

Research Article



A Survey to Understand Necessity of Administrative Training of A Medical Teacher

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ABSTRACT

Medical teacher has an indispensable role in teaching, patient care and research work. However, it is difficult to define the array of roles of a medical teacher. For the various roles, leadership, managerial and administrative skills of teachers are crucial. But usually medical teachers are not trained to enhance these skills. This survey aims to assess perception of medical teachers about their administrative and managerial skills beyond academic work, research and patient care. A questionnaire was designed, pilot-tested and administered to all faculty members (N=197). A self-administered questionnaire containing 20 items was developed on Google form. 146 responses were recorded on Google form (response rate of 74 %) and analysed. The majority of the teachers' were of the opinion that there is a need to improve their individual administrative skill. However, in the absence of formal faculty administrative training programs in the college, most of the teachers indicated that their administrative skills are currently being improved through sporadic informal community of practice involving interested colleagues and modelling identified good teachers. A well-structured training to departmental administrative requirements shall have positive impact not only on academics, research and patient care but also on job satisfaction among medical teachers. This will also lead to better utilization of various resources in health sector. While setting up separate health administration department in each medical college will lead to better management of multidisciplinary challenges of healthcare. This will further decrease the administrative burden on Medical teachers.

Keywords: Questionnaire, Administrative, Medical teachers, Google form, Training.

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INTRODUCTION

Medical teacher has an indispensable role in teaching, patient care and research work. The 12 Roles of the Teacher were published as a research article in the year 2000 by RM Harden and Joy Crosby¹. These roles have been broadly identified as 1) information provider 2) role modelling 3) facilitator 4) assessor 5) planner and 6) resource developer. A postgraduate doctor when joins a medical college as a teacher is already well versed with academic duties and considered to be competent in it. Further training in form of Revised Basic Course Workshop and recently introduced Basic Course In biomedical Research are available to enhance these academic and research skills. However, role of a medical teacher is not restricted to this. Infact it is difficult to define the array of roles of a Medical Teacher.

As for smooth functioning of a medical college, proper utilization of workforce and material is very important. For these, leadership, managerial and administrative skills of teachers are crucial. But usually medical teachers are not trained to enhance these skills. When need arises, they

have to devote a lot of time to understand these skills, either on their own or from their seniors. If doctors had to chart their feelings about practicing medicine, many would list “paperwork” as their chief complaint.² Balancing busy clinical, research and teaching workload continues to be a challenge. For clinical teachers worldwide, and this has resulted in an on-going debate on the role of doctors as teachers in medical education. A major concern in doctors' administrative role is that administrative expertise has traditionally been assumed to be part of clinical or scientific expertise, yet, unlike the preparation provided for their roles as clinicians and despite their expertise in what they teach, majority of clinical teachers have little or no training in their administrative role³. This can lead to doctor's burnout when encountered with various additional administrative responsibilities. Burnout can be characterized by emotional exhaustion, depersonalization from work, and a perceived reduction in personal accomplishment⁴. Subsequently, there has been a growing demand and support for embedding teacher administrative training courses in postgraduate medical training curriculum and for the implementation of teacher-development activities as a standard part of the program in medical colleges⁵.

As journey of a teacher is a gradual transformation from a faculty into an administrator, this survey aims to assess perception of medical teachers about their administrative and managerial skills beyond academic work.



METHOD

Study design

This cross-sectional questionnaire based survey was conducted among faculty members in government SN medical college, Agra, Uttar Pradesh in March 2022. The Google form based questionnaire was sent to the entire medical faculty by using whatsapp. The responses were recorded on the same Google form platform.

Study participants

The study population consisted of all faculty members (both permanent and contractual) in medical college who had access to whatsapp. Faculty members of other courses like pharmacy and nursing courses were excluded.

Data collection and methods

A self-administered questionnaire containing 20 items was developed on Googleform. Face validity was established by a group of medical education experts after detailed revision. It was further refined after a pilot study was done on 30 participants.

Prelaunch analysis was done based on their feedback. For internal consistency cronbach's alpha value was calculated value came out to be 0.8.

The questionnaire comprised of 20 Likert scale based questions, regarding various aspects of administrative and managerial work in a medical college. These questions aimed to survey teacher's perception regarding their capabilities in these skills. Few questions were also developed to find opinion of teachers regarding requirement of training to enhance these skills. Further

one question was framed to assess potential impact of such training on wellbeing of teachers and improvement in academic duties as well as patient care.

Ethical consideration

The study was initiated after obtaining ethical approval (SNMC/IEC/2022/17). The survey was conducted in accordance with the Indian Council of Medical Research ethical guidelines for biomedical and health research on human participants. Written informed consent was obtained from all the participants. Confidentiality and anonymity of study participants was maintained.

Statistical analysis

Descriptive statistics was used for ordinal measurement scale items which are described in percentages.

RESULTS

The survey questionnaire was sent to 197 teachers who were available on whatsapp platform. 146 completed questionnaires are received and analysed.

Table 1: Respondents' profile (N=146)

Characteristic	Category	Percentage
Gender	Male	44.1
	Female	55.9
Teaching experience in a medical college	More than 5 years	84.1
	Less than 5 years	15.9

Table 2: Distribution of responses to attitudinal statements

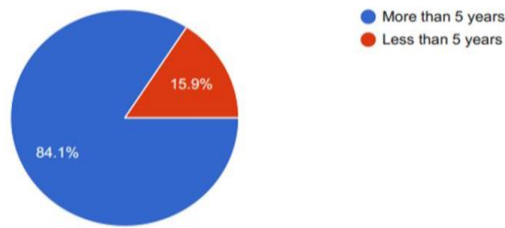
S.N.	Statement	Responses	Percentage
1	Have you received any training to enhance basic administrative and managerial skills?	YES	15.4
		NO	84.6
2	If No, how did you learn to manage your administrative work?	Self-learned	51.1
		From seniors	40.1
		From office staff	5.8
		Any other	2.9
3	Are you confident enough to deal with any dispute among staff in your department	To a great extent	29
		Somewhat	51.7
		Very little	15.2
		Not at all	4.1
		Don't know	0

S.N.	Statement	Strongly Agree (%)	Agree (%)	No opinion (%)	Disagree (%)	Strongly disagree (%)
1	Should a medical teacher have administrative responsibilities in addition to academics and patient care? Your view	35.4	29.9	3.5	20.1	11.1
2	Do you think orientation of newly appointed faculty towards paperwork at time of joining, promotions, retirement specially in Government Colleges will be helpfull	45.5	49	4.1	1.4	0
3	Do you think basic training in financial and resource management will be helpful for you?	41	50.7	5.6	1.4	1.4
4	Do you think appropriately designed workshop may fill this knowledge gap	41.4	48.3	6.2	3.4	0.7
5	Do you think empowering teachers with administrative skills will lead to efficient time management by teachers in medical college and thereby greater job satisfaction	52.4	39.3	4.1	2.1	2.1

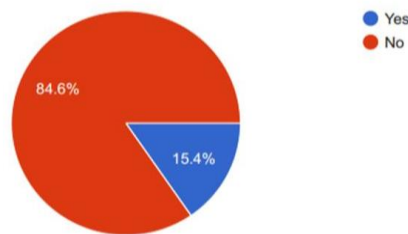
S.N.	Statement	Very good (%)	Good (%)	Fair (%)	Poor (%)	Very poor (%)
1	How will you rate your understanding of administrative and management duties	13.8	39.3	38.6	7.6	0.7
2	How will you rate your capability for maintaining inventory and stock register of all stores and equipment's, in your department	12.4	35.2	34.5	15.2	2.8
3	How do you rate your skill in logistics management in your department	6.9	44.1	36.6	11.7	0.7
4	How do you rate your awareness about TA/DA rules	6.9	24.8	24.8	33.8	9.7
5	How do you rate your information about Govt-Servant conduct rules	5.5	15.9	37.2	31.7	9.7
6	How do you rate your leadership skills	20	50.3	26.9	2.8	0

S.N.	Statement	Always (%)	Very often (%)	Some times (%)	Rarely (%)	Never (%)
1	Do you face difficulty in understanding government correspondence?	6.9	22.8	52.4	15.2	2.8
2	Do you face difficulty in responding to government letters	8.3	17.9	49	17.2	7.6
3	Have you felt the need of information for purchase rules	38.5	31.5	21.7	5.6	2.8
4	Have you felt the need of information for condemnation & disposal of dead items	36.1	29.9	27.1	4.2	2.8
5	Have you ever been assigned any administrative work, where you were confused regarding its execution	2.8	16.6	47.6	22.8	10.3
6	Have you felt that lot of time is wasted due to inadequate knowledge in administrative work.	17.2	40.7	32.4	5.5	4.1
7	Have you ever felt difficulty in maintaining Personal Record-Service Book etc	7.9	29.5	40.3	14.4	7.9
8	Have you felt the need of technical support while looking for specifications of any product on GEM Portal	26.4	37.5	30.6	2.8	2.8

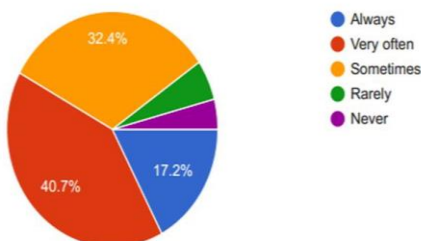
Your teaching experience in a medical college.



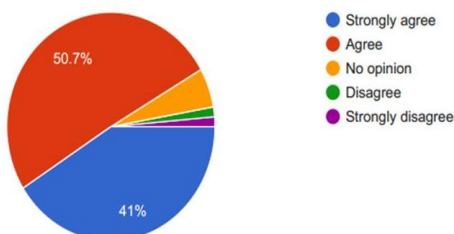
Have you received any training to enhance basic administrative and managerial skills ?



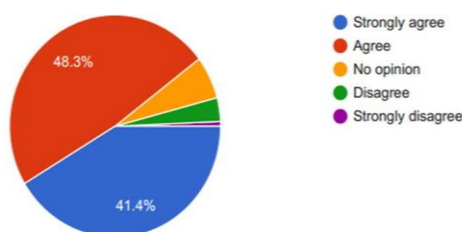
Have you felt that lot of time is wasted due to inadequate knowledge in administrative work.



Do you think basic training in financial and resource management will be helpful for you.



Do you think appropriately designed workshop may fill this knowledge gap.



DISCUSSION

Among respondents 84.1% had experience more than 5 years teaching experience in a medical college. Most of them have dealt with departmental administration work and generalised health care administration work like financial management, legal responsibilities, HR management, operations management etc. Recently, the question of administrative work by doctors was raised again by The Lucknow bench of Allahabad high court which expressed serious concern on entrusting administrative work to doctors⁶. Even hounarable chief minister of Uttar Pradesh Shri Yogi Adityanath in June 2021 said that doctors in the state should be posted only on medical duty and not for administrative or management tasks⁷.

Medical teachers have a pivotal role in smooth and successful functioning of a medical college. Demand for qualified and trained medical teachers would be substantial over next few years due to increasing number of new medical colleges⁸. Academic skills are honed during post-graduation and through other faculty development programmes like RBCW⁹etc. For enhancing administrative and managerial skills not many oppourtunities are available. Some apex institutions like AIIMS, SGPGI have separate health administration department but such colleges are very few. Healthcare management is essential in both the private as well as the public health systems, as it plays a crucial role in the successful coordination of multiple resources, diverse people, and complex processes, as well as negotiating with stakeholders to achieve the desired policy objectives and reforms. The High Level Committee Report on Universal Health Coverage in India, 2011 advocated the introduction of a specialized state level health systems management cadre and national level public health service cadres, in order to strengthen the management of the UHC (Universal Health Coverage) system¹⁰.

This survey shows that in absence of training, administrative work becomes very demanding leading to inefficient use of time and teachers fatigue. This survey also brings insight into perceptions of medical teachers regarding their responsibilities beyond academics. Administrative and managerial work is currently an integral part of their work profile .They struggle to learn these skills by themselves or from their seniors. It often results in compromised academics, research and patient care. Thus it is beneficial to take some basic administration skills in faculty development programme for departmental administrative work. There should be a separate department for overall administrative and managerial work of a medical college which can coordinate with all other departments.

A recent understanding and acceptance of the multidisciplinary nature of this field has led to the burgeoning of public health schools/institutions, separate Limitation of this study was small sample size. This can be improved by doing multicentric or pan India survey to get a better picture.

Strength of this study is its novelty as not much work has been done in this field. Also, this survey can be base of future research work in this area. This study raises the issue of one of the most neglected parts of administrative training of medical teachers and establishment of separate department for various administrative and managerial works in medical colleges.

CONCLUSION

A well-structured training, catering to departmental administrative requirements shall have positive impact not only on academics, research and patient care but also on job satisfaction among medical teachers. This will also lead to better utilization of various resources in health sector. While setting up separate health administration department in each medical college will lead to better management of multidisciplinary challenges of healthcare. This will further decrease the administrative burden on Medical teachers.

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