

A Study on Medical Students Perceptions and Opinions of Faculty Power Point Presentations Used During Lecture

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Abstract

Background: As the time advances, many faculty members are using different varieties of power point presentations or other methods of teaching to the students. The main aim of the study to collect the perceptions and opinions of the students to further improvement plans execution in the institute. **Objectives:** 1. To find the perceptions and opinions of medical students about faculty power point presentations during lecture. **Materials and Methods:** The present institutional based cross sectional study was conducted at Alluri Sita Ramaraju Academy of Medical Sciences, Eluru, Andhra Pradesh, during the period from June 2016 to July 2016. A total of 125 students were selected by simple random method. Study importance, observation of power point contents of clinical, pre and paramedical teaching departments faculty presentations observed by the students for the last one month. Results were analysed and necessary statistical tests like proportions and chi square tests were applied. **Results:** In pre and para clinical Departments, out of 125 respondents, 96/125 (76.8%) were given response as audio visual aids (A/V) were clear as agreed. About 14/125 (11.2%) were given response as A/V aids were clear as disagreed and 12% were given response as average in pre and para clinical teaching department presentations. In clinical departments, 12.8% (16/125) were given response as average and remaining 20% (25/125) were given response as disagree for the content of A/V aids were clear. Only 42.4% of faculty used combination T/L method in addition to power point presentations. **Conclusions:** The preference of students for these teaching aids may vary from subject to subject and also influenced by the commonest mode of teaching aid used in the department. very less proportion of the students opined that lecture delivered as interesting as strongly agree. In addition, there may be need of training of teachers pertaining to use of these A-V aids and newer technologies for better understanding .

Key words: Students, Content of lecture, Opinions, power point method

Introduction

Nowadays many faculty members are using different varieties of presentations through power point or other methods to many students. Really what extent it is useful for improving their knowledge level, effectiveness of the method and suggestions for improvement ¹. Hence, this study was designed and conducted among medical

students. In my study working definition of “perception” mentioned as ability to see, hear, understanding, or become aware of something important for his/her studies to understand or interpret the task. Similarly, “opinion” also given as working definition in my study as decision or judgement about some new task or assignment as per the individual ability.

However, deciding on the method of lecture delivery depends on a variety of factors which include; the nature of the material the faculty tends to cover during the lectures, the maturity and capability of the students, the size of the class, the nature of the environment, infrastructure facilities, the range of facilities that are

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available to the lecturer and most importantly, his own personal preferences and choice ⁴.

Some lecturers are accustomed to simply reading their own notes when delivering lectures authoritatively (traditional method). Nowadays many modern teaching and learning methods are available for the faculty, but faculty should take up some interest to tune and acquire through faculty development programs in the institute as periodically. This format may not be best suitable for the present generation of learners ^{5,6}.

Nevertheless, modern lectures generally incorporate additional activities such as the use of multimedia software presentation such as Microsoft power point which has added more value to lecture delivery and also certain scenarios need to provide some clippings related topic should be projected for better understanding of the students and also to create interest to audience, some case scenarios in their presentation to be incorporated for better understanding ⁵.

Medical council of India given directions to all Medical Colleges including all Government and Private Medical Colleges to initiate Competency based medical education for undergraduates as well as post graduates across the country from year 2019-20 Academic year. To prepare the Indian medical graduate can sustain competition with western country graduates and also can compete with opportunities in the western world. In view of the above, for the faculty also given directions to undergo Revised basic Medical education as well as Advanced Course for Medical education at identified regional and nodal medical Education centres across the country, timely observation and guidance by Medical council of India. In view of the above circumstances, we made an attempt to identify the students feedback about common teaching and learning method of power point presentation, with an objective to improve further in our institute ¹⁰.

Aims & Objectives: 1. To find the perceptions and opinions of medical students about faculty power point presentations during lecture.

Materials & Method

Study setting: Alluri Sita Ramaraju Academy of Medical Sciences.

Study design: Cross sectional institutional based study.

Study participants: VI semester students.

Sampling method: Simple random method for the selection of the batch.

Sample Size: 125 Medical students and period from June to July 2016.

Inclusion Criteria: Those who were interested and belongs to VI semester in our Medical College. Those who attended the theoretical classes for the last one month and more than 75 five percent attendance in the regular classes.

Exclusion Criteria: Those who were absent on the day of data collection and not willing to participate in the study. First year students were excluded in the study.

Data Analysis Plan

Data was entered initially in Micro soft Excel and later transferred to Statistical Package for Social Sciences soft ware 17.0 version. Self administered closed ended questionnaire was used to collect data from the selected students from our Medical College. Before submission of the questionnaire to the selected batch of undergraduate students, pilot study was done on interns posted in our department about 20 interns. After pilot study, final questionnaire was administered and validated and reviewed with peer faculty in the Department. pilot study sample was not included in our final study.

Through simple random method, batch was selected for the administration of questionnaire to the participants and selected batch consists of 153 students. On the day of administration of questionnaire, only 140 students were present. Of which 125 students were responded and completed the questionnaire and response rate was 89.2%. In the present study pre clinical departments means departments handling with Anatomy, Physiology and Biochemistry departments. Para clinical departments means departments handling with Microbiology, Pharmacology and Pathology departments. Whereas clinical departments included in the study as General Medicine department, General Surgery, Obstetrics and Gynaecology, Community Medicine, Paediatrics, Orthopaedics, ENT and Ophthalmology departments. Five point likert scale was used in the questionnaire as strongly agree, agree, average, disagree and strongly disagree. Due to less number of study participants, for the sake of better analysis 5 point scale was converted to 3 point scale as strongly agree and agree as Agree,

average as Average and strongly disagree and disagree as Disagree response.

Statistical analysis: necessary statistical tests like proportions and chi square tests were applied.

Observations

A cross sectional institutional based study was conducted during the period from June to July 2016 at Alluri Sita Ramaraju Academy of Medical Sciences, Eluru, among the 6th semester students. Out of 125 study population, 58.4% were females and 41.6% were males.

Table: 1: Responses of students about contents of power point lecture taken by faculty in a pre and para departments

Contents	Agree strongly	Agree	No opinion	Disagree	Disagree strongly
Well organized	4	66	35	16	4
Well audible	23	79	15	7	1
A/V aids were clear	32	64	15	9	5
Lecture was clear and understandable	19	34	33	23	16
Lecture stimulated my interest	6	34	40	28	17
Lecture delivered was interesting	2	30	34	38	21
Able to take my note	3	57	22	27	16
Contents were well informative	4	62	27	26	6

Table 1 depicts that out of 125 respondents, 96/125 (76.8%) were given response as audio visual aids (A/V) were clear as agreed. about 14/125 (11.2%) were given response as A/V aids were clear as disagreed and 12% were given response as average in pre and para clinical department presentations. Similarly, in the same department presentations, about 48% (60/125) were given response as agreed in relation to able to take my notes, 34.4% (43/125) were given response for the same content as disagree and about 17.6% (22/125) were given response as average for the able to take my notes content.

$X^2 - 217, 28df, P < 0.0001.$

Table 2: Responses of students about contents of power point lecture taken by faculty in a clinical departments

Contents	Agree strongly	Agree	No opinion	Disagree	Disagree strongly
Well organized	9	56	23	23	14
Well audible	13	83	12	13	4
A/V aids were clear	14	70	16	12	13
Lecture was clear and understandable	16	35	32	23	19
Lecture stimulated my interest	6	40	32	29	18
Lecture delivered was interesting	6	42	24	43	10
Able to take my note	7	59	26	28	5
Contents were well informative	8	65	30	15	7

Table 2 revealed that out of 125 respondents, 38.4% (48/125) were given response as agreed for the content of question as lecture delivered as interesting. About 19.2% were given response as average and remaining 42.4% (53/125) were given response as disagree for the content of question as lecture delivered as interesting. Similarly, about 67.2% (84/125) were given response as agreed for the content of A/V aids were clear. 12.8% (16/125) were given response as average and remaining 20% (25/125) were given response as disagree for the content of A/V aids were clear.

$X^2 - 112, 28df, P < 0.001.$

3. Combination of T/L method practice in addition to power point presentation

Table 3 stated that only 42.4% of faculty used combination of Teaching/Learning (T/L) method in addition to power point presentations.

Combination method practice	No.of people	Percentage (%)
Yes	53	42.4%
No	72	57.6%
Total	125	100%

Discussion

In the present study, students responded that only 42.4% of faculty used combination of T/L method in addition to power point presentations. A study done by Giri PA et al ² found that use of a combination of audiovisual aids was more appreciated by the undergraduate medical students. Another study done by Kumar A et al ³ also found that 50.0% students showed a preference for the use of a combination of audiovisual aids during the lecture delivery. Recent studies conducted in India reported that combination of teaching aids (e.g. chalkboard and PPT) is the best method of teaching ⁹.

Most of the students opined that pre and para department faculty given importance to the audibility of the lecture 81.6% (102/125) were agreed and about 76.8% were given response as agreed as A/V aids clear. Whereas clinical department faculty less importance given to the A/V aids clear about 67.2% (84/125) and audibility of the topic response as agreed was 68.8% (86/125) may be due to clinical department people have to take patients care including outpatient and inpatient services as well as their lecture schedules, could be due to the time constrains. There was statistically significant association was found between different content of the lecture and levels of agreement from agreed to disagree

($P < 0.001$).

Without any form of doubt, effective learning is crucial in order for students to achieve educational success in the classroom. It is clear that students always want their learning needs to be met and always their focus towards marks and get through the subject⁸ Unfortunately, the findings of this study revealed that majority of the students' needs were not met in the domain of strongly agree and met in the domain of average and agree domains. These results will be utilized for the improvement towards strongly agree domain in coming future.

This could be attributed in relation to study conducted by their faculty and students have a fear about their statement of completion of questionnaire may affect their evaluation, some inhibitions and also certain phobia involved while answering the questionnaire to the factors revealed in this study that could affect the quality of learning. this we can treat as one of the limitation of the study. We found some gaps in relation to strongly agree of certain parameters like content of lecture, A/V aids, interest generation, audible, able to take notes and stimulates interest to be improved in successive years for the benefit of students and its act as a baseline study. There must be some similar studies are required to generalize the present study findings.

Conclusions

The findings obtained may not be true for all subjects in medical curriculum. The preference of students for these teaching aids and its lecture contents may vary from subject to subject and also influenced by the commonest mode of teaching aid used in that department. Strong attitudes of students with positive change towards increasing the learning phase of contents. In addition, there may be need of training of teachers pertaining to use of these A-V aids and newer technologies for further improvement.

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