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Students Experience Survey about the Quality of Learning at Faculty of Medicine, Jazan University

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Abstract: *Introduction and objective of the study: Jazan medical curriculum is integrated system program which had three phases first year pre-medical, organ systems (2^{nd} and 3^{rd}), and clinical clerkship(4^{th}, 5^{th} , 6^{th}years) which followed by a year of internship. This study was aimed to assess students 'opinion about the quality of leaning experiences at Faculty of Medicine, JazanUniversity (FMJU).Subjects and methods:Total of 310 students from 3^{rd} to 6^{th} year were involved in this study. The study was depend on the Student Experience Survey, which is a part of a NCAAA self-administered questionnaire.The data were processed and analyzed by software program SPSS version 20.0.0 .*

Results:*A total number of 310; 147 males (47.4%) and female (163; 52.6%) students had participated in the study. The highest number of the students were in the fifth year (56; 38.1%) followed by the third years students (54; 36.7).Only third of students agreed that there is sufficient opportunity to obtain advice on their studies and future. Majority of students (71.9%) have positive response regarding learning to work effectively in group activities. Generally 5^{th}year students had better satisfaction about support services, while 4^{th}year were reported least satisfaction. Majority of students found that's the program had improve their skills in communication.*

Conclusion:*Females students had more positive responses than males regarding learning and teaching. Regarding support and services, 5^{th} year students has showed better satisfaction, while 4^{th} year students had the least. Also Ssignificance difference among males and females in this issue.Regarding the learning resources and facilities, 3^{rd} year students were the most agreed and decreased as increased in the level of educations. In addition to that, male perception was more positive than females.*

Keywords: *perceptions, medical students, educational environment, student experience, faculty of medicine, jazan university*

I. Introduction

Kingdom of Saudi Arabia (KSA) is a large country, occupies the major part of the Arabian peninsula and has a population of approximately 24.5 million (1). Medical care is provided largely by governmental institutions and, to a lesser extent, by private hospitals and clinics(2).In KSA, the first phase of medical education lasted for over 3 decades.Within this era, the 5 former medical faculties followed the same 6-year traditional curriculum, which consisted of 3 years of basic and medical science courses, 3 years of clinical training, followed by one year internship program (3).The Ministry of Higher Education had entered the medical education into a new phaseby developed the higher education in general and medical education in particular. Many new universities have been established with their own medical colleges have been announced. The private sector has been invited to contribute and invest in higher education. By 2008, there were 10 new medical colleges that were affiliated with the MOHE and 3 private medical colleges were licensed. In addition, the National Guard and the Ministry of Health established their own medical colleges among their universities raising to 21 the number of medical colleges (1,3).

Most of the newly medical colleges follow more innovative medical programmers and have established international partnerships with famous educational institutes around world. The educational strategies adopted include a more integrated curriculum, a focus on problem-based learning and the development of community-oriented and community-based learning. Older medical colleges have mostly undergone systematic reforms towards a hybrid, integrated, community-oriented, community-based or problem-oriented curriculum, such as at the faculty of medicine at JU, KAU, KSU. Other colleges continue to follow the same classic, discipline-based, teacher-centered curriculum(3).At the end of 2005, the Council of Higher Education approved the establishment of the National Commission for Academic Assessment and Accreditation (NCAAA) (3), which is an independent body, financially and administratively, reporting to the Council of Higher Education. Its responsibilities includeestablishing standards, criteria and procedures for accreditation,reviewing and evaluating performance of existing and new institutions,accrediting institutions and programs, and supporting improvements in quality(3,4,5,6). It tasked with ensuring the quality of higher education in the country. It is

now mandatory for all institute of higher education to be accredited by the NCAAA. The accreditation period is limited to 7 years, after which the institute will be revisited for re-accreditation(7). The process of self-evaluation for all the existing institutes has begun and aims to identify the strengths and weaknesses of colleges and their teaching programs. While this is a step in the right direction, the process itself will need to be evaluated for its impact on the quality of medical education environment(3).Student Experience Survey (SES)is a general survey that is distributed to all students part way through their program—mid way through the 2nd semester of the 2nd year in a four year program isrecommended. This survey ask about student's life at the institution, major elements of the program in which they are enrolled and asking about services and facilities(3).
At Facility of Medicine Jazan University (FMJU), there are no reported studies had evaluated the students' opinions about their programs. The objective of this study was to evaluate and analyze the students opinions about the quality of learning experiencesat half way through their program atFMJU.The experiences including; advice and support; learning resources and teaching facilities; and learning and teaching. Also to compare the responses between male and females at the different levels.

II. Subjects And Methods

Ethical consideration:
An ethical approval to conduct this study was obtained and approvedfrom the Research and Ethics Committee at FMJU before, starting distributions of the questionnaires and data collection.

Study design, subjects and area of the study:

This cross-sectional study was involved all the medical students at 3rd, 4th and 5thlevels from both male and female students who were present in the main campus during the study period. The students posted at other locations were excluded from the study.All students who participated in this study were informed about the objectives of the study. The data were collected by a well-trained students from the 4th year students.This study was conducted atFMJU, which is located in Jazan city near the red sea. The city of Jazan is located in south-western part of Saudi Arabia between longitude 42 degrees 8, 43 degrees and attitudes 5, 16 degrees and 17 degrees. it's bounded to the north by Assir region and to the south by the state of Yemen and from the east Asir region and the state of Yemen, and the red sea to the west.

Study Population, Sample Size and Sample Design:
All the males and females medical students at the 3rd, 4th, and 5thyears were involved in this cross-sectional study. A total of 310 subjects (147;male and 163; females) were involved in this study. The questioners were given to the students at the class room in the college.

Method of Questionnaires and Data Collection:

Convenience sampling method was used to enrolled students from 3rd to 5thyear in the college. The questionnaire was self-administrated with brief description of the study,with the questionnaire, a consent from the student were signed.The questionerssurvey was based on the Student Experience Survey (SES) (3,5,7). The survey deals with the student's life at the institution including both major elements of the program in which they were enrolled and a number of general items related to the services and facilities.

Data processing and statistical analysis:

Data were verified, arranged then entered into a SPSS (Statistical Package for Social Sciences) software program version 20.0. Frequency distributions were obtained and descriptive statistics were calculated. Another level of data analysis was through calculating the means of the variables and Chi-square, P Value less than 0.05 was considered as significant.

III. Results

A total number of 310; 147 males(47.4%) and female (163; 52.6%) students had participated in the study. The highest number of the students were in the fifth year (56; 38.1%) followed by the third years students (54; 36.7) Figure 1.

Figure 1: distribution of the subjects according to the year and gender

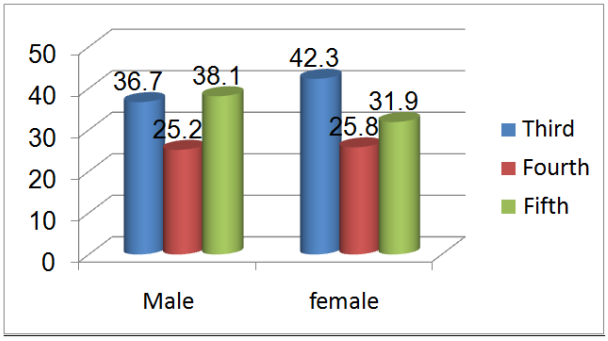

Table 1 : Student responses about support services according to gender:

Item (4 items)	Positive response % (n)			P value
	Total (n=310)	Male (n=147)	Female (n=163)	
1) Easy to find information about institution and its programs before enrolling for 1st time.	40.3%(125)	54.4%(80)	27.6 % (45)	0.000*
2) Helpfulness of the orientation program fornew students.	37.1%(115)	47.6%(70)	27.6 % (45)	0.000*
3) Sufficient opportunity at this institution to obtain advice on students studies and future.	33.3%(103)	38.1%(56)	28.8%(47)	0.000*
4) Simplicity and efficiently of procedures for enrolling in courses.	43.2%(106)	32.7%(48)	35.6 %(58)	0.000*

*** Statistical significance difference between males and females**

Table 1, illustrates the response about student support services according to gender: only third of students 103 (33.3%) agreed that there is sufficient opportunity atFMJU to obtain advice on their studies and future.A total of 106 (43.2%) of students agreed that procedures for enrolling in courses were simple and efficient. In all items there is significance difference among males and females except item (4).

Table 2: Student responses about learning resources andfacilities according to gender:

Item (7 items)	Positive response % (n)			P value
	Total (n=310)	Male (n=147)	Female (n=163)	
1) Attractiveness and comfort ability of classrooms.	37.1%(115)	41.5%(61)	33.1%(54)	0.000*
2) Sufficiency of student computing facilities for student needs.	36.4%(113)	42.9%(63)	30.7%(50)	0.000*
3) Helpfulness of library staff to assist student's needs.	40.6%(126)	49.7%(73)	32.5%(53)	0.000*
4) Students satisfaction with the quality and extent of materials available in the library.	41.6%(129)	47.6%(70)	36.2%(59)	0.008*
5) Opening of the library at convenient times.	47.8%(148)	51%(75)	44.8%(73)	0.088
6) Availability of adequate facilities for extra-curricular activities.	51.2%(159)	54.4%(80)	48.5%(79)	0.058
7) Availability of adequate facilities for religious observances.	49%(152)	52.4%(77)	46%(75)	0.000*

*** Statistical significance difference between males and females**

Table 2, shows the responses about learning resources and facilities according to gender. Generally males perception was more positive than females regarding learning resources and facilities. Most of students (51.2%) agreed with availability of adequate facilities for extra-curricular activities. A total of 310 students, only 113 (36.4%) students agreed about sufficiency of student computing facilities for student needs.

Table 3: Student responses about learning and teaching according to gender:

Item (9 items)	Positive response % (n)			P value
	Total (n=310)	Male (n=147)	Female (n=163)	
1) Genuinely interesting of most of the faculty at the institution in students' progress.	36.5%(113)	40.2%(59)	33.2%(54)	0.051
2) Fairness of the faculty at the institution in their treatment of students.	47.7%(148)	44.9%(66)	50.3%(82)	0.000*
3) Courses and assignments encouragement of students to investigate new ideas and express their own opinions.	46.1%(143)	45.6%(67)	46.6(76)	0.735
4) Increasing of students ability to investigate and solve new and unusual problems as a result of their studies.	63.2%(196)	51.1%(75)	74.3%(121)	0.000*
5) Improving of students ability to effectively communication of results of investigations they undertake.	61.6%(191)	48.9%(72)	73%(119)	0.000*
6) Stimulation of program of studies to students interest in further learning.	58.7%(182)	51%(75)	65.6%(107)	0.022*
7) Valuability of the knowledge and skills that students are learning for their future career.	70.7%(219)	63.6%(93)	77.3%(90)	0.035*
8) Learning of students to work effectively in group activities.	71.9%(223)	61.2%(90)	81.6%(133)	0.000*
9) Satisfaction of students with their life as a students at this institution in overall.	59.7 (185)	62.6%(92)	57% (93)	0.561

*** Statistical significance difference between males and females**

Table 3;shows the positive responses about learning and teaching according to gender: Generally in learning and teaching domain females have higher positive responsive than males except in 2 items related to (1) and (9) . Majority of students (71.9%) have positive response regarding learning to work effectively in group activities. More than half of students (59.7%) are satisfied with their life as students at Jazan Faculty of Medicine.

Table 4 : Student responses about support services according to year:

Item (4 items)	Positive response % (n)			PValue
	3rd year(123)	4th year (n=79)	5th year (n=108)	
1) Easy to find information about institution and its programs before enrolling for 1st time.	40.7%(50)	32.9%(26)	45.4%(49)	0.002*
2) Helpfulness of the orientation program for new students.	39.8%(49)	24%(19)	43.5%(47)	0.034*
3) Sufficient opportunity at this institution to obtain advice on students studies and future.	38.3% (47)	27.9%(22)	31.4%(34)	0.052
4) Simplicity and efficiently of procedures for enrolling in courses.	30.1%(37)	36.7%(29)	37%(40)	0.119

*** Significance difference between different levels**

Table 4; generallythe fifth year students has showed better satisfaction about support services, but the fourth year had the least satisfaction.

Table5: Student responses about learning resources and facilities according to year:

Item (7 items)	Positive response % (n)			P value
	3rd year(123)	4th year (n=79)	5th year (n=108)	
1) Attractiveness and comfort-ability of classrooms.	42.2%(52)	34.1%(27)	33.4%(36)	0.187
2) Sufficiency of student computing facilities for student needs.	41.5%(51)	29.1%(23)	36.1%(39)	0.062
3) Helpfulness of library staff to assist student's needs.	43.9%(54)	37.9%(30)	38.9%(40)	0.106
4) Students satisfaction with the quality and extent of materials available in the library.	43.9%(54)	30.4%(24)	47.3%(51)	0.000*
5) Opening of the library at convenient times.	46.3%(57)	43.1%(34)	52.7%(57)	0.003*
6) Availability of adequate facilities for extra-curricular activities.	56.9%(70)	48.1%(38)	47.2%(51)	0.000*
7) Availability of adequate facilities for religious observances.	53.7%(66)	43%(34)	48.1%(52)	0.081

*** Significance difference between different levels**

Table 5, shows the responses about the learning resources and facilities according to year: Generally third year students most agreed about learning resources and facilities.The positive response regarding availability of adequate facilities for extra-curricular activities decreased as progress in years.

Table 6: Student responses about learning and teaching according to year:

Item (9 items)	Positive response % (n)			P value
	3rd year(n=123)	4th year (n=79)	5th year (n=108)	
1) Genuinely interesting of most of the faculty at the institution in students progress.	37.4%(46)	25.3%(20)	30.5%(33)	0.007*
2) Fairness of the faculty at the institution in their treatment of students	30.1%(37)	24.1%(19)	28.7%(31)	0.511
3) Courses and assignments encouragement of students to investigate new ideas and express their own opinions.	39.9%(49)	35.5%(28)	41.7%(45)	0.506
4) Increasing of students ability to investigate and solve new and unusual problems as a result of their studies.	68.3%(84)	49.4%(39)	60.1%(65)	0.007*
5) Improving of students ability to effectively communication of results of investigations they undertake.	53.7%(66)	58.3%(46)	57.4%(62)	0.005*
6) Stimulation of program of studies to students interest in further learning.	52.8%(65)	46.9(37)	62%(67)	0.043*
7) Val-ability of the knowledge and skills that students are learning for their future career.	64.3%(79)	62%(49)	73.2%(79)	0.080
8) Learning of students to work effectively in group activities.	68.3%(84)	60.7%(48)	81.5%(88)	0.001*
9) Satisfaction of students with their life as a students at this institution in overall.	48.7%(60)	34.2%(27)	54.6%(59)	0.283

*** Significance difference between different levels**

Table 6; illustrates the positive responses about learning and teaching according to to year: Fifth year students most agreed with learning of students to work effectively in group activities (81.5%) and stimulation of program of studies to students interest in future learning (62%).Third year students were least agreed with genuinely interesting of most of the faculty in students' progress but they are most agreed with Increasing of students ability to investigate and solve new and unusual problems as a result of their studies (68.3%). Fairness of the faculty in their treatment of students have the least positive response in all years.

IV. Discussion

The aim of this study was to evaluated and assessed the educational environment offered by the FMJU, through the eyes of undergraduates as per feedback provided by the students. The findings were used to identify strengths and weaknesses in the institution's educational environment. A medical school is an environment in

which students anticipate experiencing real-life learning activities. Curriculum is the most important determinant of the learning environment, and it controls the behavior of all stakeholders.(8-9). Improvement in the educational environment and curriculum is only possible by identifying weaknesses and strengths in both. Monitoring the perception of students of their educational environment is also crucial (10).The National Commission for Academic Accreditation and Assessment (NCAAA) in KSA has developed a set of standards for quality assurance and accreditation of higher education institutions and programs in eleven general areas of activity. Among of those are the; Program Administration, Learning and Teaching, Student Administration and Support Services, Learning Resources and Facilities and Equipment. The evaluation parameters in relation to the standards, self-evaluation scales have been prepared by NCAAA to assist in this process. There must be at least some comparisons with other institutions on important items to evaluate quality. The internal systems are essential requirement toprovide that evidence for an institution's quality assurance system. Institution is not recommended to be accredited if adequate sources of evidence are available (3,7).

Educational Environment (EE) has significant impact on teaching-learning, satisfaction, performance and academic progress of students. Feedback obtained through structured questionnaire designed for them can serve as tool for identifying and solving these EE related problems (11). Student Experience Survey (SES) is a part of NCAAA, and it is intended as a general survey that distributed to all students part way through their program from 3rd to 5th year student. The survey deals with the student's life at the institution including both major elements of the program in which they are enrolled and a number of general items relating to services and facilities (3,5,7). A number of study had been conducted in KSA and in gulf medical colleges using the Dundee Ready Education Environment Measure (DREEM).Which is an instrument used to assess the educational microclimate and macroclimate of medical schools as perceived by the students (12). DREEM was planned and designed to precisely quantify the educational environment for medical schools and health-related professional schools (13,14).DREEM has been translated to eight languages and has been used in at least 20 countries. This questionnaire has been applied globally to a number of undergraduate medical schools (15).In fact, the DREEM questionnaire is an ideal instrument for examining students' opinions. It is valuable in highlighting areas of concern voiced by medical students, including educational climate, academic achievement, and social support.
Generally the responses about the student support services according to gender, was highly differences between the both gender as shown in table 1. This is in agreements with Nosair et al 2015 (Sharjah Medical College) (16), karim et al 2015 (Kuwait University) (17), Imran et al 2016 (Medical Colleges at Jeddah &Rabigh) and Rahman et al 2015 (Sultan ZainalAbidin Medical College, Malyzia) (18-19). But our results disagreed with the finding of Al-Ayed& Sheik 2008 (Medical College at King Saud University) and Al-Mohaimeed A, 2013 (Medical College at Qassim University) (20-21).

From table 3; female showed more positive responses to learning and teaching in the educational environments as compared to male undergraduate medical students. This is in agreements with Nosair et al (Sharjah Medical College) (16), Rahman et al (Sultan ZainalAbidin Medical College, Malyzia) and Al-Ayed& Sheik (Medical College at King Saud University) (19-20).About the support services our results showed that, fifth year were satisfied with the support survives in the college campus (table 4). This is in parallel and strongly agreed with the finding of Nosair et al (16). But disagreed with Buhaimed et al (22), those concluded that, they should improve their educational environment in order to advance the quality of the delivered curriculum among their students.Students' perception of their educational environment was positive at both Rabigh and Jeddah campuses of King Abdulaziz University Imran et al (18). This totally agreed with our finding but disagreed with the study contacted by Al-Ayed et al (20) at King Saud University, this could be explained by the variety of programs and environment at KSU.

Limitation of the Study

It was a cross-sectional study and the limitation of this study is that the students' perception about the Student Experience Surveyrecorded only at one point of time. Though the problem areas are identified the change in perception after taking corrective measures to improvise the problem areas is not studied. As it's an ongoing process the corrective measures will be taken in stepwise manner and the change in perception will be recorded at the end of their academic term.

V. Conclusions

From this cross sectional survey study the following conclusions were drown;

1. One third of students were agreed about obtained advices at FMJU.
2. Females students had more positive responses than males regarding learning and teaching.
3. Regarding support and services, 5th year students has showed better satisfaction, while 4th year students had the least satisfaction.Also Ssignificance difference among males and females in this issue.
4. Regarding the learning resources and facilities, 3rd year students were the most agreed and decreased as increased in the level of educations. In addition to that, male perception was more positive than females.
5. 5th years students more agreed with learning in a group activity.

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