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MEDICAL STUDENTS PERCEPTIONS OF TEACHERS EVALUATION IN A PRIVATE MEDICAL COLLEGE OF SOUTH INDIA

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ABSTRACT

Feedback from students is universally accepted to be a useful method in improving the quality of Medical education. The main objective of this study was to determine the Medical student's perceptions regarding the teaching evaluation process of Medical teachers at private medical college Institute of Medical Sciences Narketpally.

Methods: In this cross sectional study, questionnaires were distributed to 150 medical students of 5th semester students; Data was collected using an instrument which comprised 11 items rated on a 5 point Likert scale and four questionnaires with multiple options. A researcher developed questionnaire was used to determine the perceptions of students about teacher's evaluation process of medical teachers. Data were analyzed using SPSS version 18 software.

Results: The mean age of the subjects was 19.6 Years (SD=0.83); 33.3% were males and 66.7% were females respectively. A majority of students agreed that results of their evaluation are valuable feedback to facilitate learner centered teaching (40.0% Agree and 24.7% strongly agree). 34.7% Agree and 18.7% strongly agree that the teacher's personality influences their evaluation, whereas 45.3% agree and 30.7% strongly agree that subject matter / subject of the teacher influences their evaluation. 32.0% Agree and 14.7% strongly agreed that when a teacher receives evaluation feedback, it is possible that the teacher may retaliate on the final exam after receiving poor scores 36.7% were neutral on this question whereas 13.3% Disagree and 3.3% strongly disagreed. 79.3% students felt that explanatory programme before distribution of questionnaire was essential.

Conclusion: The present study revealed that students perceived the teaching evaluation process positively. The aim of Medical teacher's evaluation is to improve teaching and continuous, systematic evaluation should be carried out. Study observed that students' decision in answering evaluation questions is influenced by personality of teacher, subject matter and fear of retaliation. Students understand that their feedback will influence the teachers teaching efforts and making teaching learner centered. To conclude student's feedback is very valuable but as it is influenced by many factors it should not be the only method of evaluating teachers' teaching effectiveness.

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INTRODUCTION

Medical Education in India principally based on the transfer of Medical knowledge from teacher to student and assisting the students to acquire the necessary skills and attitudes related to

practice of medicine. Thus the Medical education encompasses the three domains of learning the cognitive, the psychomotor and the affective. In India, the Medical Schools coming under Dr. NTR University of Health Sciences, Andhra Pradesh, offer a 4 ½ years medical curriculum to the students, comprising of 9 semester of 6 month each, two semester as 1st MBBS, 3 semester for 2nd MBBS, 2 semester each for Part 1 and Part 2 of 3rd MBBS curriculum. Improvement in the quality of Medical Education can be brought about by many

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ways. One among them is 'Evaluation'. It acts as feedback mechanism in the cycle of system. Evaluation can be done on the 'input', 'process' or 'output'. The outcome of evaluation influences the future course of actions in a 'system'. There are two main reasons to conduct educational evaluation. Firstly, the attitude of program participants about the results of evaluation may be uplifting and improve activities; secondly, evaluation helps the teachers to be accountable of the expenses including time, money and facilities. Evaluation is one of the main factor that can direct education from a static status to a dynamic and high quality one (OHadjyabadi and Ghourchaie, 2002). Usually the medical teachers' concept of evaluation is 'Evaluation of Students made by the Teachers'. The results of these evaluation processes are going to help the teacher to understand about the weak areas of the students, so that some improvement in the teaching and learning methods can be implemented. The most common sources of evaluation data have been students, peers, and teacher's themselves (Valle *et al.*, 2004). To understand the weak areas of the teacher, it needs a different method of evaluation. It is either to be done by the peers as in 'micro teaching' or it should be done by the students who are the stakeholders.

Many institutions including, medical schools have searched for ways to evaluate performances of their faculty members, effectively and constructively (OGimbel *et al.*, 2008). Students' perceptions of their learning environment have a positive influence on their academic outcomes¹. Evaluation of Teachers by the students is to be undertaken every year, to improve the teaching learning process and overall educational environment. The ultimate aim of the MCI and medical institutions is to bring about student centric method of teaching and learning process and to develop competencies among the graduates. It is important to understand the perception of the students in regard to the evaluation made on their teachers. Student feedback is generally considered to be valuable. Few data addressing students' perceptions about teaching evaluations are available from developing countries. Students in developing countries tend to be submissive, and remain unaware of their rights as stakeholders in the education process (Iqbal and Khizar, 2009). Students' evaluation of teachers is the sole measure used in most of the institutes including ours. There are several tools to collect students' opinion about faculty members; the commonest and most important one is questionnaire. The aim of this study was to assess the perception of medical students concerning Medical teacher's evaluation process in a private medical college.

MATERIALS AND METHODS

In this cross sectional study, questionnaires were distributed to 150 Medical students of 5th semester; a structured pre-designed, pretested and validated questionnaire was used for data collection. Questionnaire includes three section; section I, Students were asked to provide information about their personal and professional background, In section II, 11 questionnaire were designed which included items for their general characteristics, their opinion about process of medical teachers evaluation, how dutiful and honestly they responded to questionnaires, how valuable the results were considered rated on a five point Likert scale and section III includes 4 multiple choice questions. Validation of questionnaire was done by involving 3 experts in medical education and pilot

study. The Institutional Review Board approved the study proposal and ethical considerations were respected by taking the informed consent from all the students who participated in the study. Data were coded and analyzed using SPSS software version 18, summarizing the continuous and categorical variables.

RESULTS

The mean age of the subjects was 19.6 Years (SD=0.83); 33.3% were males and 66.7% were females. Table 1 shows the frequency of student's opinion about content of evaluation, its implementation and feedback of the results. 88.0% Students came from English medium, 11.3% were from Telugu medium and 0.7% was from other media of instruction in their 10 + 2 (Intermediate education) studies. 72.0% were from state board; 16.0% from CBSC pattern and 12.0% were from other syllabi. When it compared the educational status of the parents of the students, 36.7% were Postgraduates; 32.7% were graduated; 11.3% were studied up to Intermediate; high school education was there to 12% and the rest 7.3% were illiterates. Only 18.7 % students were exposed to this kind of Teachers evaluation in their earlier institutions. A majority of students agreed that Results of their evaluation are valuable feedback to facilitate learner centered teaching (40.0% Agree and 24.7% strongly agree). 34.7% Agree and 18.7% strongly agree that the teacher's personality influences their evaluation, whereas 45.3% agree and 30.7% strongly agree that subject matter / subject of the teacher influences their evaluation. 32.0% Agree and 14.7% strongly agreed that when a teacher receives evaluation feedback, it is possible that the teacher may retaliate on the final exam after receiving poor scores 36.7% were neutral on this question whereas 13.3% Disagree and 3.3% strongly disagreed.

79.3% students felt that there should be a sensitization session for them before the teacher evaluation is done based on a questionnaire. 37.3% agreed and 31.3 % strongly agreed that their feedback on teacher's evaluation by students will influence the quality of teacher's future teaching efforts, 20.0% were neutral whereas 13.3 disagree and 3.3 % strongly disagree on this point. 88.0% of students responded that they were honest and impartial in answering teachers evaluation, 2.7% believed that they were not honest and impartial, as well 2.7 % believed that questionnaire were responded without carefulness and dutifulness. 39.3% agreed and 31.7% strongly agreed that it was appropriate for students to judge and evaluate teachers teaching, 44.0% agreed and 22.7% strongly agreed that the teacher who receive the best scores may not be the most effective teacher, 4.0 % strongly disagreed on this issue. Student's opinion regarding the authorized person who looks after the analysis of the teacher's evaluation forms was asked. Majority of them (49.3%) told that they don't know about that authority. 24.0% students thought it is done by the Principal, 19.3% expressed that is done by the concerned HODs. About 45.3% of students were part of the teacher's evaluation process for more than two times. It was the second time for 30.7% students to have such teacher's evaluation so far. In was first to have such a teachers evaluation in 24% of students. Teacher making the class interactive is taken as the most important factor, which influenced the evaluation process and 126 students concurred with this. The next important factor was identified to be the availability of the teacher for

Table 1. Frequency of Students opinion about content of evaluation, its implementation and feedback of the results

S. No	Questionnaire	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean	Std. Deviation
1.	Questions used for Teachers evaluation were clear and easy to understand	34(22.7%)	98(65.3%)	16(10.7%)	1(0.7%)	1(0.7%)	4.08	±0.64
2.	I was careful and dutiful in answering Teachers evaluation	56(37.3%)	68(45.3%)	22(14.7%)	4(2.7%)	-	4.17	0.77
3.	I was Honest and Impartial in answering Teachers evaluation	66(44.0%)	66(44.0%)	14 (9.3%)	3(2.0%)	1(0.7%)	4.28	0.77
4.	Results of your evaluation are valuable feedback to facilitate learner centered teaching	37 (24.7%)	60(40.0%)	33(22.0%)	13(8.7%)	7(4.7%)	3.71	1.07
5.	An explanatory programme before distribution of questionnaire is essential	44(29.3%)	75(50.0%)	22(14.7%)	6(4.0%)	3(2.0%)	4.00	0.88
6.	Students feedback influences the quality of Teachers future teaching efforts	47(31.3%)	56(37.3%)	30(20.0%)	12(8.0%)	5(3.3%)	3.85	1.05
7.	From my understanding as when a teacher receives evaluation feedback, it is possible that the teacher may retaliate on the final exam after receiving poor scores	22(14.7%)	48(32.0%)	55(36.7%)	20(13.3%)	5(3.3%)	3.41	1.00
8.	It is appropriate for students to judge teaching effectiveness	47(31.3%)	59(39.3%)	31(20.7%)	11(7.3%)	2(1.3%)	3.92	0.966
9.	The teacher who receive the best scores are not necessarily the most effective teachers	34(22.7%)	66(44.0%)	33(22.0%)	11(7.3%)	6(4.0%)	3.74	1.01
10.	The teachers personality influences my evaluation	28(18.7%)	52(34.7%)	33(22.0%)	26(17.3%)	11(7.3%)	3.40	1.18
11.	The subject matter / subject of the teacher influences my evaluation	46(30.7%)	68(45.3%)	22(14.7%)	12(8.0%)	2(1.3%)	3.96	0.94

any academic help and 91 students said yes to this point. The other factors as entertaining during the class, teacher liberal in giving the marks and the conduct in the class were given much importance as factors related to the teacher's evaluation.

DISCUSSION

Various methods for evaluating 'effectiveness of teaching' were undertaken by the medical colleges, in India, in the last decade. Invariably, students evaluating faculties teaching skills is one of the most common methods adopted by all colleges. But very little is known about the students' perception about their role as evaluators of their teachers. In our study majority of the students were girls i.e. 66.7 % and mean age of the subjects was 19.6 years. Similar study done by Mustafa Amr *et al* majority i.e. 51.5 % of the subjects was girls and mean age of the participants was 21.3 years (Amr Mostafa *et al.*, 2012). In the present study 82.6% reported that they were dutiful and careful in giving feedback. Majority i.e. 88% agreed that they were honest and impartial in evaluating teachers. Lechner in his review considered student's own perception of their learning as the most realistic indicator of teaching quality and teacher's evaluation (Lechner, 2001). Students' evaluations of faculty are sometimes used for faculty development and for administrative personnel decisions such as promotion and tenure (Al-Yousuf, 2007). In our study students reported several factors which influences their evaluation such as personality of teacher (53.4%), Subject matter (76%) and fear of retaliation by 46.7 % subjects. However 68.6% agreed that their feedback will influence the quality of teacher's future teaching efforts and 64.7% were of opinion that feedback given by them is valuable to facilitate learner centered teaching. Mustafa *et al* reported that 24.5% students perceive that their feedback help to practice learner

centered teaching (Amr Mostafa *et al.*, 2012). Glick H. highlighted the responsibility of learners i.e. students to give constructive feedback to clinical educators. According to him the promotion process will benefit from proactive role of learners, teachers and administrators (Glick, 2002). In view of the importance of impartial feedback by students an orientation program should be undertaken before collecting the feedback. Our study 79.3% agreed that an explanatory program is essential for students. Present study 70.6% students feel that it is appropriate for students to judge the teaching effectiveness and 66.7 % believe that higher score obtained by any teacher doesn't justify that the teachers' teaching effectiveness. Similarly observations reported by Christopher K in his study among pharmacy students. In his study 92.5% feel that it is appropriate for students to judge teaching effectiveness and 50.4% perceive that good score given by teacher not justify the teachers' teaching effectiveness (Christopher *et al.*, 2007).

Conclusion

Medical Teachers evaluation has always been a major part of Medical education system, Teachers evaluation must be approached more analytically, objectively and comprehensively to ensure that all Medical teachers receive the fairest treatment possible and that teaching learning process is enhanced. Though majority of the students admitted that they were very honest, impartial, dutiful and careful in answering questions. Study observed that students' decision in answering evaluation questions is influenced by personality of teacher, subject matter and fear of retaliation. Students understand that their feedback will influence the teachers teaching efforts and making teaching learner centered. To conclude student's feedback is very valuable but as it is

influenced by many factors it should not be the only method of evaluating teachers' teaching effectiveness.

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