

# Perception of Faculty Members as Role of Medical Facilitator in Private Sector Medical College

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## ABSTRACT

**Introduction:** Teachers are supposed to give students really good education that helps them get ready for the tough situations they may face in their medical careers. Teachers should know and be good at what they are teaching, and they should use ways that help students to learn and understand what they are being taught. Teachers are supposed to help and guide students, especially when they are learning how to take care of patients. They should be ready to help students who are having a hard time with school or any personal issues.

**Objective:** To understand the perception of faculty members as role of medical facilitator in Private sector medical college

**Study design:** Quantitative cross sectional

**Settings:** Bakhtawar Ameen medical college

**Duration:** Four months i.e. 1<sup>st</sup> August 2022 to 31<sup>st</sup> December 2022

**Data Collection procedure:** A pre validated questionnaire was used. Study was carried out at Bakhtawar Ameen Medical & Dental College, Multan. The total numbers of faculty members were 30 who participated after taking the informed consent. The study was done by simple random sampling technique. 12 items questionnaire were used. Google link form was used to collect the data.

**Results:** There were 30 participants who were responded through google online link form. The twelve roles further subdivided into six dimensions. In this study there were 18 males and 12 females. All percentages regarding each attribute for twelve roles of medical teacher were very high. This study highlighted the various six dimensions in which all twelve roles of medical teachers grouped. This study highlighted most important role as facilitator 94% and least 89% as assessor.

**Conclusion:** The success of any educational program hinges on the presence of an effective teacher. There is a shift in the teacher's role within the educational process. It is essential for teachers to evaluate their own performance in order to evolve from being mediocre to good, good to exceptional, and exceptional to the very best.

**Keywords:** perception, medical teacher, facilitator, students, college

## INTRODUCTION

Teachers are supposed to give students really good education that helps them get ready for the tough situations they may face in their medical careers. Teachers should know and be good at what they are teaching, and they should use ways that help students to learn and understand what they are being taught. Teachers are supposed to help and guide students, especially when they are learning how to take care of patients. They should be ready to help students who are having a hard time with school or any personal issues<sup>(1)</sup>.

Teachers must do research and put out papers in well-respected journals. This makes the institute look good and helps students learn about the newest things happening in their field. Teachers should help out in projects that help the people in their neighborhood. This might mean giving medical help to areas where not many people get it, or joining efforts to improve the health of the public. Educators serve as the cornerstone of any academic framework. They assume an active and vital role in facilitating the process of learning. The role of students in healthcare delivery is of paramount importance and holds substantial influence. Once they have entered medical practice, individuals engage in teaching<sup>(2, 3)</sup>.

The range of professional responsibilities in this context encompasses a diversity of tasks, ranging from sporadic lecturing duties to consistent oversight of clinical sessions to overarching administrative duties. As a director of courses or planner of curricula, and in pursuit of a full-time position in education that encompasses a plethora of opportunities and responsibilities, I strive to utilize my skills and expertise to contribute to the growth and development of both students and institutions alike. Academic institutions have the responsibility of fulfilling their educational duties to their students by providing high quality and comprehensive education<sup>(4)</sup>.

Thus, it is of utmost importance for medical educators to demonstrate a keen consciousness of their pivotal responsibilities. The acquisition of proficient pedagogical abilities, associated perspectives, and methodologies is crucial in engendering an adept educator who can capably facilitate student learning. The utilization of meta-cognition affords individuals the opportunity to gain deeper insights into their cognitive mechanisms<sup>(5, 6)</sup>.

In contemporary educational settings, educators are required to undertake a variety of duties, including but not limited to, managerial duties that encompass designing and executing curriculums and courses, as well as supervising the educational process. The importance of the leadership style exhibited by the teacher is considerable in the development and implementation of the teaching and learning curriculum<sup>(6, 7)</sup>.

## MATERIAL AND METHODS

A pre validated questionnaire was used. Study was carried out at Bakhtawar Ameen medical & dental college, Multan. The total numbers of faculty members were 30 who participated after taking the informed consent. The study was done by simple random sampling technique. Detailed information was given to teachers about the current research. Confidentiality of the participants was prioritized. Inclusion criteria include (1) all the teaching faculty from assistant professors to professors included in this study (2) The teaching faculty who excluded from the study didn't giving consent and meets the inclusion criteria. The data was collected from google form link. Data was analyzed through SPSS version 23.

## RESULTS

There were 30 participants who were responded through google online link form. The twelve roles further subdivided into six dimensions. In this study there were 18 males and 12 females which include six professor, ten associate professors and fourteen

assistant professors. The individual percentage of each category regarding twelve roles of medical teacher as follows, mentor is 93%, as learning facilitator 95%, on job role model 92%, role model as teacher 94%, as lecturer 92%, as clinical or practical teacher 91%, resource material creator as 89%, as study guide producer 90%, as course organizer 92%, as curriculum planner 90%, as student assessor 90% and curriculum evaluator as 88%. All percentages regarding each attribute for twelve roles of medical teacher were very high. This study highlighted the various six dimensions in which all twelve roles of medical teachers grouped. The medical teacher perceived the most important role as facilitator as 94%, role model as 93%, information provider as 91.5%, planner as 91% and assessor as 89%. This study highlighted most important role as facilitator 94% and least 89% as assessor.

Table 1: Demographic Profile & Baseline Measures

No.	Variable	N=30
1	Gender	
	Male	18
	Female	12
2	Professor	06
3	Associate Professor	10
4	Assistant Professor	14

Table 2: Students Expectations n=30

No.	Variable	Percentage	Dimensions	Percentage
1	Mentor	93%	Facilitator	94%
2	Learning facilitator	95%		
3	On job role model	92%	Role model	93%
4	Role model as teacher	94%		
5	Lecturer	92%	Information Provider	91.5%
6	Clinical or practical teacher	91%		
7	Resource material creator	89%	Resource developer	89.5%
8	Study guide producer	90%		
9	Course Organizer	92%	Planner	91%
10	Curriculum planner	90%		
11	Student assessor	90%	Assessor	89%
12	Curriculum Evaluator	88%		

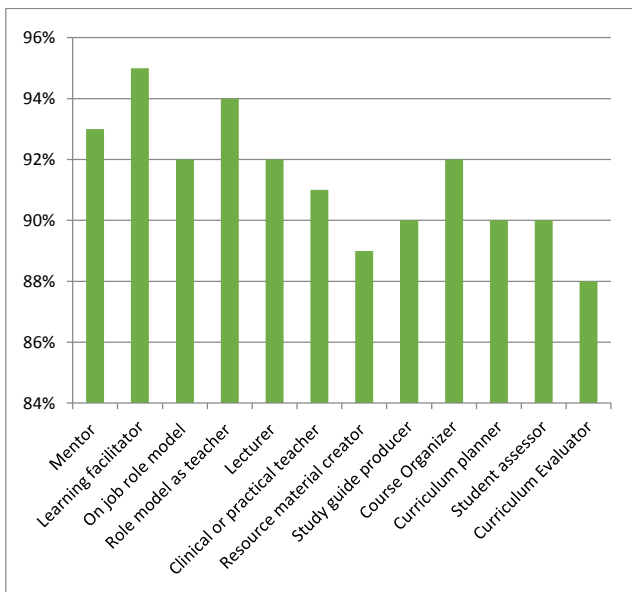


Figure 1: Percentages of 12 roles of Medical Teacher

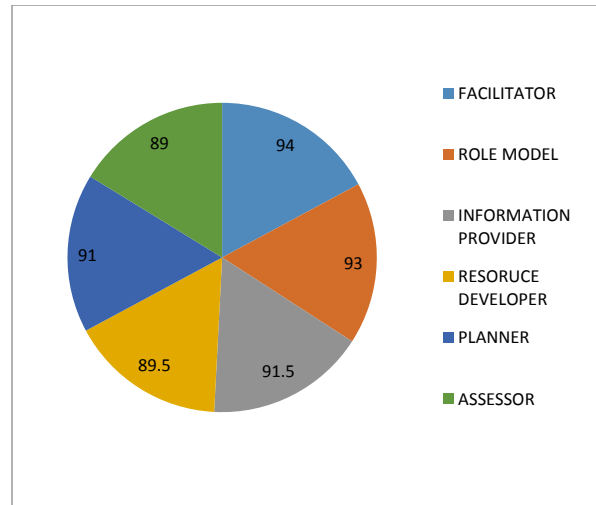


Figure 2: Dimensions of Medical Teacher



Figure 3: 12 Roles of Medical Teacher

### DISCUSSIONS

The provision of medical education necessitates a sound understanding of the art of fostering student motivation and evaluating their level of proficiency. Furthermore, proficiency in managing the conflicting obligations pertaining to patient care, research, and education holds equivalent significance. In reality, educators serve as exemplary figures that bear significant impact on all aspects of pupils' development, enabling the unlocking and nurturing of their inherent capabilities. In addition, they function as motivation catalysts, mentors, and allies<sup>(9)</sup>.

The primary objective of an educator is to impart and facilitate the comprehension of the vernacular of medical science within the cognitive capacities of students. In addition, contemporary medical educators have the obligation to not only facilitate the acquisition of necessary knowledge and skills, but also to empower learners to develop into capable medical practitioners who can effectively respond to the dynamic global health landscape as authoritative figures<sup>(9)</sup>.

According to Guide No. 20 by the Association for Medical Education in Europe (AMEE), the teacher holds a complex and varied set of responsibilities that can be categorized into 12 distinct roles, organized within a framework of six dimensions. The

aforementioned model has witnessed extensive adoption among educators for the evaluation of their individual roles, among educational institutions for the purpose of designing educational initiatives, and among the academic faculty. This assertion aligns with the findings of a research conducted in Thailand, wherein the key roles deemed highly effective were that of clinical teacher, on-the-job role model, and lecturer. In a related study, Nawabi and colleagues found that Pakistani medical college faculty ascribed the utmost importance to the role of the medical teacher as a provider of information. The findings of the majority of global studies provide evidence that the characteristics or properties in question exhibit a particular pattern or tendency. The role of a medical teacher is subject to variation across various specialties and learning contexts<sup>(10, 11)</sup>.

Throughout history, teaching has been crucial in facilitating and providing knowledge as well as being an essential component in ensuring successful learning outcomes. While the environment in which teaching takes place may vary, the fundamental role of teachers remains pivotal. They serve as facilitators and providers of knowledge, supporting students in reaching their full potential<sup>(8)</sup>.

The limitation of the study is that it was conducted in one medical college faculty perception and not represents the whole Pakistan institutions medical teachers. It is crucial to carry out a comprehensive nationwide multi-site investigation to gain insight into the opinions of faculty members across multiple environments.

## CONCLUSION

The success of any educational program hinges on the presence of an effective teacher. There is a shift in the teacher's role within the educational process. It is essential for teachers to evaluate their own performance in order to evolve from being mediocre to good, good to exceptional, and exceptional to the very best.

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