

The most mentioned factors influencing proper inefficiency in higher education of medical sciences

¹Ramë Miftari, ² Ramadan Beqiri

¹University of Prishtina, Faculty of Medicine, Republic of Kosovo

²Private College BISNESI– Prishtina, Republic of Kosovo

Corresponding author: Ramadan Beqiri, email: ramadanbeqiri@gmail.com.

Abstract

Today, the advancement of teaching and learning at the university level of higher education presents a challenge which is facing the whole world. Through the discovery and elimination of the factors that hinder the achievement of progress in the learning process, we have considered that is possible to increase the level of success of students in their studies.

The study was conducted in the form of a survey, addressed to students of basic studies of medical sciences. In total, there were 25 questions which were mainly related to the factors that directly affect the learning process. The questions were closed, open and alternative, with the possibility with more than one answer. There were 100 students involved in the study and they're divided into 2 groups. The first group consisted of 50 students of the Faculty of Medicine, the University of Prishtina and the second group consisted of 50 students of the private college Rezonca in Prishtina. The questions were sent electronically to each student, while their answers were analyzed anonymously and processed by statistical methods.

Results. The average age of the all students surveyed was 21 years. With existing curricula and subject programs were satisfied 80% of students of the second group and 40% of students of the first group ($P < 0.005$). The lecture schedule was more suitable for the students of the first group whereas exercise schedule was more suitable for the students of the second group. Through teaching conditions, the way of lecturing and the use of didactic teaching aids, the students of the second group were more satisfied, compared to the students of the first group ($P < 0.001$). The assessing of the knowledge by the professors and the correctness of the teachers in relation to the students is positively appreciated, only by the 35% of the students of both groups. The lectures were attractive and interesting for 80% of the students of the second group and only 20% of the first group ($P < 0.005$). Involvement of students in practical work, research and scientific projects is confirmed only by 25% of the students of the second group. Our results suggest that most students in both groups are not satisfied with the provision of teaching conditions in both institutions, with particular emphasis on the public institution.

Keywords: curricula, learning, teaching.

Introduction

Amongst the main challenges of the educational process is the increase of knowledge success in higher level of studies. While until today the task of the teacher was to prepare the student for something, today the task has increased and the student must be prepared for anything. Exactly, due to this purpose, a lot of scientific research has

been done in order to discover the factors that directly affect the increase of success performance in higher education. A study has been conducted at higher education institutions in Mauritius about the connection between the selection of students who study and the success they have achieved in lessons. The study revealed that the factors like physical environment, transitional support and word of mouth have a significant positive influence on students' choices, but they also revealed that educational assessment and support facilities do not have a significant effect on student's choice (1). Another study was conducted in Ukraine and they noticed that segregation of funds at the state and at the university levels prevents Ukrainian students from achieving their internal motivations and extracts, such as personal development, vocational training, and employment (2). An important factor in the impact of teaching development at the level of higher education is also shown the external evaluation of quality assurance by Institutional Assessment Programs (IEP) (3). Don F. Westerheijden along with co-authors in their studies reported that in order to improve the quality of higher education, more attention should be paid to the analysis of practices and the role of individual actors in their behaviours and actions, in order to understand the foundations related to the maintenance and improvement of quality as well as the research needed to empirically investigate these processes (4). Theodor Leiber and his collaborators highlight the experience of the teacher as a very important factor for quality assurance and the appropriate climate for quality work in the realization of higher education(5). The study performed in German advanced education institutions shows that support by higher education institutions' higher management and cooperation with other education institutions are relevant preconditions for larger perceived degrees of quality assurance effectiveness (6). Many publications acknowledged important factors that can affect the learning process, such as: intellectual factor, physical factors, learning factors, mental factors, emotional and social factors, teacher's personality teacher and the market factors (7,8, 13). In a study conducted in USA, Peter Ewell noticed that role of institutional accrediting organisations on increasing quality in advanced education is very high. In his study he also found that the impacts of these institutions on quality assurance have rendered the process more intentionally, more focused and more transparent (7). In a study based in the review of published papers since 1995 until today, authorssuggeststhat it is still not clear, that even after these years, quality assurance system have really enhanced higher education (8). Another study conducted in Australia suggest that engagement of students in projecting of strategy for high level education development in Australia is very limited, thus, the studentsinvolvement in this programs must be accomplished as soon as possible (9). Maureen Tam considers that the simple "production model" is very important to determine the relationship between inputs and outputs, which measure students benefit before and after receiving higher education (10). In their study they also suggest that an important problem in higher education is the fact that precisely for people who conceive higher education and quality differently, "quality" is a highly contested concept and has multiple meanings (10). According to Williams et al. the two most common terms mentioned in the parameters that should serve to raise the level of teaching in higher education, 'quality assurance' and 'quality enhancement' are complex and vary not only by time and content but

also by different stakeholders (11). Some authors consider that if the main point in efforts to improve the quality of teaching remains academics, then more attention needs to be paid by institutions and external quality bodies, to the importance of the conditions and context of academics' work (11). Husain Salilul Akareem and Syed Shahadat Hossain in their studies conducted in 2016, gathered information and the facts in the top 5 private universities in Bangladesh. They managed to show that a number of factors such as age, parental education, student status for scholarships, extracurricular activities, previous results and the university where they're studying were important in the perception of the quality of higher education (12). Many studies have shown that factors related to stress, fear, depression, insomnia, anxiety, the use of stimulants and sedatives have a significant impact on students' poor performance (13). Michaela C. Pascoe et al. in their narrative review highlights that academic-related stress is a major concern for secondary and tertiary students (13). A study conducted in 2020 in East Africa, highlights the need for quality assurance agencies to develop internal quality assurance frameworks for reviewing programs that focus on the quality of learning (14). Two studies made in Sweden and Catalonia shows that gendering quality assurance can stir an institutional self-redefinition in contributing to embedding the gender perspective in their eminence culture (15). Szymenderski et al. in their studies conducted in Germany and Russia, attempted to prove the impact of different systems on quality of teaching and learning at university education. Online teaching method in higher studies has been shown to be just as effective as direct classroom teaching (17). Since 1980, the role of the teacher as an important factor in achieving positive results during the learning process, tried to intricate Pope and his manuscript. He has since thought that a very important role in achieving positive results in the learning process is the application of three teaching methods such as: the dimensions of conceptual function; conceptual complexity, judgment and attitude as well teaching methods for adults (18).

Material and methods

We have accomplished a perspective study, conducted during the months April-May 2019. The study was conducted in the form of a questionnaire, containing 25 questions. The content of the questions mainly concerned the expression of students on how satisfied they are, and if they're all satisfied or not, with the conditions offered in the institution where they've been studying. The questions were compiled by two teachers, both authors of this paper. The questions were closed, open and alternative, possibly with more than one answer. We have ensured that the questions were not provocative, offensive, and hateful or overestimating. Ethical principles have been treasured by respecting the authority of each student, regardless of gender, ethnicity, place of residence, etc. At each questionnaire was required completion of the general data of the student, such as: age, gender, direction of studies, college or faculty where he/she studied, marital status and the way of financing studies. The questionnaires were sent to each student via their email address. This study involved 100 students that were divided into two groups of 50 students each. The first group contained students of the third-year of the Private College of Medical Sciences "Resonance", branch of

Radiology and Laboratory Biochemistry, while the second group included third-year students of general medicine of the Public University of Prishtina, Faculty of Medicine. Questionnaires with the same questions were sent to each student via e-mail address. We also received completed questions via email address. The completed questionnaires were analyzed by two professors and two students. All complete questionnaires were analyzed and processed through statistical tests such as: percentage test, arithmetic mean, test of module and student t- test.

Results

In this study were involved 100 students, and they're divided in two groups of 50 students each. In first group were included students of Medical Faculty, University of Prishtina and in the second group were included students of private college Rezonanca. All students were in the third year of their study. The average age of all students was 20.95 year and it was almost the same in both groups (table 1). Statistically the difference in mean age between two groups of students was not significant ($p=0.1$). Table 1. Presentation of data about the mean age of students

Education institution	N	%	X
Faculty of Medicine	50	50 20.8	
College Rezonanca	50	50 21,1	
Total	100	100 20.95	

$P=0.1$

Of the entire group, 60% of students said they were satisfied with the existing curricula, while 40% of all students said they were dissatisfied. A significant difference between the two groups was noted in their statements on the matter. According to the declared data, it is noticed that only 20 students of the Faculty of Medicine were satisfied with the existing curricula, while 30 students were dissatisfied. Unlike the students of the Faculty of Medicine, 40 students of the private college Rezonanca have stated that they are satisfied with the existing curricula and only 10 were dissatisfied. As shown in Table 2, the number of students dissatisfied with the existing curricula was twice as high in public institution, mainly in the Faculty of Medicine, compared to the students of Rezonanca College. Statistically, we found a significant difference between the two groups of students regarding their statement whether or not they are satisfied with the existing curricula, $p<0.005$.

Table 2. Satisfaction of students with existing curricula

Group of students	Satisfied		No satisfied		Total	
	N	%	N	%	N	%
Faculty of medicine	20	40	30	60	50	100
Private college Rezonanca	40	80	10	20	50	100
Total	60	60	40	40	100	100

The lecture's schedule was declared suitable for 38 students, while for the other number of 62 students, the lecture's schedule was unsuitable. It should be noted that the largest number of declared students were satisfied with the lecture schedule, 25

of them (65.79%) were students of the Faculty of Medicine and only 13 (34.21%) were students of Rezonanca College. As can be seen in the table 3, the schedule of lectures was appropriate for 50% of the students of the Faculty of Medicine and only for 26% of the students of the Rezonanca College. It was found that the students of Rezonanca College were significantly more dissatisfied with the schedule of lectures ($P < 0.002$).
 Table 3. Satisfaction of the students with lecture schedule

Group of students	Suitable		Inappropriate		Total	
	N	%	N	%	N	%
Faculty of medicine	25	50	25	50	50	100
College Rezonanca	13	26	37	74	50	100
Total	38	38	62	62	100	100

In the question how much are satisfied with exercise schedule, 72 students were declared that they are satisfied with exercise schedule. In this case, most of them were students of college Rezonanca (65.27%). According to the following data, it's clear that students of college Rezonanca were satisfied in 94% of cases with the exercise schedule and it was noted the significant difference between two groups, $p < 0.002$ (table 4).

Table 4. Satisfaction of the students with exercise schedule

Group of students	Suitable		Inappropriate		Total	
	N	%	N	%	N	%
Faculty of medicine	25	50	25	50	50	100
College Rezonanca	47	94	03	6	50	100
Total	72	72	28	28	100	100

Through the teaching conditions, the way of lecturing, the participation in lectures and exercises and the use of didactic teaching aids, 16 students of the Medical Faculty were satisfied and 40 students of the College Rezonanca (Table 5). Dissatisfied with the above mention conditions, were declared 44 students of both groups. Based on these data, it is noted that 68% of medical faculty students were dissatisfied with the above-mention conditions, while the number of dissatisfied students of College Rezonanca was significantly decreased, only 20%, $p < 0.001$.

Table 5. Data on compliance with offering of teaching condition in both institutions

Group of students	Suitable		Inappropriate		Total	
	N	%	N	%	N	%
Faculty of medicine	16	32	34	68	50	100
College Rezonanca	40	80	10	20	50	100
Total	56	56	44	44	100	100

The lectures are attractive and interesting for 40 students (80%) of the college Rezonanca and only for 10 students (20%) of the Faculty of Medicine. As is noticed, the lectures were significantly more attractive and interesting for the students of college Rezonanca, $p < 0.005$ (table 6).

Table 6. The evaluation of lectures

Group of students	Attractive		Non attractive		Total	
	N	%	N	%	N	%
Faculty of medicine	10	20	40	80	50	100
College Rezonanca	40	80	10	20	50	100
Total	50	56	50	44	100	100

The method of evaluation of the student’s knowledge by professors and the correctness of the professors, in relation to the students, was positively evaluated only by 35 students of both groups (35%). A large number of 65 students (65%) have given a negative assessment regarding this issue. The number of students who were declared positively and negatively about the correctness and correct evaluation of professors was approximately the same in both groups of students (table 7).

Table 7. Assessing the correctness of professors in assessing student knowledge

Group of students	Are correct		Non attractive		Total	
	N	%	N	%	N	%
Faculty of medicine	17	34	33	66	50	100
College Rezonanca	18	36	32	64	50	100
Total	35	35	65	65	100	100

The involvement of the students in practical work, research and scientific projects was confirmed only by 13 students (26%) of the second group, while it is denied by all the students of the first group ($P > 0001$). Based on these data, it turns out that the commitment and involvement of students in projects and scientific work was very small in both institutions, private and public.

Table 8. Involvement of students in practical work, research and projects

Group of students	Involved		Non involved		Total	
	N	%	N	%	N	%
Faculty of medicine	0	0	50	100	50	100
College Rezonanca	13	26	37	74	50	100
Total	13	13	87	87	100	100

Regarding extracurricular activities, such as participation in scientific conferences, congresses and other scientific meetings, only 18 students (36%) of the medical faculty have confirmed their participation in these activities, while all students of the Resonance College have stated that they do not want to participate in these activities (table 9)

Table 9. Participation of students in extracurricular activities

Group of students	Involved		Non involved		Total	
	N	%	N	%	N	%
Faculty of medicine	18	36	32	64	50	100
College Rezonanca	0	0	50	74	50	100
Total	18	18	82	82	100	100

Discussion

Many factors are linked to success in higher education. Mauritius and its colleagues in their study found out that factors such as physical environment, transient support, and word of mouth have a significant positive impact on student's choices, but they also found that educational quality and supportive facilities did not have a significant effect on choice of students (1). In our study we observed that study successes are directly related to student motivation. The students of the Faculty of Medicine achieved the highest success in studies, directly connected with high motivation they have to study and vice versa for the weakest successes; the students of Rezonanca College relate it with the weakest motivation to study. Students of Rezonanca College are less motivated because they were not satisfied with their field of study. Despite the fact that the students of Rezonanca College were significantly more satisfied with the existing curriculum and the schedule of exercises compared to the students of the Faculty of Medicine ($p < 0.002$), however this did not affect the success of student achievement. We also noticed that students in general were much more satisfied with exercise schedules than with lectures. Students of the Faculty of Medicine were more satisfied with schedule of lectures that are mainly organized in the morning, while the students of Rezonanca College are very dissatisfied with schedule of the lectures because they are mainly organized in the afternoon.

Rezonanca College students have also stated that they are more satisfied with the teaching conditions than their colleagues from the Faculty of Medicine. They are more satisfied with the environment of the classrooms, the maintenance, and lighting, temperature rate, equipping the halls and laboratories with school equipments and the internet network. We justify this statement of the students with the fact that the Rezonanca College Building is new and it is under strict supervision by the management, which in this case is a private sector. We consider that the main factor in providing these good conditions is the economic and financial factor and the highest care of the students towards the environment in which they learn. Some authors in their works emphasize the teacher, as an important factor in achieving high performance in higher education. In this context, our students are presented in identical percentages in terms of evaluating the performance of teachers, especially professors.

However, it is noticeable that the students of Rezonanca College in a much higher percentage rate than the students of the faculty of medicine positively evaluate the performance of the professors. Almost 80% of them positively evaluate the performance of professors and on the other hand 80% of the students of faculty of medicine are not satisfied with the performance of their professors. Regarding the attitude of professors towards students and the correctness in behaviour and evaluation of student knowledge, only 35% of students stated that they are satisfied, while in 65% of cases they state that the behaviour and attitude of professors towards students is not correct and normal. Dissatisfied or satisfied with the behaviour of professors towards students, the students of both groups have been declared in a similar way. They consider that precisely the attitude, behaviour and correctness of professors are one of the main motivating factors for learning and achieving success.

Finally, most of students have stated that they have not been invited, motivated, or involved in scientific research and projects. They have mostly stated that they have no idea how a scientific research or project is organized and performed. The exception are 13 Rezonanca College students, who make up 13% of all students surveyed, who state that they have been invited by professors in projects and scientific research. Otherwise, only 18 students of the Medical Faculty have stated that they have participated in scientific meetings, congresses and conferences and that mainly they did not receive financial support from any institution.

Conclusions

Based on all the responses of the surveyed students, we find that most of the students are not satisfied with the way of organizing in higher education. The most demotivating factors for public university students are: poor infrastructure of facilities, poor teaching organization, poor management and irresponsibility of teaching staff, while for private college students the main de-motivating factor is the wrong choice of field of study and not the perspective after graduation.

References

1. Soujata Rughoobur Seetah (2019) Factors affecting students' choices of tertiary institutions in small island developing economies, *Quality in Higher Education*, 25:2, 117-132.
2. S Dovgyi, V Nebrat, D Svyrydenko, S Babiichuk (2020). Science education in the age of Industry 4.0: challenges to economic development and human capital growth in Ukraine. *Naukovyi Visnyk Natsionalnoho Hirnychoho Universytetu*, 4:1, pages 146-151.
3. Goran Dakovic & Anna Gover (2019). Impact evaluation of external quality assurance by the Institutional Evaluation Programme, *Quality in Higher Education*, 25:2, 208-224.
4. Don F. Westerheijden, Veerle Hulpiau & Kim Waeytens (2007). From Design and Implementation to Impact of Quality Assurance: An Overview of Some Studies into what Impacts Improvement, *Tertiary Education and Management*, 13:4, 295-312.
5. Theodor Leiber, Bjørn Stensaker & Lee Harvey (2015) Impact evaluation of quality assurance in higher education: methodology and causal designs, *Quality in Higher Education*, 2015, 21:3, 288-311.
6. Markus Seyfried & Philipp Pohlenz (2018) Assessing quality assurance in higher education: quality managers' perceptions of effectiveness, *European Journal of Higher Education*, 2018, 8:3, 258-271.
7. Peter Ewell. Twenty (2010) Years of Quality Assurance in Higher Education: What's Happened and What's Different?, *Quality in Higher Education*, 16:2, 173-175.
8. Lee Harvey & James Williams (2010). Fifteen Years of *Quality in Higher Education* (Part Two), *Quality in Higher Education*, 16:2, 81-113.
9. Hamish Coates (2005). The value of student engagement for higher education quality assurance, *Quality in Higher Education*, 11:1, 25-36.
10. Maureen Tam (2001). Measuring Quality and Performance in Higher Education, *Quality in Higher Education*, 7:1, 47-54.
11. James Williams (2016). Quality assurance and quality enhancement: is there a relationship? *Quality in Higher Education*, 22:2, 97-102.
12. Husain Salilul Akareem & Syed Shahadat Hossain (2016). Determinants of education

- quality: what makes students' perception different?, *Open Review of Educational Research*, 3:1, 52-67.
13. Michaela C. Pascoe, Sarah E. Hetrick & Alexandra G. Parker (2020). The impact of stress on students in secondary school and higher education, *International Journal of Adolescence and Youth*, 25:1, 104-112.
 14. Tashmin Khamis & Sam Scully (2020) Questioning the efficacy of quality assurance frameworks for teaching and learning: a case study from East Africa, *Quality in Higher Education*, 26:1, 3-13, DOI: [10.1080/13538322.2020.1728836](https://doi.org/10.1080/13538322.2020.1728836)
 15. Eva Benito & Tània Verge (2020) Gendering higher education quality assurance: a matter of equality, *Quality in Higher Education*, DOI: [10.1080/13538322.2020.1769268](https://doi.org/10.1080/13538322.2020.1769268).
 16. Szymenderski, Peggy; Yagudina, Liliya; Burenkova, Olga (2015). The Impact of an Assurance System on the Quality of Teaching and Learning--Using the Example of a University in Russia and One of the Universities in Germany.. *Higher Education Studies*; Vol. 5, No. 5; 15-25, DOI: [10.5539/hes.v5n5p15](https://doi.org/10.5539/hes.v5n5p15).
 17. Muller, K., Gradel, K., Deane, S., Forte, M., McCabe, R., Pickett, A. M., Piorkowski, R., Scalzo, K., & Sullivan, R. (2019, October). Assessing student learning in the online modality (Occasional Paper No. 40). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).
 18. A.M. Pope (1980) The Teacher as Learner — Some Factors in the Learning Process, *British Journal of In-Service Education*, 7:1, 70-76, DOI: [10.1080/0305763800070110](https://doi.org/10.1080/0305763800070110)