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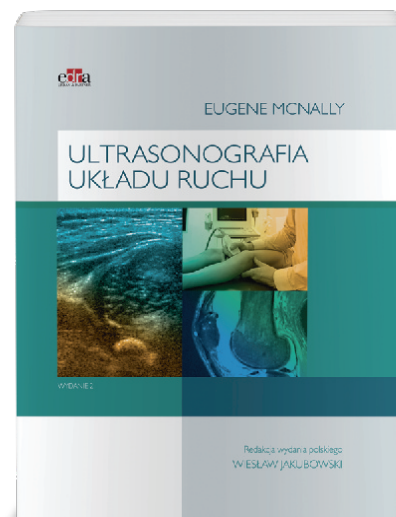
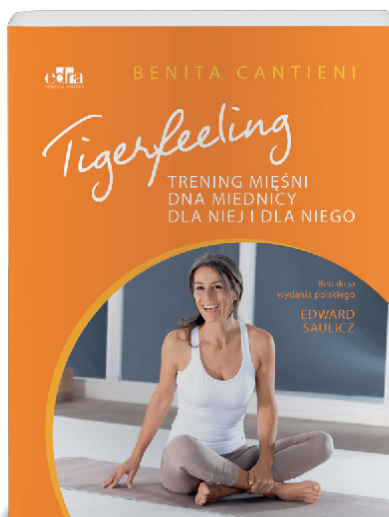
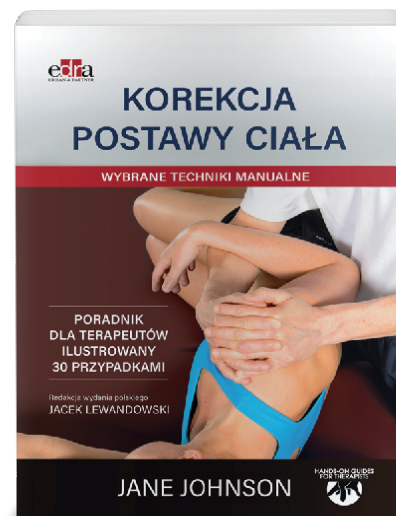
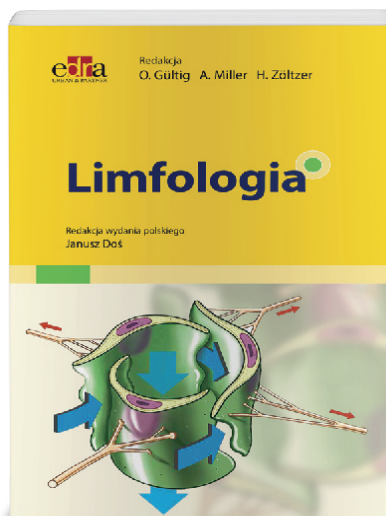
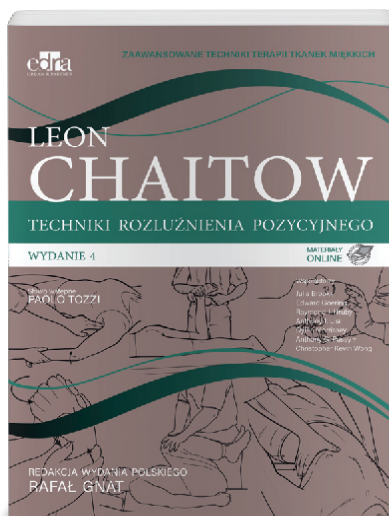
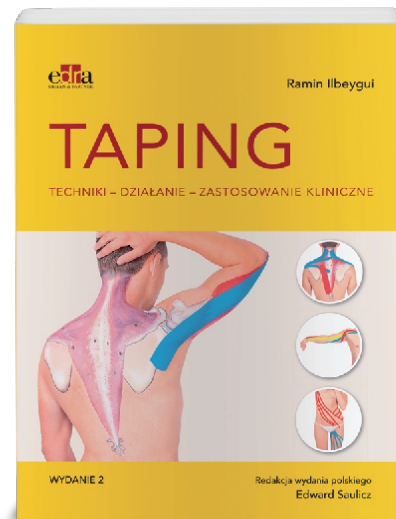
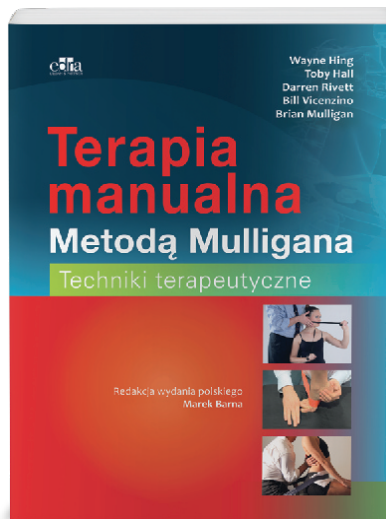


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4th Year Physical Therapy Students Satisfaction in Jordanian Universities: A Survey Study

第四年理疗学生在约旦大学的满意度：一项调查研究

Mohannad Hawamdeh^{1(A,B,C,D,E,F)}, Zaid Modhi Mansour^{1(C,D,E)}, Saad Al-Nassan^{1(A,D,E)}, Ziad Hawamdeh^{3(A,D,E,F)}, Mohammad Etoom^{2(A,B,C)}, Faris Alshammari^{1(B,C,D)}, Abdul-Majeed R. Almalty^{1(B,C,D)}, Mohammad Abo-Kabar^{1(E,F)}

¹Physical and Occupational Therapy Department, the Hashemite University, Jordan

²Physical Therapy Department, al-Isra university, Jordan

³Rehabilitation Medicine Department, Jordan University

Abstract

Purpose. The purpose of this survey was to examine students' satisfaction about physical therapy education in 3 Jordanian universities in addition to determining their perspective on some of the issues related to the profession before and after graduation and entering the working field. **Method:** An online survey accessed through a hyperlink was directed to 4th year (final year) physical therapy students who are currently studying in Jordanian universities through their virtual social network groups. The link was posted on the main student's virtual social network groups of the three universities; it also included a message asking participants to share the link with their physical therapy peers to complete the survey. **Result:** 85% of responders reported that being a physical therapy student has significantly influenced their life. 76% of responders reported that studying physical therapy has positively influenced their social environment. 84% of responders reported that including a fifth year for residency is more effective. **Conclusion:** our survey results indicate that students are generally satisfied with the quality of education they are receiving, there is some lack in equipment, and salaries are very low post graduation. Those issues addressed in this study will be the leading point for coming studies trying to investigate what are the reasons for such deficiencies and how they can be fixed.

Key words:

Physical therapy, Students, Satisfaction, 4th year

摘要

目的。这项研究的目的是调查三所约旦大学的学生对物理治疗教育的满意度，以确定他们毕业前后及进入工作领域后对该专业一些相关问题的看法。**方法：**通过超链接访问的在线调查针对目前约旦大学物理治疗系四年级（最后一年）学生的虚拟社交网络小组进行。该链接于三所大学的主要学生虚拟社交网络小组中发布；当中还包含要求参与者同他们的物理治疗同辈分享该链接以完成调查。**结果：**85%的受访者表示作为物理治疗系学生对他们的生活产生重大影响，76%的受访者表示物理治疗对他们的社交环境产生正面影响，84%的受访者表示包含第五年的实习期在内效果将更好。**结论：**我们的调查结果显示学生普遍对他们所接受的教育品质感到满意，但设备上有缺乏而毕业后的工资也非常低。本研究中涉及的问题将成为未来研究的主要重点，以调查不足原因及其解决方式。

关键词：

物理治疗、学生、满意度、第四年

Introduction

Physical therapy is a health profession that is part of the health system in Jordan. The physical therapy profession started in 1973 as a three years diploma degree (JPTS, 2018) [1]. However, there was a demand of higher education to improve education and hence health care services. To meet this need, three public universities started offering bachelor degree programs in physical therapy in the late of the ninetenth [1]. We believe that a good quality education is necessary and will be reflected on the quality of physical therapy services introduced in Jordanian health care system. To have a good physical therapy program, it is necessary to have diverse courses, qualified teaching staff and well-organized clinical training [2]. Thus, to reach to a good quality of education, we need to find out the student's satisfaction that evaluate the quality of services provided within the fields of learning. This will enable us to modify the physical therapy program curricula in our universities as needed. Also, to keep these programs running, we need to know the market needs which determine the enrollment number in these programs in the future [3]. Interest in student satisfaction at undergraduate and graduate level is well-established within higher education in many countries [4]. In this study, we attempted to discover which of the factors that contributes or compromise the students' satisfaction of the education service level at public university in Jordan and factors that may affect their job satisfaction post-graduation. Currently, there is no instrument in Arabic language that measure student satisfaction pre-graduation. A questionnaire was developed to cover three parameters of satisfaction. learning experience, social satisfaction, and future job expectation.

Methods

Study Design

An online survey accessed through a hyperlink was directed to 4th year (final year) physical therapy students who are currently studying in Jordanian universities through their virtual social network groups. The link was posted on the main student's virtual social network groups of the three universities; it also included a message

asking participants to share the link with their physical therapy peers to complete the survey.

Subjects

Fourth year Bachelor's degree physical therapy students in Jordanian universities were eligible to complete the survey. No incentives were offered for survey completion. Participation was totally voluntary. Participants were provided with contact information to answer their questions or inquiries regarding the survey. The link to access the survey was valid for a period of 2 weeks.

Materials

Survey Development: the survey was developed based on the available literature reviews and consultations with physical therapy experts from the academic field. The pilot survey was tested on a small sample of physical therapy students at one university to assess time and the ease of completion. After the pilot survey was completed, the survey was modified according to expert suggestions. Following that, the final electronic version was developed and shared to main virtual network groups on social media applications for 4th year physical therapy students. The survey was in Arabic language; an English translation of the survey is attached with this manuscript (Appendix).

Survey Content: the final 15-item questionnaire required less than 10 minutes to complete. The survey was divided into two main sub-sections. Sub-section I addressed the academic satisfaction (12 items), and sub-section II addressed the social satisfaction (3 items). All items contained a 5-point Likert scale ranging from 1 (strongly agree) to 5 (strongly disagree).

Results

All questions are compiled in a separate document Here are the main findings from the data we collected:

Demographics

Age mean: 21.5 (with 52% of responders aging 21)

Table 1. Respondent Demographics

Variable		N (%)
Sex:	Male	37 (40)
	Female	56 (60)
Age:	19-22	79 (84)
	23-26	13 (13.9)
	> 26	1 (1)
University Name:	Jordan University	21 (22.5)
	Jordan university of Science and Technology	14 (15)
	The Hashemite University	58 (62)
Country of Origin:	Jordan	92 (99)
	Saudi Arabia	1 (1)
Year of Study:	4 th year	93 (100)
First Language:	Arabic	93 (100)

Specific questions: the answer options to the following questions included: strongly agree, agree, neutral, disagree, and strongly disagree. 54% of responders reported that they “strongly agree” or “agree” that the society’s view to a physical therapy student is positive.

22.5% responded as “disagree” or “strongly disagree”. 85% of responders reported that they “strongly agree” or “agree” that being a physical therapy student has significantly influenced their life. 4% responded as “disagree”. 76% of responders reported that they “strongly agree” or “agree” that studying physical therapy has positively influenced their social environment. 7% responded as “disagree”. 44% of responders reported that they “strongly agree” or “agree” that choosing physical therapy as a specialty was based on their own preference rather than their high school examination grade (Tawjihi). 35.5% responded as “disagree” or “strongly disagree”. 26% of responders reported that they “strongly agree” or “agree” that if given the chance they would switch to a different specialty. 48% of responders reported that they “strongly agree” or “agree” that the quality of education they receive is well suited to the nature of the specialty. 25% responded as “disagree” or “strongly disagree”. 45% of responders reported that they “strongly agree” or “agree” that there is a sufficient number of faculty members in the physical therapy department. 39% responded as “disagree” or “strongly disagree”. 26% of responders reported that they “strongly agree” or “agree” that the university provides all the needed instruments and tools for its students. 55% responded as “disagree” or “strongly disagree”. 32% of responders reported that they “strongly agree” or “agree” that the curricula and syllabi for the taught courses provided by the university strongly match the requirements for the profession post graduation. 45% responded as “disagree” or “strongly disagree”. 84% of responders reported that they “strongly agree” or “agree” to including a fifth year for residency. 9% responded as “disagree” or “strongly disagree”. 69% of responders reported that they “strongly agree” or “agree” that there is an interrelation of studying physical therapy with other specialties. 14% responded as “disagree”. 60% of responders reported that they “strongly agree” or “agree” to adding more classes to the current curriculum from other specialties. 21% responded as “disagree” or “strongly disagree”. 84% of responders reported that they “strongly agree” or “agree” to starting the field training in the earlier years of studying. 10% responded as “disagree”. 84% of responders reported that they “strongly agree” or “agree” to adding subspecialties to the physical therapy specialty. 10% responded as “disagree” or “strongly disagree”. 61% of the responders who agreed on the previous questions reported that they “strongly agree” or “disagree” to having the subspecialty as part of the undergraduate degree level. 27% responded as “disagree” or “strongly disagree”. 26% of responders reported that they “strongly agree” or “agree” that tuition fees are reasonable given the nature of the specialty. 34% responded as “disagree” or “strongly disagree”. 7% of responders reported that they “strongly agree” or “agree” that they satisfied with the average salaries for physical therapists in the working field. 74% responded as “disagree” or “strongly disagree”. 11% of responders reported that they “strongly agree” or “agree” that there

are sufficient job opportunities post-graduation for physical therapists. 65% responded as “disagree” or “strongly disagree”. 88% of responders reported that they “strongly agree” or “agree” that having an association for physical therapy would improve the salary scale for therapists. 3% responded as “disagree”. 88% of responders reported that they “strongly agree” or “agree” that having an association for physical therapy would improve job opportunities for therapists. 2% responded as “disagree”.

Discussion

The purpose of this survey was to examine students’ satisfaction about physical therapy education in 3 Jordanian universities in addition to determining their perspective on some of the issues related to the profession before and after graduation and entering the working field. Students who are in their final (4th year) in 3 universities (Hashemite University, Jordan University, and Jordan University of Science and Technology) were asked to fill the survey. The time allowed for filling up the form was 2 weeks. The findings indicate that overall students were satisfied with the quality of education they were receiving and it’s the same of Marzo-Navarro in his study which held in 2013, which revealed that student satisfaction leads to quality education [5]. Almost 50% of respondents said that the society’s view to physical therapy students is good. This is considered relatively low; however, it can be explained by the nature of the society in Jordan and the misconceptions that surround the profession, and even the therapists. Up till today there is a huge misunderstanding of what physical therapists truly do. Despite the fact that the APTA’s vision about the role of physical therapists should be “transforming society by optimizing movement to improve the human experience” (APTA vision statement), realistically in a 3rd world country like Jordan, this is not the case. People still do not have a firm grasp of what therapists actually do. More efforts should be put in order to improve this image.

A great finding was that 85% of respondents said that being a PT student has significantly improved their life. This is a great indicator of the effect of studying PT and training to be a productive member of the society whose main role is to improve quality of life for other people. It is believed that the sense of support for patients that students deliver during their training upgraded the results to this question. Moreover, more than 75% of students have reported that studying PT has positively influenced their social environment. This goes hand in hand with the previous finding again indicating the positive impact PT can have on students.

In terms of choosing the specialty of physical therapy results were not as satisfying as we hoped. 44% of respondents reported that choosing PT as a profession was based on their grades in high school rather than their own personal preference. This is mostly due to the nature of higher education system in Jordan. Unfortunately, up till today all schools and universities base their acceptance on students’ grades in their high school final examination rather than preference or personal passion. It is worth mentioning that over the past 5 years efforts have been placed trying to make students preferences as part of the acceptance terms for different schools, but things are still away from

a final policy being applied. When asked about the quality of education, a lot of issues surfaced. Almost 50% of respondents have said that they are satisfied with the quality of education. This percentage should be improved moving forward and one of the outcomes of this study will be to work on the limitations of the current system and try to improve it. Additionally, only 26% of respondents said that universities provide all the needed instruments and tools for studying. Again, this issue will be addressed and hopefully all participating universities will be contacted trying to fix this issue. Moreover, 32% of respondent said that the curricula and syllabi for the taught courses provided by the university strongly match the requirements for the profession post graduation. This finding raises a red flag. If students don't believe that the education, they are receiving matched the requirements post-graduation then they will face a lot of problems trying to move forward.

Asking about starting clinical training at an earlier time in studying showed very high results (84%), same as having subspecialties. This can be a proposed option to universities in order to improve students' satisfaction. Such options are not applied in Jordan but this study can shed the light on the importance of it and hopefully changes can be made to improve the overall experience of physical therapy education.

Finally, asking about the work field and the financial aspect of practice students reported really low results when asked about them. Only 7% have reported that they are satisfied with the salaries that PTs get when entering the working field. Additio-

nally, 11% reported that there are sufficient job opportunities for fresh graduates. Such findings indicate a very poor image of what PT as a profession can offer to therapists. Yet, Jordan has been facing endless struggles financially and this issue is not only related to physical therapy but rather to most professions.

Conclusion: our survey results indicate that students are generally satisfied with the quality of education they are receiving, there is some lack in equipment, and salaries are very low post graduation. Those issues addressed in this study will be the leading point for coming studies trying to investigate what are the reasons for such deficiencies and how they can be fixed.

Adres do korespondencji / Corresponding author

Mohannad Mohammad Hawamdeh PhD PT,

Assistant professor Hashemite University,
Department of physical and occupational therapy,
Alzarqa-Jordan,

e-mail: Mohannadhawamdeh@hu.edu.jo

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