Teacher-Student Relationship in Obstetrics and Gynaecology Department in Different Medical Colleges of Bangladesh

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Abstract:

Introduction: Teacher-student relationship is very important element in education to enhance the effectiveness of teaching and learning process. There are multiple factors affecting this relation. If we analyze these factors and take measures to improve these, there will be better relation; and teaching learning will be improved. Materials & Methods: This descriptive type of cross-sectional study was carried out in obstetrics and gynaecology department of selected medical colleges of Bangladesh. Five government & three non-government medical colleges were selected purposively situated both in Dhaka and outside during the period of July 2017 to June 2018. Total 170 students and 30 teachers were responded through self-administered semi-structured questionnaire with five points Likert scale. 20 teachers were responded through in-depth interview schedule. Qualitative data analyzed by SPSS version 19. Qualitative data analyzed manually. Results: Study revealed that multiple factors were related to the relation among medical teachers and students. Mutual respect, empathy, Good listening skill, mutual respect, sharing expectation, self-disclosure, awareness about own role are the most important influencing factors in this relation (mean score >4). Use of drugs/tobacco, speech difficulty, love affair of students, negatively affect communication. Study also revealed barriers of relation fear and shyness, language barrier and discrimination of students by the teachers. Friendly relationship, open minded behavior, student- teachers cooperation, open discussion, morality and religious practice, motivation of by teachers, understanding each other’s, avoidance of student’s politics, responsibility of students & teachers, teachers training with reduced workload have great impact on removing these barriers. Conclusion: Addressing these issues at all possible levels, proper measures should be taken to improve relation among teachers and students; so that teaching learning process can be enhanced and ultimate goal of medical education can be achieved.

Key words: Communication, Student, Teacher, Teachers’ view, Students’ view, Teacher-student relation.

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Introduction:
Teacher-student relationship is very important element in education which is a vital tool for the welfare of the society1. Effective relationship between teachers and students is a key factor to enhance the effectiveness of teaching and learning process2. Therefore, the effectiveness of the communication is measured by the message sent and feedback received3. Effective communication between teachers and students is a key factor to enhance the effectiveness of teaching and learning process4. As teaching learning is a two way process and be effective only when there is appropriate relation. There are multiple factors affecting relation among teachers and students in gynae and obstetric department5. Student’s teaching and learning is one of the most important tasks for professors and enhancing the quality of learning plays a key role in professor’s motivation and efficiency6. There are multiple barriers in communication between teacher and students7. There are four types of barriers; these are process barriers, physical barriers, semantic barriers, and psychosocial barriers. Affective factors in improving communication among professors and students are essential for improving the educational process7. Trust and mutual understanding among students and professors is one of the important factors in learning and communication of students with professors increases students’ confidence and motivation in learning8. Different studies addressing this relationship done in abroad but factors may be different in our setting. If we analyze these factors and take measures to improve these, there will be better relation; and teaching learning will be improved.

Materials and Methods:
This study was descriptive type of cross sectional study. Study period was from July 2016 to June 2017 (one year). The study was carried out among undergraduate medical students of fourth phase and teachers of all levels (lecturer to professor). Fives public and three non-government medical colleges were included. Fives (three public & two non-govt.) were within Dhaka and rest were from outside Dhaka. Sample size was 170 students and 50 teachers through self-administered semi-
structured questionnaire and 20 teachers for in-depth interview. Medical colleges were selected purposively and
convenience sampling technique was adopted for data collection. Pretesting of the questionnaire and in-depth interview
schedule was done in a medical college other than the study areas. The questionnaire and interview schedule was finalized
and Bangla version of questionnaire was adopted. For data collection written permission from the principals of the
medical colleges was taken to conduct the study. The study was carried after prior consent from the students and teachers
with necessary clarification. They were free to either participate or quiet from study. The filled-up questionnaires were
collected from the students at the end of the class and teachers returned those according to their convenience. In-depth
interview was conducted according to the teachers’ convenience. Researcher was physically present & helped the
respondents during the time of response with probing questioning. Response of in-depth interview was noted and
tape recorded by the researcher, when allowed. Data were checked, cleaned and edited after collection and then
processed and analyzed by computer software SPSS program (IBM SPSS statistics 19). Likert scale was used to measure
responses of the respondents of each item. Scores were given to each scale as: strongly agree=5, agree=4, neither agree
nor disagree=3, disagree=2, strongly disagree=1.

Interpretation of the mean scores were:
If mean score was >4: situation of the item areas was highly satisfactory
If mean score was >3-4: situation of the item areas was satisfactory
If mean score was >2-3: situation of the item areas was not satisfactory
If mean score was 1-2: situation of the item areas was very poor in satisfaction

Data derived from in-depth interview was scrutinized immediately on the day of interview. Coding was done on the left
margin and comments and reactions were noted on the right margin of the sheets. Useful quotations were identified
immediately. Open questions and in depth interview analyzed manually.

Results:
Total 170 students and 70 teachers participated in this study.
Figure 1 Bar diagram shows that among 170 students around 65% (110) students from govt. medical colleges and around
35% (60) from non govt. medical colleges.

Fig 2 Bar diagram shows that out of 170 students; 102 (around 60%) respondents were female and 68 (around 40%) were male.

Figure-2: Distribution of students by gender.

Figure 3 Pie diagram shows that out of 70; 40 teachers (56%) were from government medical college and 30 teachers
(44%) were from non govt. medical colleges.

Figure-3: Distribution of teachers by types of their medical college.

Table I shows that these factors have strong positive influence on student teachers’ relation (overall mean=4.08),
reversed scoring was done before analysis in two factors; use of drug/tobacco and love affair of students due to
negativity of these questions and these two factors negatively influences communication (means are 3.83 & 3.08).

Table I- Distribution of medical students’ opinion regarding the personal factors that influence teacher-student relation (n=170):

| Factors                                      | Agreement | Mean (± SD) |
|----------------------------------------------|-----------|-------------|
| No. aware difficulty of students             | 3 (11.1)  | 3.5 (± 0.9) |
| Good hearing skill of students               | 2 (7.7)   | 3.2 (± 0.8) |
| Good communication skill of students & teachers| 2 (7.7)  | 3.1 (± 0.5) |
| Use of tobacco / drug of students            | 9 (33.3)  | 3.0 (± 0.9) |
| Zero affair of students                      | 16 (60)   | 4.0 (± 0.5) |
| Students time/critical activity              | 5 (18.5)  | 3.0 (± 0.9) |
| Use of media e.g. feedback by students & teachers| 6 (22.2)  | 3.0 (± 1.0) |
| Time between one to one talk (student/teacher)| 4 (14.8) | 3.0 (± 0.9) |
| Sharing expectation (student/teacher)        | 3 (11.1)  | 3.0 (± 1.0) |
| Mutual respect                              | 1 (3.6)   | 4.0 (± 0.9) |
| Equally (student/teacher)                   | 4 (14.8)  | 3.0 (± 0.9) |
| Not discuss (student/teacher)                | 3 (11.1)  | 3.0 (± 1.0) |
| Interpersonal relationship (student/teacher) | 4 (14.8) | 3.0 (± 0.9) |
| Overall                                      | 4.0 (± 0.4) |            |

Figure-1: Distribution of students by types of medical colleges.
Table II shows that these factors have strong positive influence on student teachers’ relation (overall mean=3.82), reversed scoring was done before analysis in two factors use of drug/tobacco and love affair of students due to negativity of these questions and these two factors negatively influences communication (means are 2.12 & 2.70).

Table II: Distribution of medical teachers’ opinion regarding the personal factors that influence teacher-student relation (n=50):

| Factors                                                                 | Level of agreement | Mean (± SD) |
|------------------------------------------------------------------------|--------------------|-------------|
| Good disclosure of students                                            | 4                  | 3.86        |
| Good listening skill of students                                       | 2                  | 4.12        |
| Good communication skill of students & teachers                        | 2                  | 4.16        |
| Use of tobacco/alcohol of students                                     | 2                  | 4.12        |
| Love affairs of students                                               | 1                  | 2.79        |
| Use of media e.g. Facebook by medical teachers                        | 3                  | 3.38        |
| Acceptance of role (student/teacher)                                   | 2                  | 4.16        |
| Acceptance of role (student/teacher)                                   | 3                  | 4.16        |
| Mutual respect (student/teacher)                                       | 3                  | 4.42        |
| Empathy (student/teacher)                                              | 3                  | 4.52        |
| Self-disclosure                                                        | 3                  | 4.42        |
| Overall                                                                |                    | 3.82 (± 0.25) |

Discussion:

Effective relation between teachers and students is a key factor to enhance the effectiveness of teaching and learning process. The aim of study was to identify the effective factors in relation among students and teachers from the students’ and teachers’ point of views. This study identified most important personal factors as good listening & communication skill, awareness about own role, sharing expectation (student/teacher), mutual respect, self-disclosure (student/teacher), extrovert personality of student/teacher. This study consistent with Abedini M who identified humanity and ethical aspects of professors as well as trust and mutual understanding of students and professors as important factor in their relation. This study revealed that motivation of students, cooperation among students have positive influence in communication. These findings are not consistent with the findings of Ismael. He described scientific knowledge, quality and mastery of teaching as well as teaching styles are more important than professors’ experience which enhance the relationship between teachers and students, thereby improve the teaching and learning process consistent with) Alishaghpour M. To be effective, teachers have to try to minimize the barriers to relation with students. By making sure that the room is quiet and well lit; by speaking slowly and clearly, by only using words which the students should be able to understand. However, the most important way to overcome the barriers is two-way communication. Process barriers are sender barrier, encoding barrier, medium barrier decoding barrier, receiver barrier and feedback barrier. Physical barriers include a telephone call, drop-in visitors, and distances between people, walls, and static on the radio. Psychological and social barriers are fields of experience, filtering, and psychological distance. This study revealed that two-way communication by constructive feedback improve relationship. One-way communication where the sender cannot get any feedback is a barrier. Bharti P also showed that interactive view which includes feedback as well as nonverbal communication can overcome this barrier. In this study mutual respect, sharing expectation, understanding each other (table I and table II) enhance relationship and helps to remove barriers. This finding consistent with Beebe. Eisenberg E M identified mutual understanding and sharing expectation as important factors that improve communication and remove barriers. When creating mutual understanding in communication- physical, psychological and semantic barriers are eliminated. The same word may mean different things to different people. The words we choose, how we use them, and the meaning we attach to them also the technical jargon causes many communication barriers. This problem is semantic. If the source (teacher) of knowledge does not have adequate information about the audience (learners) the interaction will not be effective. The quality in communication and its effects on peoples’ lives can be improved once we clarify its meaning and also the meaning of education which is the major concept on which a structured society is based. Our study conclude that student’s teaching and learning is one the most important tasks for professors and enhancing the quality of learning plays a key role in professor’s motivation and efficiency; this finding is consistent with Zimmerman T.
cooperation between teachers and students were identified as most important factors that improve relationship. But very much politeness, crossing the boundary might make the class out of control. So, continuous effort and positive attitude of the teachers with improved teaching skill can motivate students to learn. Positive and friendly environment with open minded behavior can help the students to achieve instructional objectives; making them lifelong learner. Thus, institutional goals can be achieved if there is proper relation between teachers and students.

**Conflict of Interest:** None.

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