

STUDENT BAROMETER SURVEY AS A QUALITY
INDICATOR OF THE PERCEPTION OF THE
LEARNING ENVIRONMENT IN A MEDICAL
PROGRAMME

NORUL HIDAYAH BINTI MAMAT @ MUHAMMAD
& VISHNA DEVI NADARAJAH
INTERNATIONAL MEDICAL UNIVERSITY

STUDENT BAROMETER SURVEY

Domain	Sub Domains
Arrival	Facility management & administration, institution orientation, local orientation, bank account, other friends, internet access, host friends, accommodation condition, home friends, social activities, formal welcome, meeting academic staff, finance department, study sense, first night, registration, welcome
Learning	Expert lecturers, learning support, program content, quality lectures, good teachers, academics' English, research, assessment, performance feedback, program organization, marking criteria, employability, work experience, language support, career advice, career size, multicultural, learning spaces, virtual learning, library resources, student engagement
Living	Accommodation quality, internet access, accommodation cost, living cost, financial support, earning money, host friends, host culture, good contacts, home friends, social activities, social facilities, sport facilities
Support	Facility management & administration, counselling unit, prayer area, healthcare, mentors, disability support, IT services & helpdesk, student services, catering, student centre, international student unit, accommodation officer, clubs/societies, careers advisory service

Table 1: Student Barometer Survey Domains

BACKGROUND

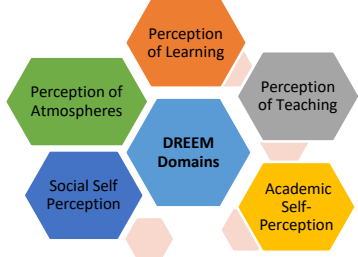


multifaceted aspects such as physical settings, academic set up, virtual learning, psychological well-being & social relationship contexts

useful basis for improving its quality and may determine the learning satisfaction as a well as academic achievement (Bakshshialiabad, Bakshi & Hassanshahi, 2015)

Medical student satisfaction of the learning environment is a priority to medical programmes as it indicates the quality of the learning environment. The satisfaction is commonly measured through tools such as **Dundee Ready Education Environment Measures (DREEM)**. DREEM is a widely used as a diagnostic tool to appraise the learning environment (Kim, Jeong, Jeon, Kim, Park, & Kang, 2016; Ugusman, Othman, Razak, Soh, Faizul, P. & Ibrahim, 2015; Al-Naggar et al., 2014) based on five domains and has been internationally accepted as valid and reliable tool to provide feedback on strengths and improvements of institutions' learning environment (Muhammad Saiful Bahri, 2012).

Figure 1: DREEM Domains



GAP	DREEM has led to relatively stagnant interpretation for the last five years in basic sciences and clinical training years
QUESTION	What are the satisfaction scores based on Student Barometer Survey as another tool to measure the learning environment satisfaction in basic sciences and clinical training years?
OBJECTIVE	To identify the satisfaction score of the learning environment based on Student Barometer Survey in basic sciences and clinical training years

References:
Al-Naggar, R. A., Mahfoudh Abdulghani, M. T. O., Al-Kubaisy, W., Daher, A. M., Aripin, K. N. B. N., Assabri, A., & Al-Talib, H. (2014). The Malaysia DREEM: perceptions of medical students about the learning environment in a medical school in Malaysia. *Advances in medical education and practice*, 5, 177.

Kim, H., Jeong, H., Jeon, P., Kim, S., Kim, Y. B., & Kang, Y. (2016). Perception Study of Traditional Korean Medical Students on the Medical Education Using the Dundee Ready Educational Environment Measure. *Evidence-Based Complementary and Alternative Medicine*, 2016.

Muhammad Saiful Bahri Yusof (2012). The Dundee ready educational environment measure: a confirmatory factor analysis in a sample of Malaysian medical students. *International Journal of Humanities Social Sciences*, 2(16), 313-21.

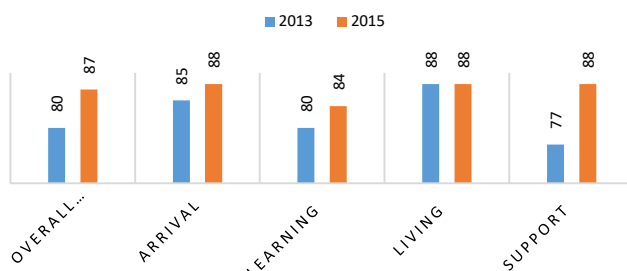
Ugusman, A., Othman, N. A., Razak, Z. N. A., Soh, M. M., Faizul, P. N. K., & Ibrahim, S. F. (2015). Assessment of learning environment among the first year Malaysian medical students. *Journal of Taibah University Medical Sciences*, 10(4), 454-460.

METHOD

A cross sectional analysis was used to analyze the Student Barometer Results of 2013 and 2015 between basic sciences and clinical training years.

RESULTS

BASIC SCIENCES SATISFACTION SCORES (%)



CLINICAL TRAINING SATISFACTION SCORES (%)

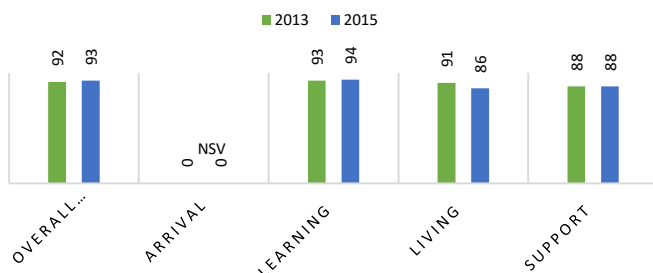


Figure 2: Comparison of Satisfaction Scores in Basic Sciences and Clinical Training Years between 2013 and 2015 (*NSV – Not Sufficient Value)

DISCUSSION

An overall satisfaction scores of 80% and above were obtained for all four domains in both basic sciences and clinical training years. Nonetheless, the scores for clinical years in particular the 'Learning Domain' was noticeably higher with an average of 90% satisfaction scores across its subdomains such as programme content, expert lecturers, assessment and learning supports. The scores also revealed that the favourable perception of the learning environment was more prominently demonstrated in the final clinical training year.

CONCLUSION & TAKE HOME MESSAGE

The results from Student Barometer Survey 2013 & 2015 provided insights into the satisfaction scores and served as quality indicator of the learning environment in a medical programme. Most importantly, triangulating both tools (DREEM and Student Barometer Survey) to evaluate Medical students' perception of the learning environment fills in the gap of having stagnant interpretation.