ORIGINAL ARTICLE

Investigating the Awareness, Attitude, and Rate of Satisfaction of Mashhad University of Medical Sciences Board of Education About the Mission and Position of the Studies and Education Development Organization (EDO) and the Educational Development Center (EDC)

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Background: The aim of this study was to investigate the education board of Mashhad University of Medical Sciences on the EDO and EDC, and their awareness of, attitude towards, and satisfaction with these centers.

Methods: In this descriptive study, all the members of the education board of Mashhad University of Medical Sciences in the basic and clinical departments were taken as the target group. The data was collected through a researcher-designed questionnaire.

Results: On average, 37.22 % of the board had a thorough knowledge of the mission, goals, and activities of X; another 42.17% of them were familiar with these centers to some extent, and 20.6% knew nothing about them. Regarding the attitude, 39.7% of the board had a positive view about the activities and the necessity of the existence of such centers. Another 40.2% had a rather positive attitude. On the other hand, about the rate of their satisfaction, 13.03 % were satisfied with their activities, and 60% were fairly pleased.

In deductive analysis of the data, results indicated no strong correlation between the awareness and satisfaction scores of the board with their academic rank. Nevertheless, there is a significant correlation between attitude scores and their rank.

Conclusion: According to the findings, the board of education in Mashhad University of Medical Sciences did not have an appropriate attitude toward EDO and EDC; in other words, the position and activities of these centers have remained unknown to them.

Keywords: EDC, EDO, awareness, attitude, satisfaction

تحلیل المعرفه و الرؤیه و الرضا عند اعضاء الهیئه العلمیه فی جامعه مشهد للعلوم الطبیه فی مجال رسالة و مرتبه مرکز المطالعات و التوسعه التعلیمیه الطبیه و مکتب توسعه التعلیم

الخلاصه: إن الهدف من هذه الدراسه هو تحلیل رؤیه اعضاء الهیئه العلمیه فی کلیه الطب فی جامعه مشهد فی مجال مرکز مطالعات التوسعه والتعلیم الطبی و مکاتب توسعه التعلیم فی جامعه مشهد للعلوم الطبیه و اثار التحلیل الی مستوی المعرفه و الرؤیه و الرضا من فعالیات مرکز المطالعات و التوسعه فی الجامعه و مکتب توسعه التعلیم فی کلیه الطب .

ألاسلوب: فی هذه الدراسه التوصیفیه تم اختیار جمیع اعضاء الهیئه العلمیه فی مجالات الدروس الاساسیه و السریریه علی اساس مجموعه القاعده لهذه الدراسه و تم تجمیع المعلومات عبر استمارات علی معاییر احصائیه .

النتائج: کان هناك ۳۷.۲۲٪ من اعضاء الهیئه العلمیه لدیهم علم و معرفه کامله تجاه الرساله و الاهداف و نشاطات المرکز و مکاتب توسعه التعلیم ..۱۷.۴۲٪ من الاساتذه کان عندهم معرفه اجمالیه و ۶.۲۰٪ لم یکن لدیهم أی معرفه فی هذا المجال فی مجال الرؤیه ۷.۳۹٪ من الاساتذه کان عندهم رؤیه ایجابیه لهذا المجال و ضرورة وجود هکذا مراکز. ۴.۴۰٪ کان لدیهم ایجابیه نسبیه و ۶۰٪ کان عندهم رضا نسبی تجاه هذه الفعالیات .

البحث: اشارت النتائج المستنبطه من البحث الی إن لم یکن هناك ارتباط بین الرتبه العلمیه عند الاساتذه و الرؤیه .

الإستنتاج: اشارت النتائج الی أن لم یکن هناك رؤیه مناسبه من قبل اعضاء الهیئه العلمیه تجاه مرکز المطالعه و مکاتب توسعه التعلیم و بعباره اخری لم یکن هناك مکانه لهذا الامر لدیهم .

الکلمات الرئیسه: مرکز مطالعات التوسعه التعلیمیه الطبیه (EDC)، مکاتب توسعه التعلیم (EDO) . المعرفه و العلم، الرؤیه، مستوی الرضا.

بررسی آگاهی، نگرش و رضایتمندی اعضای هیات علمی دانشگاه علوم پزشکی مشهد در مورد رسالت و جایگاه مرکز مطالعات و توسعه آموزش پزشکی و دفتر توسعه آموزش

چکیده: هدف پژوهش حاضر بررسی دیدگاه اعضای هیات علمی دانشکده پزشکی مشهد در مورد مرکزمطالعات توسعه و آموزش پزشکی و دفاتر توسعه آموزش دانشگاه علوم پزشکی مشهد می باشد، که در آن میزان آگاهی اعضای هیات علمی ، نگرش این افراد و میزان رضایتمندی آنها از فعالیت های مرکز مطالعات و توسعه دانشگاه و دفتر توسعه آموزش دانشکده پزشکی مشهد مورد بررسی قرار گرفت .

روش: در این مطالعه توصیفی کل اعضای هیات علمی دانشکده پزشکی در گروه های پایه و بالینی به عنوان جامعه هدف انتخاب شدند. ابزار گردآوری داده ها پرسشنامه محقق ساخته نظر سنجی بود

یافته ها: به طور متوسط۳۷/۲۲ در صد از اعضای هیات علمی از دانش و آگاهی کاملی راجع به رسالت، اهداف و فعالیتهای مرکز و دفاتر توسعه آموزش برخوردار بودند. ۴۲/۱۷ درصد از اساتید تا حدودی با این مراکز آشنایی داشتند و ۲۰/۶ درصد هم اظهار عدم آشنایی با فعالیت های این مرکز کرده بودند. در حیطه نگرش به طور متوسط۳۹/۷ درصد از اساتید نگرش مثبتی نسبت به فعالیتها و ضرورت وجود این مراکز داشته اند،۴۰/۲ درصد نسبتا نگرش مناسبی در خصوص فعالیت ها و ضرورت و اهمیت وجود این مراکز و دفاتر داشته اند. درخصوص میزان رضایتمندی اعضای هیات علمی به طور متوسط۱۳/۰۳ درصد از فعالیت های مرکز و دفاتر توسعه رضایت داشتند،۶۰ درصد نسبتا رضایتمند بودند.

نتیجه گیری: در بررسی های استنباطی یافته ها حاکی از این است که بین نمره آگاهی ، نمره رضایتمندی اساتید با مرتبه دانشگاهی آنها رابطه معناداری وجود ندارد اما بین نمره نگرش و مرتبه دانشگاهی اساتید رابطه معنادارای وجود دارد. بر اساس نتایج بدست آمده در مجموع اعضای هیات علمی دانشکده پزشکی دیدگاه کاملا مناسبی از مرکز مطالعه و دفاتر توسعه آموزش نداشتند به عبارتی جایگاه وفعالیت های این واحد ها برای اعضای هیات علمی مشخص نیست.

کلید واژه ها: مرکز مطالعات توسعه آموزش پزشکی (EDC) ،دفاتردفتر توسعه آموزش(EDO)، آگاهی و دانش، نگرش ، رضایتمندی

میڈیکل اسٹڈیز اینڈ ایجوکیشنل دیولپمنٹ شعبوں کے بارے میں مشہد یونیورسٹی آف میڈیکل سائنسس کے اکیڈمیک کونسل کےاراکین کے نظریات کا جائزہ .

بیک گراونڈ: اس تحقیق کا هدف میڈیکل اسٹڈیز اینڈ ایجوکیشنل دیولپمنٹ شعبوں کے بارے میں مشہد یونیورسٹی آف میڈیکل سائنسس کے اکیڈمیک کونسل کےاراکین کے نظریات کا جائزہ لینا ہے۔

روش: اس تحقیق میں تعلیمی اور کلینیکل شعبوں میں سرگرم عمل اساتذہ کو شریک کیا گیا تھا۔

نتیجے: اوسطا سینتیس اعشاریہ دو دو فیصد اساتذہ کو میڈیکل تعلیم کے ترقیاتی دفاتر اور مراکز کےبارے میں معلومات حاصل تھیں اور وہ ان کے اهداف سے آگاہ تھے۔بیالیس اعشاریہ ایک سات فیصد اساتذہ کسی حدتک ان مراکز سے آشنا تھے اور بیس اعشاریہ چھے فیصد ان مراکز سے آشنا نہیں تھے۔ انتالیس اعشاریہ سات فیصد اساتذہ نے ان مراکز کی ضرورت پر تاکید کی تھی۔

سفارشات: اس تحقیق سے واضح ہوتا ہے کہ مشہد یونیورسٹی آف میڈیکل سائنسس کے اساتذہ کم و بیش ان مراکز کے بارے میں مثبت نظر رکھتے ہیں۔

کلیدی الفاظ: مثبت نظر، اساتذہ ،میڈیکل یونیورسٹی۔

INTRODUCTION

The dramatic transformations in technology and medical sciences, in the past 3 decades, have underlined the need for change and evolution, and led to the formation of EDC in order to promote both the quality and quantity of educational services on the national and academic level(1). EDCs and their related centers have been founded in order to establish a relationship between research issues and innovative methods of education with clinical skills; plus, they aim to help promote physicians' educational competence as professional professors and lecturers (2). In our country, the necessity of establishing EDOs became transparent after the creation of medical sciences in the ministry of Higher Education, and later on, their integration into the former ministry of Health, and the current one, because the number of universities and medical faculties gradually increased to compensate for the shortage of human, medical, and paramedical resources according to the social needs, which ended in a decline in the quality of education. In order to prevent such danger, the EDCs and EDOs were founded like similar centers in other credible universities abroad (3). The EDCs have focused on providing their expert and professional services in target areas, namely the educational system input such as students, board of education, the educational process and learning which are inseparable essential parts of medical education, and the output which is the graduates; these services have developed in the following five areas:

- Research in teaching, formulating and implementing research plans on education and guiding the research process, which is the main center of EDC activities.
- Teacher training in order to achieve better educational methods and develop the teaching and learning process.
- Formulating and reviewing educational syllabus (curriculum planning)
- Evaluating the educational curricula, instructors, staff, and system to identify the current trend of education in various departments, plan an optimal trend, and improve the development of a more efficient educational technology through holding workshops and exchanging ideas on new methods of education (4).

It is inevitable to understand and recognize the significance of EDC activities, and to come to a unanimous agreement on their operational fields to achieve the aims of development. Therefore, the participation of instructors and board of education as key figures in the process of education is indispensible, since the promotion of educational process, evaluation, and educating the human resources quality can be realized through the attempts of professors. In addition to supporting democratic ways in administrating EDOs to increase their executive power (5). Gaff (1987) proposed the formation of counseling committees and councils with the board of education (6).

Accordingly, in order to promote the educational quality, to develop a more dynamic atmosphere in universities, and to implement the ordinance of the 15th meeting of the state council of education development by the ministry of Health for creating an EDC under the supervision of university rectors, the plan to form such centers was proposed (7).

This study was designed to investigate the Mashhad University of Medical Sciences EDC activities from the standpoint of ED, based on the mission and aims of EDCs, i.e. participation, dynamism and accountability of physician-instructors.

METHODS

This descriptive, cross-sectional study was performed in the educational development department of Mashhad University of Medical Sciences, the whole board of which included 400 members. Due to the fact that all these instructors might not have been able to take part in the study, all the members were taken as the available sample. The data collection was performed through a researcher-designed questionnaire, which contained 16 items along with the underlying variables; these items were related to assessing board of education awareness (4), attitude (4), and satisfaction (8) with EDC. Afterwards, the validity and reliability of the questionnaire was tested; its validity was proved through content validity, based on experts' comments whereas its reliability was reported 85% through Cronbach's Alpha. Three alternatives were defined for each item (namely "not at all, relatively, and completely"), and based on the percentage of the people who picked each alternative, the rate of awareness, attitude, and satisfaction were measured. Then, the questionnaire was sent to all the educational staff of the clinical and basic departments so as to be given to and filled by the board of education. From among them, 50 questionnaires were submitted. The collected data was analyzed, using SPSS 11.5, and both descriptive (the percentage of frequency, the average, the standard deviation) and inferential statistics (ANOVA and Chi-Square).

Table 1. The percentage of frequency of each of the items on board of education awareness of EDC and EDO

	Words	not at all%	relatively%	completely %
Awareness and familiarity	The definitions of EDO and EDC	3.9	27.5	68.5
	The goals and missions of EDO and EDC	11.8	58.8	29.4
	The structure of EDO and EDC	21.6	51	27.5
	The organizational and structural differences between EDO and EDC	45.1	31.4	23.5
The total percentage of Awareness		20.6	42.17	37.22

RESULTS

With respect to the descriptive analysis, results indicated that, on average, 37.22% of the board of education was fully aware of the functions and activities of EDC, 42.17% were familiar with them to some extent, and 20.6% were not familiar with them at all (see table 1.).

Regarding attitude, 39.7% of the professors had a positive attitude to the activities and necessity of these centers; another 40.2% a relatively positive attitude; and only 17.65% did not have a favorable attitude (see table 2).

Regarding the rate of satisfaction, on average, 13.03% of the professors were pleased with the activities of these centers; another 60% were relatively pleased; and only 23.53% were not pleased at all (see table 3)

Results indicated that there was no significant correlation between awareness scores of education board and their academic rank; moreover, ANOVA indicated no significant difference between their awareness scores and academic rank ($p>0.05$).

However, findings depicted a significant correlation between attitude scores of education board and their academic rank; moreover, the analysis of results through ANOVA indicated a significant difference between their attitude scores and academic rank, so that the higher their rank was, the higher score they got ($p=0.04$)

Finally, the results represented no significant correlation between satisfaction scores of education board and their academic rank ($p>0.05$).

The chi-square test revealed a significant correlation between satisfaction and years of teaching experience ($p=0.04$), awareness and years of teaching experience ($p=0.02$), and eventually between attitude and years of teaching experience ($p=0.01$). In other words, the instructors with a longer teaching experience got higher scores in awareness, attitude, and satisfaction.

Throughout the analysis, it became transparent that there was no significant difference between educational departments and awareness scores; moreover, ANOVA results indicated no such difference ($p>0.05$).

The analysis of educational departments and attitude and satisfaction scores revealed similar results through ANOVA ($p>0.05$).

DISCUSSION

According to the collected data, the rate of the education board's full awareness of EDC and EDO was 37.2%, the percentage of completely positive attitude 39.6%, and the rate of satisfaction 13.3%. These figures may indicate that the EDC and EDO should, at first, follow a policy based on introducing the center and its position to the education board; and later, take steps to change the rate of their

Table 2. The percentage of frequency of each of the items on board of education attitude to EDC and EDO

	Words	not at all%	relatively%	completely %
Attitude	The necessity for the presence of EDO and EDC structures to promote and develop	17.6	25.5	56.9
	The role of EDO and EDC in improving the quality and efficiency	23.5	39.2	35.30
	The acceptance of cooperation with EDO and EDC in an area	2	37.3	58.8
	With EDO and EDC playing a more active role in educational departments	27.5	58.8	7.8
The total percentage of attitude		17.65	40.2	39.7

Table 3. The percentage of frequency of each of the items on board of education satisfaction with EDC and EDO

	Words	not at all%	relatively%	completely %
Satisfaction with EDC and EDO activities	Curriculum design and review for each department	31.4	58.8	9.5
	Promoting the capabilities of education board	15.7	72.5	9.8
	Implementing new educational and evaluation methods	11.8	66.7	19.6
	Improving the EB assessment quality and processes	35.3	58.8	2
	Improving the learners' assessment processes and analysis of results	19.6	72.2	3.9
	Approval and implementation of qualitative and quantitative research proposals	33.3	60.8	2
	Practical transformation of teaching and learning in each group	39.2	49	8.2
	Localization of clinical conditions	2	41.2	52.9
The total percentage of satisfaction		23.53	60	13.03

Table 4. The distribution of awareness, attitude, and satisfaction scores of the education board regarding EDC and EDO Mashhad University of Medical Sciences

The score of each area	average	standard deviation
Awareness score	13.13	±3.3
Attitude score	7.78	±1.56
Satisfaction score	10.80	±2.7

awareness and attitude, and increase satisfaction.

Similarly, in a study called "the activities of EDOs from the perspective of the education board of the Medical University of Kerman", 78.5% of the total sample had a rather positive attitude towards the current activities of the EDC. Besides, 87.5% of them expressed their willingness to participate in them.

In the present study, there is a significant correlation between the attitude score with the academic rank; perhaps, this could be due to the new policy of the ministry of Health, according to which the members of the education board must attend some workshops in order to increase their competence. In other words, the younger education board members have received better education on the necessity of employing new methods of teaching and evaluation. Therefore, they have a better attitude toward the EDC and EDO.

Lack of a significant difference between the satisfaction and attitude of the education board with their rank, despite the higher awareness of assistant professors of the EDO and EDC, may reflect the rather poor performance of these centers which led to the failure of these centers in increasing their attitude and awareness.

The significant correlation between experience and the rate of satisfaction with EDC and EDO could originate from long periods of teaching, prior experience, as well as problems have persuaded the education board to confirm the necessity of EDC and EDO as a center for promotion of educational condition and removal of quality problems. The results showed that the professors with longer teaching experience had a better awareness of, attitude to, and satisfaction with EDC and EDO.

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