

Self-assessment of Phase IV Faculty at Government Medical Colleges in Mymensingh Division

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Abstract

Introduction with Objective: Self-evaluation of faculties is a process in which instructors reflect on their teaching, research, and service activities and assess their own performance in these areas. According to curriculum 2012 phase IV include Medicine and Allied subjects, Surgery and Allied subjects, Gynecology and Obstetrics. The aim of the present study was to find the self assessment of Phase IV faculty at government medical colleges in Mymensingh division.

Methods: This cross-sectional descriptive type of observational study was carried out among 166 participants within the defined period from January 2023 to December 2023. The study was carried out among faculties of phase IV of three government Medical Colleges of Mymensingh division. The sampling method of this study was purposive type non-probability sampling. All the data were compiled and sorted properly and the quantitative data was analyzed statistically by using Statistical Package for Social Science named SPSS 25.0 **Result:** The mean age of the respondents was 48.37±5.33 years. Majority of the respondents were male (136, 82%) and rest were female (30, 18%). Only 64.5% of respondents were completely informed about curriculum outline and assessment process of disciplines just after joining. Majority of the respondents were almost satisfied (59.0%) about their own teaching capabilities. However, whom were not completely satisfied, 41% needed research method, 36.1% needed information technology, 30.1% needed teaching method, 25.9% needed instruction material design, and 24.7% needed assessment method to develop the teaching capabilities. To support for faculty development, 51.8% respondents had attended any training programs. 100% respondents had knowledge about internet use. 99.4% knew power point, 95.2% knew Microsoft word, 30.3% had Excel and 19.4% had SPSS knowledge. **Conclusion:** In conclusion, the study on faculties of Phase IV in government medical colleges of the Mymensingh division offered a comprehensive overview of various aspects related to demographics, knowledge, self-satisfaction, faculty development initiatives and computer literacy.

Keywords: Self-assessment, Phase IV, Faculty.

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Introduction:

Evaluation is one of the most effective things for quality assurance and continuous quality improvement process in the educational system¹. The basic aim is to improve effective activities and to weaken or eliminate non-effective and undesirable ones². The obtained information from evaluation can be used to improve and develop training programs, teaching methods, planning, etc. Chickering (1981) believes that evaluation is the basis of perfection and development and regards it in many different aspects, such as personality development, morality, intellectuality, motivation, and knowledge¹. Faculties are one of the main pillars of Medical Institutions and their function plays a fundamental role in the overall efficiency of educational system. Faculty evaluation is essential as a principle in educational organizations because it helps measure the quantity and quality of education in universities and educational institutions. There are various ambiguities regarding the desirable and deserving characteristics of a good teacher³. Evaluation of faculty members is one of the important ways to ensure faculty's academic achievements and promote faculty's academic development, although some faculties and learners are dissatisfied with the evaluation process^{4,5}. Faculty self-assessment is one of the approaches to evaluate educational performance that enables faculty members to obtain feedback on their teaching methods, disciplinary approach, classroom management, and level of knowledge. It could be argued that self-assessment is the most effective method of evaluation because when faculty members evaluate themselves, they take responsibility for their own performance. This allows them to identify and address any deficiencies in their teaching methods and improve their overall performance. Comparing student evaluations with faculty self-assessments can also help identify teaching strengths and weaknesses, making it a valuable component of faculty training performance evaluation⁶.

Materials & Methods:

This cross-sectional descriptive type of observational study was carried out among 166 participants within the defined period from January 2023 to December 2023. The study was carried out among faculties of phase IV of three government Medical Colleges (Mymensingh Medical College, Netrakona Medical College, Jamalpur Medical College, Jamalpur) of Mymensingh division. The sampling method of this study was purposive type non-probability sampling. Data were collected by self-response of the faculties of phase IV of government medical colleges of Mymensingh division using a pre-designed semi-structured questionnaire. Ethical clearance was obtained from the Institutional Review Board (IRB) of Mymensingh Medical College. (Memo No. MMC/IRB/2023/ 565 and date 08/06/2023). Informed written consent was taken before the data collection. All the data were compiled and sorted properly and the quantitative data was analyzed statistically by using Statistical Package for Social Science named SPSS 25.0.

Results:

The mean age of the respondents was 48.37±5.33 year with range of 35 to 60 years and majority of the respondents were

41-50 years age group (n=93, 56%). Majority of the respondents were male (136, 82%) and rest were female (30, 18%) (Table I).

Table I: Socio-demographic distribution of the participants (n=166)

Parameter	Frequencies	Percentage
Age (years)		
30-40	13	7.8%
41-50	93	56%
>50	60	36.1%
*Mean±SD= 48.37±5.33year (35 to 60 years)		
Sex		
Male	136	82%
Female	30	18%

Only 64.5% of respondents were completely informed about curriculum outline and assessment process of disciplines just after joining. Though, 33.1% were partially informed and only 4(2.4%) of respondents was not informed at all. Only 37(22.3%) respondents were completely satisfied of their own teaching capabilities. Majority of the respondents were almost satisfied (59.0%), rest were mostly partially satisfied (18.1%) and only 1 response was completely not-satisfied at all about their own teaching capabilities. However, whom were not completely satisfied, 41% needed research method, 36.1% needed information technology, 30.1% needed teaching method, 25.9% needed instruction material design, and 24.7% needed assessment method to develop the teaching capabilities (Table II).

Table II: Assessment on knowledge and satisfaction level of faculties (n=166)

Parameter	Number	Percentage
Informed about the curriculum outline and assessment process of disciplines just after joining		
Completely informed	107	64.5%
Partially informed	55	33.1%
Not at all informed	04	2.4%
Satisfaction level of respondents own teaching capabilities		
Completely satisfied	37	22.3 %
Almost satisfied	98	59.0 %
Partially satisfied	30	18.1 %
Not satisfied at all	1	0.6 %
If not completely satisfied, the areas needed to develop		
Teaching Methods	50	30.1%
Assessment methods	41	24.7%
Instruction technology	43	25.9%
Information Technology	60	36.1%
Research methods	68	41.0%

To support for faculty development, 51.8% respondents had attended any training programs. Among them, 70.9% had teaching method, 41.9% had research method training, 7% had academic training, 4.7% had assessment method training, 2.3% had CME training and 2.3% had information technology. About 21.1% had involvement of any phase coordination group activities; where, 14.7% were class coordinator and speaker, 11.8% were academic coordinator

and supervisor, but highest role was subject coordinator (29.4%) (Table III).

Table III: Assessment of initiatives of supports for faculty development (n=166)

Parameter	Number	Percentage
Attended any training programs		
Yes	86	51.8%
No	80	48.2%
If yes, names of training program*		
Teaching Methods	61	70.9 %
Assessment methods	04	4.7 %
Information Technology	02	2.3 %
Research methods	36	41.9 %
CME program	02	2.3 %
Academic training program	06	7%
Involved any phase coordination group activities		
Yes	36	21.7%
No	130	78.3%
If yes, role in brief		
Supervisor	04	11.8 %
Subject coordinator	10	29.4 %
Speaker	05	14.7 %
Participant	03	8.8 %
Members	02	5.9 %
Class coordinator	05	14.7 %
Lecturer	03	8.8%
Academic coordinator	04	11.8 %

According to computer literacy capability, 100% respondents had knowledge about internet use. 99.4% knew power point, 95.2% knew Microsoft word, 30.3% had Excel and 19.4% had SPSS knowledge (Table IV).

Table IV: Assessment of the computer literacy capability of faculties (n=166)

Name of software	Number	Percentage
MS word	157	95.2%
Power point	164	99.4%
Excel	50	30.3%
Internet use	166	100%
SPSS	32	19.4%

Discussion:

Satisfied employees can more effectively fulfill their duties to facilitate all stakeholders in achieving the development and success of the nation through knowledge, skills and their implications⁷. The domain “education and training” is given primary importance with the vision of bringing greater alignment between educational institutions and health care systems⁸. Faculties play a key role in development of educational curriculum, environment and positive outcome of medical colleges. This study revealed that the majority of the respondents were male (82%), with a mean age of 48.37±5.33 years, and the majority falling in the 41-50 years age group (56%). Male to female ratio was 4.53:1. This study does not co-relate with the study done by Echols, Neely and Dusick, 2018 in which male to female ratio was 1:2.68⁹.

Knowledge on curriculum is the first priority of teacher and faculty members. However, concerning the curriculum, only 64.5% of the respondents were completely informed about the curriculum outline and assessment process of disciplines just after joining. This indicates a potential gap in communication or orientation programs for new faculty members. In terms of self-satisfaction with teaching capabilities, a substantial portion of respondents (81.3%) reported being either completely or almost satisfied. However, areas for improvement were identified, with a notable emphasis on research methods (41%) and information technology (36.1). Similar study conducted by Ismayilova and Klassen, 2019 revealed that educational climate and peer collegiality influenced self- efficacy and job satisfaction and also the teaching self-efficacy of the 14 participants was high; in fact, all of the participants commented that they had a high level of confidence in their teaching ability¹⁰. This study co-relates with the findings done by Ismayilova and Klassen, 2019. About half of the faculty of this study (51.8%) attended different training programs, primarily focused on teaching methods (70.9%) and research methods (41.9%)¹⁰. The respondents were involved in phase coordination group activities with subject coordinator being the most prevalent role (29.4%). Identified areas for improvement included research methods and information technology in this study. A positive aspect highlighted in the study is the computer literacy capability of faculties. Almost all respondents demonstrated knowledge of internet use (100%), and high percentages were observed for skills in PowerPoint (99.4%) and Microsoft Word (95.2%). However, there is room for improvement in more advanced tools like Excel (30.3%) and SPSS (19.4%).

Conclusion:

In conclusion, the study on faculties of Phase IV in government medical colleges of the Mymensingh division offered a comprehensive overview of various aspects related to demographics, knowledge, self-satisfaction, faculty development initiatives and computer literacy. While self-satisfaction with teaching capabilities was generally high, the identified areas for improvement, such as research methods and information technology, highlighted specific areas for targeted faculty development programs. The study also emphasized the need for ongoing training programs, with a focus on teaching and research methods, to keep faculty members abreast of current trends in medical education. The study highlighted the active engagement of faculty members in research and educational activities, with a substantial percentage having conducted research projects and participated in Continuing Medical Education (CME) programs.

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Conflict of Interest: None.

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