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Perception of Alkindy medical student towards teaching methodology: academic freedom, student evaluation of faculty

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Abstract:

Self assessment of the training medical program is a newly introduced technique in Iraq, it started at 2010 as part of the ongoing accreditation process, student evaluation of faculty seems to be a very important area in this field **.Objectives:** to through a light on students evaluation of faculty as part of self assessment process at alkindy college of medicine, showing the verity between preclinical and clinical areas in the teaching process & illustrate the weakness and strength areas in the teaching process. **Design:** cross- sectional study design, from 1st Jan to 30th October 2012. 10 students were chosen randomly from each class (academic study year) from the six classes of the medical college by using questionnaire, that goes through teaching methodology. The study approved by ethical and scientific committee of the college. **Statistical analysis:** Descriptive presentation: by tables and figures, Analytical statistic by using chi test and p=0.05 and bellow represent statistically significant. **Result:** 60% of the students agree that the lecturer had medium ability in delivering the lecture in an easy scientific way, while 90% of them goes with higher ability of the lecturers in all departments in managing the lecture. 75% of the students believe that ther is a mutual respect between them & their lecturers.2/3 of the students find their lecturers as idols & good personality. **Conclusion:** Department show differences in their responses' from the student point of view, while higher scores goes for basic departments concerning delivering the scientific material & using new methods of teaching, managing the lecture and give the opportunity to the students to participate , low scores was given in subjects concerning conducting clear questions , notifying student about course content . On the other hand higher scores were given by the students in subjects concerning commitment of lecturer about not talking about extra subjects other, than the lecture subject, presence of mutual respect between lecturer & students, describing the lecturer as ideal & good personality.

Key words: academic freedom, student evaluations of faculty (SEF), student motivation

1.Introduction:

Informal student evaluations of faculty were started in the 1960's by enterprising college students (Abrami, et al 1982). Since then, their use has spread so that now they are administered in almost all American colleges and universities and are probably the main source of information used for evaluating faculty teaching performance (Ambady1993). There is an enormous literature on the subject of student evaluations of faculty (SEF)(Cahn 1986). The following is a summary of some developments in that literature that should be of special interest to faculty, with particular emphasis on criticisms of SEF that have emerged recently. But I begin with the arguments in favor of the use of SEF (Abrami, et al 1982).

Most researchers agree (1) That SEF are highly reliable, in that students tend to agree with each other in their ratings of an instructor, and (2) That they are at least moderately valid, in that student ratings of course quality correlate positively with other measures of teaching effectiveness. SEF also tend to correlate well with retrospective evaluations by alumni; in other words, former students rarely change their evaluations of their teachers as the years pass (Cave, et.al 1997).

Furthermore, other methods of evaluating teaching effectiveness do not appear to be valid. Ratings by colleagues and trained observers are not even reliable (a necessary condition for validity)--that is, colleagues and observers do not even substantially agree with each other in instructor ratings (Centra, &John 1993).

1.1Usefulness of SEF:

Instructors who received results of a mid semester evaluation tended to have higher ratings on end-of-semester evaluations than those who did not, suggesting that SEF cause changes in teaching behaviors which result in higher ratings. The improvement was greatest when (a) the professor's self-evaluation was very different from the students' evaluation, (b) the professor received professional consultation on the interpretation of the evaluations, and (c) the student evaluation forms included specific items (such as, "Professor gives preliminary overview of lecture"), as opposed to vague items such as, "How well planned are lessons?"(d'Apollonia 1997).

1.2 Grading leniency bias:

The most common criticism of SEF seems to be that SEF are biased, in that students tend to give higher ratings when they expect higher grades in the course. This correlation is well-established, and is of comparable magnitude, perhaps larger, to the magnitude of the correlation between student ratings and student learning (as measured by tests) described in section 1 above. Thus, SEF seem to be as much a measure of an instructor's leniency in grading as they are of teaching effectiveness. The correlation holds both between students in a given class and between classes(d'Apollonia 1997). It also holds between classes taught by the same instructor, when the instructor varies the grade distribution. And it affects ratings of all aspects of the instructor and the course. Many believe that this causes rampant grade inflation (Dershowitz 1992).

Despite some dissenting voices (Goldman 1985), the influence of grades on student evaluations seems to be an open secret in colleges and universities. In one survey, 70% of students admitted that their rating of an instructor was influenced by the grade they expected to get(Greenwald 1997).Similar proportions of professors believe that grading leniency and course difficulty bias student ratings (Haskell Robert 1997).

1.3Academic freedom:

Some argue that SEF are a threat to academic freedom. Not only do SEF influence instructors' grading policies, teaching style, and course difficulty, but they may also restrict what a professor says in class. Professors may feel inhibited from discussing controversial ideas or challenging students' beliefs, for fear that some students will express their disagreement through the course evaluation form (Sacks& Peter 1986). More than one author has described SEF as "opinion polls," with the suggestion that SEF require professors to think like politicians, seeking to avoid giving offense and putting style before substance (Schueler 1989).

1.4Why use SEF?

In the light of the preceding objections, why do most institutions continue to use SEF? The main reasons are probably the following: (a) SEF are easy and inexpensive to administer. (b) SEF gives an impression of objectivity, in comparison with more "subjective" measures such as letters from observers, since SEF produce definite numbers. (The impression seems to be an illusion, however, since the numbers are merely measurements of subjective impressions.) (c) There are few alternatives to SEF, if one wants to assess teaching effectiveness. Steven Cahn argues that teaching should be assessed by experts in the field, i.e., one's colleagues, (Wilson, Robin 1998) but, such measures appear to be even less valid. Greenwald and Gillmore suggest using student ratings but with statistical corrections for grading leniency.

Alkindy College Of Medicine was established at 1998 as one of the colleges of Baghdad university ,part of self assessment process the college had adapted evaluation of the teaching process, as part of the accreditation demands for the college this time taking in consideration the form of student evaluation to faculty.

Aims:

1- Through a light on students evaluation of faculty as part of self assessment process at alkindy college of medicine.
2- Show the verity between preclinical and clinical areas in the teaching process.
3- Illustrate the weakness and strength areas in the teaching process.

2. Methodology:

2.1 Study design: cross- sectional.

2.2 Setting: Al-kindy College of medicine

2.3Duration: from 1st Jan to 30th October 2012

2.4Sample: 10 students were chosen randomly from each class (academic study year) from the six classes of the medical college

2.5Ethical consideration:

The study approved by ethical and scientific comity of the college. Complete confidentiality was guaranteed to the students were the questionnaire did not contain the name of the students, nor any one of the teaching staff indorsed in the research were in the place or time of collecting data.

Thorough explanation to the participant students about the aim & method of holding the research

2.6 Data collection: the researches used a questionnaire which consist of 14 questions that goes through teaching methodology and the questionnaire was distributed to the randomly chosen students at each study year & they were asked to answer the questions about teaching methodology for each professor had taught them in the specific year , the researcher were near by in order to answer any question or to clear any statement concerning the questionnaire contain. The questions were adapted from the university comity of accreditation and quality assurance. As part of the colleges assessment activities.

2.7 Statistical analysis:

- Descriptive presentation : by tables and figures
- Analytical statistic by using chi test and p=0.05 and bellow represent statistically significant.

3.Result& discussion:

3.1.**Informing about the course contents in the beginning of the academic year:**

Results show that nearly 40% of the students agree that they were informed about the course content in all the subjects, while 80% of the students disagree with the pharmacology subject, as shown in table 1

3.2. **Commitment of the lecturer about the library hours of the subjects. fixed to the duration of the lecture.**

Most of the students agree that the lecturer commitment to library hours of the subject whether at the basic studies or clinical studies , however the highest percentage of disagreement goes with the medicine were nearly 30% of the participants noticed no commitment for the library hours. This is clearly shown at fig 2

A study at Lincoln University in 1992 (Fleming, found that the major reasons given by students for non-attendance at lectures were competing assessment pressures (24% of reasons given), poor lecturing (23%), timing of the lecture (16%) and poor quality of the lecture content (9%) (Fleming 1992).

3.3. The ability of the lecturer to give the scientific material in an easy way.

The study shows that nearly 60% of the lecturer has medium ability to give the lecture in an easy scientific way in pharmacology & biology subjects& it reaches 45% in other subjects. As shown in fig 3

3.4.Using new methods of learning & a scientific, illustrative example during the lecture.

Nearly 50% of the lecturers show medium ability in using scientific methods the higher percentages goes with the pharmacology, biochemistry (70%, 60% respectively) on the other hand more than 30 % of the students confirmed that the lecturers have no ability of using new learning methods especially at Medicine & anatomy subjects.(fig 4)

One recent study by Colker which was conducted amongst early childhood teachers reported that teachers claimed there were four characteristics of an effective teacher which include having a sound knowledge of subject matter, take personal interest in each student, establish a caring or loving or warm atmosphere and finally to show enthusiasm with students and the twelve characteristics of teachers that children believe are integral factors to effective teaching are passion, perseverance, willingness to take risks, pragmatism, patience, flexibility, respect, creativity, authenticity, love of learning, high energy and sense of humor (Colker 2008).

3.5. The ability of the lecturer to manage the lecture in a way that he can gives the same opportunity to all students, and gives time discussions, and he doesn't have a gender differentiations.

In fig 5 .Most of the students agree that the lecturers have the ability to manage the lecture & don't have gender differences; the highest score goes for the pathology & physics departments (90%) while medium ability of management was shown at the anatomy & medicine departments (40%,30%). Throughout Canada. In Ontario, Education Minister Janet Ecker said that the results of the standardized grade 3 and grade 6 testing in math and reading showed, "...persistent and glaring discrepancies in achievements and attitudes between boys and girls." In British Columbia, standardized testing indicates that girls outperform boys at all levels of reading and writing and in Alberta testing shows that girls, "...significantly outperform boys on reading and writing tests, while almost matching them in math and science."(O'Neill 2000) However, the American Association of University Women published a report in 1992 indicating that females receive less attention from teachers and the attention that female students do receive is often more negative than attention received by boys (Bailey 1992). In fact, examination of the socialization of gender within schools and evidence of a gender biased hidden curriculum demonstrates that girls are shortchanged in the classroom. Furthermore, there is significant research indicating steps that can be taken to minimize or eliminate the gender bias currently present in our education system.

3.6. The ability of the lecturer to Motivate the students to scientific thinking, self learning, in modern approaches (q8):

About 70% of the students believe that the lecturers have medium ability to motivate students , this percent reach to 70% at the biology ,physics, pharmacology, while high ability reach to 70% in the community medicine department. Writing from an educational perspective, Entwistle noted that staff did not always see it as their responsibility to motivate students. In looking at students' motivational levels (be it extrinsic or intrinsic), he found that, according to student comments, part of the reason for downward movements in motivation and non-attendance were the staff themselves (Entwistle 1998). Indeed, Bennett argued that lecturers with poor opinions of contemporary students, lecturers with low levels of regard for their students' motivation, competence and

behavior might not feel as committed to their teaching duties as others. Also, Bennett noted, such lecturers might adopt teaching methods and technologies (Bennett& Kottasz 2001).

3.7. The ability of the lecturer to conduct clear and understandable questions (q9):

The heist percentage (70%) of students approve that lecturers at the pathology department have the ability to conduct clear questions , while the percent ranges between 40-50 % to other departments were students approve that the lecturers had medium ability to do so.

3.8. The ability of the lecturer to quick returning of the examination paper to the students

Most of the student (80%) disagree with this statement for all departments, this is perhaps because of the regulation rules stated by the ministry of higher education in Iraq were middle & final year must exam must be concealed.

3.9. The ability of the lecturer to follow the student's scientific activities.

More than 2/3 of the students find that the lecturers have medium ability to follow student's scientific activity, the heist percent at the medicine, biochemistry departments, (70%).

3.10. Talking about side and extra subjects apart from the scientific lecturer (q12):

Nearly 80% of the students find that all the lecturers are committed to the scientific material the percentage raised to nearly 95% in gynecology, biochemistry, physics & pathology departments.

3.11. The relation between the lecturer and the students based on bilateral respect and fade up data (q13):

More than 75% of the student believe that there is a mutual respect between the students & the lecturers in all departments , this percent may reach 85% in physics , community & pathology departments.

3.12. Considering the lecturer as a good personality and as an idol by the students:

About more than 2/3 of the students (66%) choose the medium score to describe the lecturer as idol& good personality specially in physics , computer science ,this percentage increases to 75% in gynecology , pathology m departments. The (Biggs 1987) 3P Model of Learning emphasized the importance of the students' perceptions of the learning environment towards their learning approach. To support this argument,(Hall et al.2002) suggest that students' approaches to learning differed across different subjects within the same course, demonstrating lower deep and higher surface approaches in accounting compared to business law. Referring to the (Biggs1987) 3P Model of Learning, although educators do not have much control over students' characteristics, they do have control over the learning environment , he also suggest several variables which will influence the students' learning approach such as workload, the nature of assessment tasks, teaching style, staff/student ratios, the structure of the course and lectures, enthusiasm of lecturers and tutors, generation of a personal learning context and provision of feedback,(Hall et al.2002).

In the marketing education literature, Gremler, Hoffman, Keaveney and Wright (2000) recommended that experiential learning exercises facilitated the development of quality learning outcomes such as teamwork and team building, integration of course concepts, communication, critical thinking and problem solving (Gremler et,al 2000).

4. Conclusion:

Department show differences in their responses' from the student point of view.

While higher scores goes for basic departments concerning delivering the scientific material & using new methods of teaching, managing the lecture and give the opportunity to the students to participate , low scores was given in subjects concerning conducting clear questions , notifying student about course content .

About 80% of the students agree that the lecturer were not quick or even not deliver the exam papers to students. In addition most of the students agree that the lecturers have no ability to follow the student's scientific activities. The student agrees that all the lecturers have medium ability to motivate students.

On the other hand higher scores were given by the students in subjects concerning commitment of lecturer about not talking about extra subjects other, than the lecture subject, presence of mutual respect between lecturer & students, describing the the lecturer as ideal & good personality.

5. Recommendations:

1. It is important to direct the attention of the academic staff toward notifying the students about the content of the course or the curriculum.
2. Feedback to the students about their exam results should be appreciated.
3. It is advisable to adopt a mentor program , in which every student is assigned to one member of faculty ,in this way the student's activities will be followed whether scientific, social etc.
4. Academic faculty should be involved in training courses concerning modern teaching methods& student motivation techniques.

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(Table 1): show the response of the students concerning being informed about the course contents in the beginning of the academic year (q1)for each department :

Department	No	Yes	Total	p- value
Biology	49	91	140	**0.000**
Physics and	13	28	41	
Pathology	13	27	40	
Surgery	169	311	480	
Computer	6	24	30	
Pharmacology	34	6	40	
Medicine	28	112	140	
Pediatric	14	55	69	
Community	56	114	170	
Anatomy	52	58	110	
Biochemistry	34	56	90	
Gynecology	40	100	140	
Total	508	982	1490	

Chi-Sq = 93.169; DF = 24; P-Value = 0.000

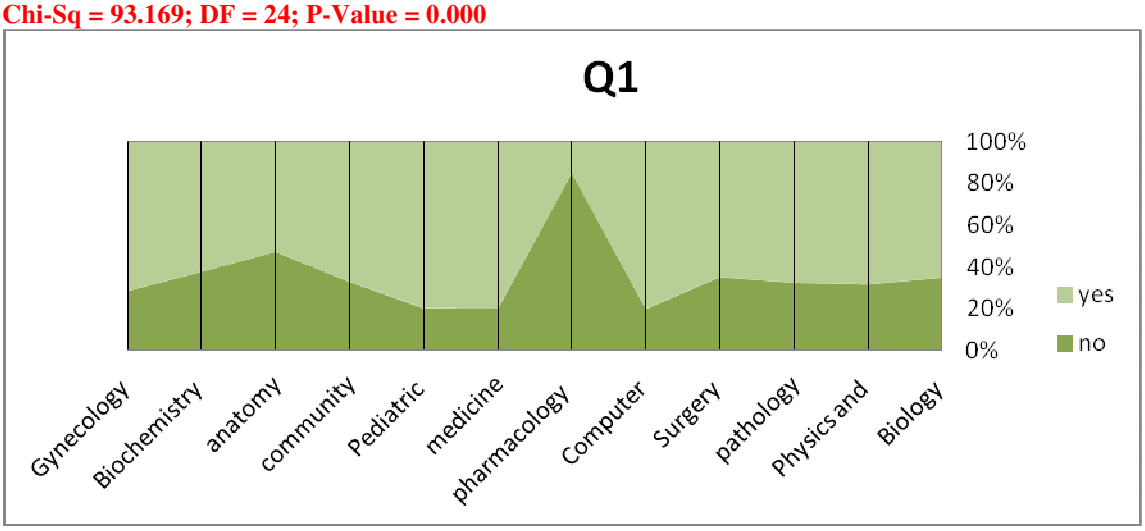

Figure (1) : response of the students and its percentage of each response concerning this question classified according to college departments

(Table 2) show the response of the students concerning whether the lecturer was committed about the library hours of the subjects (q2) for each department .

Department	no	Yes	total	p- value
Biology	10	130	140	**0.000**
Physics and	0	41	41	
pathology	4	36	40	
Surgery	76	404	480	
Computer	5	25	30	
pharmacology	7	33	40	
medicine	70	141	211	
Pediatric	7	62	69	
community	11	159	170	
anatomy	10	80	90	
Biochemistry	10	80	90	
Gynecology	4	136	140	
Total	214	1327	1541	

Chi-Sq = 104.266; DF = 22; P-Value = 0.000

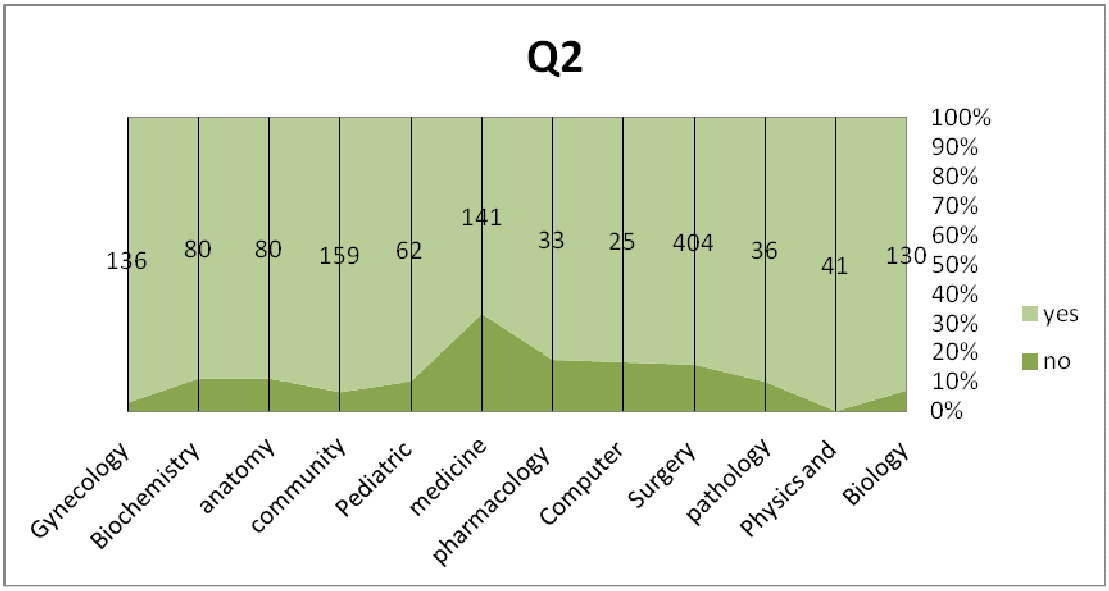

Figure 2: show the response of the students and its percentage of each response concerning this question classified according to college department

Table 3 –show the response of the students concerning whether the lecturer has the ability to give the scientific material in a easy way ?(q3) for each department .

Department	no	Mid	yes	total	p- value
Biology	15	57	68	140	
Physics and	4	12	25	41	
pathology	1	12	27	40	
Surgery	83	136	261	480	
Computer	6	7	17	30	
pharmacology	15	15	13	40	**0.000**
medicine	67	55	89	211	
Pediatric	15	10	44	69	
community	13	48	109	170	
anatomy	31	24	55	110	
Biochemistry	20	35	35	90	
Gynecology	14	25	101	140	
Total	284	436	844	1564	

Chi-Sq = 116.590; DF = 22; P-Value = 0.000

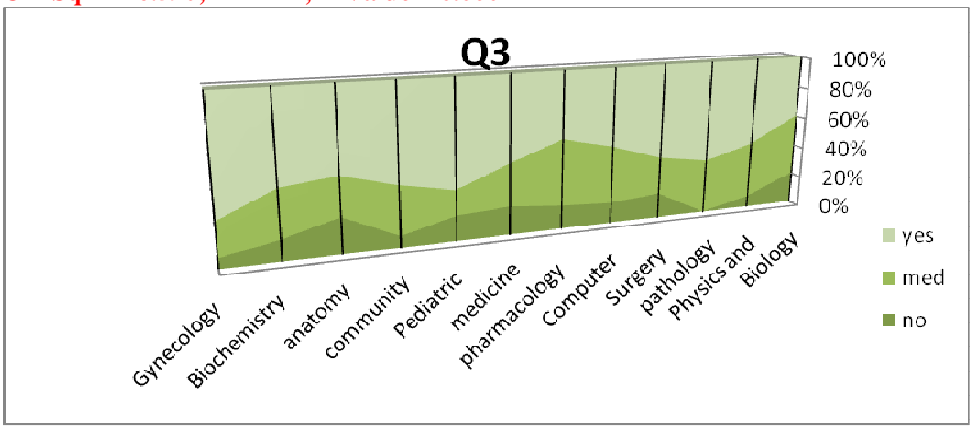

Figure 3: show the response of the students and its percentage of each response concerning this question classified according to college department

Table 4 –show the response of the students concerning whether the lecturer use the new method of teaching (q4) for each department:

Department	no	Mid	yes	total	p- value
Biology	15	57	68	140	
Physics and	4	12	25	41	
pathology	1	12	27	40	
Surgery	83	136	261	480	
Computer	6	7	17	30	
pharmacology	15	15	13	40	**0.000**
medicine	67	55	89	211	
Pediatric	15	10	44	69	
community	13	48	109	170	
anatomy	31	24	55	110	
Biochemistry	20	35	35	90	
Gynecology	14	25	101	140	
Total	284	436	844	1564	

Chi-Sq = 116.590; DF = 22; P-Value = 0.000

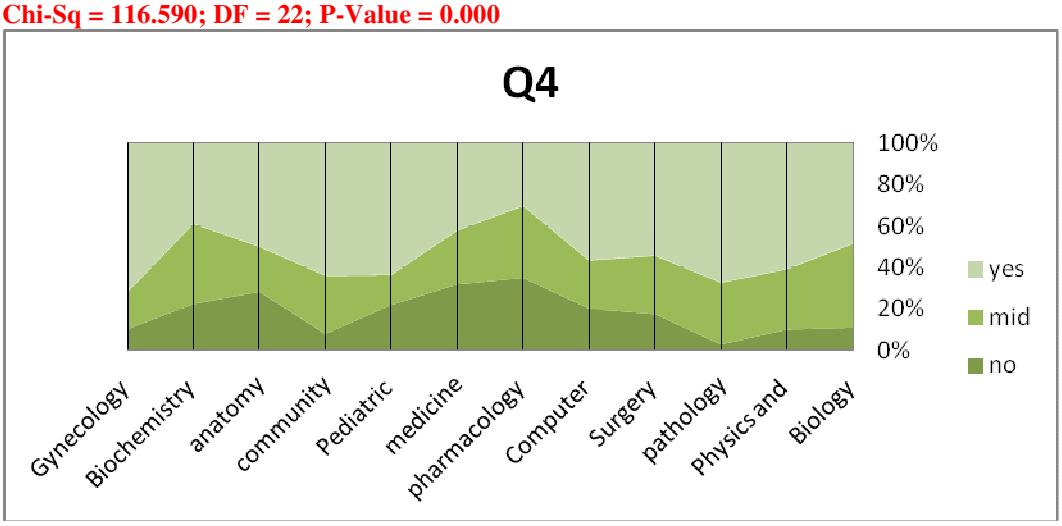

Figure 4 : show the response of the students and its percentage of each response concerning this question classified according to college departments.

Table 5 : show the response of the students concerning whether the lecturer use a scientific ,illustrative examples during the lecture (q5) for each department:

Department	no	Mid	yes	Total	p- value
Biology	2	2	6	140	
Physics and	2	11	28	41	
pathology	4	10	26	40	
Surgery	75	102	303	480	
Computer	3	9	18	29	
pharmacology	6	12	22	40	**0.000**
medicine	41	59	111	211	
Pediatric	12	7	50	69	
community	10	47	113	170	
anatomy	29	22	59	110	
Biochemistry	21	24	45	89	
Gynecology	12	24	104	140	
Total	217	329	995	1431	

Chi-Sq = 60.461; DF = 22; P-Value = 0.000

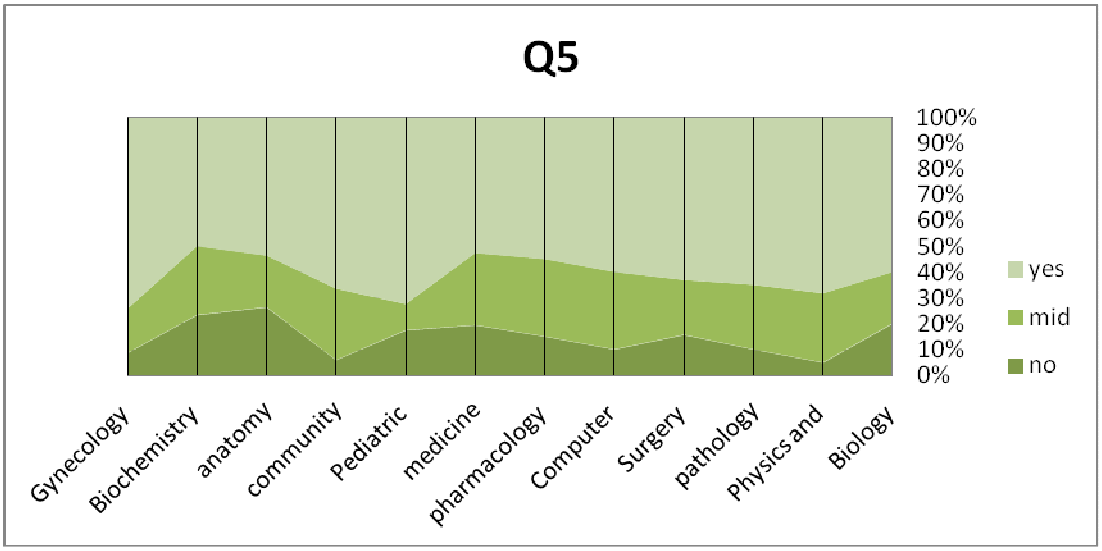

Figure 5: show the response of the students and its percentage of each response concerning this question classified according to college departments

Table 6 –show the response of the students concerning whether the lecturer fixed to the duration of the lecture (q6) for each department:

Department	no	Mid	yes	total	p- value
Biology	15	27	98	140	
Physics and	1	7	32	40	
pathology	1	7	32	40	
Surgery	56	87	337	480	
Computer	5	4	21	30	
pharmacology	2	6	32	40	**0.000**
medicine	40	46	125	211	
Pediatric	0	2	8	10	
community	3	28	139	170	
anatomy	19	22	69	110	
Biochemistry	4	17	69	90	
Gynecology	7	13	120	140	
Total	153	266	1082	1501	

Chi-Sq = 149.041; DF = 22; P-Value = 0.000

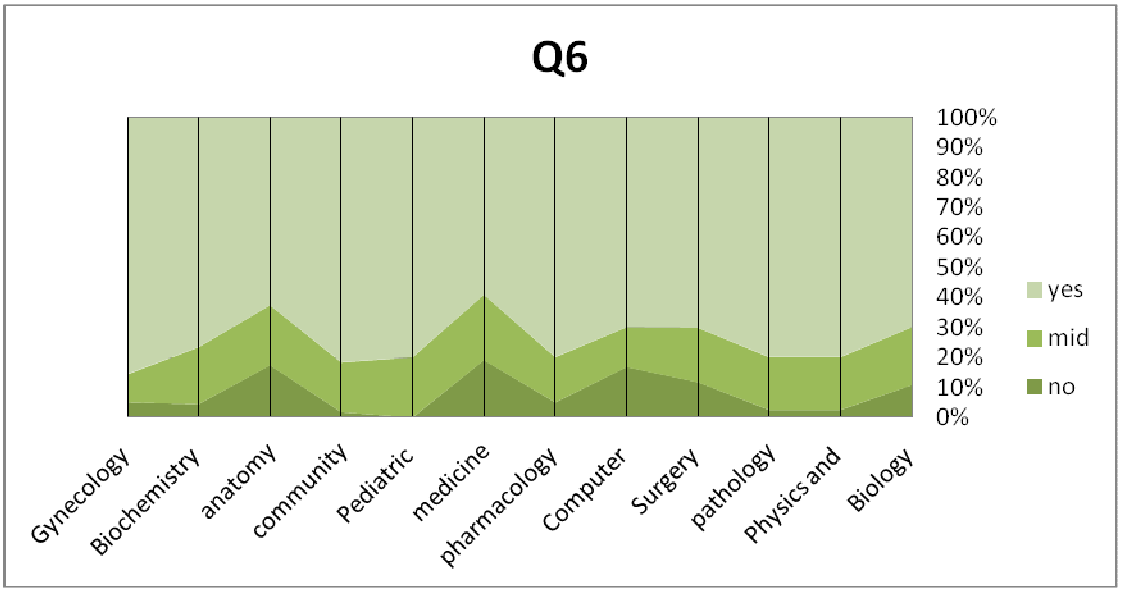

Figure 6: show the response of the students and its percentage of each response concerning this question classified according to college departments.

Table 7 –show the response of the students concerning the ability of the lecturer to manage the lecture in a way that he can gives the same opportunity to all students ,and gives time discussions ,and he doesn't have a gender differentiations (q7) for each department.

Department	No	Mid	yes	total	p- value
Biology	10	30	100	140	
Physics and	0	3	38	41	
Pathology	1	2	37	40	
Surgery	51	79	350	480	
Computer	4	5	21	29	
Pharmacology	1	4	35	40	**0.000**
medicine	41	37	133	211	
Pediatric	6	11	52	69	
community	4	24	142	170	
anatomy	31	25	54	110	
Biochemistry	3	16	71	89	
Gynecology	6	17	117	140	
Total	158	253	1150	1561	

Chi-Sq = 149.041; DF = 22; P-Value = 0.000

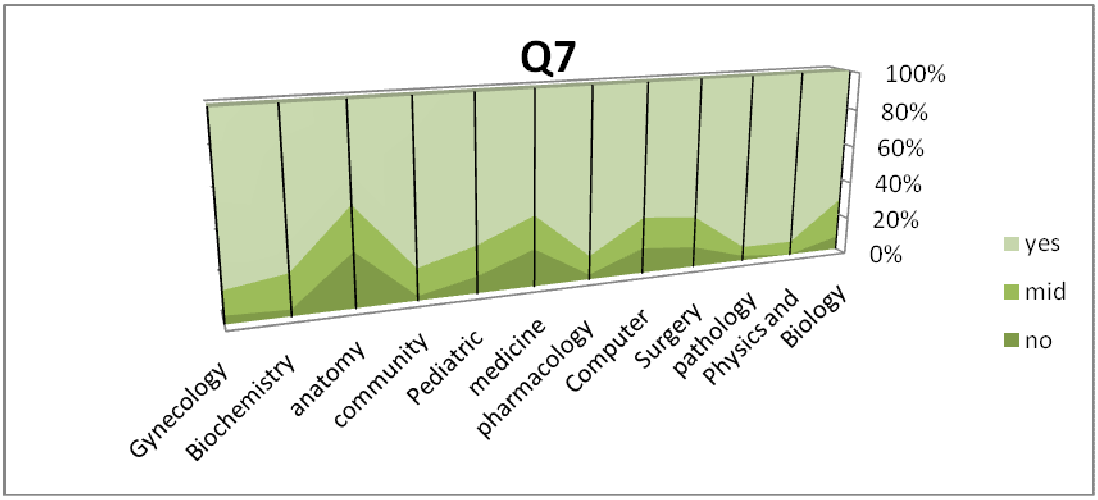

Figure 7: show the response of the students and its percentage of each response. Concerning this question classified according to college departmentsTable 8 –show the response of the students concerning whether the lecturer- Motivate the students to scientific thinking ,self learning , in a modern approaches (q8) for each department:

Department	no	Mid	yes	Total	p- value
Biology	32	59	49	140	
Physics and	4	22	15	41	
pathology	6	15	19	40	
Surgery	89	139	252	480	
Computer	5	14	11	29	
pharmacology	7	20	13	40	**0.000**
medicine	49	60	102	211	
Pediatric	49	60	102	69	
community	12	59	99	170	
anatomy	47	26	37	110	
Biochemistry	40	24	26	89	
Gynecology	18	31	91	140	
Total	358	529	816	1703	

Chi-Sq = 137.501; DF = 22; P-Value = 0.000

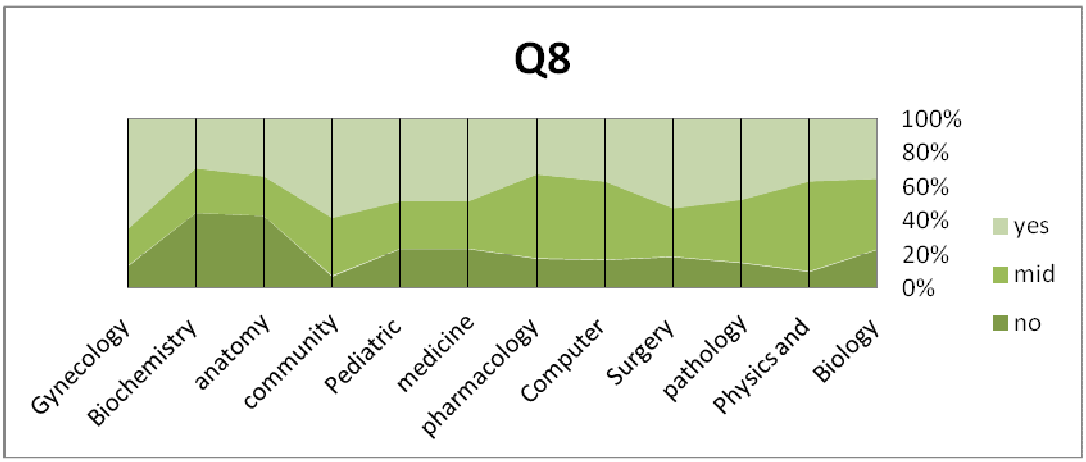

Figure 8: show the response of the students and its percentage of each response concerning this question classified according to college departments.

Table 9 : show the response of the students concerning whether the lecturer has the ability to conduct clear and understandable questions(q9) for each department:

Department	no	Mid	yes	Total	p- value
Biology	32	45	63	140	**0.000**
Physics and	0	16	25	41	
pathology	3	7	30	40	
Surgery	90	104	286	480	
Computer	7	8	15	30	
pharmacology	4	16	20	40	
medicine	64	59	88	211	
Pediatric	3	3	4	10	
community	17	50	103	170	
anatomy	30	35	45	110	
Biochemistry	22	32	36	90	
Gynecology	29	31	80	140	
Total	301	406	790	1502	

Chi-Sq = 79.492; DF = 22; P-Value = 0.000

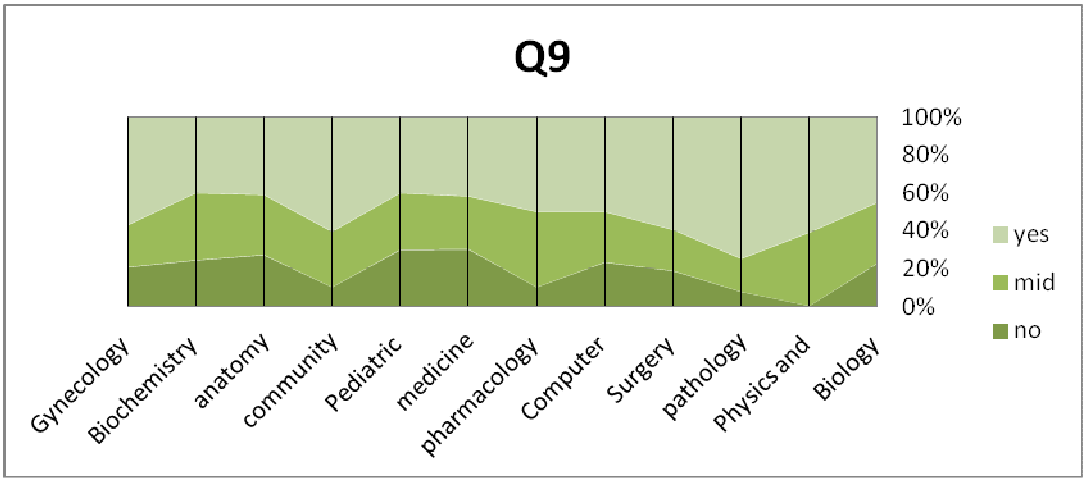

Figure 9: show the response of the students and its percentage of each response concerning this question classified according to college department.

Table 10 :show the response of the students concerning whether the lecturer was quick in returning the examination paper to the students.(q10) for each department.

Department	no	Mid	yes	total	p- value
Biology	58	36	46	140	**0.000**
Physics and	11	15	15	41	
pathology	29	4	7	40	
Surgery	29	4	7	40	
Computer	11	11	8	30	
pharmacology	31	6	3	40	
medicine	133	35	43	211	
Pediatric	37	8	24	69	
community	93	26	51	170	
anatomy	32	30	48	110	
Biochemistry	28	31	31	90	
Gynecology	20	6	4	30	
Total	512	212	280	1011	

Chi-Sq = 109.153; DF = 22; P-Value = 0.000

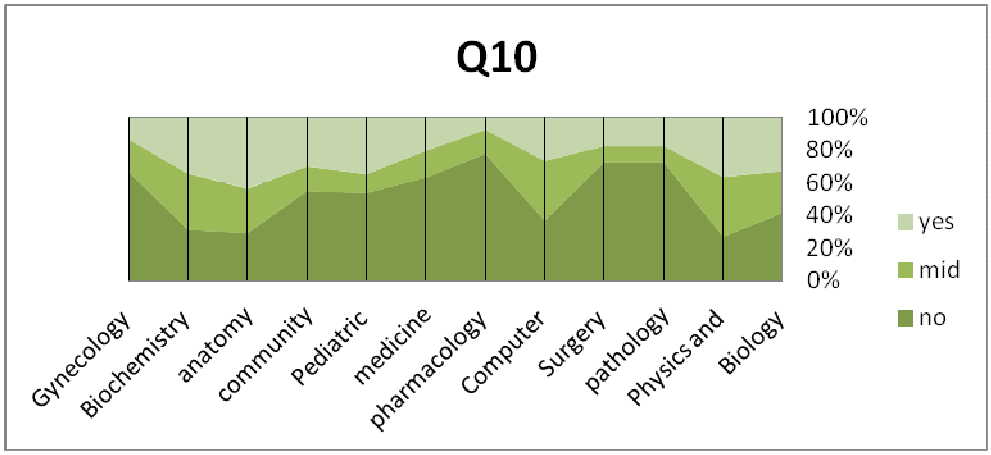

Figure 10 : show the response of the students and its percentage of each response concerning this question classified according to college departments

Table 11 –show the response of the students concerning whether the lecturer has the ability to follow the students scientific activities.(q11) for each department :

Department	no	Mid	yes	total	p- value
Biology	45	43	52	140	
Physics and	14	14	13	41	
pathology	16	7	17	40	
Surgery	207	83	190	480	
Computer	13	6	11	30	
pharmacology	10	17	13	40	**0.000**
Medicine	109	53	49	211	
Pediatric	24	11	34	69	
community	38	49	83	170	
Anatomy	60	19	31	110	
Biochemistry	49	21	20	90	
Gynecology	62	31	47	140	
Total	647	345	560	1561	

Chi-Sq = 92.386; DF = 22; P-Value = 0.000

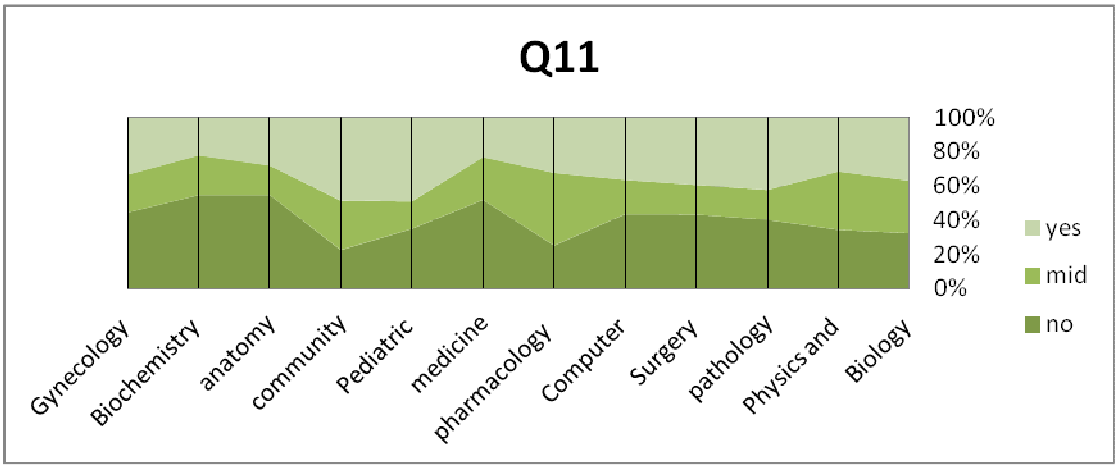

Figure 11: show the response of the students and its percentage of each response concerning this question classified according to college departments

Table 12 : show the response of the students concerning whether the lecturer talk about side and extra subjects apart from the scientific lecturer(q12) for each department :

Department	no	Mid	yes	total	p- value
Biology	98	23	19	140	
Physics and	28	8	5	41	
pathology	27	2	11	40	
Surgery	305	60	115	480	
Computer	19	7	4	29	
pharmacology	21	5	14	40	**0.001**
medicine	134	35	42	211	
Pediatric	43	9	17	69	
community	117	17	36	170	
anatomy	77	21	12	110	
Biochemistry	73	13	4	89	
Gynecology	93	18	29	140	
Total	1035	218	308	1561	

Chi-Sq = 48.427; DF = 22; P-Value = 0.001

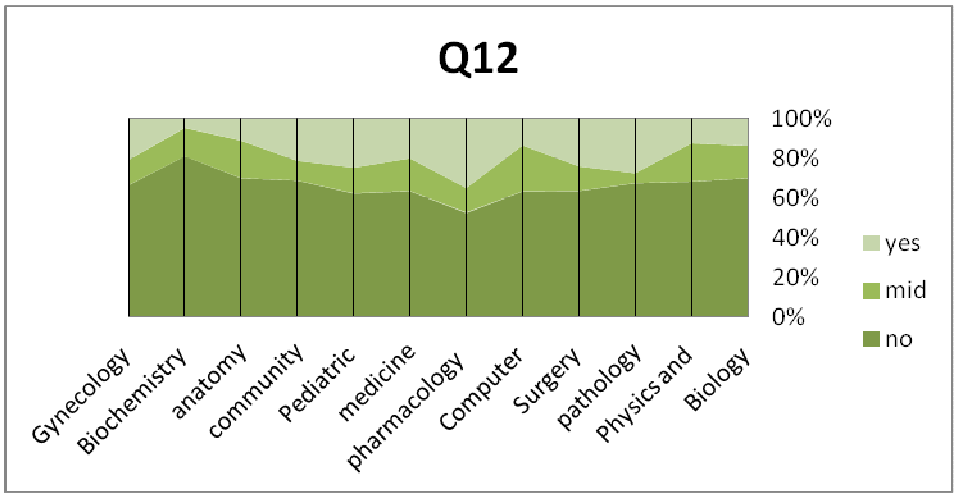

Figure 12: show the response of the students and its percentage of each response concerning this question classified according to college department

Table 13 : show the response of the students concerning the relation between the lecturer and the students based on bilateral respect and fade up data(q13) for each department:

Department	no	Mid	yes	total	p- value
Biology	8	41	91	140	
Physics and	0	4	37	41	
pathology	0	6	34	40	
Surgery	43	101	336	480	
Computer	1	7	22	29	
pharmacology	2	11	27	40	**0.000**
medicine	22	51	138	211	
Pediatric	11	7	51	69	
community	3	28	139	170	
anatomy	22	29	59	110	
Biochemistry	4	28	57	89	
Gynecology	5	16	119	140	
Total	121	329	1110	1560	

Chi-Sq = 139.272; DF = 33; P-Value = 0.000

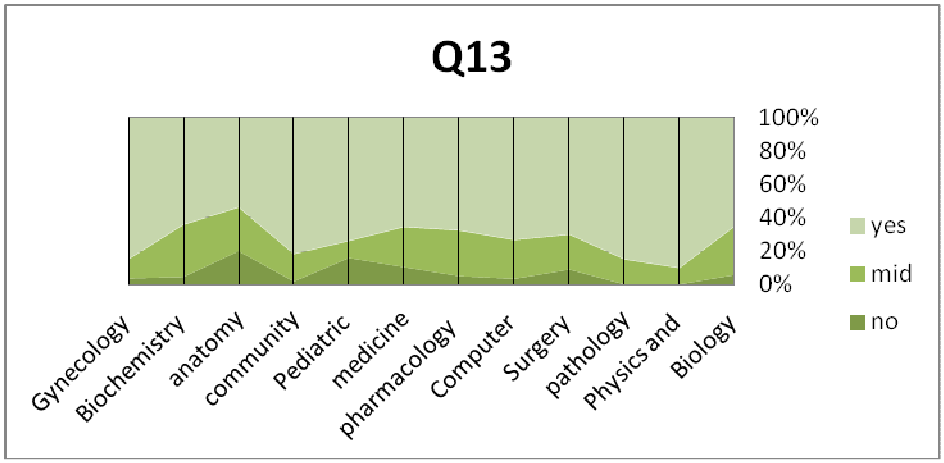

Figure 13: show the response of the students and its percentage of each response concerning this question classified according to college departments

Table 14 –show the response of the students concerning whether the lecturer represent to them as a good personality and as an idol (q14) for each department:

Department	no	Mid	yes	total	p- value
Biology	22	57	61	140	
Physics and	3	11	27	41	
pathology	2	10	28	40	
Surgery	67	125	288	480	
Computer	7	14	8	29	
pharmacology	3	17	20	40	**0.000**
medicine	38	88	85	211	
Pediatric	11	15	43	69	
community	10	58	102	170	
anatomy	29	34	47	110	
Biochemistry	13	34	42	89	
Gynecology	14	33	93	140	
Total	219	496	844	1559	

Chi-Sq = 87.338; DF = 22; P-Value = 0.000

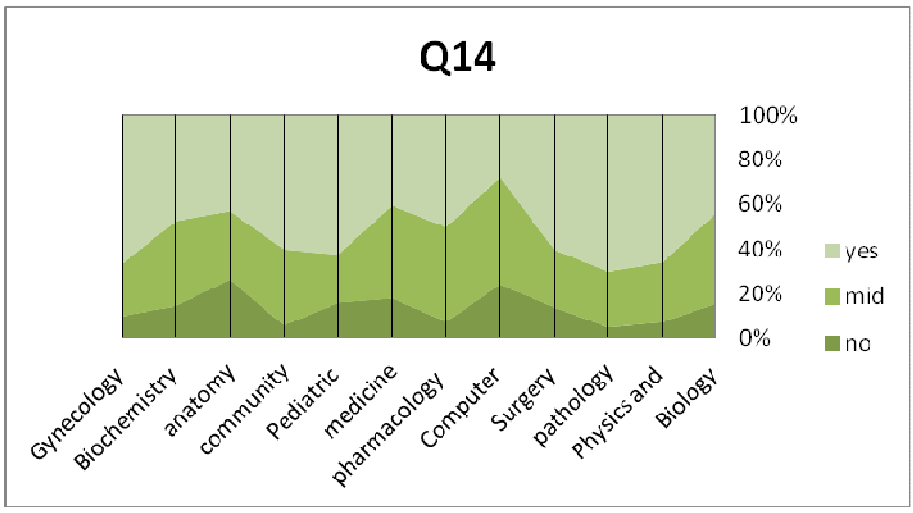

Figure 14: show the response of the students and its percentage of each response concerning this question classified according to college departments.