

Evaluation of the quality of educational services of Yazd Shahid Sadoughi University of Medical Sciences from the perspective of medical interns

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Abstract

The higher education system has important responsibilities in the development of economic, social, political, cultural and educational communities. Service quality assessment is one of the key steps in formulating quality improvement plans. The purpose of this study was to evaluate and determine the quality of educational services of Yazd Shahid Sadoughi University of Medical Sciences. This cross-sectional study was performed on medical students admitted to internship at Shahid Sadoughi University of Medical Sciences, Yazd, Iran, in 2019. The sample size was census and simple sampling of all medical students in internet. The items that were incomplete questionnaires were excluded. Anova test was used to analyze the quality of education services on average. The highest mean score in the expected status section was in the guarantee section (0.6 ± 6.4) and the lowest score was in the accountability section (0.9 ± 6.1). In the perceived status section, the highest score belonged to reliability (1.1 ± 3.8) and the lowest score to empathy (1.3 ± 2.9). Paired t-test results were also significant in all dimensions of quality of educational services between the status perceived and expected status. In all five dimensions, there is a gap in the quality of educational services and it is not desirable in terms of educational services. The scientific level of the professors and their specialized knowledge is of high quality for the students' education, but the low average in the empathy dimension indicates that more attention should be paid to medical students' opinions and suggestions on educational issues.

Keywords: Quality of Educational Services, Medical Students, Yazd Shahid Sadoughi University of Medical Sciences.

INTRODUCTION

The higher education system has important responsibilities and responsibilities in the development of economic, social, political, cultural and educational communities [1]. In our country, higher education also has the important task of training the specialist human resources needed to provide self-sufficiency in science and technology, industry, agriculture and etc [1-3]. The medical universities have the important task of educating the skilled and specialized human resources needed by the community [3, 4]. In addition, because of its essential role in educating the community, medical education is of paramount importance today, requiring it to be continuously reviewed and remedied to address its shortcomings [5]. Because resource scarcity has always been a major obstacle to the implementation of quality

programs, service quality assessment enables management to better allocate the limited financial resources available to better manage the organization while preventing quality loss [6]. Improve in areas that have the greatest impact on customer perception and expectation of service quality [7]. In general, evaluating the quality of education services in today's competitive world is essential to reduce costs [8, 9]. Also, being aware of the quality of the training provided and the efficiency of their effectiveness is one of the most important expectations that the organization has of the education system. What is central in defining quality is audience opinion [10]. Accordingly, the quality of the comment function is observer [10]. Thus, the half-timbered presentation of quality is not always objective and moves with subjectivity [11]. Quality is equivalent to the standards of education, such as the level of learner's progress [12]. This

quality is in full harmony with the focus on learner learning [13]. In fact, the goal is to train people to be able to take advantage of existing information, organize it, analyze it, make conclusions, and ultimately make the right decision and provide evidence-based treatment or counseling plans while still having a dynamic mind in the field of research [14, 15]. Such systematic thinking requires not only scientific information, but also the radicalization and consolidation of the latest accepted educational and research structures in the students' minds that form the center of gravity and core of any higher education system [5, 16].

At present, students' views on all aspects of teaching at educational institutions are being reviewed worldwide and considered to be an indispensable factor in quality monitoring in universities [17]. The role of the GPs as one of the active members of the health team in dealing with and treating patients is unknown to anyone [18]. For many years, community-based education has been widely distributed in universities and the presence of trainees and interns in health care centers has opened up a new field in medical education [18]. The overall goals of these courses are to familiarize the students with the environment and teamwork conditions, etc [19]. After their graduation and exposure to a large percentage of patients [20].

Undoubtedly, the active presence of educational departments in these units and the scientific approach when dealing with patients will improve the quality of student education as well as service delivery [20, 21]. The purpose of this study was to evaluate and determine the quality of educational services of Yazd Shahid Sadoughi University of Medical Sciences.

MATERIALS AND METHODS

This cross-sectional study was performed on medical students admitted to internship at Shahid Sadoughi University of Medical Sciences in Yazd. The sampling was census and simple among all interns.

The items that were incomplete questionnaires were excluded. A standard questionnaire was used to measure students' perceptions and expectations about the quality of educational services. The questionnaire consisted of two parts: student demographic characteristics and five dimensions of service quality (dimensions of assurance, accountability, empathy, assurance and tangible).

The five dimensions of service quality include tangible factors

(physical conditions and environment of service), assurance (ability to perform services in a reliable and reliable manner), accountability (staff responsiveness to student services), and guarantee (university ability to perform the services promised to the students) and the empathy (the sense of belonging and commitment of the students towards the students) that were the basic subjects of the questionnaire design.

The questionnaire also consisted of 7-22 questions in two parts: expectations and perceptions. Students responded to a questionnaire in the perceptions section about the status quo and what it is, and in the expectations section on the ideal situation.

To determine the quality gap, students' scores on the status of educational services quality were compared with their scores on desirable status of educational services quality.

Positive score indicates that educational services provided are higher than students' expectations and negative results indicate that educational services do not meet students' expectations and negative quality gap exists. Making the score equal to zero means that there is no quality gap, which indicates that educational services are expected to be expected.

It should be noted that in this study the information of medical students and their responses was confidential and the students who were willing to cooperate were included in the study.

Statistical analysis

Data were analyzed using descriptive statistics and paired t-tests to compare expectations and perceptions. Independent t-test was used to assess the quality of educational services by gender, year of entry, and college. Anova test was used to analyze the quality of education services on average.

RESULTS

The results of the study showed that out of 180 students who were included in the study, 104 (57.7%) were female and 76 (42.3%) were male. Also, 118 (65.5%) were international students and 62 (35.5%) were international students. The total grade point average of 90 (50%) students was between 16 and 18. 148 (82.2%) of the students who participated in this study were Yazd Entrance of Shahid Sadoughi University of Medical Sciences in year 91 (Table 1).

Table 1: Frequency of students under study

	Parameters	Frequency	
		Number	Percentage
Gender	Male	76	42.3
	Female	104	57.7
Year of Entrance	2012	148	82.2
	2013	32	17.8
Faculty	National	118	65.5
	International	62	35.5
Grade point average	<14	10	5.6
	14-16	80	44.4
	16-18	90	50

Table 2: Comparison of quality of educational services in Shahid Sadoughi University of medical Sciences

Dimensions of services quality	Perceived situation (Mean ± SD)	Expected situation (Mean ± SD)	P-value	Gap
Tangible factors	1.1 ± 3.2	0.5 ± 6.4	< 0.001	3.2
Reliability	1.1 ± 3.8	0.6 ± 6.3	< 0.001	2.5
Responsiveness	1.2 ± 3.4	0.9 ± 6.1	< 0.001	2.7
Guarantee	1.3 ± 3.4	0.6 ± 6.4	< 0.001	3
Sympathy	1.3 ± 2.9	0.6 ± 6.3	< 0.001	3.4

Table 3: Mean and standard deviation of educational services quality gap in each of the five dimensions of services based on sex, year of entry, and faculty

Dimensions of services quality		Tangible factors	Reliability	Responsiveness	Guarantee	Sympathy
Parameters						
Gender	Male	2.6 ± 1.3	2.08 ± 1.3	2.3 ± 1.3	2.6 ± 1.5	3 ± 1.7
	Female	3.8 ± 1.2	2.8 ± 1.1	3.1 ± 1.2	3.2 ± 1.4	3.6 ± 1.5
	P-value	0.002	0.023	0.031	0.18	0.14
Year of Entrance	2012	3.1 ± 1.4	2.4 ± 1.2	2.7 ± 1.3	2.7 ± 1.4	3.1 ± 1.6
	2013	3.5 ± 1.1	2.3 ± 1.6	2.9 ± 1.7	3.5 ± 1.7	4.1 ± 1.4
	P-value	0.46	0.83	0.66	0.17	0.08
Faculty	National	3.1 ± 1.3	2.4 ± 1.2	2.6 ± 1.3	2.8 ± 1.4	3.3 ± 1.5
	International	3.6 ± 1.8	2.8 ± 1.6	3.2 ± 1.7	3.3 ± 1.9	3.5 ± 2.0
	P-value	0.31	0.45	0.34	0.45	0.82

Table 2 compares the mean scores of the quality of university education services in terms of perceived status and expected status as well as the quality gap of educational services. According to the results, expectations of desirable status in all dimensions of educational services quality were higher than the status quo, and the highest mean score in the expected status section was related to the assurance dimension (0.6 ± 6.4) and the lowest score was related to the accountability (0.9 ± 6.1).

In the perceived status section, the highest score belonged to the reliability dimension (1.1 ± 3.8) and the lowest score to the empathy dimension (1.3 ± 2.9). Paired t-test results were also significant in all dimensions of educational service quality between perceived status and expected status (P < 0.001).

In all dimensions of educational service quality, there was a gap between expectations and perception of the status quo, with the highest gap (3.4) in empathy and the least gap in reliability (2.5) (Table 2).

The mean gap between the qualities of educational services by gender showed that in terms of tangible factors (0.002), reliability (0.023) and responsiveness (0.031) the expectations of female students were higher than boys and there was a significant gap.

The gap mean in the quality of educational services by year of

entry showed that in terms of tangible factors, accountability, assurance and empathy, the expectations of the incoming students were higher in 2013, however, there was no significant gap.

A review of the gap means in the quality of educational services by faculty revealed that in each of the five dimensions the expectations of international students were higher than the national, however, there was no significant gap (Table 3).

DISCUSSION

In current study, the highest mean score in the expected status section was in the guarantee section. Also, this study found significantly an association in all dimensions of quality of educational services between the perceived and expected status.

A study was conducted to assess the quality of Iranian medical universities' educational services. In all dimensions, there was a negative gap. The students were not satisfied with the current state of quality of the educational services given, and evaluation was far from reaching the ideal state and obtaining complete student satisfaction [22].

The study used the Servqual Model to determine the quality of educational service at the University of Medical Sciences in Mazandaran. The study findings showed that the students had higher expectations than they had in terms of reliability, sensitivity, and empathy. Nonetheless, in the aspect of efficiency, the services were at the same level as expectations. The standards of the students were greater than the services they provided, and the educational service was not fully satisfied. The students were fairly satisfied with the service [23].

The assessment of the quality disparity of educational services using the Service Quality (SERVQUAL) instrument was also carried out in the students' perspectives at the Neyshabur Faculty of Medical Sciences. In each of the five dimensions of the SERVQUAL, there was a negative quality gap. In the observable and consistent dimensions, respectively, the largest and least negative quality gap means were found. There were substantial differences between beliefs and expectations of students in all dimensions represented by SERVQUAL [6].

Another study was aimed at the systematic review of studies evaluating the efficiency of educational services. The thesis was entered into the 18 qualifying studies. Around 2004 and 2014, the experiments were carried out. Based on the model of random effect, the overall mean score of the perception of students, the expectation of students and the distance between them, respectively, were calculated at 2.92 and 4.18. There was a tangible difference between expectations and actual standards, which needs the efforts of officials to improve quality in all dimensions, and concrete steps can be taken to improve the quality of educational services by appropriate training preparation and training to encourage college and university employees [24].

The students studying at the Tabriz University of Medical Sciences in 2016, who had trained for at least four semesters, were assessed in another descriptive/analytical and cross-sectional analysis. This research found negative differences in all aspects of the quality of educational services and the related statements on the questionnaire; in other words, the university's educational services were below standards based on the opinions of the students, and measures should be taken to meet the expectations of the students [25].

CONCLUSION

The scientific level of the professors and their specialized knowledge is of high quality for the students' education, but the low average in the empathy dimension indicates that more attention should be paid to medical students' opinions and suggestions on educational issues.

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Conflict of Interest

We declare that we have no conflict of interest.

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