

Internal Evaluation of Midwifery Department of Kermanshah University Medical Sciences in 2015

¹Amir Jalali, ²Aazam Bakhteh, ²Afshin Esfandnia and ²Marzeieh Kaboudi

¹Department of Psychiatric Nursing, Faculty of Nursing and Midwifery, Kermanshah University of Medical Sciences, Kermanshah, Iran

²Department of Midwifery, Faculty of Nursing and Midwifery, Kermanshah University of Medical Sciences, Kermanshah, Iran

Abstract: Training organizations provide a targeted framework in order to improve the quality of education with internal evaluation, while realizing the strengths and limitations. This study aimed to determine the status of midwifery in the planning in order to improve the quality of education. In this cross-sectional study, midwifery faculty, educational and research managers and the number of 94 students, 21 persons of graduates and employers were evaluated using the standard forms and information obtained was analyzed using SPSS Version 18 and finally Gorman standard table was used to rate. The factors of mission, goals and organizational status (80%), training courses and curriculum and non-curriculum (79.4%) and Learning Strategies/Outcomes (82.2%) earn the most points and were desirable based on the Gorman standard table. In general, this group of a total 503 points gained 362.25 rating of 71.88% that was relatively satisfactory according to Gorman standard. Regarding the results of this study, adopting measures is necessary in order to eliminate weaknesses and upgrading related factors and markers that were relatively desirable level.

Key word: Internal evaluation, organizational status, training courses, learning strategies, midwifery

INTRODUCTION

Educational and research quality are among the most important in education and research which all the education systems should have coherent planning in order to achieve it (Farasatkah, 2009). In the last two decades, many efforts have been done on improving the quality of education in universities and institutes. Improving higher education quality evaluation requires the use of higher education and achieving the goals of the university systems. UNESCO introduced the quality of higher education as a multidimensional concept in the state university system and its mission, it has a huge impact on the whole it can be stated that Quality of education system is associated with graduates job performance and related professional services (Mohamadi *et al.*, 2013). Their assessment is a precondition for the dynamics of the educational system. Continuous evaluation process in educational systems improves their situation and thus the educational quality (Yekta *et al.*, 2005). Educational evaluation is targeted and official activity for evaluation of the effectiveness and value of a program and educational process and its main purpose is to help the authorities to make the right decisions in relation to it and encouraging people interested in education (Abedini *et al.*, 2013). In this process, it is consciously attempted to evaluate the

set of elements, processes and outcomes included in the educational system (Yekta *et al.*, 2005). Among the models used for evaluation of higher education, accreditation system is carried out for both internal and external evaluation (Karimyan *et al.*, 2011). The experience of American universities in the use of this model is such that internal evaluation is done as a prelude to the implementation of the external evaluation to be taken accreditation and ranking of universities. In Iran, the project of assessment and accreditation University of medical Sciences was adopted in Iran's third five-year development and in this regard, first ministry health and medical education, internal evaluation and external evaluation departmental goal-oriented medical science is based on internal assessment (Mohamadi *et al.*, 2013). The internal assessment is considered the basis for quality assurance in higher education (Mourkani and Shohoodi, 2013). Internal evaluation is a process in which faculty members are considerable judgment to act on their own performance and determine the quality of what the current thinking is and finally, the results are used as data for planning future activities to improve their use (Fallah *et al.*, 2004). Internal evaluation is used not only to analyze the strengths and weaknesses and recommendations but also to rectify the problem and implement solutions too (Mohamadi *et al.*, 2013). Universities and educational institutions with the

implementation of an internal evaluation, gain advantages and benefits such as identifying the strengths and weaknesses of the group by faculty (Mohamadi *et al.*, 2013; Sadoghi and Mehrabi, 2012), efforts to address the weaknesses group, group members understand their role in promoting the band, converging activities of faculty members in the group, learn from each other's experiences and opportunities for individual members to earn their expression and ultimately more power in decision-making departments, their progress and pursue (Mohamadi *et al.*, 2013). School of Nursing and Midwifery is including schools that are considered in the internal evaluation of universities (Abedini *et al.*, 2013). Department of Midwifery, school of nursing and midwifery in Kermanshah is including groups that the internal assessments was done in 2006 and now, after almost 9 years, according to a growing trend in the field of MA Consulting Group and attracting students in midwifery are again considered and were analyzed for above reasons. The school is now integrated Bachelor degree in nursing and midwifery students MA in counseling and education. In this study, the educational indicators of the School of Midwifery were an internal assessment.

MATERIALS AND METHODS

To do this research, After identifying educational goals based on 8 factors of:

- Mission, educational goals and organizational status (8 criteria)
- Training and curriculum and non-curriculum (3 criteria)
- State members of the scientific heath (5 criteria)
- Students (7 criteria)
- Teaching strategies-efficiency (fourth criterion)
- Educational facilities and equipment (5 criteria)
- Thesis (3 criteria)
- Graduates (5 criteria), midwifery was evaluated

The instrument used in 2 point markers have three bad items (0 points), relatively favorable (1 point) and high (2 points), the 3-point markers have three undesirable items (0 points), relatively favorable (1.5 points) and high (3 points) and three-point markers 2.5 adverse items (0 points), relatively favorable (25.1 points) and favorable (5.2 points), respectively. The population study consisted of all members of the nursing staff (administrators, faculty, non-faculty and students) in Kermanshah University of Medical Sciences in the year 2014-15. The population studied in the internal evaluation department is including officials and faculty midwifery, undergraduate and graduate students (94 persons) and employers (n = 6) and graduates (21 persons). For the study, we had a sampling of all officials and faculty members by census method and the students and graduates by stratified sampling method. Measurement tools for data collection included questionnaires, interviews and the information form. According to the topic, objectives and research questions, the researchers proposed questionnaire and the Ministry of health and medical education used in all internal evaluation of all projects across the country. Assessment worksheet was defined to determine the groups in question and how to collect the data. The worksheet, the questionnaire for defined groups, was designed to determine the validity and content validity by the experts. Test-retest reliability coefficient was confirmed through to the questionnaire, students 87%, graduates 83%. In addition, to respond to some of the measures related to graduates, some managers and supervisors in Kermanshah hospitals, including two CNAs and four midwives in charge were interviewed. Information obtained from this study were analyzed using the software 18 SPSS-. The descriptive statistics such as mean, standard deviation, percent, frequency graphs, tables and two-dimensional and a standard table Gorman were used to determine the eight factors shown in Table 1 and 2.

Table 1: Status points of midwifery of the factors examined eight

No./criterion	Maximum points	Obtained points	Percentage scores
Mission, goals, organization			
Mission and goals	16	13	81.25
Management group	30	24	80.00
Application and development of courses and sections in the group	9	6	66.66
The resource development group	10	7	70.00
Regulations and approvals group	8	8	100.00
The faculty members in educational planning	8	8	100.00
Financial resources needed group	10	7	70.00
Extra-university activities	14	11	78.58
Training courses, curriculum and non-curriculum			
Course and its goals	10	7	70.00
The proportion of faculty with specialization courses	14	11	78.57
The need to review the curriculum and courses	10	9	90.00

Table 1: Continue

No./criterion	Maximum points	Obtained points	Percentage scores
Faculty			
Combined staff	10	70	70.00
Educational activities	10	10	100.00
Research activities of faculty	12	11	91.66
Enforcement activities faculty	8	4	50.00
Features faculty member and the process of upgrading	10	5	50.00
Student			
Acceptance and academic achievement	16	11	68.75
The composition and distribution of students	9	9	100.00
Student participation in educational programs	10	7.5	75.00
Students interact with faculty	12	10	83.33
Student interest and awareness and the labor market	9	6	66.66
Students about group	24	12	50.00
Research projects students	10	6.25	62.50
Strategies for teaching/learning			
Patterns and teaching methods	14	12	85.71
The use of resources and learning tools	15	7.5	50.00
How to evaluate academic achievement	15	14.5	96.66
The feedback of evaluation results	15	14.5	96.66
Educational facilities			
Educational and administrative spaces with the course and field	10	5	50.00
Library and information system	12	9	75.00
Facilities and services computer	14	9	64.28
Workshops and laboratories	15	10.5	70.00
Audio-visual facilities	12	9	75.00
Theses, fellowships and seminars			
Thesis quality	18	16.5	91.66
Seminars and conferences held by the group	15	10.5	70.00
Research contracts	12	6	50.00
Graduates			
Continuing education graduates	12	6	50.00
Its group of graduates after graduation	18	10.5	58.33
Articles and scientific works graduates	9	1.5	16.66
Job future of the graduates	9	4.5	50.00
The managers about the ability of graduates	9	6	66.66

Table 2: Standard gorman

Variables	Values
Favorable	100-75% points
Relatively favorable	74-50% points
Undesirable	<50% rating

RESULTS AND DISCUSSION

Ninety four questionnaires were tested which 90.6% were undergraduate students (BSc) and 9.4% were at the post graduate level (Msc). The mean age of subjects was 23.06±4.83 years. In relation to the graduates, 33 questionnaires distributed that sampling was available, only 21 questionnaires were evaluated.

The results showed that the majority of midwifery is in the appropriate fields in three areas of mission, goals and organization status and training curricula and teaching and learning strategies and teaching were good. In this regard, the Tehereh (2011) in the city of Qom in evaluating the city's Department of Education University of Medical Sciences conditions were favorable in all eight areas. Aghababae *et al.* (2012) internal evaluation of the state of Midwifery, School of Nursing and Midwifery, Hamedan, reported favorable. However, the results

Tofighian the total mean score of Nursing in Sabzevar with 55.8% is reported in a relatively good state. Abedini *et al.* (2013) in the Department of Nursing, University of Medical Sciences Qom are also in the process of internal evaluation was rational and optimal condition (Abedini *et al.*, 2013). The results by Yekta *et al.* (2005) showed Tehran University of Medical Science in Nursing, Nursing Department was in the process of internal evaluation in good condition. Also, Farzianpour *et al.* (2013), the mean scores of internal evaluation in groups of Tehran University of Medical Sciences reported favorable. Fallah *et al.* (2004) internal assessment of the environmental health Department of Semnan University of Medical Sciences School of Public Health reported that average less desirable. The results show, points of mission, goals and organization at the highest level among the eight factors including the rate and was standard. Tehereh *et al.* (2011) Department of Midwifery, Qom and Aghababae *et al.* (2012) evaluations reported favorable situation criteria. This criterion in research Abedini *et al.* (2013) was the optimal level. Mohammadi *et al.* (2013) in their study of the mission and goals of the group of Hamadan Nursing and Midwifery

Table 3: Overview midwifery internal evaluation of the eight criteria evaluated according to the criteria Gorman

Criterion	Obtained points	Percentage of obtained points	According to the situation Goodman
Mission, goals and organization	84.00	80.00	Favorable
Trainings curriculum and non-curriculum	27.00	79.41	Favorable
Faculty	37.00	74.00	Relatively favorable
Students	61.75	68.61	Relatively favorable
Strategies of learning/teaching	48.50	82.20	Favorable
Educational facilities	42.50	67.46	Relatively favorable
Theses	33.00	73.33	Relatively favorable
Graduates	28.50	50.00	Relatively favorable
The overall situation of internal evaluation	362.25	71.88	Relatively favorable

reported favorable. In this world, we concluded that the criterion of three, four and seven status in a relatively good level but in total the scores and other criteria desired status in this situation was a factor. In this regard, Shahabinejad *et al.* (2013) also had this paragraph results in a relatively good level. They also realized that the situation was satisfactory in some criteria but overall status of internal evaluation Faculty of Nursing, Midwifery and Allied relatively favorable Rafsanjan reported. In curriculum and non-curriculum educational courses, the results showed that status of midwifery in good condition in this first criterion of three criteria that existed in a relatively good state and the desired state in the last two criteria. In this regard, the results Aghababae *et al.* (2012) and Tehereh *et al.* (2011) also gave a favorable evaluation of the criteria.

While Tofighian in the School of Nursing, Sabzevar internal assessment of the situation is relatively favorable and Abedini *et al.* (2013) reported quite favorable criteria of this factor. These results can be obtained using appropriate models and methods of teaching according to the syllabus of training, the use of resources and means of training and follow-up evaluation process is an achievement by members of midwifery. Results show that the status of faculty in the Department of Midwifery at the next assessment of the situation was relatively good. There are five criteria in the operating results of our study are relatively favorable situation in the first criterion in the second and third criteria favorable and unfavorable situation in the fourth and fifth criteria were found. The results Abedini *et al.* (2013) reported favorable operating conditions. However, this study shows it also fifth criteria; the development of faculty members had reported poor condition. In this regard, Karimiyan *et al.* (2011) evaluation of department of educational technology in teacher training University concluded that in terms of inputs, internal evaluations of faculty members favorable and unfavorable group is in the process of faculty status. The results Raisi *et al.* (2013) Aghababaei Internal Evaluation of midwifery in the desirable criteria (Tahereh *et al.*, 2014; Aghababae *et al.*, 2012). In this regard, measures for the promotion of higher-ranking members and Planning for Scientific and advance the process of upgrading to fix these problem members in the

group can help. In the survey of students, this factor has seven criteria that the internal assessment criteria of midwifery at one, three, five and seven relatively favorable in the second and fourth criteria was favorable and unfavorable six criteria. Overall, results showed a relatively favorable assessment of this factor shown in Table 3. The results of the study Khodadadi *et al.* (2014) in the assessment of students in the Department of Immunology, University of Ahvaz, represents a relatively favorable situation was this factor. The results by Yekta *et al.* (2005) in the Department of Nursing and Midwifery at the graduate level at an optimum level of students reported. Tehran Ahmari colleagues studied the results of studies and reports were favorable situation Aghababaei *et al.* (2012). According to the results, better planning in relation to the welfare of students is essential. In relation to strategies of learning and teaching in this part of the state Department of Midwifery was desirable that this criterion was the average of four results criteria and standards of the poor state of one, three and four were reported in good condition. Online resources and lack of planning in a state of poor students in library use was reported by teachers of factors. The results Tahereh *et al.* (2014) also studied the situation Aghababae *et al.* (2012) internal evaluation of midwifery training in the proper criteria were reported. The results of the study Tofighian showed relatively favorable levels of the factors in and the results of studies Yekta *et al.* (2015) and Abedini *et al.* (2013) reported favorable situation assessment. Results of the study showed that the internal evaluation of the condition of educational facilities it is relatively favorable and unfavorable standards of teaching space and administrative groups and the criteria of the second and fifth, third and fourth criteria of the ideal situation and the situation was relatively high. Ahmari Tehran and colleagues as well as the altar and honest study Aghababaei *et al.* (2012), the lowest level of educational facilities were desirable (Sadoghi and Mehrabi, 2012; Aghababae *et al.*, 2012). Study by Farzianpour *et al.* (2013) in Environmental Health Engineering Department's internal evaluation of facilities, equipment and educational facilities at the lowest level shown. The results also Khodadadi *et al.* (2014) have shown satisfactory level education in the spaces. The

development of educational space-administrative group or site computer and computer facilities also increased in proportion to the number of students can be helpful in improving the utility of the agent. These results in optimum operating condition, fellowships seminars in the criteria for the internal evaluation of midwifery was relatively favorable and unfavorable situation on the basis of management contracts. The results Abedini *et al.* (2013) studied a relatively good state and Farzianpour *et al.* (2003) report was optimal in this regard the need for enhanced cooperation between some faculty members and research resources as well as other organs be used. Internal evaluation of the state of midwifery graduates in Amol was also relatively favorable. In the first criterion (continuing education), the third criterion (books and papers graduates) and fourth (the fate of graduates) and the unfavorable situation in the second criterion (communication with alumni) and fifth criteria (the managers of the graduates), the situation was relatively high. Results of the study show Abedini and colleagues of graduates in communication with the appropriate criteria have been quite negative (Abedini *et al.*, 2013).

CONCLUSION

In this regard, the results Ahmari Tehran and colleagues and Aghababaei and colleagues studied the optimal state Department of Midwifery Schools reported (Tahereh *et al.*, 2014; Aghababae *et al.*, 2012) and in the Parsa Yekta and colleagues, this factor graduate-level nursing and midwifery (BSc senior) was quite favorable report (Yekta *et al.*, 2005). It can be concluded that Department of Midwifery, School of Nursing and Midwifery Kermanshah, in fairly good condition and have proper planning and cooperation between the part and especially the support staff of the university is completely done, so that in those areas where problems have been seen and the results are also indicative of defects in them, should be more rapid recovery.

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