



Research Article

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Medical Students' Viewpoints of Yazd Shahid Sadoughi University of Medical Sciences about professors Evaluation Current Form in 2021

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Abstract

Evaluating the work done in different systems and using the results can help to improve things and identify the strengths and weaknesses to reveal the way to achieve the goal. Some researchers have identified student evaluation as the best method of evaluation. Therefore, in this study, we decided to examine the opinions of medical students of Shahid Sadoughi University of Medical Sciences in Yazd about the current form of professor's evaluation in 2021. This study was as descriptive and cross-sectional. The sampling method was census and all medical students of basic sciences and physiopathology of Yazd 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. 210 medical students were surveyed. The results of study showed that the highest number of students agreeing with the option of preparing or introducing appropriate educational texts and pamphlets with 81.9% frequency. The mean score of the current evaluation form of professors by medical students was 32.87 ± 8.61 . There was no statistically significant difference between the mean evaluation score in terms of educational level, gender and semester. According to the results of this study, it can be concluded that in general, medical students agree with the current evaluation of professors.

Keywords: Medical students, Evaluation, Professors.

INTRODUCTION

Evaluating the things that are done in different systems and using the results can help to improve things and also identification of the strengths and weaknesses to find the way to arrive the goal with high efficacy [1-4]. In the early twentieth century, the first forms of professors' evaluation were used by students at the University of Washington [5-7]. Today, thousands of different questionnaires have been prepared to evaluate the educational activity of professors due to the importance of this issue in improving the educational situation [1, 8]. This type of evaluation has also become common in Iranian universities. In most prestigious universities in the world, educational evaluation is the most important source for evaluating professors [9, 10]. Some professors and students have claimed that the evaluations are valid and some have considered these evaluations are invalid [11]. Some researchers have identified student evaluation as the best method of evaluation; because they believe that students are the only people who are taught directly by professors, they are the best option for evaluating professors. Another group believes that students are not mature enough to judge about education and are not familiar with the concept of teaching and learning [12]. But despite these disagreements, worldwide studies show that students' views on the issue of teacher evaluation are still a desirable method, and that their results can be used to make important decisions about the effectiveness of education, enhancing the quality of teaching professors and employment of professors [13]. On the other hand, some university professors are hesitant about the results of student evaluations, believe that such evaluations will impede their freedom of action in education and put them in a lower position than students. Also, they believe that these evaluations will decrease the motivation of professors and lead to the severe decline in the quality of education in universities [14]. Due to the many challenges that have existed in recent years in relation to student evaluations, many studies have investigated the results of these evaluations from different aspects [14-17]. Here, our study also aimed to investigate the opinions of medical students of Shahid Sadoughi University of Medical Sciences in Yazd about the current form of professor's evaluation in 2021.

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MATERIALS AND METHODS

The present study was a descriptive and cross-sectional research. All medical students of basic sciences and physiopathology of Shahid Sadoughi University of Medical Sciences of Yazd (2021) participated in this study. The sampling method was census. This study was conducted after the approval of the ethics committee of Shahid Sadoughi University of Medical Sciences in Yazd and receiving the ethics code of IR.SSU.MEDICINE.REC.1400.114.

Students who did not consent to participate in the study and completed the questionnaires incompletely were excluded from the study. The data collection tool in this study was a two-part questionnaire, the first part of which included demographic information of students including: gender, educational course and number of semesters passed and the second part was the evaluation form of professors.

This questionnaire included the ability to teach and understand, scientific content and ethics of classroom and the power of expression, and in relation to each option, there were 3 comments (I agree, I have no any opinion, and I disagree). To option of I agree was given score of 3, I have no any opinion was given a score of 2, and about I disagreed was given a score of 1. Scores ranged from 16 to 48.

After collection, the data were entered into SPSS software (version 22) and the analysis was performed using Chi-Square and T-test. In all cases, p-value <0.05 was considered as a significant level.

RESULTS

In this study, 210 medical students were studied. The demographic characteristics of the students are given in Table 1.

Table 1: The demographic characteristics of the students

Variable		Frequency	Percentage
Educational course	Basic sciences	151	71.9
	Physiopathology	59	28.1
Gender	Male	127	60.5
	Female	83	39.5
Semester	Two	60	28.6
	Four	91	43.3
	Six	59	28.1

The most positive opinion of students was related to the preparation or introduction of appropriate educational texts and pamphlets with 172 cases (81.9%) frequency and the most negative opinion was related to monitoring the presence of students with 29 cases (13.8%) frequency.

There was no statistically significant difference between the average score of the current evaluation form of professors based on the student's educational course (p=0.406) (Table 2).

Table 2: The average score of the current evaluation form of professors based on the student's educational course

Educational course	Number	Mean	Standard deviation
Basic sciences	151	33.18	8.27
Physiopathology	59	32.08	9.44
Total	210	32.87	8.61
P-value	0.406		

Also, there was no statistically significant difference between the average score of the current evaluation form of professors based on the student's gender (p=0.099) (Table 3).

Table 3: The average score of the evaluation form based on the student's gender

Gender	Number	Mean	Standard deviation
Male	127	33.69	8.29
Female	83	31.66	8.99
Total	210	32.87	8.61
P-value	0.099		

On the other hand, there was no statistically significant difference between the average score of the current evaluation form of professors based on the semester (p=0.486) (Table 4).

Table 4: The average score of the evaluation form based on the semester

Semester of student	Number	Mean	Standard deviation
Two	60	32.43	9.00
Four	91	33.68	7.76
Six	59	32.08	9.44
Total	210	32.87	8.61
P-value	0.486		

DISCUSSION

Evaluation of professors in universities is a subject that aims to eliminate the shortcomings of the teaching method and the correct and complete transfer of knowledge from professor to student, and if this is done on a permanent basis according to scientific standards, the results can help better teaching and will promote the academic level of universities [17].

The results of the present study on the mean score of the current evaluation form of professors by medical students showed that the mean score was 32.87 ±8.61.

In a study in Zanjan, Iran the mean and overall standard deviation of students' opinions was 40.02 ±6.7, which was in the range of completely agreeing and agreeing opinions [18].

In the next study, the trend of evaluation scores had minor changes between 3.95 to 4.02 [19]. In the current study, the most positive opinion of students was related to the preparation or introduction of appropriate educational texts and pamphlets (81.9%) and the most negative opinion was related to monitoring the presence of students (13.8%). Also, the students' agreement on all options was over 70%. The results of the Zanjan study showed that monitoring the attendance of students with 54.1% agreeing had the lowest rate of agreeing among the options and transferring and understanding the course materials in a comprehensible manner and mastering the course materials with 91.7% agreeing was included the highest rate of agreeing between the evaluation options [18]. The results of this study were in agreement with the result of the present study about the most optional disagreement, but did not agree with the result of the most optional agreement in favor of the present study.

Also, the results of the present study on the factors involved in the evaluation scores showed that none of the variables of gender, educational course and semester are effective on students' evaluation scores. In Zanjan study, no statistically significant difference was found between the mean evaluation score in terms of any of these variables

and also field of study and was consistent with the results of the present study [18].

In the Ahwaz study, which was conducted with the aim of providing feedback on the evaluation results of professors of the University of Medical Sciences in improving the quality of their teaching from their own point of view, it was found that although 55.1% of professors agree with the current system of teacher evaluation, 85% of them announce of evaluation score to professors consider useful as an appropriate feedback in improving the quality of teaching. 55.4% of the professors are believed that saying evaluation score to the heads of the departments to be effective in improving the quality of teaching. Also, 49.5% of them have stated that saying evaluation score to the heads of the faculties is also useful. There was a significant relationship between the academic rank of professors and their opinion on the feedback of announcing the evaluation score in the process of improving teaching [20]. However, unlike the present study, the study population was not students and the professors themselves conducted the evaluation.

The results of another study in Ahwaz showed that the evaluation scores average of professors in different years were not statistically significant [19]. The results of the next study, which examined the alignment of professors' evaluation scores in different courses, according to the level of difficulty of the courses from the students' point of view, showed that using a single score to compare professors' performance in evaluation forms is not appropriate. To compare professors' evaluation scores, the scores obtained must first be aligned [21]. In another study, it was found that most students agreed with the evaluation (time, distribution of worksheets and expert explanations), students' knowledge and honesty in completing the questionnaire and the factors affecting the evaluation of professors.

Regarding the outlines of theoretical and clinical questionnaires, students had more emphasis on the communication aspects and teaching styles of professors in conveying concepts. The results also showed that the student's grade point average had little effect on the evaluation of professors, while there was a statistically significant positive correlation between students' views with the semester and their gender [22].

CONCLUSION

According to the results of current study, it can be concluded that medical students agree with the present evaluation of professors and also none of the variables of gender, educational course and semester were not effective on the current evaluation score average of professors.

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Conflict of Interest

We declare that we have no conflict of interest.

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