PERCEPTION OF THE LEARNING ENVIRONMENT AT BANGLADESH'S GOVERNMENT MEDICAL COLLEGE

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Abstract

Objective: The aim of the present study was to assess the Perception of the Learning Environment at Bangladesh's Government Medical College.

Methodology: 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: 20% respondents told that educational environment for teaching were completely supportive. 1.8% respondents mention that classroom facilities (39.2%), more manpower (8.8%) and technology support (21.6%) needed to be resolved for better teaching/learning environment. Approximately 34.3% of the participants have actively conducted research. A quarter of the respondents (25.9%) had publications to their credit. The majority of respondents perceived their research environment as either completely (19.4%) or almost (25.5%) supportive. For those who perceived a lack of support, various factors are identified, including less logistic support, insufficient manpower and resources, time constraints, lack of funds, and accommodation issues.

Conclusion: From the findings of present study it is evident that medical institutes of Bangladesh should play a bit more active role for improving learning development.

Keywords: Perception, Environment, Learning, Social Science

ВОСПРИЯТИЕ УЧЕБНОЙ СРЕДЫ В ГОСУДАРСТВЕННОМ МЕДИЦИНСКОМ КОЛЛЕДЖЕ БАНГЛАДЕШ

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Аннотация
Цель: Целью настоящего исследования была оценка восприятия учебной среды в Государственном медицинском колледже Бангладеш.

Методология: Данное поперечное описательное наблюдательное исследование было проведено среди 166 участников в течение определенного периода с января 2023 года по декабрь 2023 года. Исследование проводилось среди преподавателей факультета IV фазы трех государственных медицинских колледжей округа Мименсингх. Методом выборки в данном исследовании была целенаправленная неслучайная выборка. Все данные были собраны и отсортированы надлежащим образом, а количественные данные проанализированы статистически с использованием статистического пакета для социальных наук SPSS 25.0. Результат: 20% респондентов отметили, что образовательная среда полностью благоприятна для преподавания. 1,8% респондентов отметили, что для улучшения условий преподавания/обучения необходимо улучшить материально-техническое обеспечение учебных аудиторий (39,2%), увеличить штат сотрудников (8,8%) и технологическую поддержку (21,6%). Примерно 34,3% участников активно занимались исследовательской деятельностью. Четверть респондентов (25,9%) имеют публикации. Большинство респондентов оценили свою исследовательскую среду как полностью (19,4%) или почти (25,5%) благоприятную. Для тех, кто считает, что поддержки недостаточно, были выявлены различные факторы, включая недостаточную материально-техническую поддержку, нехватку кадров и ресурсов, временные ограничения, нехватку средств и проблемы с размещением.

Заключение: Результаты настоящего исследования свидетельствуют о том, что медицинским институтам Бангладеш следует играть более активную роль в улучшении процесса обучения.

Ключевые слова: восприятие, среда, обучение, социальные науки

Introduction

An educational environment that promotes a positive institutional profile, improved student performance, higher staff morale, increased motivation among students and quality teaching is considered healthy [1]. Measuring the educational environment serves as a basis for identifying institutional practices that may require modification. As the environment is dynamic, measuring it provides a platform for making necessary improvements in line with the institution's goals [2,3]. In assessing the learning environment of health professional institutes like medical colleges, it is crucial to use a comprehensive, valid, and reliable tool. Currently, the most widely used tool is the Dundee Ready Education Environment Measure (DREEM) [4], which is an internationally validated and generic 50-item inventory that provides diagnostic help for measuring the overall state of affairs in the learning environment of medical colleges. It has been translated into various languages [5] and can be used as a fundamental basis for implementing modifications that optimize the educational environment. Students' perceptions of the educational setting are crucial for effective learning and impact how, why, and what they learn [6].

Materials & method

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

Majority of the respondents were from Medicine and allied department (51.8%) and rest were from Surgery and allied department (39.8%) and Obstetrics and Gynecology department (8.4%). 20% respondents said that educational environment for teaching were completely supportive. However, majority respondents said that educational environment for teaching were partially supportive (51.5%) and rest almost supportive (26.7%). 1.8% respondents mention that classroom facilities (39.2%), more manpower (8.8%) and technology support (21.6%) needed to be resolved for better teaching/learning environment. Approximately 34.3% of the participants have actively conducted research, while the majority (65.7%) had not suggested a diverse research involvement among the population. A quarter of the respondents (25.9%) had publications to their credit. This could indicate a moderate level of scholarly output within the community. The data on Continuing Medical Education (CME) attendance was notable. A significant proportion (83.7%) of the participants had attended more than one CME. This high engagement in professional development activities reflected a commitment to staying abreast of advancements in their field. The majority of respondents perceived their research environment as either completely (19.4%) or almost (25.5%) supportive. However, a significant portion (48.5%) seen it as only partially supportive, and a small percentage (4.2%) deems it not supportive at all. For those who perceived a lack of support, various factors are identified, including less logistic support, insufficient manpower and resources, time constraints, lack of funds, and accommodation issues.

• *Table 1: Number of phase IV faculties in Government Medical College (n=166)*

Variable	*Category*	*Frequency (n)*	*Percentage (%)*
Name of department	Medicine and allied	86	51.8
	Surgery and allied	66	39.8
	Obstetrics and Gynecology	14	8.4
Total Period of time as faculty member in the department (month) - 57.72±43.23			

• *Table 2: Assessment of initiatives of supports for educational environment (n=166)*

Variable	*Category*	*Frequency (n)*	*Percentage (%)*
Supportive educational environment	Completely supportive	33	20
	Almost supportive	44	26.7
	Partially supportive	85	51.5
	Not supportive at all	03	1.8
If not completely supportive, issues of educational environment that needed to be resolved for better teaching/learning environment*	More manpower	9	8.8
	Classroom facilities	62	39.2
	Technology support	22	21.6
	Lack of space	18	17.6
	Lack of logistic support	56	54.9

*Multiple responses considered

• *Table 3: Assessment of involvement of phase IV faculties in research and educational activities (n=166)*

Variable	*Category*	*Frequency (n)*	*Frequency (n)*
Conducted research	Yes	57	34.3
	No	109	65.7
Have publication	Yes	43	25.9
	No	123	74.1
Number of CME attended	None	21	12.7
	Only one CME attended	6	3.6
	More than one CME attended	139	83.7

• *Table 4: Assessment of initiatives of supports for research environment (n=166)*

Variable	*Category*	*Frequency (n)*	*Frequency (n)*
Supportive environment for research	Completely supportive	32	19.4
	Almost supportive	42	25.5
	Partially supportive	80	48.5
	Not supportive at all	07	4.2
If Not supportive, reasons were*	Less logistic support	7	43.8
	Less man power and resources	13	81.3
	Lack of time	04	25
	Lack of fund	05	31.3
	Accommodation	03	18.8

*Multiple responses considered

Discussion

The majority attended more than one Continuing Medical Education (CME) program (83.7%), emphasizing the commitment to continuous learning. This percentage of participation of respondents in CME was less than the study done by Liu and Mao, 2020 [7]. A notable finding was that 34.3% of respondents had conducted research. A quarter of respondents (25.9%) had publications. The majority of respondents perceived their research environment as either completely (19.4%) or almost (25.5%) supportive. For those who perceived a lack of support, various factors are identified, including less logistic support, insufficient manpower and resources, time constraints, lack of funds, and accommodation issues. Aziz et al (2018) conducted a study about perception and barriers of research conduction among faculty members. In their study they stated that lack of funding (37.9%), time and access to journal were found to be barriers in conducting research. In their study 83.6% respondents who have conducted earlier researches. About 20% of respondents perceived the educational environment as completely supportive, a majority considered it partially supportive (51.5%). Issues such as classroom facilities (39.2%), lack of logistic support (54.9%), and technology support (21.6%) were identified as areas needing resolution for better teaching/learning environments [8]. Rahman et al. (2018) stated that regarding barriers of faculty development about 47% respondents opined that insufficient initiatives by the institute, 38% of teachers opined too much workload. About 24% teachers opined lack of recognition and reward, 19% opined about lack of fund, 14% teachers' opined lack of organized programme, 12% about lack of qualified resource person for faculty development programme [9].

Conclusion

Findings from this study may give guideline to curricular planner and faculties/administrators of medical college for further improvement of educational environment.

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Conflict of Interest

Authors declare no conflict of Interest.

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