



## Original Article

## Need Assessment for Faculty Development in Wah Medical College

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## ABSTRACT

**Introduction:** Faculty development (FD) is defined broadly as the range of activities that institutions use to assist faculty in their roles and fields including teaching, research and administration. And faculty is now expected to be more effective and creative in their teaching methods. **Objectives:** To determine the needs assessment for faculty development. Study Design: Cross sectional study. Place and duration of study: Wah Medical College, January- June 2019. **Methodology:** A questionnaire was prepared after the review of literature. It had two parts; demographic profile and responses of the faculty on various aspects regarding needs assessment. Questionnaires were distributed to all the faculty members of college. Data was analyzed by SPSS and frequencies were calculated. T-test was used with p value of 0.05. **Result:** 90 faculty members responded back. Out of these 90, 34(37.8%) were in favor of 1 workshop per year. 59(65.6%) wanted half day workshop. 75(83.3%) members wanted workshops to be on weeks days. 66(73.3%) favored one-day workshops. 71(78.9%), 47(52.2%), 38(42.2%) don't attend workshops due to lack of time, institutional support, trained facilitators respectively. **Conclusion:** We concluded that the wah Medical College faculty is in need of faculty development programs that should be conducted by the medical education department within the college. The college should facilitate the faculty in the best possible way especially considering the limitations and responsibilities of the female faculty.

## INTRODUCTION

Faculty development (FD) is defined broadly as the range of activities that institutions use to assist faculty in their roles and fields including teaching, research and administration. And faculty is now expected to be more effective and creative in their teaching methods [1, 2]. In 80s and 90s, with the development of self-directed theory of learning for the students the role of teacher also shifted to a facilitator. This shift needed the teachers to acquire new skills and competencies. With further advent of outcome-based education the role of medical teacher shifted from a mere clinical expert to a mentor and a role model [3]. FD requires different schemes of training faculty members through better techniques that emphasize on their personal development, professional development, and instructional and course development [4]. Leaders in higher education also desired to get significant and better results in teaching

and learning methods by making public request [5]. A review article on faculty development concluded that professional FD programs bring promising outcomes in learning and teaching practices. It is recommended that FD programs should be a regular activity of an institution and resources should be used in arranging these programs as early as possible to cope with the advance strategies of the teaching [6, 7]. A research was conducted at two medical colleges of Dow University of the Health Sciences, Karachi. Total of 334 faculty members, the response rate was 54% majority of respondents belonged to clinical sciences. The mean age of faculty ranges from 35-51 years. Results showed that lecture was the most common teaching method in both colleges [8]. We want to conduct this study to meet standards with WFME; every college has to upgrade its curriculum and faculty at very first step. That is why the objective of our

study is to assess the need for faculty development to bring betterment in future.

#### Operational Definition:

Knowledge of educational domains is obtained by using a Likert scale ranging from 1-9 which is further categorized as:

Limited knowledge: 1-3

Moderate knowledge: 4-6

Substantial knowledge: 7-9

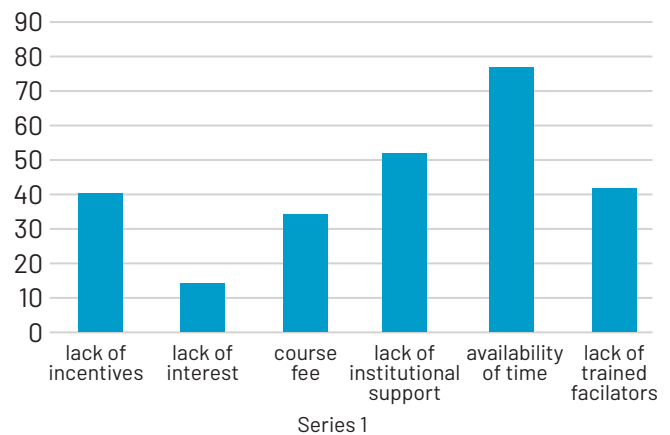
## METHODS

It was a Cross sectional study carried out at Wah Medical College from January to June 2019. All faculty members of Wah Medical College were included in the study by adopting Purposive sampling technique. Only the newly inducted lecturer/ demonstrator/ registrar were excluded from the study. A questionnaire was prepared after extensive review of literature. The questionnaire was in two parts. First part comprised of demographic profile of the faculty (age, gender, designation, teaching experience) and the second part comprised of responses of faculty members on various aspects of faculty development including current and desired level of pedagogical skills, frequency of faculty development workshops, Factors impeding workshop attendance and the services that should be addressed immediately by medical education department. Questionnaires were distributed to the faculty members after taking informed consent and were collected back after two days. Data was entered and analyzed by SPSS. Frequencies and percentages were calculated for categorical variables and charts and tables were formed accordingly. The mean scores of current and desired pedagogical skills were compared by using t-test taking a p-value of 0.05.

## RESULTS

Majority of the faculty has age between 25-35 years 49(54.4%). The number of female faculty members is 62(68.89%) and that of males is 28(31.11%). More than 50% of the faculty has a teaching experience of up to 5 years. 52(57.8%) members of faculty have attended workshops in last 2 years. 80(88.9%) of faculty thinks that medical education department is essential component of medical college. 49(54.4%), 42(42.7%), 41(45%) members suggested orientation workshop for newly recruited faculty, organized sessions for enhancing teaching skills and news educational strategies and workshops on MCQs/OSCE construction and assessment skills respectively. 59(65.6%) of the faculty members were in favor of half day workshops and 75(83.3%) members suggested that it should be held on weekdays. Various factors impeding faculty from attending medical education workshop are shown in Figure 1. The faculty

72(86.7%) and 72(80%) thinks that these workshops are important for educational needs and professional compulsions. The difference between current and desired level of knowledge of educational domains is given in Table 1.



**Figure 1:** Factors Impeding Faculty From Attending Medical Education Workshop

Variables	Mean Current Knowledge	Mean Desired Knowledge	Significant Difference
Teaching a small group of Students	6.26	8.4	0.000
Teaching a large group of Students	5.65	8.14	0.000
Planning a curriculum	5.35	9.12	0.000
Communication Skills	6.17	8.39	0.000
Assessment using MCQ's	6.33	8.37	0.000
Facilitating CBL/PBL	5.82	9.14	0.002
Knowledge of learning sources	5.73	8.07	0.000
Selecting assessment tools	5.92	8.12	0.000
IT/Computer skills	6.03	8.38	0.000
Assessment using SEQ's	6.29	8.05	0.000
Assessment using OSCE	6.40	8.32	0.000
Conducting Research	5.49	8.20	0.000
Bedside and clinical teaching	5.86	8.12	0.000

**Table 1:** Difference Between Current And Desired Level Of Knowledge of Educational Domains

## DISCUSSION

Faculty Development is any program or activity that has its goals, enhancement of individual skills and abilities, clarification of values and development of increased faculty motivation. With inception of Department of Learning Innovation by HEC Pakistan in July 2003, trends have risen across the country in this regard. The response rate of our research came out 56.25% which is close to a research conducted at Dow University of Health Sciences, Karachi i.e. 54% [8]. Majority of the faculty has age between 25-35 years 49(54.4%). Slightly different from a research conducted in Karachi in which mean age of the respondents were 43.42+

8.41 [8]. There is predominance of female faculty members in our research with 68.89% females. This is in contrast to a research conducted by Gulf Medical College where participating female faculty members were only 30% [9]. More than half of the faculty has attended at least one workshop in last 2 years. In contrast to this no faculty member attended any development program in a medical school of Israel [10] and more than half of the faculty members haven't attended any course or workshop in a medical school of Lahore [11]. Similarly, a research naming faculty development: a need in time for educators in health care no planned faculty development program was noted [12]. In our research 88.9% of our respondent's considered medical education department an essential component of a medical college similar to a research carried out in Lahore in which 96% of the respondents found it essential [11]. A research "Current status of FD in undergraduate medical education of Bangladesh" 48.9% of the teachers considered professional improvement as highly essential [13]. The preferred services to be addressed by medical education department were workshops for newly recruited faculty, organized sessions for enhancing teaching skills, new educational strategies, workshops on MCQ/SEQ construction, and assessment skills. Various studies carried out by Balachandra Adkoli, Iram Manzoor, John T Paige, and Bigbee JL [9, 11, 14, 15]. Out of total 90 faculty members in our study, 34 (37.8%) of the faculty members were in favor of one workshop per year, 66 (73.3 %) members favored one-day workshop, 59 (65.6%) of the faculty members were in favor of half a day workshops and 75 (83.3%) members suggested that workshops should be held on weekdays. Similar to researches carried out in Karachi, Lahore and Canada [8, 11, 16]. 71 (78.9%), 47 (52.2%), 38 (42.2%) members didn't attend workshops because of lack of time, institutional support, and trained facilitators respectively. A cross sectional study carried out in different medical college of Pakistan also found out similar barrier to the faculty development [17]. 72 (86.7%), 72 (86.7%), 17 (18.9%), members think that these workshops were important for educational needs, professional compulsions and institutional compulsions respectively. A study by Brown et al found out that 86.7% of the faculty believes that the FDPs are important educational need [18]. A research on need assessment and faculty development also found out that most important factors for to attend the FD workshops were educational needs and emphasis on medical education [8]. In our research almost all participants reported current knowledge at a modest level and wanted to increase it to a higher level. In addition, in all the items for assessing the pedagogical skills the difference in the current and desired knowledge was statistically significant. A research carried out by Nusrat

Shah et. al., and Zubair Amin et. al., also found out the same results [8, 19, 20].

## CONCLUSION

We concluded that the Wah Medical College faculty is in need of faculty development programs that should be conducted by the medical education department within the college. The college should facilitate the faculty in the best possible way especially considering the limitations and responsibilities of the female faculty.

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