The quality of educational services of Shahid Sadoughi University of Medical Sciences of Yazd from the viewpoint of medical stagers in 2021

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Abstract

Educational services, especially those provided in universities and higher education institutions, play a key role in the development of communities. In the university system, one of the elements that affect the quality of educational services is the student. Therefore, we decided to study the quality of educational services of Shahid Sadoughi University of Medical Sciences in Yazd among medical trainees in 2021. This study was descriptive-cross-sectional and the sampling method was census and all medical students of stager of Yazd Shahid Sadoughi University of Medical Sciences in 2021 were included in the study. The data collection tool in this study was a two-part questionnaire. Finally, the collected data were entered into SPSS version 22, using statistical tests were analyzed. There was a statistically significant difference between the mean perception score in confidence and empathy based on gender. Also, a statistically significant difference was found between the mean perception score in the confidence dimension and responsiveness in terms of grade point average. There was a quality gap that indicates that students' expectations of the services provided are not met. To reduce these gaps, it is suggested that training workshops be held on how to provide services to employees.

Keywords: Educational services, Quality, Medical trainees.

INTRODUCTION

The higher education system has important duties and responsibilities in the field of economic, social, political, cultural and educational development of societies [1, 2].

In our country, higher education has the important task of training specialized human resources required by various sectors to ensure self-sufficiency in science and technology, industry, agriculture, etc [3, 4]. Since there is often no correlation between management's knowledge of the perceptions of service recipients and their actual perceptions, and this causes damage to the quality of services, quality evaluation from the perspective of service recipients is necessary [5, 6].

The higher education system, as a dynamic, intelligent and purposeful system that faces serious challenges, has two quantitative and qualitative dimensions [1, 5]. Sustainable development of this system requires balanced, proportionate and balanced growth of both quantitative and qualitative dimensions in parallel [7, 8]. In this regard, evaluating the quality of services is one of the basic steps in developing quality improvement programs in universities [9, 10]. Thus, this study aimed to investigate the quality of educational services of Shahid Sadoughi University of Medical Sciences of Yazd from the perspective of medical trainees in 2021.

MATERIALS AND METHODS

The present study was a descriptive cross-sectional study that was performed on all medical interns of Yazd University of Medical Sciences in 2021. The sampling method was census. This study was conducted after the approval of the ethics committee of Shahid Sadoughi University of Medical Sciences of Yazd and receiving the ethics code number IR.SSU.MEDICINE.REC.1400.094. Students who did not agree to participate in the study and completed the questionnaires incompletely were excluded from the study.

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The questionnaire consisted of 22 questions 5-choice in two sections of expectations and perceptions. Students answered the questionnaire in the perception section about the current situation and what it is and in the expectations section about the ideal and desirable situation. 22 questions were divided into 5 dimensions including tangibles (conditions and physical space of the service environment - items 1 to 4), reliability (ability to perform the service safely and reliably - items 5 to 9), accountability (staff accountability) In return for the services provided to students - items 10 to 13), guarantee (ability of the university to deliver the promised services to students - items 14 to 17) and empathy (staff sense of belonging and commitment to students - items 18 to 22). In each dimension, the score of the questions was added together and their sum was divided by the number of questions, and the score of perception and expectation in each of the dimensions varied between 1 to 5. The overall score of service quality was calculated in this way and was between 1 to 5. To determine the quality gap, the score of the students of Shahid Sadoughi University of Yazd in the current status of the quality of educational services was compared with their score to the desired status of the quality of educational services. If the score is positive, it indicates that the educational services provided are more than the expectations of the students of Shahid Sadoughi University of Yazd, and if it is negative, it indicates that the educational services provided do not meet the expectations of the students of Shahid Sadoughi University of Yazd and will exist a negative quality gap, and if the score is zero, it means that there is no quality gap, which indicates that the educational services provided are within expectations.

After collection, the data were entered into SPSS software version 22. Chi-Square and T-test were used. In all cases, P-value <0.05 will be considered as a significant level.

RESULTS

In this study, 304 medical students were examined. The demographic characteristics of students are listed in Table 1.

Table 1: The demographic characteristics of students

Variable		Frequency	Percent (%)
University	International	116	38.2
	National	188	61.8
Gender	Male	182	59.9
	Female	122	40.1
Grade point average (GPA)	18-20	48	15.8
	16-17.99	50	16.4
	14-15.99	156	51.3
	14 >	50	16.4

There was a statistically significant difference between the mean perception scores in terms of confidence and empathy dimensions based on gender (Table 2).

Table 2: Average score of perception of quality of educational services in each of the studied dimensions based on gender

Dimensions	Gender		P-value
	Male	Female	
Tangible	1.89±0.80	1.85±0.71	0.705
Confidence	1.99±0.74	1.80±0.77	0.029
Responsiveness	1.80±0.64	1.81±0.75	0.891
Guarantee	1.90±0.77	1.86±0.71	0.612
Sympathy	1.97±0.83	1.78±0.76	0.043
Total Score	1.72±0.59	1.73±0.51	0.916

DISCUSSION

The results of the present study showed that there is a negative gap in all dimensions and the highest gap was related to the tangible dimension and the lowest gap was related to the confidence dimension. There was a statistically significant difference between the mean perception scores in confidence and empathy in terms of gender. There was no statistically significant difference between the mean score of perception and expectations in terms of other variables. Previous studies have shown that there is a negative gap between students' expectations and perceptions of the quality of educational services, and higher education centers have not been able to meet students' expectation, which has reduced students' motivation and dissatisfaction [11].

In a study of paramedical students, based on students' opinions, there was a quality gap in all five dimensions of service and all expressions related to each dimension, with the largest gap in the tangible dimension and the lowest average gap in the confidence dimension [12] which was consistent with the results of the present study on gaps in all dimensions and the maximum and minimum gaps.

The results of another study conducted on students of the faculty of Mathematics, University of Tehran, showed that there was a negative gap in all aspects of the quality of educational services. The highest rate was related to the response dimension and the lowest rate was related to the empathy dimension [13] which was consistent with the results of the present study regarding the largest gap and did not agree with the results of the present study regarding the smallest gap.

In another study, it was found that students 'perception of the quality of educational services provided is low and their expectations are high, and also, the average gap between students' perceptions and expectations of the quality of educational services in all dimensions is negative. The biggest gap was in the dimension of empathy and the smallest gap was observed in the dimension of response [14] which was consistent with the results of the present study on the existence of gaps in all dimensions, but did not agree on the maximum and minimum gaps.

The results of a study in Guilan University of Medical Sciences, Iran also showed that in all aspects of the quality of educational services there was a significant difference between the current and desired situation and also students' expectations were higher than the current situation. The highest gap was related to the confidence dimension and the lowest gap was related to the attractive and uplifting services dimension [15].

In another study in Hormozgan, it was found that based on students' opinions, there is a quality gap in all five dimensions of service and all expressions related to each dimension. The biggest quality gap was in the dimension of responsiveness. The observed difference between the quality gap in different dimensions of educational services was statistically significant [16].

Also in the study of Kerman, it was found that in all five dimensions of service, there is a negative quality gap. Among medical interns, the lowest and highest mean quality gaps were in the dimensions of assurance and empathy, respectively, and among residents, the lowest and highest mean quality gaps were in the dimensions of tangibility and responsiveness, respectively. Comparison of quality gap between teaching hospitals did not show a significant difference [17].

CONCLUSION

According to the results of this study, it can be concluded that in general in all dimensions, there was a quality gap that this quality gap indicates that students' expectations of the services provided are not met. The largest gap was related to the tangible dimension, which

indicates the need for more attention to this dimension in educational planning.

Conflict of Interest

We declare that we have no conflict of interest.

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