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Satisfaction Evaluation of Thesis Fulfillment Process among Genetics Postgraduates of Shahid Sadoughi University of Medical Sciences: A Survey

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The assessment of influencing factors on research experience and students' satisfaction involved in higher education is of paramount importance. In a cross-sectional survey with participation of 24 postgraduates who had fulfilled the M.Sc thesis from October 2004 to August 2017. The instrument for data gleaning was the standardized questionnaire abbreviated as PREQ (Postgraduate Research Experience Questionnaire) developed by Marsch et al. in 2002 and it was customized according to socio-cultural and educational issues including five subscales namely: "supervisor", "title selection process", "proposal fulfillment process", "thesis fulfillment process" comprising two subscales named as "infrastructures", "final report fulfillment", and "presentation session". The content validity and internal consistency of the instrument were confirmed previously; however, they were approved in the present study as well. Utilizing the descriptive statistics indices and the germane statistical analyses, cleaned raw data were analyzed.

The most satisfactory subscale was "title selection process" (17.4 out of 30), and then "presentation session" (14.6 out of 20), "proposal fulfillment process" (13.3 out of 15), "infrastructures" (13.3 out of 20), "final report fulfillment" (12.7 out of 15), and finally "supervisor" (11.7 out of 15). The Pearson correlation coefficients between the subscales on one hand and any subscale with total was done. Statistically significant relationships between "infrastructure" and "title selection process", "final report fulfillment" and "supervisor", "final report fulfillment" and "title selection process", "presentation session" and "title selection process" was observed ($p < 0.05$). In sum, the strongest relationship was between "title selection process" and "presentation session" ($p=0.003$,

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r=0.58, r2 =33.64). Regarding the total score and each subscale, there are relationships between all except “total score” and “proposal fulfillment process”; in sum, the strongest relationship was between “title selection process” and “total score” (p=0.000, r=0.80, r2 =64). Regarding the demographic variables as sex, age, and job status any significant difference or relationship was not found. There have been a plenty of surveys on the students satisfaction nationally and internationally regarding the process of thesis fulfillment. For instance, in a survey conducted by Yamani et al. in 2017, the lowest subcategory scores were dedicated to “infrastructure” and “climate”. Conducting some semi or even unstructured interviews with students and involved academics can be fruitful to find the answer of some unjustifiable results. In sum, according to the statistics, the performance of department of genetics department seems convincing; however, including some teaching innovations as reflective teaching can boost the efficacy.

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