Investigating the Status of Training Quality of Ophthalmologic Residents in Khatam-Ol-Anbia Hospital in Mashhad, Based on the Standards of EFQM Organizational Excellence Model in the Academic Year 2012-2013

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Abstract

Background and Purpose: As the leaders of educational organizations, universities use various models and approaches in evaluating their activities. However, excellence model for evaluation of educational services can demonstrate the distinction of this evaluation procedure. The aim of this study is to investigate the status of training quality of ophthalmologic residents in Khatam-Ol-Anbia Hospital in Mashhad based on the standards of organizational excellence model EFQM in the educational year of 2012-2013.

Methods: This descriptive cross-sectional study has been conducted in the second half of 2013 in the educational, research, and therapeutic hospital of Khatam-Ol-Anbia, among the hospitals affiliated with Mashhad University of Medical Sciences. All students in the stage of residency in Ophthalmology entered this study. In this research, 18 men and 6 women participated. Moreover, in the statistical population of this research, 14 of the residents were non-native and 10 were native. Using standardized questionnaire of organizational excellence model in higher education sector and the degree of achievement of the educational services outcomes presented to learners was investigated. This questionnaire was first adapted from the main booklet published by Sheffield University, England. Following the extraction of the preliminary questionnaire, normalization of the instrument for validity was done by expert judgment, to examine the internal consistency of the various sections of the instrument and the reliability, Cronbach's alpha coefficient of 0.96 was obtained. The questionnaire consists of 4 main sections, each of which questions contain certain indices of educational services. Using SPSS 16 and congruent with the background and research questions, the results were obtained.

Results: The mean value of general status of the training quality of Ophthalmology residents has been obtained as 6.66 (of a max of 10). The mean value for the indices of general perception; educational, research, and pedagogy; support and guidance; and for loyalty, honesty, and values; were obtained as 6.19, 6.39, 6.61, and 7.44, respectively. The total score was obtained to be 129.32 (out of the standard 200 according to the criterion of customer results in EFQM model). Moreover, the status of training quality of learners in Ophthalmology residency in terms of gender and academic years did not show a significant difference. However, the mean value of indices in native residents showed a higher number in comparison with the students who declared themselves as non-native, indicating a significant difference (P=0.01).

Conclusions: In this research, the general status of training quality of Ophthalmology residents, based on the required mean value and extraction of the total score obtained, reveals a higher than average level. These results, together with the difference in the mean value of indices in the native and non-native residents can act as a guide for decision-making and managerial policymaking in this subspecialty therapeutic, educational, and research hospital.

Keywords: ORGANIZATIONAL EXCELLENCE, EFQM, TRAINING QUALITY, RESIDENTS

Introduction

Nowadays, the quality of services has become a main concern universally more than ever. Organizations have found that quality results in survival in the arena of competition both in the country and abroad. In other words, in today's competitive world with its ever transforming nature, caring for quality and effectiveness of management and its performance are among determinant factors in realization of developmental and competitive plans. Performance assessment is a holistic approach, encompassing all factors involved in the organization job, so that eventually a desired performance is achieved. Educational and research quality are also among the concerns that academic systems always try to achieve it. Continuous enhancement of service delivery in higher education necessitates using educational service assessment. The main objectives of academic systems, related to education, research, and service delivery, would be realized only if the measures and the outcomes obtained from the attempts are evaluated from the first step (design) into the last step (outcome presentation) (1).

According to many scholars, higher education is considered as the central core of developing opportunities and ever continuing improvements in the modern economy. Due to this, constant promotion of higher education institutes is crucial so that through identifying, participating, and understanding the needs of students and the development of their general experience, we can have further movement towards excellence.

Over one decade has passed since the implementation of the approach of privatization of governmental organizations by decision-maker authorities. Today, we are seriously observing the change of the atmosphere of business and organizations

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from supportive and competitive environment and movement and development of institutes in the novel season of the country's economy. In such an environment, for their survival and sustainable success, organizations need thoughtful and proper management by relying on limited and valuable resources. On the other hand, the ever increasing emergence of small and large competitors in different sectors of industry and service, fragmentation of the market into smaller sectors, the change in the definition of client (objective) of organizations from customers to beneficiaries, concentration on meeting the expectations and the needs of all beneficiaries, demand further attempt for preservation and development of the organization.

In this regard, over the last decades, the scholars of management, relying on the experience of successful and pioneering organizations, have always been seeking solutions for improving the status and moving towards excellence. The results of their research and studies have culminated in creation of instruments such as 5S (Straighten up, Set in order, Shine, clean up; Standardize, Sustain), TQM (Total Quality Management), BSC, ISO (International Organization for Standardization), Six Sigma (The term *Six Sigma* originated from terminology associated with manufacturing, specifically terms associated with statistical modeling of manufacturing processes. A Six Sigma process is one in which 99.99966% of the products manufactured are statistically expected to be free of defects (3.4 defects per million), PM (project management), CRM (customer relationship management), etc. each of these instruments, if properly applied in suitable time and space, can bring about numerous financial and nonfinancial benefits for organizations. Nevertheless, considering the needs and expectation of managers (especially in Iranian organizations) and the type of their viewpoints towards such instruments, which are based on outcomes (outcome orientation), the output resulting from application of these techniques usually

has not been at the expected level. However, with emergence of various managerial techniques, organizational excellence models were born in 1950s. Organizational excellence models, by role modeling successful companies around the world, have been able to present a proper framework for management of organizations in competitive environments. The salient feature of these models is the type of the attitude towards the organization (holistic), enabling the management to both evaluate and scrutinize their subordinate organizations and compare them with other similar organizations. On the other hand, the models are usually designed in a way that provides the possibility of using various techniques for the organization (2).

Comprehensive management of quality is the last term and the newest managerial theory which is used for achieving quality and productivity. Wilson believes that many quality management theories already used for many years; the new thing is their integration in a consistent whole and regular application of them for continual promotion of the performance of an organization. Various definitions of comprehensive management of quality include a number of key terms and keywords as follows:

- Comprehensive management of quality is a managerial, systematic, regular, and organization-inclusive approach.
- It seeks functional superiority, achieving strategic objectives, and long-term success.
- It concentrates on customers. The core of it consists of responding to the needs and expectations of customers, delivering value to them, acquiring customers, and making them happy.
- Quality is the center, and emphasizes continual promotion of processes, doing the right job for the first time and forever.
- Relies on participation of all employees and its teamwork.
- It is based on facts (data).

The above terms and statements indicate that comprehensive management of quality is a comprehensive managerial approach, whose application places the organization in a fundamental transformation path.

Customer orientation, process orientation, and continuous improvement constitute the three philosophical pillars or the foundation of the philosophy of comprehensive management of quality. Comprehensive management of quality, as a new managerial paradigm, defines quality as the customer. All intra-organizational measurements are related to evaluation of the extent of responsiveness to the needs and expectations of customers. The beneficiaries are customers. The organization steps in where customers are present and eventually the "service" is designed based on the needs of customers.

Islam religion also regards the only excellent reality as God. All other levels are originated from him and everything returns to him. Accordingly, emphasizing the fact that organizations, as the social institutions, where the rules and regulations governing them have been developed and implemented by humans, should always seek solutions for improving their status and moving towards excellence, is not an exorbitant statement.

Universities, as the leaders of educational organizations, employ different models and approaches in evaluating their activities (4). If systemic view is considered regarding higher education, higher education evaluation can be used with regard to the input, process, output, and the implication of academic system. A type of evaluation in which a set of the above mentioned factors are judged can be called academic evaluation. Based on the experiences obtained from evaluation of higher education, five major approaches are employed for evaluation of higher education quality: internal evaluation (self-evaluation), external evaluation, statistical analysis of the behavior of our education system using performance indicators, serving the students/graduates/employers/ and expert institutes, testing the knowledge/attitude/ and competence of graduates. Paton (1997) called

some evaluation approaches dealing with educational phenomenal based on the needs of stakeholders and beneficiaries as application-oriented approaches. These approaches have a theoretical principle. On the other hand, evaluation attempts of the country's higher education have been seasonal and not continuous. Furthermore, in the performed attempts, the overall improvement of academic system has not been cared for. Thus, identification of a suitable evaluation approach through which one can deal with improvement of the quality of academic systems on a continual basis is crucial (1).

Meanwhile, application of excellence model for evaluating educational services can illustrate the distinction of this evaluation procedure. Since medical centers are among the pillars of health system in any country and many concerns of the governance are reflected in these centers regarding health sector, reformation of health system would not be possible without caring for these centers and without the improvement and promotion of performance in these centers, and evaluation and assessment of these sets should be of utmost priority. Through evaluation of the educational services presented in hospital centers, it is possible to examine their strengths and weaknesses to identify the defects and deviations, thereby taking corrective actions based on indices, criteria, and special standards within a certain period (4).

The organizational excellence model of European foundation of quality management has a non-prescriptive framework and is based on nine criteria categorized into enablers and results. It is one of the applicable instruments for helping organizations in achieving excellence through monitoring their current situation in the excellence path. This model has been tested in the context of higher education and relying on customers which is one of its main advantages and the body of the model is based on it, this agreement has been achieved in educational organizations that students are the heart of teaching and learning (5). By focusing on the customer, this model considers the reason of organizational activities and emphasizing the role as a responsible member of society (6). It is recommended that Iran University of Medical Sciences use this model to specify improvement projects in all criteria particularly "the criterion of results" (7).

But, what does excellence mean? In a research called "implementation of organizational excellence model in higher education institutes", Haydes (2006) first asked this question from the managers of universities that the answers were as follows: 1- The success in the vision and mission of the universities 2- Being more successful than other universities 3- Having the best performance 4- Satisfaction of customers and beneficiaries 5- Having best practices at both national and international levels 6- Improving learning outcomes 7- The best use of all resources (human, capitals, financial) 8- Approaching real understanding with the desired understanding and 9- Making costs effective. Then, using self-evaluation approach, the researcher compared academic and nonacademic sectors and concluded that in the academic sectors which mostly used quality evaluation models of universities (except for the organizational excellence model), the important principles of customer orientation and competition were not considered. But using this model attracts the attention of higher education institutions to the mentioned issues (8).

The aim of this research was to investigate the status of training quality of ophthalmologic assistants in Khatam-Ol-Anbia Hospital in Mashhad based on the standards of EFQM organizational excellence model in the educational year of 2012-2013, so that the report obtained from it can provide a proper ground for identification of strengths and weaknesses together with the grounds for improving and achieving quality on a continual basis.

Methods

This research is descriptive cross-sectional and in terms of objective, it belongs to applied research. In terms of time domain, this research was conducted in the second half of 2013. Since the perception and opinion of all expert residents were required in this research for receiving accurate information about the procedure of delivery of educational services in Khatam-Ol-Anbia hospital, the sample size was planned based on census, and thus the sample size is equal to the statistical population, whereby all students in the Ophthalmology residency course are considered the statistical population. The environment of the study is the educational, research, and therapeutic hospital of Khatam-Ol-Anbia, one of the hospitals affiliated with Mashhad University of Medical Sciences.

In this study, using a standardized questionnaire of organizational excellence model in the higher education sector, the degree of achievement to the outcomes of educational services presented to learners in Ophthalmology residency will be investigated. This questionnaire was first adapted from the main booklet published by Sheffield University, United Kingdom (5), and then translated into Persian and then the original text compared with the translated content in a meeting, in order to ensure that the major concept of the questions has not been changed. In the next stage, the Persian questionnaire was translated back to English and the primary English version was compared with the translated version in another meeting and in this comparison, the concepts of the most questions were the same, and only a few of them needed to be modified which was corrected in the final text. After extracting the primary questionnaire using specialized judgment by three professors and experts in the field of education, the content of the questions of each category was reviewed and the final modification of the questionnaire was carried out. Finally, a questionnaire with 36 questions in 4 categories was prepared for implementation

Table 1. Segmentation of indices, the number of questions, and the maximum score of the questionnaire

Indices	Number of questions	Question No.	The maximum total score of the questionnaire
Overall impression or perception	12	1-12	120
Educational, research, and pedagogical services	13	13-25	130
Support and guidance	8	26-33	80
Loyalty, honesty, and values	3	34-36	30
The overall status of the educational quality	36	1-36	360

of evaluating the outcomes of educational services. Therefore, to determine the validity of the instrument, specialized judgment method was used, which high agreement given by the experts regarding the correspondence of the questions with the construct of interest indicated an acceptable validity for it. Cronbach's alpha of 0.96 also revealed a suitable reliability coefficient for various sections of the questionnaire. Therefore, standardization of the instrument was confirmed based on the mentioned points. The first section of the questionnaire is about personal information of the resident including gender, place of residence, the rank of university entrance exam, and the rank of residency admission. The second section of the questionnaire consists of four major subsections, each of which puts special indices of educational services in Mashhad's Khatam-Ol-Anbia Hospital in question, according to table 1.

Each question has 10 closed options, set along on a continuum of "totally disagree" with a score of 1 to "totally agree" with a score of 10. When the resident agrees the most with the options, a total score of 360 is gained, while when they are in total disagreement with the options, they obtain a

score of 36. Using the questionnaire prepared based on standardized version of organizational excellence model in the higher education sector; the data were collected through field observation by referring to the research environment. Data obtained from the questionnaire were first entered into SPSS 16 and then in accordance with the backgrounds and research questions, the outcomes were obtained.

Results

In this study, 18 men and 6 women participated. Further, 14 and 10 residents were non-native and native, respectively. To determine the overall status of training quality of Ophthalmology residents, the mean obtained from the responses to the questionnaire used in this research was used. As can be seen in Tables 2 and 3, the mean value was obtained to be 6.66 (out of 10). In these tables, the mean of each area has also been stated. The total score (obtained out of the sum of scores, in accordance with the standard criterion of EFQM) was 129.32 (out of the maximum score of 200, according to the customer outcomes criterion in EFQM model).

To compare the status of education quality from the viewpoint of learners of Ophthalmology residency course in terms of gender, academic years of the program, and

Table 2. The total score obtained based on the indices

Indices	The number of questions	The overall mean	The overall score obtained from the questionnaire
Overall perception	12	6.19	74.37
Educational research, and pedagogical services	13	6.39	83.12
Support and guidance	8	6.61	52.95
Loyalty, honesty, and values	3	7.44	22.33

the status of being native or non-native, independent average samples t-test was used in each section. The results showed no significant difference between the status of education quality in both male and female groups (P=0.95) and the individual years of education (P=0.79). However, the overall status of education quality for the residents who were native indicated a higher mean value in comparison with the students who were non-native (P=0.01).

Discussion

Considering the procedure of evaluation of service quality, some models have been proposed. One of them is organizational excellence model of EFQM. This model consists of nine overall criteria, divided into two sections: the criterion of enablers and the criterion of results. The sixth criterion of this model refers to the results of customers, that is a combination of perceptive and performance indices. The perceptual indices are the customers' perceptions about the organization. They can be obtained through various sources including customer surveys, focus groups, ranking vendors, acknowledgments, and complaints. These perceptions should offer a clear understanding on behalf of customers considering the effectiveness of deployment and implementation of supportive strategies and policies together with the processes associated with customers. The total score of the model is 1000. Out of this, 500 scores are allocated to the enablers section and another 500 is dedicated to the results section. Customer results, based on the EFQM model, amounts to a score of 200. This means that the closer the score obtained by an organization to 200 in the results section, the more successful it is in this area. In contrast, if the organization gains a score far from 200, then the organization has not been successful in achieving the criteria of excellence in the customer results section (2). In this study, by referring to Ophthalmology residents in Mashhad's Khatam-Ol-Anbia Hospital as the

Table 3. The score obtained based on the model

The number of questions	The maximum score of the questionnaire	The score obtained from the questionnaire	The maximum score of the results of the customer in the model	The score obtained based on the model
36	360	232.79	200	129.32

customers of educational services, the researcher examined the way residency services is presented in the mentioned hospital. The obtained score 129.32, (out of standard number of 200 in the customer results section in the EFQM excellence model), reveals a higher average score for this specialist, therapeutic, educational, and research center.

In the 12 questions related to the indices of overall perception, issues like easy attainment of required information about the educational group, presence of effective, friendly, and polite relations and communications, the vitality of the educational environment, the extent to which the residents are aware of the processes and educational rules in a written form, flexibility of the professors in meeting the needs of the students, interaction of professors in the group with the professors in other educational groups in presenting common educational discussions, activity of professors of the educational group in policy making at academic and national levels, fairness in dealing with students, following environmental and health aspects in the educational environment of the hospital, and finally the suitability of the quality of service facilities (cafeteria, buffet, and catering facilities etc.) are mentioned. Further, in the 13 questions of the indices of educational, research, and pedagogical services, issues like total familiarity with the objectives of the presented courses (morning report, Journal club, weekly conferences, etc.), setting educational conferences related to the educational objectives of the residency course, continuation and integrity of the discussions presented in learning and teaching process, conclusion of contents for further understanding of the points by professors at the end of the class, designing

innovative and appropriate educational courses, availability of favorable conditions for presenting innovative plans and operationalizing them in the group, lack of sense of exhaustion in the residents during the passage of each stage of the educational program to another, complete flexibility of professors in designing new courses or changing a part of the old courses, high quality of educational facilities provided such as library, Internet access, clinical skills center, diagnostic devices, etc., providing access to the latest scientific findings through the site of the department, up-to-date educational materials collected such as books, journals, other educational resources, etc., suitable professors' visit accompanying residents and their educational supports from the residents, appropriateness of the number of residents under training with the offered educational services are mentioned.

Research has also stated that the most important obstacles according to the viewpoint of students in clinical learning are things like: not stating the educational objectives, ambiguity of the students' job description, not allocating sufficient time for clinical training, lack of familiarity of students with the rules and regulations of clinical training, etc. (9).

Moreover, communication is one of the key elements of any type of educational activities. It has been stated that effective training in educational environments depends on personal skills, where good communication results in increased motivation in both professors and students. From the perspective of students, the educational and ethical characteristics of professors such as fairness in dealing with the students, keeping the respect of the students, mastery over the content, experience, pertinent openness,

humility, secrecy, patience, having up-to-date knowledge are among the most important factors in establishing communication. Therefore, it is possible to improve these communications by holding workshops. This important issue should be taken into consideration by managers and planners in order to enhance the quality of the educational process (10).

Vahabi (1390) also stated in his study that investigating the students' viewpoints about the quality of educational services provided to them, observed that 36.9% of students evaluated the overall quality of the educational services as good, 42.3% of the students evaluated it as medium, and the rest of them assessed it as bad. He stated that in all of the five dimensions of educational services, over one third of students regarded the quality of educational services presented to them as medium. It shows a deep negative gap between the expectations of students and the educational services offered to them. These demands taking serious measures on the part of authorities in the University to reduce this gap (11).

In the indices related to support and guidance, issues such as capabilities and appropriate behavior of professors during education, guidance of residents for carrying out academic activities, having information recovery system and an archive enriched with educational content, presentation of specific specialist-therapeutic trainings in an appropriate way and the responsibility of professors, encouraging residents to lifelong learning, easy access of the residents in the shortest time possible to the group professors outside the educational environment, timely and appropriate feedback to evaluate the performance of each resident along with documentation, desirability of support services of the group such as copying pamphlets and educational CDs, etc. with regard to the indices associated with loyalty, honesty and the values available have been mentioned including resorting of residents for further specialist studies to this educational center, observing the value-based behavior by the professors and the employees, and the fact that professors highly respect residents, and also respecting the values along with cultural and religious characteristics of students.

In the definition of the fundamental concepts of the organizational excellence model of EFQM, in the customer orientation section, it is also stated that excellent organizations know their customers and understand them well. They also understand that achieving loyalty, persistence, and market share increases through concentrating on the current and potential needs and expectations of customers. These organizations can respond to the current and potential needs and expectations of their customers and they can predict future needs and expectations of their customers effectively, and take measures to enhance them as much as possible. Such organizations examine and review the experiences and perceptions of customers and if there is any pitfall, they immediately try to reform it effectively. Among the expected benefits of this concept, high level of customer preservation and attracting their trust, together with the sustainable success of the organization and correct understanding of competitors can be considered (2).

Given the fact that the main objective of performance self-evaluation based on organizational excellence model is first the understanding of the current status of the organization and determining its strengths and weaknesses, followed by attempts to reinforce the strengths, resolve deficiencies, and improve the organization status, the findings can specify the strengths and weaknesses of the studied centers. These findings can be used as a guide for decision-making and managerial policymaking (12).

The results of this research also showed that there is no significant difference between the general status of education quality and gender as well as the academic years of the residents: $P=0.95$ and $P=0.79$, respectively. However, the results reveal that there is a significant correlation between the general status of education quality and the place of residence ($P=0.01$).

Research also shows that in improving the status of professional behavior in universities, in addition to training of correcting living and occupational conditions, being native can be effective in the way of treating others. Therefore, familiarity with the culture, considering lower levels of tensions could help in the development of professional behavior (13). Besides, research has stated that different cultures can influence the atmosphere of class and educational environment, where receiving or avoiding some priorities in goal setting is influenced by cultural differences. Individualism, belonging to groups and being recognized is much stronger in some cultures, while satisfaction, bear the determination, and paying attention to material benefits are more salient in some other cultures (14). Moreover, place of education, vicinity and neighborhood and family are among the factors that, in conjunction with race and ethnicity, can substantially influence educational implications. Four family factors such as family satisfaction, family support, and integration with the family and basic academic culture have been proposed as factors affecting educational implications such as sense of coherence in the place of education, avoiding problematic behavior, and academic performance (15).

In expressing the native students' learning experiences, Deckerson (2004) mentioned issues such as common knowledge background, survival strategies such as commitment to success, and helping each other in the students' learning experience. Therefore, in addition to encourage dialogue between different cultural values, a supportive flexible environment is needed for learning outcomes of the students. It has been recommended that the professors who train students with cultural differences should behave in a way that to reduce the barriers against reaching these objectives (16).

Native students, owing to their familiarity with the culture governing their educational environment, face fewer tensions and thus show higher adaptability. Native students may have a greater sense of support in interacting with their professors and educational staff. Facing with shortcomings and deficiencies in the educational environment, native students resolve these problems by joining and relying on the family, while non-native students usually expect that these deficiencies either should not be present in the educational environment or essentially this environment should be so flexible that can respond to all students' needs. It is obvious that if the educational environment can't identify these deficiencies and trying to resolve them, the student extends all of the mentioned deficiencies to the educational environment and eventually the quality of education.

Conclusion

According to the results obtained from this study using the EFQM standard questionnaire in higher education sector and relying on the findings of this study, the strengths and weaknesses in this educational hospital were identified and by defining the improvement projects in the future, it is possible to improve their level of educational services gradually in this hospital. This study also points that native residents, means those whose place of residence and place of education are the same, and non-native residents stated the overall status of education quality in two different ways. Studies also explored factors affecting the decrease of students' motivation and by dividing them into external and internal factors, they deal with these factors. Among the internal factors, deficiencies in the capabilities and skills of the student for controlling life problems together with financial and mental problems and as external factors, incongruence of theoretical and practical courses which will result in training inefficient or low-productive workforces, lack of educational, cultural, and welfare facilities for students, poor cultural, sport, and recreational activities can be named. Therefore, if the students who are passionate to learn and educate, lose their interest, a

great capital will be lost, so all officials and authorities of the university are responsible for this important issue (17).

In this study, the low number of subjects is somehow likely to reduce the accuracy of the presentation of highly accurate information which is considered as one of the limitations of this study. However, as obtained by the results of the study, the level of awareness of residents about current educational processes in their educational environment together with its continuity and consistency, their knowledge of the course's educational objectives, passing each of the stages of educational program without getting tired, designing highly innovative educational courses and using different teaching methods, appropriate and effective education can have significance impact on the degree of satisfaction in students with the educational environment. Thus, educational designers and planners should pay attention to the above points. Professors should also pay attention that the issue of correct transfer of educational contents is not the only factor that can influence the students' attitudes towards the educational environment; but the professors' respectful behavior, effective and efficient communication in the group, friendly and polite relations together with respecting values along with the cultural and religious characteristics of the students, and fair treatment among them are among the points that can enhance and ensure the motivation of students for continuing participation in the educational environment and proper operation of the provided educational programs. High quality of educational facilities and the up-to-date educational materials are also among the factors that have significance influence on the students' attitudes. Therefore, educational managers not only should provide the students with the latest scientific resources, but also must be able to match these collected resources with promotional knowledge as well as scientific and international capabilities through greater efforts. Following environmental and health aspects along with

the sound quality of service facilities are also among the issues that can have significant impact on students' positive attitudes towards their educational environment by allocating short period of time and having a powerful executive plan. These issues can also be of interest to executive managers of educational hospitals. It is also suggested that the researchers try to obtain the viewpoints of other residents about the quality of educational services in other educational groups. Realization of similar studies in other educational groups with their results can be used as an instrument for comparing educational groups with each other and thus providing proper infrastructure for a constructive competition between educational groups. It is also possible to examine the educational quality from the viewpoints of professors as important pillars of educational processes so that constructive recommendations are presented for improving the quality of education offered to the scientific and academic community of the country.

Conflict of Interest

The author declares no conflict of interest.

Acknowledgement

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