

Evaluation of Class Management Based on AIDCA Approach at the Universities of Mazandaran Province

Hoseinali Taghipour

Department of Educational Administration, Islamic Azad University, Chaloos Branch, Chaloos, Iran

Received: February 10 2014

Accepted: April 15 2014

ABSTRACT

The purpose of this study is evaluation of Classroom Management based on AIDCA approach in the University of Mazandaran province. For this purpose, the research was conducted with design of hypotheses and questions and by descriptive and survey method. The population was all of university faculty of Mazandaran province. The sample size based on a random sampling is estimated 500 people. For data collection in this study has used of questionnaire (Researcher made) with a Cronbach's alpha greater than 70. For data analysis, one-sample T-test and ANOVA were used independently. The results indicate that, all research questions concerning the application of the AIDCA approach was desirable about the university faculty of Mazandaran province; and the research hypotheses that were formulated based on the demographic, shows significant difference between university teachers based on demographic issues; in other words, they believe in the implementing of AIDCA approach in education and it is considered important for effective learning.

KEYWORDS: AIDCA approach, Classroom Management, Teacher, Student, Sale

1- INTRODUCTION

Evaluation is one of the most important factors of planning in management, especially Classroom Management; that done of it correctly, give teachers very useful information about how to plan and implement education programs and curriculum, in the classroom and it is a useful basis for evaluating the performance of educational institutions.

Evaluation is an inner part of the design process that is associated with performance in the past and present, and future development. Assess helps that various factors of organization, classroom and management such as curriculum, teaching and technology learning, organization and management and students will be related together. Hence, the evaluation focuses on two dimensions: students dimension and school factors dimension; Strengthen these dimensions lead to the full implementation of education design and teaching and learning and use of technology in classroom management (Taghipour, 2009).

Despite the tremendous importance of assessment, available evidence shows that this critical task isn't done for most educational centers, particular in modern Centers; and are done with neglect. The reason for this can be considered, allocate inadequate time, lack of assessment tools and methods, the lack of specialists with educational skills or the complexity of the self-assessment causes this neglect (Seif, 2009).

1. Problem Statement

One of the major and strategic issues that there is in the competitiveness world especially in the economy and business world, is providing quality goods and services that are consistent with the taste of customers and product. Since the best results in a trading company are because of having a supplier and marketer with high skill and capability, so, it is important having two criteria: 1- data 2 - understanding the customer that it has done with direct communication with customer. For these two criteria are met nice and early and fast, is need to make the correct mental and organized approach about understanding the needs of customers and develop essential skills in providing product and talks with customers. Since educational institutions as business organizations are engaged in providing services to their customers; Thus providing a good education is as providing a service to customers (students). Thus should be paid more attention to the two criteria with planning, organizing and creating areas for development managers and practitioners, especially teachers in education.

Now we are faced to some problems such as lack of motivation and lack of trust and belief in the classroom and classroom management. Because of knowing that how much the teachers are committed to principles of classroom management and classroom, we have to examine AIDCA approach. To this end, if teachers want to manage the classroom based on AIDCA approach, must consider such factors as interest, desire and confidence to acting according to the class management. When these factors can be integrated using, that the teachers can be prepared to provide well and have a good behavior with students; Know how to provide content and causing confidence for students and to gain their trust and being aware of the good organizing and

* **Corresponding Author:** Hoseinali Taghipour, Department of Educational Administration, Islamic Azad University, Chaloos Branch, Chaloos, Iran

also being aware of the technology and having the ability to apply it; Thereby, they can achieve to students' attraction and excellent results in classroom management

This study aims to determine with AIDCA approach, that what extent the masters use of this rule in class management (classes); In other words, how much of class management in the universities of Mazandaran province comply with the AIDCA approach. In fact, the purpose of this study is that to assess the effectiveness of a successful business model in educational activities (Aghili, 2002).

2. LITERATURE REVIEW

3-1- Class management

In the regulations of the Schools, novice teachers, as part of their justification plan, Should establishing their regulations in the classes early in the school year starts; The socialization process can be called consolidation phase, which is vital for the process of learning and teaching. Even if you are a student or a new teacher or an experienced teacher, before the formation of the first lessons, you should do planning for the consolidation phase.

When a teachers, regardless of his or her experience level, stands in the classroom for the first time, is Creating a culture of learning that is stabilized by the end of the working relationship between teacher and pupil and will continue. The first image that the person creates in the minds of others makes him or her to acting according to the Image. However, with the spread of Interaction between the two sides in this particular situation, additions and adjustments will be made. But essentially, the changes should have not conflict with the initial positions of this transaction parties and has been built based on them. The important thing to keep in mind is that you should not get to class and suddenly say a list of your expectations for the student's, without explaining the logic of the expectations. Try to help them to understand that the teaching - learning process is mainly base on participation and the parties for achieving success need to (give and take) together.

There is a feeling among the teachers that the controlling of students and maintain the authority of being a teacher has been seriously difficult in the last twenty years. Teaching has much in common with theater; So that the teachers in the teaching have three roles of, writer, actor and critic. Successful Teachers are those who apply all their professional ability and investment entirely on their own acting art in dealing with class situations. The fact is that the teacher should try to be prepared for anything that may happen in the class. You would send powerful messages to your contacts with your style of standing and sitting; thus, according to one of two techniques in this field, as a means for controlling of the class is very valuable. The style of Sitting or standing has a relative strength. Sound with good physical gestures and eye contact, is a very important tool in the controlling of group. Many people think that yell on the students is the only way to control the situation and to show discontent. When you are speaking to the students, you should have sufficient strength in the tone of your voice. Get a gesture to show the importance and validity of your statements. Community-based strategies to enhance learning in the classroom are as follows:

- Recognizing the value of verbal participation in class
- The model of components
- Changing the culture
- the technic of asking question and the expect time

Anyone who has an understanding of the power of the hidden curriculum, knows that the school physical environment can have significant impact on the quality of teaching and learning.

Because of good control of the classroom, learning the students' name is absolutely necessary; this is the first step towards students' interest to the class and that feeling of being special thus, the incidence of adverse behavior in the classroom is reduced.

In many cases, the conditions are not favorable conditions for starting class; A good way to prepare students, is a task that keeps them ready.

Never underestimate the Impact of encourage as a means to control the behavior. Nothing like a little stress cannot help students to learn and to keep alert and ready. Don't forget the importance of nonverbal communication as a tool to create useful tensions and effective controlling of class (Bardan, 1994).

3-2- Successful sales based on AIDCA approach

AIDCA includes of attention, interest, desire, conviction, action

Attention: attract the customers attention to a product or service through good approach, or using verbal merchandising

Interest: interest your customer by showing the product feature.

Desire: show the potential customer how this product will fill his/her needs and wants

Conviction: convince them how this product will enhance their life and why now the time to purchase is

Action: ask the customer for the sale.

These are the steps that should be traversed in the order to maximize your chance to sell goods to potential customers. Many years ago vendors had used of AIDCA for providing letters directly to customers. By following these rules, your procedures for the sale of goods and services would have discipline; and thus your sell offer would be flawless and attractive for customers (Bardan,1994).

Effective Sales with optimal performance is critical to the success of any business; success of your business and the best results as a best seller in direct contact with the customer or as director of Sales, is determined based on two criteria: first your knowledge about product and second, your understanding and having patience to accomplish a successful sale. Those sales are truly successful which both parties benefit.. The most ideal sales, is those sales which customer's satisfaction has attracting and the seller is entitled to protection by sales management, that causes to continue the relationship between the seller and the buyer.

Your appearance behavior and adornment will have a direct effect on the person who is sitting on the other side of the table. Good standing, look directly into the eyes and courteous behavior cause to create a positive mindset on the opposite side.

The client may be dislikes the goods that you sell or how you sell, but you have to consider the fact that other people like you have the right to accept or reject offers; Note that their rejection does not mean you fail, but it means that they have lost the opportunity

The best sellers are those that continually enhance their knowledge and skills. Professional salespeople know that the personal and professional skills causes to achieve success in the job would be easier.

New vendors think new customers are better buyers. You need to those customers that their definitive buying has been determined by market research. Because of these customers are also identified by other companies, so it may be an intense competition.

When you interact with the customer, your main objective is the sell contract. In order to that the client makes sure of you, first you must be assured yourself. When talking with a client, try to realize by his actions and behavior that what is his or her idea and reaction to you and mutually modify your behavior.

One very good way to build confidence among the members of the sales team, is inviting Customers to attend conferences and meetings that are held in connection with the sale (Yarahmadi, 2010).

It is necessary to provide customer service like sales services. One important aspect of the sales is response to requests of customers; Should research about Customers 'satisfaction and should preferably measure it. There are two major approaches to research: quantitative research and qualitative research; Quantitative research is usually done by means of questionnaires and statistical analysis can be performed on it and qualitative researches are conducted by interviews.

To increase the success rate, you should use of military style planning for the sale. Customers should be well identified, the market should be well covered and finally Goods or services that are for sale should be tailored to customer requirements.

3. Previous research

Kobaei and Bidgoli (2008) studied about "a method for ranking changes in customer behavior in chain stores". Today, many factors such as competition and changing need causes to change customer behavior in chain stores. Inattention to changes in customer behavior causes to reduce profitability and loss of loyal customers. In recent studies, behavioral patterns of customers are extracted by using association rules mining algorithm or decision law and patterns are apparently compared to obtain changes. Visual comparison of behavioral patterns is a big problem. Managers won't gain correct view to change and their importance when changes are large and they do not make effective decisions based on them. Therefore, this study presents a new method for ranking changes in Shop customer behavior. Results of rating changes, leads to have overview of the changes and is helpful for store managers' long-term decisions.

Iraji and Minaei (2008), during the research, entitled "Application of temporal data mining to improve sales management" concluded that data mining, as an emerging discipline is the process of discovering useful patterns in data. The process is from the areas of machine learning, statistics and databases, and uses techniques such as clustering and association rules to discover hidden and useful structures in large data bases. More scientific and commercial data, is such as temporal data. The gained knowledge will be useful with take an attention to the time factor in data mining, information about transactions carried out and discover patterns in time-dependent from the data or the temporal database. Using of data mining techniques can be very useful, due to the time factor, in predicting and describing of temporal transactions and similarity searching in temporal databases in optimizing of sales systems and trade projections. Discover the laws of buying and selling with considering the time factor, will strengthen business managers in optimizing sales management; So that they could increase profitability of their trade system by considering the importance of specific transactions time.

Safati et al (2009) did a research on "Present a new method for determining the value of the retailer's risk in market at last days". The risk plays a significant role in decision making model of Market players in a competitive market. Retailers are some of players in the market who are exposed to various risks. In this paper, a new method called historical simulation has presented to calculate the risk value by using the scenario of retail

in market at a day ago. This method uses of old data as a guide to knowing what will happen in future. The results show that the confidence level of this method is 99%.

DKennedy (2009) study "Successful selling in the new economy". And the results showed that successful selling depends on supply and demand. Demand will be more for products or services that are rarer or less are available. Resistance about price will be lower when the amount of customers who are looking for you is more than of time that you are able to assign them. Therefore, the following should be noted for successful sales: 1- Use of emotional logic 2- Provide organized content 3- Note proposed mechanism 4- Obtain permission to sell 5- Take frequent follow-up

BrianTracy (2010) in his article entitled "don't making excuse"(Making excuses prohibited) indicate that you can always make all kinds of excuses for not reaching to your goals. Life is difficult for everyone; But despite all obstacles, successful people could achieve to their goals and could Do anything and everything in its place; they think to long-term satisfaction; For self-discipline must note the following: 1- Realize the Success as your goal 2-Pay attention to your personality and your character's status and promote and fixing it by education, study and practicing 3- being responsible 4- Pay attention to objectives and believe them 5- Courage 6- Sustainability at work 7- Peace of mind

BrianTracy (2012) in his study examines the "Earn dreamily", indicate that perhaps you have the ability and authority and perhaps you have the best work Experience among your colleagues, but when you aren't better than others in the public eye, you will not upgrade and your rights will not increase. If you have a right attitude, make sure that people have the right attitude towards you and you'll get the success that you are looking for. The following items should be considered: 1- strong decision Making and quick resolution of issues 2- You can double your efficiency 3- manage the work and project 4- Be prospective 5- Invest on your strengths.

4. Research hypotheses

- 1- There are differences between AIDCA components based on type of university.
- 2- There are differences between AIDCA components based on gender of teachers.
- 3- There are differences between AIDCA components based on teachers' Rank.
- 4- There are differences between AIDCA components based on teachers' Educational department.
- 5- There are differences between AIDCA components based on teachers' field of Study.
- 6- There are differences between AIDCA components based on teachers 'Experience.

5. RESEARCH METHODOLOGY

6-1- Research methodology and data collection methods

Considering that the method will be selected based on the type and nature of research, therefore, in this study, methods based on the type and nature of issue is descriptive and survey and evaluation. In this study, library and field methods were used to collect data. To study the documents, articles, essays, and resources required, are used from experts as well as dissertations and research projects associated with this research. In order to collect the necessary data has used from the questionnaire in this study.

6-2- population and sample

The population of present research is all faculty members of Mazandaran province universities, (governmental and Azad and non-profit); that the number totaled 12,000 thousand are included. According to the population, by using simple random sampling and also according to Morgan, the numbers of 500 subjects were tested.

6-3- The method used for data analysis

This study is used questionnaires (Researcher made) to collect data; the questionnaire was developed based on a five point Likert scale, that competence of each of the questions has examined based on the excellent, good, average, low, very low. The validity of the questionnaire has been determined with the help of professionals and experts. The method of twice tested at week interval was used to estimate the reliability of the questionnaire and Cronbach's alpha is 92%. Statistical analysis and descriptive statistics are including average, standard deviation, frequency, graphs and statistical tables. and for inferential statistics, the binomial test, T-test analysis was used.

7- Statistical analysis and hypothesis testing

7-1- Descriptive analysis of research data

Descriptive statistics characteristic of variables are presented in Table 1.

Table 1. Descriptive parameters (central tendency and dispersion) of variables

Components	Sample number	Amplitude	Minimum	Maximum	Mean	Standard error	Standard deviation	Variance
Interests	353	7.00	14.00	21.00	18.215	0.128	2.407	5.794
Beliefs	353	8.00	15.00	23.00	18.492	0.112	2.109	4.450
Demands	353	7.00	12.00	19.00	15.359	0.105	1.989	3.958
Attention	353	51.00	26.00	77.00	32.745	0.55	10.501	110.281
Action	353	8.00	19.00	27.00	22.155	0.108	2.035	4.143

As seen in the above table, among the component of the AIDCA approach, the greatest amount is related to component of Attention with a mean of 32.74 and with a standard deviation of 10.501 and the least amount is related to component of Demands with a mean of 15.35 and with a standard deviation of 1.989.

7-2- Analytical of research data

According to the results of data collected from the questionnaires and descriptive results obtained from them, single group t test was used to evaluate and test the hypothesis. Therefore, the analyses for each hypothesis are presented below:

Hypothesis 1: There are differences between AIDCA components based on type of university.

Table 2. The results of T-test to compare research components based on the type of university

Loon test		t- test							95% confidence Interval of the Differences	
		F	Significant level	t	d.f	Significant level	Mean Differences	Standard error	Lower	upper
	Equality of variances	.001	.971	-3.56	351	.772	-.09185	.26554	-.43481	.60969
Interest	Inequality of variances			-3.56	336.552	.772	-.09185	.26586	-.43597	.61085
Beliefs	Equality of variances	.248	.619	.107	351	.915	.02428	.23273	-.43863	.47680
	Inequality of variances			.108	339.792	.914	.02428	.23228	-.43820	.47637
Demands	Equality of variances	.362	.548	.277	351	.782	.05907	.21948	-.49078	.37256
	Inequality of variances			.278	340.296	.781	.05907	.21926	-.49075	.37254
Attention	Equality of variances	.001	.979	-.079	351	.937	-.08841	1.15850	-1.95559	2.60136
	Inequality of variances			-.079	336.542	.937	-.08841	1.13635	-1.91369	2.55945
Action	Equality of variances	.112	.738	.493	351	.622	.10750	.22457	-.46097	.42239
	Inequality of variances			.429	333.908	.623	.10750	.22407	-.46041	.42183

The results in Table indicate that, according to the t rate observed, there is no significant difference between none of the AIDCA components based on type of university.

Hypothesis 2: There are differences between AIDCA components based on gender of teachers.

Table 3. The results of T-test to compare research components based on gender of teachers

Loon test		t- test							95% confidence Interval of the Differences	
		F	Significant level	t	d.f	Significant level	Mean Differences	Standard error	Lower	upper
	Equality of variances	.001	.971	-3.56	351	.772	-.09185	.26554	-.43481	.60969
Interest	Inequality of variances			-3.56	336.552	.772	-.09185	.26586	-.43597	.61085
Beliefs	Equality of variances	.248	.619	.107	351	.915	.02428	.23273	-.43863	.47680
	Inequality of variances			.108	339.792	.914	.02428	.23228	-.43820	.47637
Demands	Equality of variances	.362	.548	.277	351	.782	.05907	.21948	-.49078	.37256

	Inequality of variances			.278	340.296	.781	.05907	.21926	-.49075	.37254
Attention	Equality of variances	.001	.979	-.079	351	.937	-.08841	1.15850	-1.95559	2.60136
	Inequality of variances			-.079	336.542	.937	-.08841	1.13635	-1.91369	2.55945
Action	Equality of variances	.112	.738	.493	351	.622	.10750	.22457	-.46097	.42239
	Inequality of variances			.429	333.908	.623	.10750	.22407	-.46041	.42183

The results in Table indicate that, according of the t rate observed, there is no significant difference between none of the AIDCA components based on gender of teachers.

Hypothesis 3: There are differences between AIDCA components based on teachers' Rank.

Table 4. The results of T-test to compare research components based on teachers' Rank

components	Source of variation	Sum of squares	d.f	Mean of squares	F	error level
	between of Groups	3.815	2	1.907	.328	.721
Interest	Within groups	2035.823	350	5.817		
	total	2039.637	352			
	between of Groups	.572	2	.286	.064	.938
Beliefs	Within groups	1565.660	350	4.473		
	total	1566.532	352			
	between of Groups	.539	2	.270	.068	.934
Demands	Within groups	392.769	350	3.979		
	total	1393.309	352			
	between of Groups	53.078	2	26.539	.240	.787
Attention	Within groups	38765.976	350	110.760		
	total	38819.054	352			
	between of Groups	.722	2	.361	.087	.917
Action	Within groups	1457.708	350	4.165		
	total	1458.431	352			

Analysis of Variance results in above table indicate that there is no significant difference between AIDCA components based on teachers' Rank.

Hypothesis 4: There are differences between AIDCA components based on teachers' Educational department.

Table 5. The results of T-test to compare research components based on teachers' Educational department

components	Source of variation	Sum of squares	d.f	Mean of squares	F	error level
	between of Groups	1.779	3	.600	.103	.958
Interest	Within groups	2037.839	349	5.839		
	total	2039.637	352			
	between of Groups	.816	2	.272	.061	.980
Beliefs	Within groups	1565.417	349	4.485		
	total	1566.232	352			
	between of Groups	.553	3	.184	.046	.987
Demands	Within groups	392.769	349	3.991		
	total	1392.756	352			
	between of Groups	1393.309	2	19.349	.174	.914
Attention	Within groups	58.047	349	111.063		
	total	38761.007	352			
	between of Groups	.342	3	.114	.027	.994
Action	Within groups	1458.089	349	4.178		
	total	1458.431	352			

Analysis of Variance results in above table indicate that there is no significant difference between AIDCA components based on teachers' Educational department.

Hypothesis 5: There are differences between AIDCA components based on teachers' field of Study.

Table 6. The results of T-test to compare research components based on teachers' field of Study.

components	Source of variation	Sum of squares	d.f	Mean of squares	F	error level
	between of Groups	105.665	16	6.604	1.147	.310
Interest	Within groups	1933.972	336	5.756		
	total	2039.637	352			
	between of Groups	6.592	16	.412	.089	1.000
Beliefs	Within groups	1559.640	336	4.642		
	total	1566.232	352			
	between of Groups	24.808	16	15.51	.381	.986
Demands	Within groups	368.501	336	4.073		
	total	1393.309	352			
	between of Groups	464.877	16	29.055	.255	.999
Attention	Within groups	38354.177	336	114.149		
	total	38819.054	352			
	between of Groups	25.812	16	1.613	.378	.987
Action	Within groups	1432.618	336	4.264		
	total	1458.431	352			

Analysis of Variance results in above table indicate that there is no significant difference between AIDCA components based on teachers' field of Study.

Hypothesis 6: There are differences between AIDCA components based on teachers' there are differences between AIDCA components based on teachers' work experience.

Table 7. The results of T-test to compare research components based on teachers' work experience.

components	Source of variation	Sum of squares	d.f	Mean of squares	F	error level
	between of Groups	13.747	4	3.437	.590	.670
Interest	Within groups	2025.890	348	5.822		
	total	2039.637	352			
	between of Groups	10.472	4	2.618	.586	.673
Beliefs	Within groups	1555.761	348	4.471		
	total	1566.232	352			
	between of Groups	2.509	4	.627	.157	.960
Demands	Within groups	1390.800	348	3.997		
	total	1393.309	352			
	between of Groups	146.205	4	36.551	.329	.858
Attention	Within groups	38672.849	348	111.129		
	total	38819.054	352			
	between of Groups	8.607	4	2.152	.517	.724
Action	Within groups	1449.823	348	4.166		
	total	1458.431	352			

Analysis of Variance results in above table indicate that there is no significant difference between AIDCA components based on teachers' work experience.

8- Conclusions and findings

According to testing and results it seems that there is no significant difference between none of the AIDCA components based on type of university; that the result of this study is same as Parton results in 2001 therefore the university type isn't a reason for applying or not applying of each component. As well as there are no significant difference between AIDCA components of teachers (male and female) in Mazandaran University that these results are corresponded with the results of Mayer and Hernand in 2006. In explaining of this hypothesis can say that the gender of professors cannot have impact at the application of the rule of AIDCA.

There are significant difference between based on academic rank of the professors of Mazandaran universities that this finding corresponded with Shafie results in 2004 and Biglolo results in 2004 and can be said that teachers' skills in the triple Skills of conceptual, technical and human could have caused utilization management perspectives in the classroom and this leads to another and will provide the enthusiasm of the students to scientific activities. There is no significant difference between AIDCA components of teachers based on department of education (academic) professor that the result of this research corresponded with Honarvar Beidokhti results in 2010. In other words we can say department of education in this study could not utilize AIDCA with management Components as two separate subjects on the run. That if does not apply in the group, will not effect on classroom. There is no significant difference between AIDCA components of teachers based on field of study professors. The results of this research corresponded with Cobaei and Minaei results in 2008. And also there is no significant difference between AIDCA components of teachers based on their working experience. This research corresponded with Hooran results in 2004. It seems that work experience of professors cannot create problems in applying the rule of AIDCA in class. In fact the rule of AIDCA have the principles and criteria that according to work experience of professor, this research have been high work experience in response to the questionnaire that could add their experience and it raises their skill.

9. Constraints of research

- Since many teachers, despite ensure what that was achieved based on the AIDCA approach and through experience, were not answers to the questionnaires really because fearing of that the information may be detrimental for them, they want show themselves better than what they are really.
- This study, like any scientific research was encountered with barriers and other restrictions including administrators and teachers inadequate cooperation.
- The lack of adequate studies in this regard (AIDCA) in educational system

10. Recommendations based on research findings

- The results of research show that status of implementation of AIDCA and classroom management at the universities is not favorable completely so demands Existence implementation the AIDCA approach.
- Using information of experienced Specialists that be familiar with the AIDCA approach.
- Identification of relationship between classroom management and the benefits of trade rules and its application in educational system.
- Creating a culture that insists on implementation AIDCA approach and supports it.
- Creation infrastructure of technical and tactical at educational system based on AIDCA approach.
- To consider students as customers and respects our tastes and desires and their interests.
- Implementation AIDCA approaches.

11. Suggestions for Future Research

- It is recommended that this issue of AIDCA is implemented at the different levels of the education system.
- It is recommended that trading rules is based on customer oriented be included in the planning process of education.
- It is recommended that familiarity with the rule AIDCA and its application in the education system of workshops and in-service programs.
- Assessment of strengths and weaknesses and the opportunities and threats of implementation AIDCA approach in classroom management.

REFERENCES

- [1] Berdan, George, 1985, Teaching Wisdom, Translated by Ali Raouf, Tehran: School Publishing.
- [2] Candi di, 2009, Abstract book of business, Vol 2, Translated by Jan Baqumyan, 2013, Tehran: Sepid Publication.
- [3] Cobaei, Mojtaba., Sanaei Bidgoli, Behrouz., 2008, A method for ranking changes in customer behavior patterns of chain stores, Second conference of Iran's Court, Tehran.
- [4] Iraj, Aazam., Minaei, Behrooz., 2008, The use of temporal courts to improve sales management, second conference of Iran-Tehran court.
- [5] Sefatti, Javad., Ghorbani, Mohammad Javad., & Jafari, Abdollah., 1986, Presenting a new method for determining the value of the retail risk at market, The twelfth conference Engineering of Tehran.
- [6] Seif, Ali Akbar., 2009, Measurement, Evaluation and Educational Evaluation, Tehran: Doran Publication.
- [7] Taghipour, Hoseinali., 2009, Management of schools based training, Azad university of Chalooos Publication.
- [8] Terzi, Berayan., 2010, Making excuses prohibited, Translated by Jan Baqumyan, 2013, Tehran: Sepid Publication.
- [9] Terzi, Berayan., 2012, Management and Marketing, Translated by Jan Baqumyan, 2013, Tehran: Sepid Publication.