

MD/MS Scholar's Attitude and Perception of Educational Environment of Santosh Medical College Ghaziabad.

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**Abstract:**

**Background:** MD/MS Scholar's attitude, perceptions of their educational environment is a useful basis for modifying and improving the quality of education. Educational environment is one of the most important factors determining the success of an effective curriculum. The quality of educational environment has been identified to be crucial for effective learning. The environment will help the institute to facilitate learning and to achieve better learning outcome.

**Key words:** Attitude, perception, educational environment,

**Objective**

1. To explore MD/MS Scholar's perceptions of their educational environment.
2. To find out Attitude of their educational environment.

**Methods**

**Study Design-** Descriptive study.

**Sampling Methods-** Purposive Sampling.

**Study Area-** Santosh Medical College GZB.

**Study Period-** 2009-10

**Study Population-** MD/MS Scholar's

**Study Tool-** Semi Structured interview Schedule.

**Sample Size-**  $Z^2PQ/e^2 = 3.84 \times 95 \times 5 / 5 \times 5 = 72.2 \text{ ---- } 74$

**Results:** 75% Scholar's out of 74 showed interest and 10% showed no response. Common attitude is positive of their educational environment. MD/MS Scholar's perceptions of learning were positive; Perceptions were moving in right direction. MD/MS Scholar's perceptions of atmosphere were expressed as many issues need to change and social self-perceptions was not a nice place. Female MD/MS Scholar's perceptions were significantly higher than male MD/MS Scholar's.

**Introduction**

Learning is influenced by the way in which the students goes about learning and studying as well as conduciveness of the learning environment.

1. A good learning environment is pivotal for any institute.
2. Curriculum is considered to be the most holistic, inclusive and comprehensive entity and notion in education
3. Curriculums most significant manifestation and conceptualization is the environment (educational and organizational) which embraces everything that is happening in the medical college
4. Any curriculum generates and establishes environments and changes in curriculum are thus essentially changes in environment. There is a proven connection between the environment and the valuable outcomes of students’ achievement, satisfaction and success
4. It can be concluded that a study of the curriculum is largely dependent on a study of and implementing changes but unfortunately it is also a fact that both students and faculty the a found curriculum stressful to implement
6. However many studies have beendone to assess student’s attitude and perception of educational environment.

**Methods**

The DREEM (Dundee Ready Education Environment Measure) is a validated inventory with proven high reliability that has been used in various countries around the world to assess the educational environment of I institute.

The inventory consists of 25 items andeach item scored on a five-point likert scale with 4 = Strongly Agree, 3 = Agree, 2 = Unsure, 1 = Disagree and 0 = Strongly Disagree. 5 of the 25 items (4, 8, 9, 11,17 ) were negative and scored in reverse so that a higher score indicates a more positive reading . Before administration, the questionnaire, it waswas addressed regarding the purpose and different aspects of questionnaire for providing appropriate information, stressing the anonymity of the participants.

**Table 1 showing of Male and female Attitude( %) and Perception (%).**

Attitude	Male and Females Attitude(%)		Male and Females Perception (%)	
	Male	Female	Male	Female
MD/Scholar’s	52.5	72.82	37.5	67.58

**Table-2 total DREEM mean and percentage score in all students (N=74)**

DREEM	Maximum score	Mean	Percent of perception
Student’s Perceptions of Learning	53	34.5	58%
Perceptions of Guide/Supervisor	34	31.5	59%
Student’s Academic Self-Perceptions	22	20.5	48%
Perceptions of Atmosphere	38	33.4	51%
Student’s Social Self Perception	32	28.4	50%
Total DREEM score	200	-----	53.2%

**Table-3Show the significance difference between male and female percentage and p-value in all students (N=74)**

Items/questions	Male(%)	Female(%)	X <sup>2</sup> -value	P-value
The teaching helps to develop my competence	45	55	.92	.33
The teaching is well focused	50	50	.15	.70
The teaching time is put to good use	46	54	.59	.44
I am clear about the learning objectives of the course	45	55	.93	.33
The Guide/Supervisor are knowledgeable	50	50	.15	.70
The Guide/Supervisor ridicule the students	60	40	3.72	.053
The Guide/Supervisor are authoritarian	48	52	.15	.69
The Guide/Supervisor have good communication skills	50	50	.15	.17
The Guide/Supervisor are good at providing feedback	48	52	.15	.70
The Guide/Supervisor provide constructive criticism	43	57	.15	.70
The Guide/Supervisor give clear examples	50	50	.15	.69
The Guide/Supervisor are well prepared	45	55	.93	.65
Learning strategies	42	58	.17	.69
I am confident about my passing this year	50	50	.15	.70
I feel I am being well prepared	50	50	.15	.70
I have learned a lot	55	45	.92	.33

**Table-4:showing of Male and female Attitude( %) and Perception (%) out of N=74.**

Predictor variables	Attitude (%)	Perception (%)	Univariate analysis	
	No. (% of n)	No. (% of n)	OR (95% CI)	p-value
MD/MS-1 <sup>st</sup> Year	26 (20.2)	26 (79.8)	1 (Reference)	-
MD/MS-2 <sup>nd</sup> Year	25(13.7)	25 (95.7)	3.710 (1.412- 8.615)	0.167
MD/MS-3 <sup>rd</sup> Year	23(10.6)	23 (89.4)	4.692 (2.994–19.607)	0.0001
Male	40 (5.0)	40 (95.0)	1 (Reference)	-
Female	34 (58)	34 (42)	1.950 (0.517–1.704)	0.865
Married	58 (8.8)	58(91.2)	1 (Reference)	-
Unmarried	16(18.7)	16(81.3)	2.251 (0.983–5.154)	0.26
Hindu	65 (12.5)	65 (87.5)	1 (Reference)	-
Muslims	07 (12.6)	07 (87.9)	2.559 (0.187–12.987)	0.778
Sikhs	02 (33.3)	02 (66.7)	3.745 (0.449–31.25)	0.315
General	43 (82.7)	43 (17.2)	1 (Reference)	-
OBC	24(4.5)	24 (95.5)	3.147 (2.264–7.258)	0.08
SC	07 (9.6)	07 (90.4)	4.462 (2.542–9.451)	0.237

**Results:**

75% Scholar's out of 74 showed interest and 10% showed no response. Common attitude is positive of their educational environment. MD/MS Scholar's perceptions of learning were positive, Perceptions were moving in right direction. MD/MS Scholar's perceptions of atmosphere were expressed as many issues need to change and social self-perceptions was not a nice place. Female MD/MS Scholar's perceptions were significantly higher than male MD/MS Scholar's.

Regarding involvement in attitude is higher of Female scholar's against male scholars and on major issues only 55% answered in affirmative and about involvement in some specific issues like education activities 60% gave positive response.

**Conclusions:**1. There is high level of attitude and perceptions of female members.

2. Participation of Male scholars is not optimum.

3. Educational Environment is effected by attitude and perception Or vice versa.

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