

## Acceptance of Learning Methodology among 1st year MBBS students

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### Abstract

**Introduction:** The current scenario of health care and medical education is not up to mark in achieving its goal and objectives. The importance given to the quality of teaching in medical colleges has demanded the ways to evaluate teaching methods in the form of student surveys as a mean of assessment.

**Objectives:** A questionnaire based evaluation of 98 students of 1<sup>st</sup> MBBS students was conducted at SHKM Govt. Medical College regarding teaching methods. The college was established 5 years back with an intake capacity of 100 students per year.

**Materials and Method:** A total of 98 students of 1<sup>st</sup> MBBS voluntarily participated in the study. A questionnaire was given to them based on teaching methods, which they had to fill at their ease and to return it next day. The questionnaire was filled by the students after completion of their Pre University Exam as up to this time; they are fully acquainted with the different types of teaching methods.

**Results:** We found that about 48% of students were aware of objectives of learning. As a method of imparting teaching, 37% of the students were in the favour of group discussion rather than inter active lectures (15%). About 33% of the students were in the favour of demonstration as inter active lectures were not fulfilling the demand of creating interest and motivation for teaching among the students. Students gave preference to quiz programme (52%) over tutorials (36%) and student seminar (12%). Teaching by Power Point Presentation (PPT) was liked by students (37%) over conventional chalk and board teaching (30%).

**Conclusion:** Well defined strategies as well as plans for the future are needed and should be implemented in such a way to increase interest and motivation among students.

**Keywords:** Teaching Methods, Medical Education, 1<sup>st</sup> MBBS students.

### Introduction

The Govt. of India expect Medical Education as a tool to produce “Physicians of First Contacts” to achieve National Goal of health for All. But standards in India are far behind in achieving the above goal due to lack of competencies.<sup>(1)</sup> To impart better medical education to students; the mode of teaching experiencing a shift from teacher centered to student centered over the past decade.<sup>(2)</sup> The greatest challenge from student’s point of view is to gain maximum knowledge in the shortest possible curriculum time.<sup>(3)</sup> Hence arise the need of evidence based teaching and to recheck the various modalities of teaching of medical education.<sup>(4)</sup> For imparting the quality of teaching in medical colleges, the student survey questionnaires are becoming the important tool for evaluating teaching methods.<sup>(5)</sup> We also have to consider that students are coming from different places and represent a population sample which differ in age, level of mental preparedness and their preferences for learning styles.<sup>(6)</sup> Considering all these points, the present study is done.

### Objectives

1. To evaluate the teaching methods for imparting education to 1<sup>st</sup> MBBS students.
2. To find suggestions from the students for their preferences regarding teaching methods and to express their views on the current method of teachings.

### Materials and Method

The present study was carried out on 98 students of 1<sup>st</sup> MBBS of SHKM Govt. Medical College. Students participated in the students voluntarily. A questionnaire was given to them prevalidated by faculty members. All participants were of sound mental condition. The questionnaire was briefed to them and they asked to respond without any pressure or fear. The purpose of the study based on the information given by the students is for research and evaluation purpose. Confidentiality of the information given by the students is maintained.

**Data Collection and Analysis:** Data were collected after the completion of pre university examination as up to this time, the students were acquainted with different teaching styles and learning environment through which they passed till now. Data were interpreted and presented in graphical form showing percentage technique.

### Observation and Result

Out of 98 1<sup>st</sup> MBBS students, mean age was 19.7 years. There were a total of 72 male students as compared to 26 female students. 48% of the students were aware of learning objectives means what they had to achieve. The most acceptable method of teaching was group discussion (37%) in comparison to interactive lectures (15%) as shown in Fig. 1. If we talk

about teaching aids, 37% expressed their view that PPT was more useful over conventional chalk and board teaching (30%). Out of 98 1<sup>st</sup> MBBS students, 33% were of the opinion that Demonstration was quite helpful in understanding the topic (Fig. 2). About various teaching learning methodologies, 52% opined that quiz programmes were the most enjoyable way of learning than tutorials (36%). Student's seminars came out to be the least preferred method of learning (12%) as shown in Fig. 3.

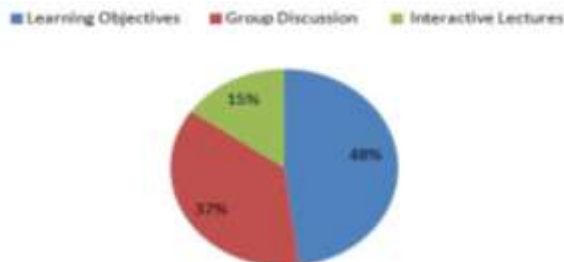


Fig. 1: Teaching Methods

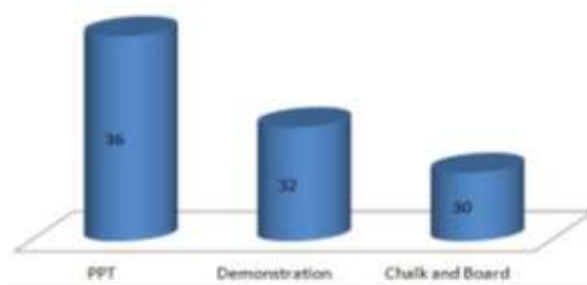


Fig. 2: Teaching Aids

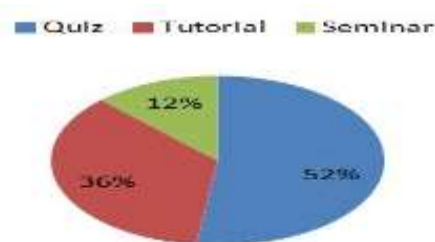


Fig. 3: Learning Method Preference

### Discussion

The teaching skills of a teacher are better reflected in the personality of their students, the way they are groomed. So any change or suggestion regarding teaching style methodology will be coming from students themselves beyond any doubt.

**Teaching Methods:** In our study it comes out that group discussion was the most acceptable teaching method from student's point of view. So in present scenario, it is the need of the hour to change teaching methodology from passive learning to student centered active learning.<sup>(7)</sup>

**Teaching Aids:** In our study, PPT was given preference over the conventional chalk and board study;

which was contrary to some other studies.<sup>(8,9)</sup> The reason may be the students of present days are more acquainted with smart mobiles, lap-tops extra. Hence they connect themselves with the facts and figures presented in tabulated or graphical form in PPT more easily. Moreover the insertion of animated clippings in the PPT helps students to understand the mechanism in a better way.

**Learning Methods:** Quiz programmes were the most favoured learning method among students. The reason may be it is enjoyed by the students and it generates sportsmen ship among them. This was followed by tutorials. The reason for this is that in tutorials, students discuss the topic freely with the teachers as well as their classmates and there is a better chance of interaction.<sup>(7)</sup> Least preferred learning method was student seminar. It may be due to spoon feeding given to students from the teachers for better presentation. As a result, students are not learning much from this exercise.

### Limitation of the Study

Sample size was small representing a single medical college, which can be biased. This can be ruled out by taking a large sample size by conducting the study simultaneously at multiple centres.

### Conclusion

We are not claiming that our study is judgemental. We have tried to put the facts in the current scenario in the best possible manner. The preferences and suggestions regarding learning style methodology should be taken into consideration while making curriculum and future strategies to impart better medical education and to strength health care system at institutional level. This will help to produce better Indian medical graduates of international standards.<sup>(7,10)</sup>

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