

Original Research Article

Qualities of best medical teacher: a student perceptive study

K. Lakshmi Kumari^{1*}, P. Laxman Rao¹, R. Chandra Sekhar², G. Krupa Elena¹

¹Department of Anatomy, Andhra Medical College, Visakhapatnam, Andhra Pradesh, India

²Department of Orthopaedics, KIMS, Amalapuram, Andhra Pradesh, India

Received: 20 October 2016

Accepted: 15 November 2016

*Correspondence:

Dr. K. Lakshmi Kumari,

E-mail: lakshmisekhar019@gmail.com

Copyright: © the author(s), publisher and licensee Medip Academy. This is an open-access article distributed under the terms of the Creative Commons Attribution Non-Commercial License, which permits unrestricted non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

ABSTRACT

Background: Medical education is changing day by day and there is a continuing need to assess the role of the teacher in medical education. A good Medical teacher is the one who pave the way in the making of our future clinicians. In the Present study we tried to evaluate qualities of best medical teacher in preclinical, paraclinical and clinical teachers including all medical, surgical and their allied subjects from first year to final year MBBS Students by student perceptive study at one medical College of Andhra Pradesh, India.

Methods: The study population includes first to final M.B.B.S Students from one medical institute -A Questionnaire comprising of 12 statements relating to the qualities of teacher was prepared. The study population include first to final M.B.B.S Students from one medical institute.

Results: Giving a total of 321 students who are pursuing MBBS from first year to final year 63% participants were females and 37% were male. All the participants are aged in between 17-23 years. In these studies top five qualities of best medical teacher perceived by students is good Quality of subject (72.4%), student friendly nature (71.7%), creating interest in subject (58%), more explanatory / more informative teaching (42.8%), best personality including knowledge, personal and professional skills (41.2%).

Conclusions: A good teacher is someone who is approachable, engaging and inspiring, and who has a sound knowledge of subject of what they are trying to teach. They also have the ability to communicate well with students.

Keywords: Best medical teacher, Medical student, Qualities

INTRODUCTION

Medical education is changing day by day and there is a continuing need to assess the role of the teacher in medical education. The responsibility of conveying the language of medical science into the minds of learners falls upon the shoulders of medical teacher. Medical teacher is the one who pave the way in the making of our future clinician. The teacher's role goes well beyond information of subject providing by them.

The trends of medical education in the "classroom" as well as "the bed side" are greatly changing with the incorporation of new learning technologies and advocacy

of novel educational approaches. The teacher having a range of key roles to play in the education process extend far beyond the mere imparting of theoretical, stereotype concepts. The quality of teaching in medical college has led to increased use of student surveys as a means of evaluating teaching.¹

Medical teacher's duties include the framing of personal and professional growth among medical students, a sense of responsibility for themselves and the requisite ethical standards for fulfilling the Hippocrates Oath of physicians. Effective teaching in medicine is essential to produce good quality doctors. Different roles and abilities are required for medical teacher.

All teachers may be expected however to fill roles such as information provider and other roles such as student assessor and good inspirator. Present study tried to evaluate qualities of best medical teacher in preclinicals, paraclinicals and clinical from first year to final year MBBS Students of different semesters of Andhra medical College, Visakhapatnam, Andhra Pradesh, India.

This study aims to study the student perception about Best teacher in their budding stage as doctors. Teaching in the medical profession requires proficient knowledge of motivating the learner; assess competence, and the skill to deal with competing demands of patient care, research and education. Teaching is a means of offering a unique, definite, and essential social service through specialized training. This service is in the form of facilitation of learning, based on the beliefs, needs, and practices of each community and each individual.²

METHODS

The study was conducted on 321 medical students of I MBBS, II MBBS and final MBBS students. They were aged ranging from 17-23 years. 63% participants are females and 37% are male students. Students were explained all the details of the study and objectives. A questionnaire was given to the participants to be answered. The questionnaire consisted of different qualities of teacher that a student perceives as best qualities from a medical teacher. The questionnaire consisting of these qualities of teacher and mention the top qualities of a teacher. The students were asked to tick YES or NO for each quality they want in their favorite teacher.

- Quality of subject
- Narration of class
- More explanatory teacher
- Student friendly /easy approachability
- Best assessor of student
- Problem solving nature
- Best personality- personal and professional skills
- Cracking jokes
- Master of good communication
- Creates interest and motivation in subject
- Using AV aids
- Good looks /well dressed

RESULTS

Out of 321 students, 9 students did not give accurate response to the questionnaire given and they were excluded from the study. Giving a total of 312 students 63% participants were females and 37% were male. All the participants are aged in between 17-23 years. In this study top five qualities perceived by students were good quality of subject (72.4%), student friendly nature (71.7%), creating interest in subject (58%), more explanatory / more informative teaching (42.8%), best

personality including knowledge, personal and professional skills (41.2%). Based on this analysis senior faculty are ranked higher than their junior colleagues in quality of subject and more explanatory / more informative teaching. Juniors were topped in student friendly nature and easy approachability (Table1).

Table 1: Characteristic of best teacher.

Characteristic of best teacher	Percentage
Quality of subject	72.4
Student friendly nature	71.4
Creating interest in subject	58
More explanatory/more informative teaching	42.8
Best personality (personal/professional skills)	41.2
Easy approachable teacher	39.9
Master of communication	39.2
Better narration of class	39.1
Cracking jokes	28
Best assessor of student	15
Good looks/ decent look	9
Using AV aids	4

DISCUSSION

The foundation that builds a Doctors life is to great extent based on the knowledge he gets from his teacher. The good medical teacher who is also a doctor has a unique opportunity to share some of the magic of the subject with the students. It is the great art of the teacher to awaken creative knowledge of the student. Role models are people we can identify with, who have qualities we would like to have and are in positions we would like to reach.³ Role modelling is an integral component of medical education as it is an important factor in shaping the values, attitudes and behaviour of medical trainees. Role models have a strong influence on the career choices of medical students, and are important in medical teacher development.^{4,5} In this study we tried to elicit qualities of best preclinical level medical teacher by the perception of student. Surprisingly out of all three preclinical subjects, the best teachers are from Anatomy, which student feels as difficult and interesting subject. We have given a questionnaire consisting of 12 qualities of teacher of which student desire to see in their favorite teacher. We were analyzing the data and pick up the five qualities of best preclinical medical teacher in student point of view.

The five qualities are Good Quality of subject, student friendly nature of teacher, teacher who creates interest in their subject, more explanatory manner of teaching and best personality of teacher including their personal and professional skills. good teaching, suggested by Biggs based on the strategies of teacher-centred and student-centred education.⁶ Teacher-centred strategies are focussed on the teacher as a transmitter of information, with information passing from the expert teacher to the

novice learner. Communication models have been described in literature, like the Pendleton model.⁷ Student-centred strategies, in contrast, see the focus as being on changes in students' learning and on what students do to achieve this rather than on what the teacher does. "If students are to learn desired outcomes in a reasonably effective manner", Shuell suggests "then the teacher's fundamental task is to get students to engage in learning activities that are likely to result in their achieving those outcomes."⁸

The twelve qualities of teacher provide an understanding of the different views of the functions fulfilled by the teacher. Regardless of the amount of time spent together, students chose model teacher who were more than just a good instructor, who demonstrated with dedication to their specialty and the teacher must have good quality and knowledge and of their subject. There is a saying "A teacher is only as good as his knowledge is". Second best quality identified by a student in good medical teacher is their student friendly nature. A good teacher is sensitive to their student's needs. A great teacher is patient, understanding and available to approach by the student. Creating interest is key to captivating a student. One of best mark of great teacher is to create interest in the subject they teach. Teaching profession is often satisfying to people who love to teach, a caring personality which fostered an environment of mutual respect.

The best teachers were genuinely interested in facilitating the growth of the students. Good teacher possess superb communication skills and expertise on the subject and generally relate well to the students.⁹ The highly effective teacher understands both the content and explains it in students language. Teacher with this dual ability maximizes their teaching as best teaching. A medical educator has to impart huge loads of ever evolving scientific information to a large number of students having low and high ability of understanding. Since a teacher could not make all students in a class understands the concepts because of their difference in learning, The medical teacher has to be patient, methodical and smart enough to reach out to students levels.

Humor of medical teachers had the effect of alleviating nervousness and reducing boredom during class because there was a rapport among the students and the teacher because all were laughing together. It takes a perfect blend of several qualities to create a truly effective teaching. Elite teacher knows how to balance without crossing limits, truly cares for them. We had a good time learning, and we made a students are to learn desired outcomes in a reasonably effective manner", the teacher's fundamental task is to get students to engage in learning activities that are likely to result in their achieving those outcomes.¹⁰ The best teacher works hard to assess the capabilities of their student. It is helpful to remember that what the student does is actually more important in determining what is learned than what the teacher does. Incorporating variety in the teaching style can make even

a classic didactic lecture interesting and memorable for students. The best medical teacher who establishes great communication in the learning system is usually able to achieve most of the learning goals in completeness. The characteristics of excellent role model teacher identified by medical students include personal qualities like interpersonal skills and teaching skills like ability to explain complex subjects easier. it has been firmly established that overall teacher quality is an important determinant of student outcomes. Teachers differ strongly in their impact on student learning.¹¹ Consideration of the roles of the teacher should be part of the culture of good teaching practice. Tyree conceptualized our current understanding of the importance of the commitment of teachers to teaching and the multi-dimensional nature of the phenomenon.¹²

CONCLUSION

A good teacher is someone who is approachable, engaging and inspiring, and who has a sound knowledge of the underlying theory of what they are trying to teach. They also have the ability to communicate with confidence and clarity at all levels. Teachers who are having good sense of humour and perform to laugh are considered as best, because humour of the teacher decreases the stress of the student. Medical Science is great knowledge and it needs to be dispersed and disseminated in order to translate into an improved quality of life for global community. The responsibility of medical educator is to conveying and decoding the language of medical science into the minds of learners. There needs to be a commitment both to the subject which is being taught and to the teaching role expected of the teacher.

Funding: No funding sources

Conflict of interest: None declared

Ethical approval: The study was approved by the Institutional Ethics Committee

REFERENCES

1. Harden R. AMEE Guide 21: curriculum mapping: a tool for transparent and authentic teaching and learning. Evaluating the outcomes of undergraduate medical education. *Medical Education*. 2003.
2. Ronald JM. What makes a good teacher? Lessons from teaching medical schools. *Acad med*. 2001;76:809.
3. British Medical Association. Role models in academic medicine. London: BMA. 2005.
4. Wright SM, Kern DE, Kolodner K, Howard DM, Brancati FL. Attributes of excellent attending-physician role models. *N Engl J Med*. 1998;339:1986-93.
5. MacDougall J, Drummond MJ. The development of medical teachers: an enquiry into the learning histories of 10 experienced medical teachers. *Medical Education*. 2005;39:1213-20.

6. Biggs J. What the student does: teaching for enhanced learning. *HERDSA*. 1999;18(1):57-75.
7. Pendleton D, Schofield T, Tate P. The consultation: an approach to learning and teaching. Oxford university press, Oxford. Available at: http://www.gmc-uk.org/2_The_GP_Consultation_01.pdf_30450415.pdf
8. Shuell TJ. Cognitive conceptions of learning. *Review of Education Research*. 1986;56:411-36 .
9. Harden RM, Sowden S, Dunn WR. Some education strategies in curriculum development: the SPICES model. *ASME Medical Education booklet no 18. Medical Education*. 1984;18:284-97.
10. S.A.AZER. The qualities of a good teacher How can they be acquired and sustained. *J R Soc Med*. 2005;98(2):6.
11. Hanushek, Eric A, Rivkin SG. Generalizations about Using Value-Added Measures of Teacher Quality. *American Economic Review* 2010;100(2).
12. Tyree Jr AK. Conceptualizing and measuring commitment to high school teaching. *J Edu Res*. 1996;89(5):295-304.

Cite this article as: Kumari KL, Rao PL, Sekhar RC, Elena GK. Qualities of best medical teacher: a student perceptive study. *Int J Res Med Sci* 2016;4: 5436-9.