

## Medical Teachers' Attitude Towards Teaching Profession

Amruta V Dashputra\*, Suresh Chari \*\*, Amit Date\*\*\*, R T Badwaik\*\*\* , R Siddique\*\*\*

\* Assistant Professor, Pharmacology, \*\* Professor Biochemistry & Director Research & MET

\*\*\*Associate professor , Pharmacology, NKP Salve Institute of Medical Sciences, Nagpur.

**Abstract:** Background: Teachers have an important role in preparing a capable young generation in the society and medical education is no exception. For good medical care of community, quality medical education is must. Thus teachers' attitude towards this noble profession will affect the learning process among medical student. Objectives: 1) To assess attitude of medical teachers regarding respect, satisfaction, creativity and earning in teaching profession. 2) To compare attitude of pre clinical and clinical teachers about teaching profession. Material and Method: A questionnaire based cross sectional study was conducted a NKP Salve institute of medical sciences. A questionnaire of 20 items was validated by ten members of MET unit of institute. Questionnaire was rated on Likert scale. This prevalidated questionnaire was administered to teachers [n=90 (preclinical 42+ clinical 48)] Results: There is no statistically significant difference in opinion found between teachers of preclinical and clinical departments. Most of teachers strongly agreed that teaching is interesting profession (mean 4.19, SD 0.85) and they enjoy teaching (mean 4.12, SD 1.06). Conclusion: Preclinical and clinical teachers had positive attitude about teaching profession.[Dasputra A Natl J Integr Res Med, 2019; 10(1):11-16]

**Key Words:** Teaching profession. Learning, Interest, creativity. Learning

**Author for correspondence:** Dr Amruta Dashputra, 32, Nargundkar layout, Khamla road, Nagpur (M.S.), India E-mail: [avdashputra@gmail.com](mailto:avdashputra@gmail.com), M:+919822738923

**Introduction:** Quality education is a key factor for nation's development. Provision of quality education depends largely on quality of teachers. Education is a major tool for national socio-economic development and for poverty reduction<sup>1,2</sup>.

Education has proven to be pre-requisite for quality manpower development and creation of wealth, a sure path to success in life and service to humanity<sup>2</sup>. Teacher is one who imparts knowledge, skills, attitude and values to a group of learners. Teaching is the profession which comprises activities towards starting, directing, facilitating and realising the learning process in individuals towards certain objective<sup>3</sup>.

Teachers have important role in preparing the young for their roles in society. This concept also applies for medical education. For good medical care of community, quality medical education is essential. Teachers influence is always felt in every aspect of the society. Learning is an active process going on in a student's mind and the duty of the teacher is to facilitate it. It is important for teachers to be empowered with knowledge and skills but they should have a favourable attitude towards teaching which in turn influences their teaching competency.

Attitude plays an important role in determining people reactions to particular situation<sup>4</sup>. The effective and productive learning on the part of students can be achieved only by teacher with

positive attitude. Thus teachers' attitude towards teaching profession forms the important variable for students learning<sup>5</sup>.

Ideal medical graduate is need of the hour for good medical care of community. In medical colleges it is the teacher who is responsible for influencing students learning of the subject<sup>6</sup>. Thus medical teachers are main pillar for quality health care of society<sup>7,8</sup>.

Their attitude towards this noble profession will affect the learning process among medical student. Attitude is one of the main factors that determine the success of any programme<sup>9</sup>. Hence this project is design to see attitude of medical teachers towards teaching profession.

**Aim:** To study attitude of medical teachers' about teaching profession.

**Objectives:** 1) To assess attitude of medical teachers regarding respect, satisfaction / Interest, creativity and earning in teaching profession. 2) To compare attitude of pre clinical and clinical teachers about teaching profession.

**Materials and Methods:** A questionnaire based cross sectional study was conducted at NKP Salve institute of medical sciences (NKPSIMS & RC) Nagpur. Ethical clearance was obtained from the Institutional Ethics committee of NKP SIMS & RC (Ref no IEC/NKP SIMS/3/2018 dated 22/3/2018). Study participant were surveyed using a questionnaire. A 20 item questionnaire was used

to gauge the attitude of medical teachers regarding teaching profession. Questions were categorised into (1) Respect, (2) Satisfaction/Interest, (3) Creativity and (4) Earning. Teachers were asked to tick appropriate option.

This questionnaire was validated by ten members of MET (Medical Education Technology) unit of institute. After explaining purpose of the study, written consent was taken from participant.

This prevalidated questionnaire was administered to teachers of preclinical (n= 42) and clinical departments (n= 48), total participants n= 90. Anonymity was maintained.

Questionnaire was prepared using Likert scale rating from 1= strongly disagree, 2= Disagree, 3= neither agree nor disagree, 4= Agree and 5= strongly agree.

Likert scaling is a bipolar scaling method, measuring either positive or negative response to a statement<sup>10</sup>. A score of more or less than three indicate a positive or negative response to a

statement respectively. A score of three or very near to three indicate neutral response.

**Statistical analysis:** Statistical analysis was done by using Epi –info software, version 6. Mean, Standard Deviation (SD) derived for each item. For comparison between preclinical and clinical teachers unpaired t-test was applied. Level of significance is  $p < 0.05$  for all 20 items.

**Results :** This study was done to explore medical teachers' attitude toward teaching profession and to compare between preclinical and clinical teachers. In this study 47 female and 43 male teachers participated (total n= 90). Average teaching experience of teachers was 16.6 years.

In this survey item wise mean score of attitude in four categories respect (Figure-1), satisfaction/interest (Figure-2), Creativity (Figure -3) and earning (Figure-4) showed positive attitude. There is no statistically significant difference in opinion found between teachers of preclinical (n=42) and clinical departments (n=48) for all 20 items ( $p > 0.05$ ).

**Figure: 1 : Teachers opinion about respect in teaching profession**

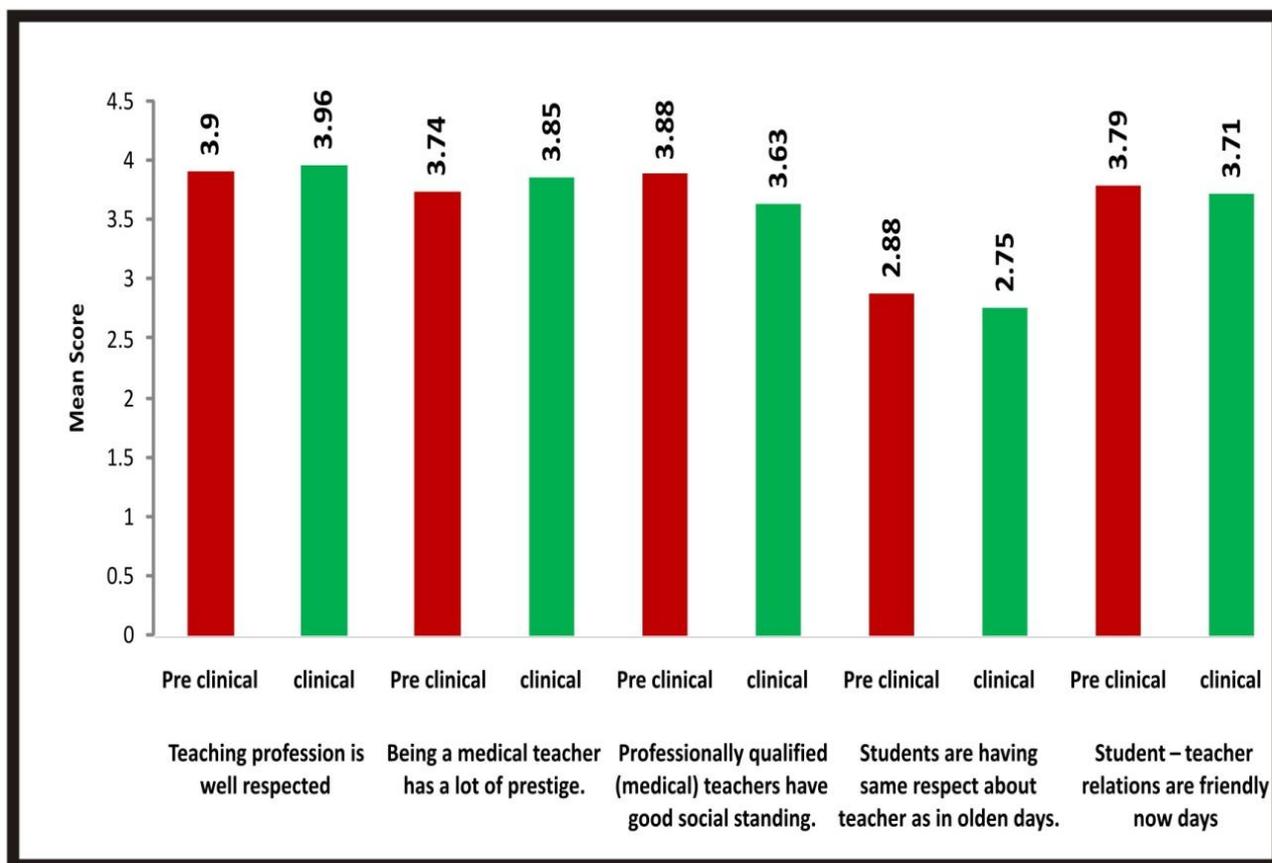


Figure:2 : Teachers satisfaction/ Interest about teaching profession

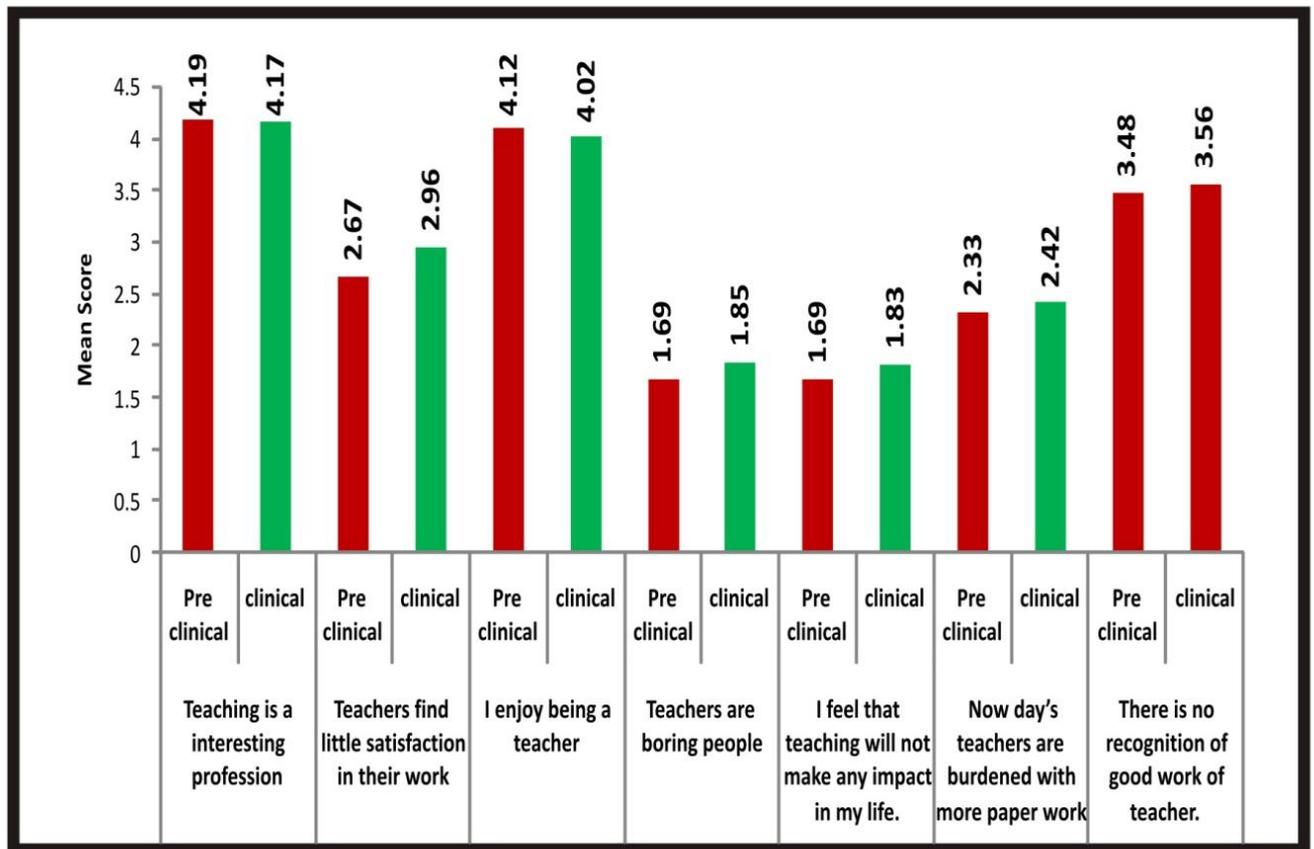


Figure: 3: Teachers opinion about creativity in teaching profession

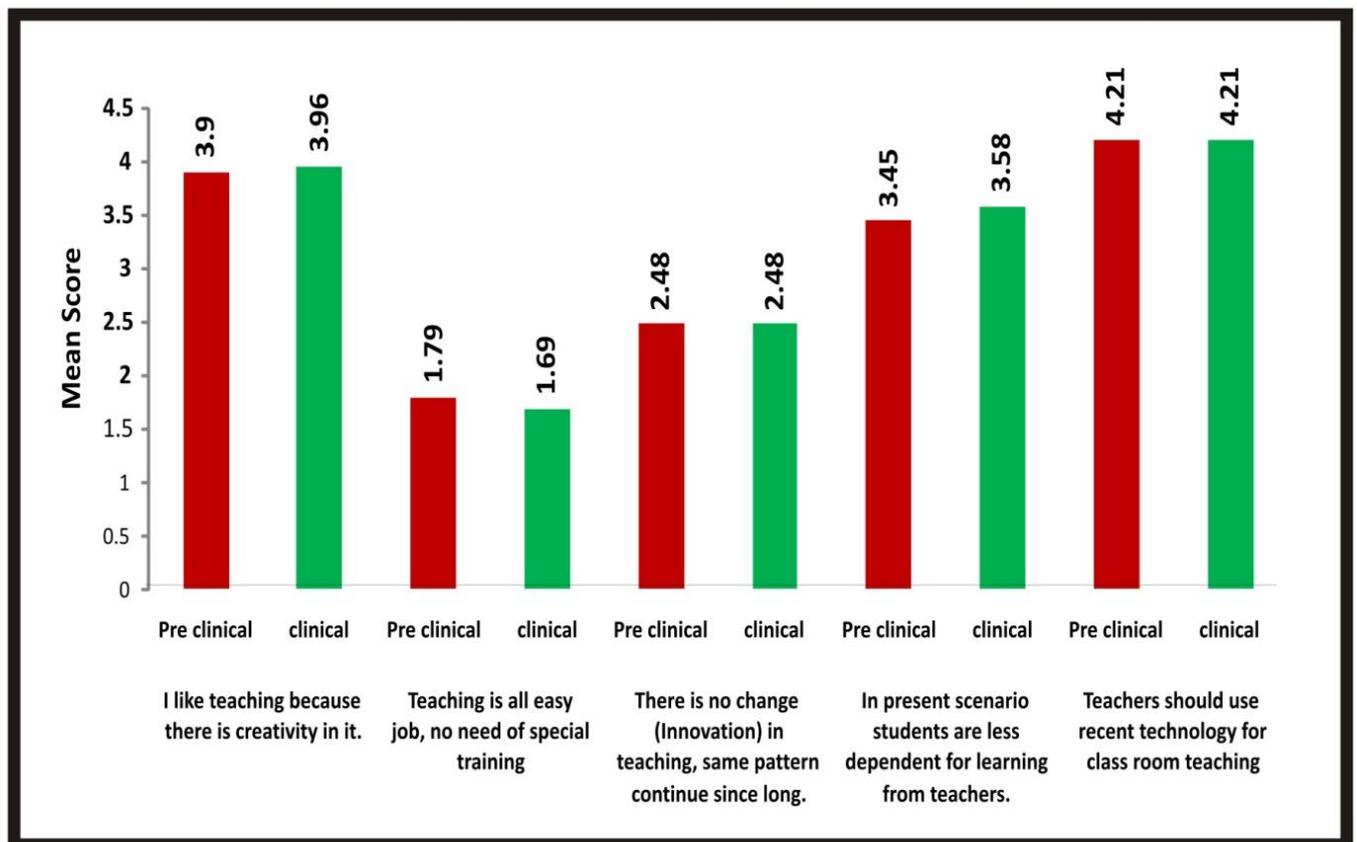
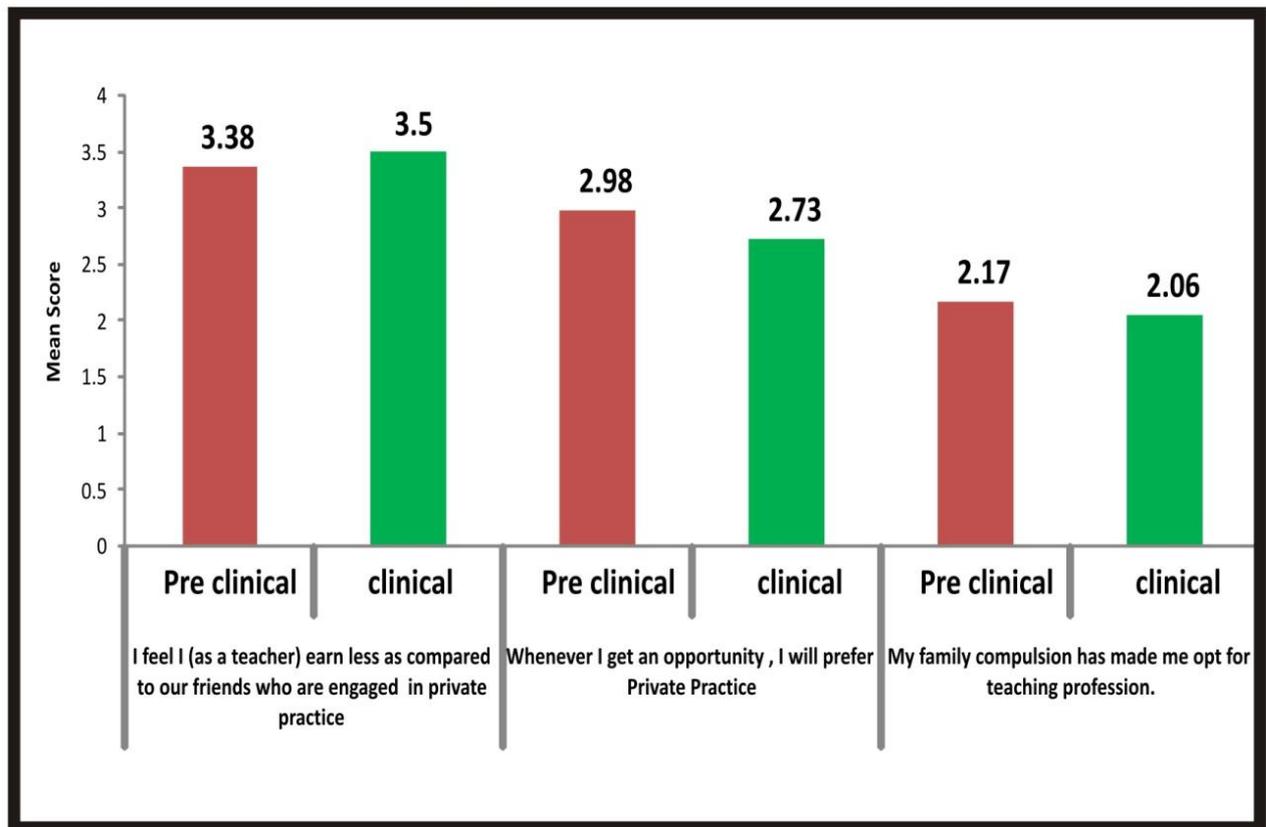


Figure: 4: Teachers attitude regarding earning in teaching profession



**Discussion:** The aim of every professional education is to make the education professionally devoted and dedicated to produce an effective and efficient professional. For the professional growth of the teachers and improvement in education, the attitude held by them is very important<sup>5</sup>. Primary responsibility of a medical teacher is transfer of knowledge, skills from one generation of doctors to subsequent generation with a view to modify future for betterment of health care. A significant area explored in present study was attitude of medical teachers about teaching profession.

In the present study most of participants agreed that teaching profession is well respected ( mean 3.90& 3.96), it is of prestige being a medical teacher ( mean 3.74& 3.85 ) as well as they opinioned that qualified medical teachers had good social standing (mean 3.88 &3.63). They agreed that student –teacher relation are friendly now a days (mean 3.79 & 3.71). Medical students not only acquire cognitive knowledge from the teacher, they try to acquire technical skills, competencies and communication skill. A medical teacher can inculcate ethical values and empathy in future medical fraternity which is most needed thing in current scenario<sup>7, 8</sup>. The teacher is the pillar of educational system.

Teacher is one who transmits accumulated knowledge of the present to next generation. In this way they interpret information with reference to the past with the view to modify the future<sup>11, 12</sup>.

Being a teacher requires patience, preparedness, flexibility, an open mind and strength. It is rewarding career, as it gives the opportunity to change many lives for the better<sup>13</sup>. Most of teachers strongly agreed that teaching is interesting profession (mean 4.19& 4.17) and they enjoy teaching (mean 4.12 & 4.02). This showed positive attitude of teachers towards teaching profession. A positive favourable attitude makes the teaching not only easier but also more satisfying and professionally rewarding. A negative and unfavourable attitude makes the teaching task harder and unpleasant<sup>5</sup>. In the whole process of education, it is teacher who shape and mould students, thus the teacher plays a pivotal role in any education system. It is the teachers' responsibility to translate educational policies into practice and programmes into action<sup>11</sup>. Teachers' attitude can affect students in many ways and can shape their learning experience<sup>13</sup>. The attitude of medical teachers towards profession influences to a large extent a number of aspects of clinical

competence. Their attitude towards the patient is particularly important as it determines the quality of communication. Medical student learn communication skill indirectly by observing their senior faculty.

In the present study most of teachers were in agreement that they should use recent technology for class room teaching (mean 4.21 & 4.21) this is highest score in this study. An efficient teacher can bring about desirable changes in the students<sup>14</sup>. Participants opined that in present scenario students are less dependent for learning from teachers (mean 3.45 & 3.58). Reasons for that techno-savvy generation of students have already adopted information technology; internet and recent media; videos to share information and supplement their lecture – based learning. Study showed that improved learning was found among students when recent media used as teaching tool<sup>15</sup>.

Teachers had shown positive attitude about creativity in teaching profession (mean 3.90 & 3.96). In a teaching hospital, teachers usually serve the dual role of a clinician as well as teacher. Most of them don't have any formal training as teacher. Most of the medical faculty learn to teach by observing their teachers<sup>16</sup>. Most of teachers opined that teachers need special training for teaching skill. Thus there is need of teachers training to deliver the ever evolving medical curriculum. Other studies also emphasised the need of teachers training programme for effective teaching in medicine<sup>6,8</sup>.

It is a pity that very few in the medical profession take up teaching career as a choice. A number of social and economic factors are responsible for the choice of such type of career<sup>6</sup>. Medical profession though labelled as elite profession but medical teacher's salary is equal to teachers of arts, commerce and science college teachers. Teachers of both discipline pre (mean 3.38) and clinical (mean 3.50) opined that they as a teacher earn less than colleagues who are engaged in private practice. Participants neither agree nor disagree regarding their preference to private practice if opportunity is given (mean 2.98 & 2.73). Results of study conducted on school teachers in Nigeria showed the serving teachers if given an option prefer to serve in another field, because they were paid little as a teacher<sup>11</sup>.

Most of them disagreed about statement that that family compulsion had made them to opt for teaching profession (mean 2.17 & 2.06). According to one study most teachers in India have joined this profession not because they love teaching but for the sake of employment<sup>6</sup>. We as medical teachers think that medical teacher perform duty not only for the sake of salary; they transmit knowledge, skills, values and empathy from one generation to another for betterment of health care of society in large. Whereas a medical professional fully busy in private practice, though he is excellent clinician but transfer of knowledge, skill to next generation is not possible by him. His expertise will remain with him, not transferred in future generation of doctors.

**Conclusion :** There is no significant difference found in attitude of preclinical and clinical teachers regarding teaching profession. Both groups had positive attitude about teaching profession. This positive attitude about teaching profession showed that teachers are having faith in their profession. This confidence is responsible for making "Professional self" attitude of teachers.

**Limitation:** This is single centre study, hence results cannot be generalised.

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