions should not only use Internet as a new distribution channel for old learning methods, but also take advantage of its potentials to provide the necessary information for a successful professional life and success of students and also their prepatation for continuous education and lifelong learning.

Hiltz [21] reported that the distribution of scores for students who had passed the virtual training were assessed equal to or better than students attended traditionally at the universities.

Groff and Mouza[19] stated that rapidly changing social, economic and technological influenced people’s nature of life and business. Each individual to cope with the changes must be constantly learning and relearning. These features presently has increased the number of applicants to higher education.

Smith[23] believes that the appropriateness of the content in the selection and organization of appropriate topics to progress the knowledge, skills and attitude of students is in the fields of improving the academic quality that of course the supply and provision of the aforementioned content is directly related with the kind and quality of the faculty members of the University.

Harvey Heravi [20] argues along with scientific and technical proficiency of teachers, teaching methods is an effective factor in the quality of university education. Today, leading universities tend to a variety of approaches for improving thinking and teaching and ways in order to foster the thinking problem-solving process to develope learning the theoretical foundations for students.

Teachers are competent and appropriately qualified scientific, technical is one of the fundamental factors affecting the quality of higher education. Efforts to attract and retain competent faculty members is critical requirements for decision makers of the university.

Researches of Araste and Mahmoudirad [15] showed that specialized skills play an important role in training. One major difference of higher education centers with other organization is professional liability nature of specialist in these centers. Proficiency of academy member to promoting professional education and university is very important.
Ginns [18] argues that the manner of evaluation of students’ progress by teachers affects the quality and effectiveness of programs. Grade inflation, distorted academic achievement assessment, error aura and the rule of multiple choice tests to measure student progress, knowledge and skills are factors affecting the quality evaluation of academic progress and encouraging universities to develop new standards in this field. Students as a part of the university inputs and its main beneficiaries are an appropriate reference to assess the quality of university that could provide a good image of the university state.

Research Methodology:
This research in terms of purpose and nature is considered an applied research using descriptive survey method. The statistical population include M.A senior students of entrepreneurship management at University of Tehran in academic year 2011-2012, who are totally 743 individuals. The number of samples based on Morgan’s sample size determination table consisted of 256 students who were selected using Simple Random Sampling method. In the present study, data collection tool is a researcher made questionnaire using five-point Likert scale. Content and face validity of the questionnaire was qualitatively and quantitatively evaluated and confirmed by experts of virtual education. Confirming the validity, Cronbach’s alpha coefficient was used to determine the reliability of the questionnaire. Cronbach’s alpha coefficient for the questionnaire was obtained 0.94 which indicates the acceptable reliability of the test, also Wilcoxon test was used for data analysis.

Findings:
Distributing and collecting the questionnaires by “Wilcoxon” test desirable status was compared with the existing status and the results obtained in three fields of knowledge, attitudes and skills.

**Question 1**: How much is the rate of realization of educational objectives in terms of “knowledge” level in M.A course at Entrepreneurship faculty applying virtual education method?

Table 1 shows the results of Wilcoxon to compare the existing status with desirable status of realization of educational objectives in terms of “knowledge” in M.A senior students of virtual education course at entrepreneurship faculty of university of Tehran, and indicate that among 256 respondents 186 students have evaluated the existing status lower than desirable status and 61 students have evaluated higher than the desirable status while 9 students have evaluated the existing status equal to desirable status. However, because in existing status average preference of students responses was 16.85, and in desirable status average preference of students responses about knowledge was 30.30, and also the statistic z was -4.40. Accordingly, due to error level of 5% and significance level of 95%, the assumption of H is rejected. So it can be concluded that there is a significance difference between the existing status and desirable status in realization of educational objectives in terms of knowledge in M.A senior students of virtual education course, in other words Entrepreneurship Faculty of university of Tehran has not been successful in achieving educational objectives of virtual education course in terms of level of “knowledge”.

<table>
<thead>
<tr>
<th>Level of knowledge</th>
<th>Number</th>
<th>Mean</th>
<th>Total</th>
<th>Statistic Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses lower than desirable status</td>
<td>186</td>
<td>30.30</td>
<td>5636</td>
<td>-4.40</td>
</tr>
<tr>
<td>Responses higher than desirable status</td>
<td>61</td>
<td>16.85</td>
<td>1028</td>
<td></td>
</tr>
<tr>
<td>Responses equal to desirable status</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Sum of responses</td>
<td>256</td>
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</table>

**Question 2**: How much is the rate of realization of educational objectives in terms of “attitude” level in M.A course at Entrepreneurship faculty applying virtual education method?

Table 2 shows the results of Wilcoxon to compare the existing status with desirable status of realization of educational objectives in terms of “attitude” in M.A senior students of virtual education course at entrepreneurship faculty of university of Tehran, and indicate that among 256 respondents 163 students have evaluated the existing status lower than desirable status and 65 students have evaluated higher than the desirable status while 8 students have evaluated the existing status equal to desirable status. However, because in existing status average preference of students responses was 19.43, and in desirable status average preference of students responses about attitude was 27.23, and also the statistic z was -3.39. Accordingly, due to error level of 5% and significance level of 95%, the assumption of H is rejected. So it can be concluded that there is a significance difference between the existing status and desirable status in realization of educational objectives in terms of attitude in M.A senior students of virtual education course, in other words Entrepreneurship Faculty of university of Tehran has not been successful in achieving educational objectives of virtual education course in terms of “attitude”.

Table 2: Results of Wilcoxon to compare the existing status and the desirable status of level of “attitude”.

<table>
<thead>
<tr>
<th>Level of attitude</th>
<th>Number</th>
<th>Mean</th>
<th>Total</th>
<th>Statistic Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses lower than desirable status</td>
<td>163</td>
<td>19.43</td>
<td>3057</td>
<td>-3.39</td>
</tr>
<tr>
<td>Responses higher than desirable status</td>
<td>65</td>
<td>27.23</td>
<td>1050</td>
<td></td>
</tr>
<tr>
<td>Responses equal to desirable status</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sum of responses</td>
<td>256</td>
<td></td>
<td></td>
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</tbody>
</table>
3. How much is the rate of realization of educational objectives in terms of “skill” level in M.A course at Entrepreneurship faculty applying virtual education method?

Table 3 shows the results of Wilcoxon to compare the existing status with desirable status of realization of educational objectives in terms of “skill” in M.A senior students of virtual education course at entrepreneurship faculty of university of Tehran, and indicate that among 256 respondents 214 students have evaluated the existing status lower than desirable status and 33 students have evaluated higher than the desirable status while 9 students have evaluated the existing status equal to desirable status. However, because in existing status average preference of students’ responses was 15.07, and in desirable status average preference of students responses about attitude was 28.82, and also the statistic z was -5.40. Accordingly, due to error level of 5% and significance level of 95%, the assumption of H is rejected. So it can be concluded that there is a significance difference between the existing status and desirable status in realization of educational objectives in terms of level of skill in M.A senior students of virtual education course, in other words Entrepreneurship Faculty of university of Tehran has not been successful in achieving educational objectives of virtual education course in terms of level of “skill”.

<table>
<thead>
<tr>
<th>Level of skill</th>
<th>Number</th>
<th>Mean</th>
<th>Total</th>
<th>Statistic Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses lower than desirable status</td>
<td>241</td>
<td>28.82</td>
<td>6164</td>
<td>-5.40</td>
</tr>
<tr>
<td>Responses higher than desirable status</td>
<td>33</td>
<td>15.07</td>
<td>495</td>
<td></td>
</tr>
<tr>
<td>Responses equal to desirable status</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sum of responses</td>
<td>256</td>
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</tbody>
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In general, it can be said that error level of 5% indicates the rejection of H assumption based on equality of the existing status and the desirable status. As a result it can be seen that there is a significant difference between the existing and desirable status. This means that the existing status average is less than the desirable status or in other words the existing status is significantly behind the desirable status.

Conclusion:

The results of this study indicate that entrepreneurship faculty at University of Tehran in M.A course has not yet been able to achieve desirable educational objectives in three levels of knowledge, attitude and skill. According to the obtained results there is a significant difference between the existing and the desirable status, these findings are not compatible with the results of Moshtaghi et al.’s research [11] which showed that most teachers and students’ opinions are agreeable about virtual education and education management system. Also they are not compatible with the findings of Fathi Vajargah et al. [4] who argued that the effectiveness of virtual education course has been desirable and students have estimated the effectiveness of this course moderately. The findings of this research are not consistent with Morald, Larsen & Moreno who showed that e-learnin is an effective learning, and also they are not compatible with research of Dickson, Carlson & McGill [16] who found skill in lessons and materials in virtual education are equal to or even better than traditional education comparing students’ learning and their satisfaction of virtual education to traditional education.

Also the results of the study on “knowledge” showed that the educational objectives in this section have not been realized and are not compatible with Hiltz [21] because his findings show that the dispersion of students’ scores who have passed virtual education course in comparison with students who had studied in universities and by traditional method is equal or better. Also accordingly, findings of this study about level of attitude of students suggest that there is a significant difference between the existing and desirable status. The obtained results is not compatible with findings of Vafai Najjar et al. [14] which had evaluated faculty members’ attitudes about implementation of virtual education positively, but they are compatible with research of Jahanian and Etebar [8] which showed that participating students in virtual education courses were not satisfied with e-learning at university did not have a positive attitude towards virtual education courses in which had participated. Therefore, it can be said, however, due to increasing demand for higher education and population dispersion, using virtual education is inevitable. But policymakers and educational planners should assist to enhance the quality and effectiveness of these courses to attract more students in order to increase educational quality and as a result educational objectives realized.

Therefore, investigating the reasons for the failure in achieving educational objectives needs further study by the authorities. If effective factors on this educational system carefully recognized and considered, defects can be fixed and advantages can be enhanced by mobilizing resources and university facilities, and allocating a
part of university fund for establishment of virtual education centers. To realize educational objectives of Iran’s virtual education the following recomedations are suggested: accurate planning with continuous control for attendance of teacher and student in virtual class, infrastructure and provision of access to high speed internet by teachers and students must be seriously pursued, in present time some villages and counties face with limitations for accessing to the internet and in metropolises as Tehran during academic years often there are disconnections or low speed of the internet for various reasons, this issue is one of the reasons of virtual education’s low quality and calls for serious attention of authorities, creating culture and positive attitude towards this kind of educational system and also providing the possibility of using webcam in order to benefit from face to face education in virtual education is necessary.

REFERENCES
