

PERCEPTION OF UNDERGRADUATE MEDICAL STUDENTS TOWARDS THE SUBJECT OF PATHOLOGY AT ONE OF THE MEDICAL COLLEGES OF GUJARAT, INDIA

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ABSTRACT

Background: Second professional year in the medical undergraduate is the pedestal where the students start attending clinics. It is very important to have idea regarding students' interest as well as perception regarding any subject. Best way of improving teaching methodology is to have the feedback from the students. Present study was carried out to evaluate students' perception regarding Pathology subject. Suggestions from students were received in order to improve the way of teaching.

Aims & Objective: To determine the perceptions of second MBBS students about pathology subject and teaching methods currently followed.

Materials and Methods: Present study was a cross sectional study carried out among second MBBS students of one of the rural teaching hospital. Data collection was done after completion of first six months of second professional year. Perception of students regarding the pathology subject was studied using predesigned proforma.

Results: Out of 127 students, 88.1% perceived case based learning as most effective teaching method. As per them tutorial s and practical are more effective teaching method as compared to didactic lectures. Analysis of perception of students about pathology subject showed that 68.5% students found the subject interesting. Among participant, 84.2% stated that integrated teaching is most effective method to understand the topic thoroughly. Almost all (97.6%) suggested inclusion of MCQ s in examination. 85.8% suggested use of power-point presentation in teaching any topic.

Conclusion: Most of the students opined that integrated teaching method is useful for understanding the topic. MCQ base examination should be given more weightage as per their suggestion. Use of audio visual aid (Power point presentation) makes their comprehension better.

Key Words: Medical Undergraduates; Pathology Subject; Perception

Introduction

Most important task for any teaching professional is to impart meticulous knowledge to learners. As far as medical education is concerned, it is vital to use best available expertise in teaching methodology. Second professional year in the medical undergraduate is the pedestal where the students start attending clinics. Theoretical teaching will be of great help to make their fundamentals clear. Variation in the teaching methods is necessary as per the need. Medical Council of India has made arrangement of training of medical faculties by organizing medical educational units in all medical colleges. Regular sessions are being conducted all over the country by the medical education units. Getting feedback from the students regarding teaching methodology is crucial part of any teaching. Present study was carried out to evaluate students' perception regarding Pathology subject. Suggestions from students were received in order to improve the way of teaching.

Materials and Methods

Present study was a cross sectional study carried out

among second MBBS students of one of the rural teaching hospital of Gujarat, India. Data collection was done after completion of first six months of second professional year. A predesigned questionnaire consisting of questions having 3-5 options was used to gather information regarding students' perception. Suggestions in the form of responses to open ended questions were also received from them. Informed verbal consent was taken from them prior to collection of data. Data entry and analysis was carried out using Microsoft Excel.

Results

All 127 undergraduate students of second MBBS were enrolled in the study. Out of 127 students, 88.1% perceived case based learning as most effective teaching method, whereas 70.8% and 65.3% mentioned practical and tutorial as effective method of teaching respectively. (Table 1) Analysis of perception of students about pathology subject showed that 68.5% students found the subject interesting. 86.6% believed that correct knowledge of the subject is helping them in

clinical postings. 84.2% stated that integrated teaching is most effective method to understand the topic thoroughly. 62.2 % are willing to get internship posting in pathology laboratory whereas 40.9% are ready to take admission as post graduate student in pathology branch. (Table 2) Students have given their suggestions for improving teaching methods. 97.6% suggested inclusion of MCQ s in examination. 85.8% suggested use of power-point presentation in teaching any topic. 84.2% mentioned continuation of integrated teaching methods. (Table 3)

Table-1: Most effective teaching method

Most Effective Teaching Method*	Frequency (%)
Case based learning	112 (88.1)
Practical	90 (70.8)
Tutorial	83 (65.3)
Lecture	77 (60.6)
Total	127

* Multiple Responses

Table-2: Perception of students regarding Pathology

Perception about Subject *	Frequency (%)
Interesting Subject	87 (68.5)
Knowledge of pathology helps in clinical posting	110 (86.6)
MCQs exam will help in pre PG entrance exams	123 (96.8)
Integrated teaching improves understanding of subject	107 (84.2)
Willing to get internship posting in blood bank/ Pathology laboratory	79 (62.2)
Willing to do post-graduation in pathology	52 (40.9)
Total	127

* Multiple Responses

Table-3: Suggestions given by the students for improving teaching methods

Suggestions*	Frequency (%)
Power point presentations should be used to teach various topics	109 (85.8)
Case based learning is needed	92 (72.4)
Integrated teaching	107 (84.2)
Cut short the duration of lecture	89 (83.7)
Inclusion of MCQ base questions in final exams	124 (97.6)
Total	127

* Multiple Responses

Discussion

Present study was conducted at one of the rural teaching hospitals of Gujarat. Total 127 students of second year MBBS have participated in the study. Mean age of the students was 18 years with standard deviation of 1 year. Out of 127 students, 88.1% perceived case based learning as most effective teaching method. Lecture was considered as effective method by 60 % of the students. Lesser number of students found lecture as effective teaching method as compared to other methods. The reason behind this may be the longer duration of lectures which make them difficult to concentrate for entire lecture. Also studies have shown that attention span of an adult learner is 18-20 minutes after that there is a

lapse.^[1] Interactive sessions would be of great help to make the lectures interesting. In this study 65.3% of students mentioned that tutorials are more useful as compared to lecture to understand any topic. The results are consistent with that of study done by Badyal et al.^[2], their also students have found tutorials and revision classes more useful than lectures.

Analysis of perception of students about pathology subject showed that 68.5% students found the subject interesting. In a study carried out by Goyal et al.^[3], 43% of students in their study found the Pathology as an interesting subject. In our study 62.2 % are willing to get internship posting in pathology laboratory whereas 40.9% are ready to take admission as post graduate student in pathology branch. In present study 86.6% students believed that correct knowledge of the subject is helping them in clinical postings.

More than three fourths of students stated that integrated teaching is most effective method to understand the topic thoroughly. Similar finding was observed in study carried out by Goyal et al.^[3] who mentioned that integrated teaching method could be useful and time saving. The result was also consistent with the results of study carried out by Kate et al.^[4] Integrated teaching is effective to enhance the skill of clinico-pathological correlation and help to improve the cognitive and psychomotor domains of the students.^[5] Students have given their suggestions for improving teaching methods. Most of the students suggested inclusion of MCQ s in examination. Inclusion of multiple choice questions (MCQs) was desired by the participants of study carried out by Goyal et al.^[3] Suggestion for inclusion of MCQs in written examination was given in National consultative meeting on review of pharmacology curriculum.^[6] In present study 85.8% students suggested use of power-point presentation in teaching any topic. Goyal et al.^[3] mentioned in their study that, 95% students suggested the judicious use of audiovisual aids along with the conventional methods, so that the power-point presentation should complement the teaching methodology.

Conclusion

Students are in favour of use of integrated teaching. Use of audio visual aid in the form of power point presentations is more effective method for taking lectures. More weightage should be given to Multiple Choice Questions in examinations.

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