

To Determine the Effectiveness of Work Motivation, Through Communication Skills Training Program: A study of Medical Universities' Teachers at Karachi

Ambreen Qamar¹, Syed Inayat Ali³, Faiza Ghuman² and Muhammad Owais⁴

ABSTRACT

Objective: The purpose of this study was to determine the effectiveness of the teachers training program at Medical University of Karachi. The study also aims to identify the requirements of Medical teachers in attending the training program.

Study Design: Case control study

Place and Duration of Study: This study was conducted at the Department of Physiology, Baqai Medical University, Karachi from November 2015 to March 2015.

Materials and method: Data accumulated through a set of questionnaire to that amount consists concerning twenty nine items. Sixty Medical instructors whoever attended the training program had been topics concerning the research.

Results: The responses had been analyzed by way of using the "Statistical Package for Social Science" (SPSS) 16.0. Statistical evaluation used to be ancient to analyze the responses. The Overall Effectiveness was 0.001, Building Teacher Confidence <0.001 and improving teacher motivation was 0.030. Further, rests of the factors were found insignificant response.

Conclusion: This component becomes the necessary needs over teachers because obeying the subsequent training program as observed by using the advantage about instructors that they want simple competencies have to stand addicted before long of the education program. The instructors additionally claimed they require the training program must stay longer (long term training) in light of the fact that it has demonstrated that the preparation was successful.

Key Words: Effectiveness, Communication Skills, Work Motivation

Citation of articles: Qamar A, Ali SI, Ghuman F, Owais M. To Determine the Effectiveness of Work Motivation, Through Communication Skills Training Program: A study of Medical Universities' Teachers at Karachi: Med Forum 2017;28(8):39-42.

INTRODUCTION

Karachi is the largest city and former capital city of Pakistan. It is Pakistan's transportation chief, industrial center, seaport, financial, and commercial hub. The six (06) medical universities are serving in private and public sector in Karachi.

Teachers, especially medical teachers are leaders who teach and guide medical students, help them to understand different medical and non-medical subjects

and critical thinking skills, so they can develop a healthy and disease free community. Educational requirements for teachers depend on their chosen specialty and their training should be the essential component. Unfortunately, there is no guarantee that the training they are getting will improve them as a medical teachers.

The significance of Communication abilities is to advance more compelling business practices and permit people inside the association to feel good speaking with others and to feel educated with the data they are getting. The vital components of the communication are; Listen, Send Clear Messages, Respect and Non-verbal behavior.

Maybe in acknowledgment of the quality issue, there is growing mindfulness that Medical educators should be fittingly prepared as instructors¹. Their preparation program focused on the instructing of restorative at authentication, certificate, Masters or Doctoral levels. Be that as it may, the dominant part of educators won't not be satisfactorily arranged to instruct²; enhancing their Communication abilities capability and showing aptitudes have therefore turned into a matter of concern.

¹. Department of Physiology / Medicine², Dow International Medical College, DUHS, Karachi.

³. Department of Anatomy, Baqai Medical College, BMU, Karachi.

⁴. Institute of Basic Medical Sciences, DUHS, Karachi

Correspondence: Muhammad Owais, Administrative Officer, Institute of Basic Medical Sciences, Dow International Medical College, Ojha Campus, Dow University of Health Sciences, Karachi.

Contact No: 0333-2267308. 0300-0200277

Email: owais124@hotmail.com

Received: May 07, 2017;

Accepted: June 14, 2017

That's why power and length of the program are essential figures taking into account when outlining an expert advancement program.

Training program can give real effect in instructor's change in his exploration finding expressed that instructor preparing is a sort of grown-up discovering that necessities individual process³. It implies that the preparation must give the setting shape what the educators needs and needs to learn and, to some degree lesser degree, when and where learning happens. The members must include themselves in issue of information exchange. There are many confirmations to recommend certainty to show topic will impact instructing results.

We can classify different types of communications as follows: Intra-personal Communication skills: This proposes specific reflection, examination and thought. As per specialists this sort of Correspondence wraps conversing with the stunning and with spirits as supplications and traditions and capacities. Interpersonal Communication skills: This is quick, eye to eye Correspondence that occurs between two individuals. It is near and dear, arrange, and furthermore private and gives most outrageous correspondence through words and flags. Focused Interactions: This mainly occurs in light of a genuine affair between two individuals. This proposes the two individuals included are absolutely aware of the Correspondence happening between them. Unfocused Interactions: This happens when one just watches or tunes into people with whom one is not talking. This for the most part happens at public places around us. Nonverbal Communication skills: This consolidates perspectives, for instance, non-verbal correspondence, signals, outward appearances, eye to eye connection, which in like manner transform into a bit of the bestowing methodology. The impacts of Communication skills are; Non-verbal communication, listening mindfully, Communicating your musings, Certainty and lucidity, Correspondence botches, Thought of others.

Multiple surveys have been conducted to evaluate the issue of administration quality and understudy satisfaction. Fitri et al. evaluated advantage quality estimation i.e. substance, responsiveness, resolute quality, attestation, and sensitivity as positive benefactors towards understudy satisfaction. Ham and Hayduk uncovered that clear administration quality is an essential for satisfaction⁴. Medical Educators keep on being the most basic effect on understudy comprehension and fulfillment in colleges¹⁰.

Student evaluation of teaching (SET) is one of the most affective and time utilized instruments operated by advanced education foundations over the world^{5,6}. It was control gadget to quantify the showing execution/ viability of resources at a medical college⁷.

According to Kirkpatrick, assessment or the level at which assessment happens is dependent on four level stages⁸. In this four level models, each progressive assessment level is based on data given by the lower level. As indicated by this model, assessment ought to dependably start with level one, and after that, as time and spending plan permits, should move consecutively to every next level. Data from each earlier level fills in as a base for the following level's assessment⁹. In this manner, each progressive level speaks to a more exact measure of the viability of the preparation program, yet in the meantime requires a more thorough and tedious investigation¹⁵.

The medical teacher should direct development or sponsor sessions following a preparation program. Coaches ought to keep up their contribution in the preparation and exchange handle by leading field visits to watch learners' utilization of prepared aptitudes, give and request input and give proceeded with help and help to students¹⁰.

MATERIALS AND METHODS

The strategy of research was to collect the data through questionnaire after training. The population of the study was comprised of teachers at Medical Universities of Karachi. It was about data collection through prescribed questionnaire after training received by the Medical teachers. The content related to training program specially with respect to our topic and data collection available at Universities and some other relevant sources was also studied. The population was limited to the Medical Universities. Therefore stratified selected sampling design was adopted. The overall sample size of 60 teachers belonging to Medical Universities were selected as a part of sample the principle of stratification was gender and age. A questionnaire comprising of 34 items was designed, selected from literature review and in consultation with research supervisor. This procedure ensured the content validity of this questionnaire. The data were collected through questionnaire after the training. The reliability of the instrument was ensured through pilot testing. Two sorts of systematic methods were utilized. To begin with, quantitative which included elucidating measurable methods. Tables with rate were utilized for portrayal of information. The second kind of procedure utilized was subjective examination of the certainties was made insect the outcomes were depicted in the story.

RESULTS

From demographic data, the sample size was $n=40$ in which male and female were, $n=16(40\%)$ and $n=24(60\%)$ respectively, as well as the respondents have more than two year teaching experience as a teacher in the medical university. The lecturer were $n=34(85\%)$ and $n=6(15\%)$ were professorial staff from the various medical courses. All respondents stated that

they teach their respective subject at least twice in a week.

Simple statistical analysis was applied to the questionnaire data gathered which contains five sections A,B, C, D and E. The sample was comprises on 40% male and 60% female.

Table No.1: Descriptive Comparison

N	Minimum	Maximum	Mean \pm SD
Overall effectiveness			
40	1.27	3.00	1.92 \pm 0.31
Effectiveness in building teachers' confidence			
40	1.17	3.33	2.11 \pm 0.49
Effectiveness In Improving Teachers' Motivation			
40	1.20	2.80	1.84 \pm 0.42
Effectiveness in fulfill teachers' needs			
40	1.14	2.71	1.96 \pm 0.45

The mean score and standard deviation was 1.92 and 0.31 respectively of this section. From the mean score it can be classified future needs of teachers as the attending training program is low. The mean score and standard deviation was 2.11 and 0.49 respectively of this section. From the mean score it can be classified that the effectiveness of the training program in building teachers' confidence level was low. The mean score for the section was 1.84 and standard deviation was 0.42. From the mean score it can be classified the motivation in teaching and has changed after attending the training program is low. The mean score for the section was 1.96 and standard deviation was 0.45. From the mean score it can be classified Teachers Future Needs in Attending the Training Program is low.

The analysis is based on according to respondents' designation or their job responsibilities. We have analyzed all the aspects to keep in mind the status of job. Which have been asked to the respondents and found that, the overall effectiveness of the training has significance as p-value 0.001, Effectiveness of Training in Building Teachers' Confidence is highly significant as the p-value is <0.001, the effectiveness of the training program in improving teachers' Motivation is significant and Teachers Future Needs in Attending the Training Program is not significant.

The majority of the medical teachers responded that the overall training program they had attended was low effective (mean score was 1.93) of the teachers attended the training was successful in passing on new knowledge about methodologies to teaching their respective subject, the program increased teachers' understanding of how teaching was 92.50% (n=37) acquired, teaching environment was 90% (n=36) applicable of this training program, it was a suitable forum for exchanging the ideas 85% (n=34), and it was successful in introducing to developing ideas for teaching in classroom, the overall effectiveness of training improve communication skills 90% (n=36), skills acquired was 95% (n=38) for the career advancement.

Table No.2: Comparison of Communication Skills Training Program

A. Designation Wise				
Category	N	Mean \pm SD	S.E	p-value
Overall Effectiveness				
Lecturer	34	21.85 \pm 3.02	0.51	.001
Prof. /Assist Prof./ Assoc. Prof.	6	17.00 \pm 3.28	1.34	
Building Teacher Confidence				
Lecturer	34	13.05 \pm 3.07	0.53	< 0 .001
Prof. /Assist Prof./ Assoc. Prof.	6	10.50 \pm 0.83	0.34	
Improving Teacher Motivation				
Lecturer	34	9.50 \pm 1.94	0.33	0.030
Prof. /Assist Prof./ Assoc. Prof.	6	7.50 \pm 2.34	0.96	
Teachers Future Needs And Over All Effectiveness Of The Training				
Lecturer	34	14.11 \pm 3.07	0.53	NS
Prof. /Assist Prof./ Assoc. Prof.	6	11.8333 \pm 3.12	1.27	
B. Between Public And Private Sector				
Over All Effectiveness				
Public	30	20.66 \pm 3.85	0.70	NS
Private	10	22.50 \pm 1.50	0.48	
Building Teacher Confidence				
Public	30	12.43 \pm 3.16	0.58	NS
Private	10	13.40 \pm 2.36	0.75	
Improving Teacher Motivation				
Public	30	8.90 \pm 2.15	0.39	NS
Private	10	10.10 \pm 1.72	0.55	
Teachers Future Needs And Over All Effectiveness Of The Training				
Public	30	13.50 \pm 3.23	0.59	NS
Private	10	14.60 \pm 2.87	0.91	
C. Gender Wise				
Over All Effectiveness				
Male	16	21.12 \pm 4.34	1.09	NS
Female	24	21.12 \pm 2.89	0.59	
Building Teacher Confidence				
Male	16	12.37 \pm 2.62	0.66	NS
Female	24	12.87 \pm 3.24	0.66	
Improving Teacher Motivation				
Male	16	9.43 \pm 2.47	0.62	NS
Female	24	9.04 \pm 1.85	0.38	
Teachers Future Needs And Over All Effectiveness Of The Training				
Male	16	14.25 \pm 2.90	0.73	NS
Female	24	13.45 \pm 3.32	0.68	

Use independent sample t-test

P < 0.05 consider the statistically significance

NS: Not statistically significance

DISCUSSION

The outcomes uncovered that the educators in this investigation recognized the preparation program similar to a wellspring of impact for their instructing. This consider which was found that in benefit preparing program were accounted for by the educators to be by a wide margin the greatest wellspring of impact on their choice in instructing, rousing them to change their instructing and convictions. It implies that the instructor in this examination had remarked that they found the experience of going to the preparation program is valuable and enlightening. By and large, the preparation program was low powerful for the educators for being compelling instructors. As indicated by Guskey, the viability of the preparation program should be assessed at five distinct levels¹¹: members' responses, members' learning, authoritative help and change, members' utilization of new information and aptitudes, and understudy accomplishment. The consequence of the program assessment survey demonstrated that educators responded positively to the preparation program, highlighting numerous positive elements of the encounters. Most of the educators additionally showed (in the assessment of survey and meeting) that they had increased new abilities and information because of taking an interest in the expert advancement. In the xterm of the initial two of Guskey's level along these lines, the program seemed to have been sure¹².

The fourth level of assessment identified with the instructors' utilization of learning and aptitudes achieved from the expert advancement the detectable changes made to educators' classroom rehearses. As effectively noted, it was over 80% (n=32 of 40 instructors) demonstrated the level of attractive. It can be finished up then that the educators have more positive recognitions towards the viability of the preparation program regarding fulfillment. The general adequacy of the preparation program was low successful¹³. It implies that the preparation program might be proceeded with on the grounds that the preparation program was low compelling for the educators gaining the aptitudes for being a successful instructor¹³. The further preparing project can gain from the preparation that the educators had gone to¹⁵.

CONCLUSION

Medical universities should invest lot of money to induct new recruit - Induction program. Training, communication skills knowledge and work motivation in medical teaching is therefore seen as an effective strategy to improve the quality of medical education and clinical supervision, which is also necessary to develop a healthy community.

Recommendations: It is recommended that that kind of training must be conducted in the teaching organization biannually to improve the work motivation amongst the teachers.

Acknowledgments: I would like to acknowledge of the management of medical college(s) / university (ies)

located in the Karachi for the permission to conduct this study in their domain.

Author's Contribution:

Concept & Design of Study:	Ambreen Qamar
Drafting:	Faiza Ghuman
Data Analysis:	Syed Inayat Ali
Revisiting Critically:	Muhammad Owais
Final Approval of version:	Ambreen Qamar

Conflict of Interest: The study has no conflict of interest to declare by any author.

REFERENCES

1. Liyanage I, Bartlett BJ. Contextually responsive transfer: Perceptions of NNES on an ESL/EFL teacher training programme. *Teaching and Teacher Education* 2008 Oct 31;24(7):1827-36.
2. Guskey TR. Professional development and teacher change. *Teachers and teaching* 2002;8(3):381-91.
3. Allen SJ. Adult learning theory & leadership development. *Leadership Review* 2007;7:26-37.
4. Ham L, Hayduk S. Gaining competitive advantages in higher education: analyzing the gap between expectations and perceptions of service quality. *Int J Value-Based Management* 2003;16(3):223-42.
5. Pounder JS. Is student evaluation of teaching worthwhile? An analytical framework for answering the question. *Quality Assurance in Education* 2007;15(2):178-91.
6. Webster-Stratton C. Parent training with low-income families. In *Hand book of child abuse research and treatment* 1998 (pp. 183-210). Springer US.
7. Crumbley L, Henry BK, Kratchman SH. Students' perceptions of the evaluation of college teaching. *Quality assurance in Education* 2001;9(4):197-207.
8. Kirkpatrick D. Revisiting Kirkpatrick's four-level model. *Training and Develop* 1996;50(1):54-9.
9. Kraiger K, Ford JK, Salas E. Application of cognitive, skill-based, and affective theories of learning outcomes to new methods of training evaluation. *J Appl Psychol* 1993;78(2):311.
10. Haslinda A, Mahyuddin MY. The effectiveness of training in the public service. *Am J Sci Res*. 2009;6(1):39-51.
11. Christian D, Pufahl I, Rhodes NC. Fostering foreign language proficiency: What the US can learn from other countries. *Phi Delta Kappan* 2005; 87(3):226-8.
12. Dörnyei Z. Conceptualizing motivation in foreign-language learning. *Language learning* 1990; 40(1):45-78.
13. Guskey TR. What makes professional development effective? *Phi delta kappan* 2003;84(10):748-50.
14. Healey FH. Of square pegs and round holes: Training in developing countries. *J Edu Int Develop* 2008;3(2):1-5.
15. Lundeberg M, Bergland M, Klyczek K, Hoffman D. Using action research to develop pre-service teachers' confidence, knowledge and beliefs about technology. *J Interact Online Learning* 2003; 1(4):1-6.