

## Brief Communication

# Product of Holding Shahid Motahari Educational Festival: A Cross-sectional Study among Iranian Faculty Members of Medical Sciences Universities

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## Abstract

Shahid Motahari Educational Festival has annually been held to improve medical education quality in Iran. The present study aims to determine the product of holding six courses of the festival from the viewpoints of Medical Sciences university faculty's members. This cross-sectional study was conducted among 473 academic members of medical universities in Iran. Participants filled out a self-administered questionnaire. Data were analyzed by SPSS version 20. Our findings indicated participant's evaluated items "attracting and directing investments, commercialization products, increasing student satisfaction with teaching quality improvement, increased production of educational rules and regulations as well as reform processes, providing training equipment and devices" to be weaker.

**Keywords:** Shahid Motahari Educational Festival, Faculty Members, Medical Sciences Universities

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## Introduction

University in Buffalo was the first to offer education and training in the field of medical care in 1955 (1). World Health Organization first founded 8 educational centers around the world; one of them in Shiraz, Iran to improve the design and training approaches, evaluation and medical education in 1972 (2). Medical education centers have been founded in medical care universities of Iran since 1989, and since then establishment of Ministry of Health and Medical Education was considered essential (3-5). Several proposals have been suggested to develop medical

education, one of which was Shahid Motahari Educational Festival first held by Shahid Beheshti University of Medical Sciences in 2007. The festival was established to acknowledge educational procedures (all systematic learning and teaching activities among faculties to improve education quality), improve and develop current educational procedures in universities, determine educational standards, determine evaluation criteria and validate a part of procedures, develop procedures, and invent and introduce new educational procedures (6). On the other hand, nowadays, a major challenge to managers

for successful running of programs seems to be the way to achieve program goals (7). Therefore, assessment has created a systematic process to collect, analyze and interpret information to achieve future goals (8, 9). The present study aims to determine the product of holding six courses of Shahid Motahari Educational Festival (from 2007 to 2013) from the viewpoints of faculty members in medical sciences universities.

## Methods

This cross-sectional study was conducted among 473 academic members of medical university's in Iran, 2014. The questionnaire included two sections comprising of 27 questions: Five questions for demographic features and 22 questions for the Shahid Motahari Festival product.

The first part-background items-was designed to gather information related to the university names, participant's official rank (educational president, chairman of educational development center-EDC, faculty members), role of participants in the festival (member of university referee committee, member of referee committee at the Ministry of Health and Medical Education), history of attending the festival (yes, no), and possible cooperation with educational proposals presented in the festival.

The second part of the questionnaire dealt with the product of the Shahid Motahari Festival. This 22-item

response inventory used a three-point Likert scale: Strongly effective, rather effective and less effective. Scores ranged from one to three for each item (22 to 66 points in total) to figure out participants attitudes to the effectiveness of the festival (e.g. improving faculty members satisfaction with education quality, etc.). The questionnaire was designed based on the Stufflebeam questionnaire and checklist (10). The obtained alpha' Cronbach was 0.93. The data were analyzed by the SPSS software for windows (ver. 20). Quantitative variables were expressed as means with SDs, and qualitative/categorical ones as frequencies and percentages.

## Results

About 30 responded (6.3%) respondents were educational deputies at universities, 36 (7.6%) EDC managers, 83 (17.5%) EDC members, and 295 (62.4%) attending the Shahid Motahari Festival. 29 (6.1%) did not respond to the items. Almost 343 (72.5%) of the participants had a history of attendance at the festival at least once. In addition, 264 (55.8 %) of them reported an experience of developing educational procedures. Mean and standard deviations of the product questionnaire was  $39.08 \pm 10.20$ , and participants gained 59.21 percent of the maximum score. Also, among all the 22 items, producing new educational methods gained the highest score ( $2.03 \pm 0.67$ ) (Table 1).

**Table 1. Mean and standard deviation of the items dealing with the product of the Shahid Motahari Festival from the view points of faculty members**

	Results	Mean	SD
1	Producing new educational methods	2.03	0.67
2	Acknowledging running educational procedures in universities	1.95	0.73
3	Improving running educational procedures in universities	1.95	0.64
4	Improving pedagogy among faculty members	1.90	0.65
5	Improving educational motivation among faculty members	1.90	0.63
6	Developing cooperation among faculty members to improve education	1.90	0.67
7	Creating proper environment for faculty members to produce knowledge	1.84	0.71
8	Improving faculty members functioning	1.84	0.64
9	Improving knowledge level among faculty members	1.84	0.68
10	Making use of recognized educational procedures	1.84	0.70
11	Improving effectiveness of educational section	1.84	0.49
12	Improving evaluation system	1.82	0.65
13	Improving educational procedures at universities	1.82	0.63
14	Improving rapport among faculty members	1.77	0.70
15	Improving rapport among faculty members and students	1.77	0.71
16	Improving faculty members satisfaction with education quality	1.75	0.59
17	Improving students satisfaction with faculty members' teaching methods	1.73	0.63
18	Inventing and improving procedures, equipment, and machines	1.70	0.65
19	Revising educational regulations	1.62	0.67
20	Improving students' satisfaction with development of educational quality	1.61	0.62
21	Commercializing educational productions	1.42	0.63
22	Attracting and guiding investments to knowledge production	1.38	0.59

## Discussion

The present study aims to determine the effectiveness of results of the Shahid Motahari Educational Festival from the viewpoints of faculty members in medical sciences universities in Iran. Results suggested that 59.21 percent of participants in the study gained the maximum available score.

A study on items showed that faculty members evaluated some items as weak, including attracting and guiding investments, commercializing educational products, improving students' satisfaction with developed education quality, improving educational regulations, and improving procedures, equipment and training aids. In this regard, a part of the results from Changiz et al. (11) on the expectations of faculty members in medical care universities was conducted among EDCs, and results showed that research in Iran is mostly carried out to improve job promotion, meaning that it is done to gain its related advantages and not to study problems and suggest solutions.

It should be mentioned that along with several responsibilities of faculty members together with increasing numbers of students in recent years, it can be difficult to achieve those goals unless some plans are instructed to introduce EDCs' responsibilities towards faculty members in various fields to improve supervision and guide research. Therefore, research expenses will be rationalized in education settings.

The present study was the first to investigate the effectiveness of Shahid Motahari Educational Festival and could be considered as a guide for festival officials and researchers to conduct more studies on the issue. Required data was collected using questionnaires. A limitation of the study was the reluctance of some faculty members to participate in the study.

## Conclusion

Considering the results of the study, it seems that items such as attracting and guiding investments, commercializing educational productions, improving students' satisfaction with developed education quality, improving educational regulations, and reforming procedures, equipment and training aids were evaluated as weak by faculty members. Considering such points of view could be helpful to enhance from the products of Shahid Motahari Educational Festival.

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