

Brief Communication

Student's Satisfaction of Educational Facilities and Services in Faculty of Paramedics at Kermanshah University of Medical Sciences in 2011-2012

Zainab Hormozi Moghadam B.S.¹, Shokouh Sadeghi M.Sc.², Behzad Teimouri M.Sc.^{3*}, Amir Hosein Hashemian Ph.D.⁴

1. *Student Research Committee, School of Paramedics, Kermanshah University of Medical Sciences, Kermanshah, Iran*

2. *Dept. of Radiology, School of Paramedics, Kermanshah University of Medical Sciences, Kermanshah, Iran*

3. *Dept. of Operation Room, School of Paramedics, Kermanshah University of Medical Sciences, Kermanshah, Iran*

4. *Dept. of Biostatistics, School of Public Health, Kermanshah University of Medical Sciences, Kermanshah, Iran*

* *Email. bzdtmr@kums.ac.ir*

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Abstract

Providing desirable services to students and meeting their satisfaction have always been taken into account by the authorities and personnel in higher education. The purpose of the present study was to determine the student's satisfaction of the services provided in School of Paramedics at Kermanshah University of Medical Sciences (SPKUMS). This research was a descriptive-analytical cross-sectional study in which 349 students from different majors participated in 2011-2012. The instrument of data collection was a questionnaire by which the student's satisfaction for 4 domains including library, educational facilities (clinical skills center, laboratory, audio-visual), internet access, and educational counseling were investigated. Data were analyzed by SPSS 16 software using chi-square test. The mean age of the students was 21 ± 2 that included 15.5% Associate degree students and 84.5% Bachelor degree students. Total student's satisfaction in the four domains was 55.3% low, 41% average, and 3.7% high. There was a significant difference between student's total satisfaction and their academic years ($p < 0.001$), major ($p = 0.001$), and academic level ($p = 0.015$). None of the domains obtained a high score regarding the student's satisfaction level.

Keywords: Satisfaction, Educational, Paramedics, Students

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Introduction

Higher education is a key element in the human development of each country. It contributes to the comprehensive development of the country by providing and promoting knowledge, expertise, and required attitudes in manpower (1). The educational system of universities and higher education institutions is recruiting and training students and delivering the society's responsibilities to them (2). The most important challenge for every educational organization is promoting the quality of education (3). Students are the major elements of the university and educational

services should be provided to them so that they can be prepared for better learning and more efficiency (4)

To meet the student's satisfaction, desirable services ought to be provided to them (5). The findings of the studies conducted on the student's satisfaction of educational facilities and services in Isfahan (1), Ardabil (6), Sabzevar (7), and Zanjan (8) indicated that the student's satisfaction did not go beyond average level, while the results of similar studies carried out in Malaysia (9) and Pakistan (10) showed that students were mostly satisfied with educational facilities and

services. The purpose of the present study was to examine the student's satisfaction of educational facilities and services presented at faculty of paramedics in Kermanshah in 2011-2012.

Methods

This study was descriptive-analytical cross-sectional and the statistical population consisted of all students who were studying at School of Paramedics at Kermanshah University of Medical Sciences (SPKUMS) in 2011-2012. A number of 349 students were selected as the participants of the study using quota sampling method. The instrument of data collection was a researcher-made questionnaire its validity was determined by content validity method and reliability was measured through test-retest method with spearman correlation coefficient of 91%. The questionnaire consisted of two parts, the first part contained questions about the student's demographic information and the second part included 23 questions on the student's satisfaction of educational facilities and services in 4 domains including library, educational facilities (clinical skills center, laboratory, and audio-visual), internet, and counseling. The responses were rated according to Likert scale (low, medium, high) being given the scores of 1, 2, and 3, respectively. The minimum and maximum of the obtained scores were 23 and 69, respectively and the scores of 23-27, 38-52, and 53-69 were considered as low satisfaction, medium satisfaction, and high satisfaction, respectively. The collected data were analyzed by descriptive statistics and demonstrated by frequency tables. Data were analyzed by SPSS 16 software and chi-square test was used to determine the relationship between the participant's demographic information and their satisfaction level.

Results

The total number of 349 students with the mean age of 21 ± 2 participated in this study. They consisted of 180 (51.6%) male, 317 (90.5%) single, 196 (56.2%) non-native, 295 (84.5%) Bachelor degree, and 56 (15.5%) Associate degree. Overall, 55.3% of students had low, 41% had medium and 3.7% showed high level of satisfaction. There was no significant difference between Student's total satisfaction by age, sex, and marital status, but a significant difference was observed between their total satisfaction in terms of academic level ($p=0.015$) and academic years ($p<0.001$), so that their satisfaction decreased when their academic years increased and students in the academic year 2011 obtained the highest level (12%) of satisfaction. The findings indicated that the highest level of satisfaction

belonged to the female students (43.2%) and single students (41.5%). However, the highest level of satisfaction found among B.S. students, 43.3% of these students showed medium level of satisfaction. There was also a significant difference between student's total satisfaction in terms of academic major ($p=0.001$). Students of emergency medicine and laboratory sciences acquired the lowest and students of anesthesiology obtained the highest level (7%) of satisfaction regarding the educational facilities (Table 1).

Table 1. Student's satisfaction for educational facilities and services at SPKUMS in 2011

Domain	Satisfaction level		
	Low	Medium	High
Library	161 (46.1%)	172 (49.3%)	16 (4.6%)
Internet	192 (55%)	132 (37.8%)	25 (7.2%)
Educational facilities	211 (60.5%)	127 (36.4%)	11 (3.2%)
Counseling	216 (61.9%)	11 (31.8%)	22 (6.3%)

Discussion

The total student's satisfaction in the four domains of library, internet, educational facilities, and counseling were 55.3% low, 41% medium, and 3.7% high. None of the domains, however, obtained a high score regarding the student's satisfaction. In a study, the student's satisfaction of the performance of different domains of Ardabil University of Medical Sciences was investigated. None of the domains obtained a score higher than medium (6), which is in line with the findings of this study. Also, the results of another study conducted at Isfahan University of Medical Sciences indicated that post-graduate students and faculty members were not satisfied with none of the four domains of educational performance, administrative performance, accountability, and supervision of the management of educational services (1), which is compatible with the similar domains used in this study.

Moreover, student's satisfaction of six domains of educational services at Zanjan University of Medical Sciences was reported as average (8) which is compatible with the findings of the present study. However, the results of a study conducted at a Malaysian University indicated high student's satisfaction of the services (9). The student's link with educational services highly affects their attitude towards university. Students usually evaluate the university based on the performance of the educational

services and providing timely, precise, and proper services to them can increase their satisfaction.

In addition, students were not satisfied with library and internet services and most other areas. A study at Sabzevar University of Medical Sciences revealed that student's satisfaction of seven domains of educational services was reported as low and medium which is a little better in comparison with the results of the present study in terms of student's satisfaction (7). To improve the quality and quantity of educational services, especially providing new and updated curriculum resources and easy access to internet, special measures should be taken to increase the student's satisfaction.

Furthermore, student's satisfaction of counseling services was low compared to all domains, which is in line with the findings of Mohammadian and Mohammadi (6), while in a study the faculty member's attitude towards student's academic counseling and related responsibilities was 86.6% complete agreement (11).

Finally, as none of the domains achieved a high score on the student's satisfaction, it is suggested that the faculty managers and personnel make more attempt in promoting the quality and quantity of educational services and improving the processes.

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