

Communication Skills of Clinical Instructors in Both Governmental and Private Faculties of Physical Therapy: Comparative Study

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ABSTRACT

Background: Communication skills play a crucial role in active learning process. **Aim:** is to evaluate the effect the educational level of clinical instructors on their communication skills during teaching process. **Subjects and methods:** 887 volunteer students and 49 clinical instructors from both public and private universities were participated in this study. Translated form of modified model of Liverpool scale of communication skills during teaching process was used. **Results:** The data revealed that there was statistical significant difference between both master and bachelor degree level of education in communication skills. While there was no statistical significant difference between the master degree holders in both universities. **Conclusion:** communication skills of teaching are improved with higher degree level of education.

Key words: Teaching communication skills, Clinical instructors, Private university, and Governmental university.

INTRODUCTION

Communication skills have been shown to be a strong predictor of medical school success as measured by academic performance. Communication skills assessment tools are often too diverse, time consuming or paradoxically not comprehensive enough to give an overall evaluation. Effective communication may be understood as occurring when the intended meaning of the sender and perceived meaning of the receiver are the same^{35,37}.

A high level of individual success at work was characterized by 'emotional intelligence', or skills of social awareness and communication^{25,26,30}.

Typically, these included the ability to motivate and influence others, to give honest feedback sensitively, to empathize and develop

relationships, to monitor one's own behavior, to handle emotions both of self and others and to read interpersonal situations and organizational politics^{23,29}. Communication is a dynamic, circuitous process in which elements such as non-verbal behavior and individual styles of interpreting and ascribing meaning to events have significant influence. Strategies such as constructing a clear, unambiguous message can encourage effective communication^{39,45}.

It was suggested that public and private vary along at least three dimensions: (a) interest, distinguishing whether benefits or losses are communal or restricted to individuals; (b) access, referring to the openness of facilities, resources, or information; and (c) agency, which refers to whether a person or an organization is acting as an individual or as an agent for the community as a whole^{9,11,13}.

Public and private represent different philosophical orientations with implied consequence for all social behavior, not simply that which occurs in organizations or a subset of organizations^{17,18}. The information and incentives of the economic market are absent for public organizations, which are subject to much greater influence by external political and governmental institutions; public organizations are exposed to more external scrutiny and accountability and their goals are more numerous, intangible, and conflicting; public managers have less autonomy due to constraints such as civil service rules; public organizations have more elaborate formal rules and reporting requirements and more rigid hierarchical arrangements; public organizations sometimes exhibit lower operating efficiency than other types of organizations^{7,8,10}.

For government organizations, ownership rights cannot be transferred among

individuals, and risk (at least capital risk) is therefore highly diffused. In the private sector, management is treated as a productive input and is efficiently valued in the market; similarly, organizational researchers often have designated public organizations as those owned by government, whether they are governmental bureaus, schools, or manufacturing firms^{12,15}. Overall salary growth has slowed for everyone in recent years, but faculty at public institutions typically received smaller annual raises than at private institutions. This growing gap may result from greater losses in revenue from state higher education budgets than from the decline of gifts and income investment at private institutions. The gap in faculty earnings at public and private institutions raises concern over the ability for public universities to effectively compete with private institutions in recruiting and retaining well-qualified and careful candidates^{23,22,32,33}. Intended learning outcomes will be affected by the quantity of clinical instructor in both universities.

PARTICIPANTS MATERIALS AND METHODS

23 clinical instructors (CI) from all departments of the physical therapy faculty, Cairo University and 26 CI from October 6 University were participated in the current study. 454 students from Cairo University and 433 students from October 6 University, were participated in the study. All instructors are divided into 4 groups, A, B, C, D.

Cairo University, Group (A) was 13 Bachelor Degree holders, Group (B) was 10 Enrolled in Master Program.

October 6 University, Group (C) was 14 Bachelor Degree holders, Group (D) was 12 Enrolled in Master Program. The academic students randomly selected from 2nd, 3rd and 4th grader. A multiple choice question scale was used in the assessment of the clinical instructor's Communication skills by using Translated modified Liverpool Communication Skill Assessment Scale in Arabic (TMLCSAS), (2012-2013). This scale was filled out in Arabic language with 15 items including the both types of the

communication skills (Verbal and Non-Verbal) types. Every item ranked by 4 grades, from (0), (1), (2), and (3). (0) represent= (reject), (1) = (Acceptable), (2) = (Good) and (3) = (Very Good).

The student was instructed to mark on one degree only from the four degrees.

The data was statistically analyzed by using t-test.

The Liverpool Communication Skills Assessment Scale (LCSAS):

The Scale was tested by 132 students, then retested on the same students after two weeks, the validity of the scale was tested by using Pearson Correlation between the first and second test $r = 0,718$.

The reliability of the scale using Stability Test was achieved, in orders to detect the correlation between every item in the scale and the total score of the scale. The correlation was significant at $P = 0.01$, (Principle Component Analysis (Promax and Varimax). The results was indicated the Validity and the Reliability of the Translated Modified Liverpool Communication Skill Assessment Scale (TMLCSAS).

RESULTS

The data was tested by using student t-test for both universities groups, and the results of this study investigated the communication skills of the clinical instructors of Faculty of Physical therapy of Cairo University in relation to the corresponding of Faculty of Physical therapy of October 6 University to analyze the points of strength as well as weakness in both governmental and private universities to improve the quality of teaching – learning process.

23 (CI) of Faculty of Physical therapy, of Cairo University (13 bachelor holders 10 master level) and 26 (CI) of Faculty of Physical therapy, of October 6 University (14 bachelor holders 12 master level) were assessed by 454 students from Cairo university and 433 students from October 6 University, participating in this study by using Translated Modified Liverpool Communication Skill Assessment Scale. After validity and reliability

of this scale was determined and examined to be used for the Egyptian students' samples.

The results showed that the bachelor holder level in the Faculty of Physical therapy, of October 6 University (private university) had higher statistical significant difference

than the corresponding group in governmental university in communication skills. Table (1) of the mean, \pm SD, and t-test of communication skills of CI (Bachelor holders' degree) in both private and governmental universities.

Table (1): Shows statistical significant difference of communication skills of Bachelor holders' degree in oct.6University - faculty of physical therapy is higher than the corresponding group in Cairo University- faculty of physical therapy.

Verbal & nonverbal communication	No. of students	Mean	\pm SD	Student t-test value	Sig.
Bachelor holders' oct.6Univer.	251	35.94	5.435	11.034	0.02
Bachelor holders' Cairo Univer.	267	30.02	3.871		

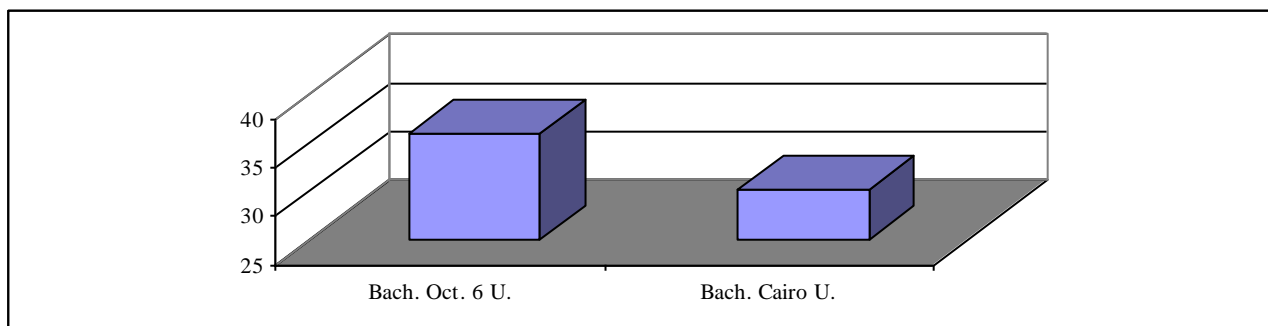


Fig. (1): Shows that there is statistical significant difference of communication skills of Bachelor holders' degree in oct.6University - faculty of physical therapy higher than the corresponding group in Cairo University- faculty of physical therapy.

Table (2) of the mean, \pm SD, and t-test of communication skills of CI (Master holders' degree) in both private and governmental universities.

Table (2): Shows that no statistical significant difference of communication skills of Master holders' degree in oct.6University - faculty of physical therapy in relation to the corresponding group in Cairo University- faculty of physical therapy.

Verbal & nonverbal communication	No. of students	Mean	\pm SD	Student t-test value	Sig.
Master holders' oct.6Univer.	182	39.48	2.93	1.023	0.02
Master holders' Cairo Univer.	187	38.89	3.56		

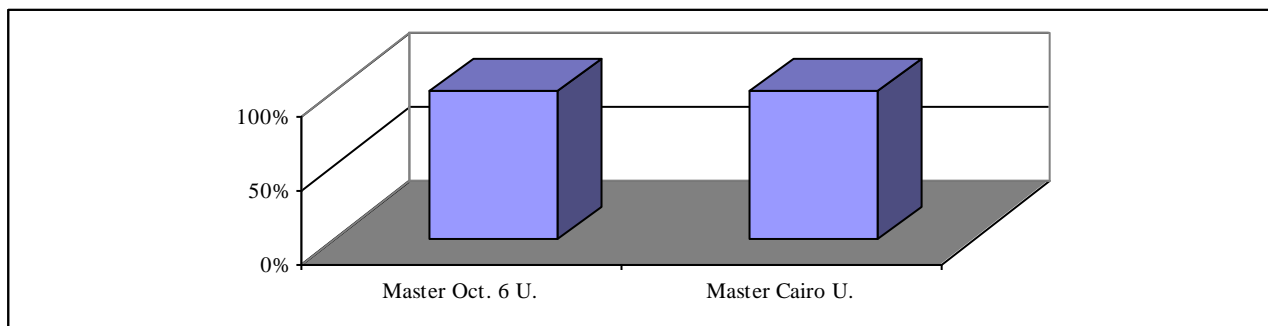


Fig. (2): Shows that there was no statistical significant difference of communication skills of Master holders' degree in oct.6University - faculty of physical therapy in relation to the corresponding group in Cairo University- faculty of physical therapy.

Table (3) of the mean, \pm SD, and t-test of communication skills of CI Master holders' versus Bachelor holders' in both private and governmental universities.

Table (3): Shows that, there is statistical significant difference of communication skills in Master holders' degree in oct.6Univer. and Cairo University - faculties of physical therapy higher than Bachelor holders' degree in both universities.

Verbal & nonverbal communication	No. of students	Mean \pm SD	Student t-test value	Sig.
Master holders' oct.6Univer. & Cairo Univer.	369	78.37 \pm 6.306	12.057	0.02
Bachelor holders' oct.6Univer. & Cairo Univer.	518	65.96 \pm 4.494		

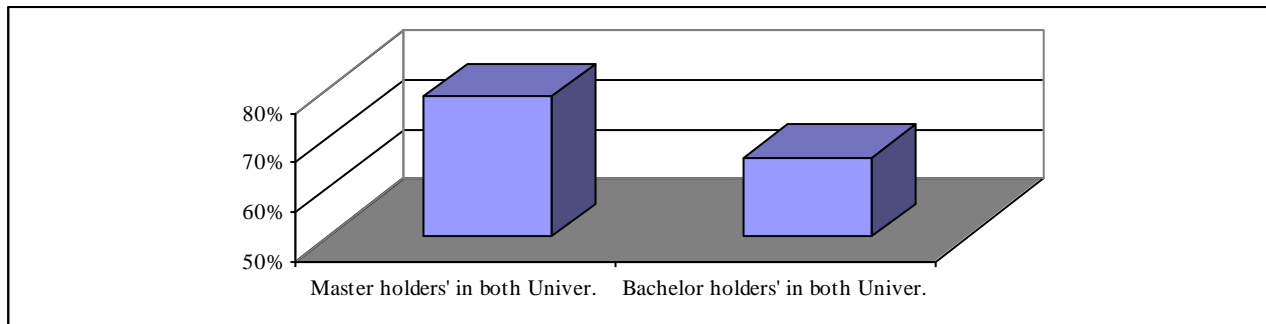


Fig. (3): Shows that, there was statistical significant difference of communication skills in Master holders' degree in oct.6Univer. and Cairo University - faculties of physical therapy higher than Bachelor holders' degree in both universities.

DISCUSSION

The size of the gap in average physical therapy faculty salaries between public and private universities in 2009-2013, physical therapy faculty Cairo University earned an average of 700LE. at these institutions compared to 1800 at October 6 University physical therapy faculty for a difference of 1100LE. this gap nearly doubled.

As a general rule, there is an inverse relationship between the number of classes which they will be learned and the salary of the teacher will make. Universities that emphasize research the most, and thus require less teaching, offer the highest salaries. Universities that prioritize teaching more, and expect less in terms of research, tend to offer lower salaries. Academic salaries may seem low in many disciplines, relative to a faculty member's high level of education^{37,38,40,44}.

Supervision of graduate students in both public and private faculties is implemental in physical therapy faculty. This indicates that both of them have an equal chance in preparation of their thesis and application of the nearly the same interpretation of their communication skills during teaching process^{7,10,14}.

The facilities of public and private faculties differ, these differences affect the overall educational process. Comparing these facilities we found that the lecture and sectional rooms in the private faculty contain air conditioning, good cleaning rooms, both of them reflect positive on the students psychologically and vice versa on the public faculty^{5,6}.

Physiological, anatomical, pathological and biomechanical labs in the private faculties can be prepared with the best tools and technology in a wide airconditioning places. So, this can result in a visual feedback for the students to memorize the detailed practical knowledge rather than in the public faculty^{2,3,4}.

Number of students in the public faculty is higher than private faculty, which promotes less chance for students to share, concentrate and even understand the data shows in front of them^{2,3,4}.

Non-verbal tools which include data show, projector, videos, manual tools (skeleton, bones, dolls, hummer...etc.) are more available in private faculty which reflect on the ability of the CI to well demonstrate and the students to well understand^{3,4,35}.

Physical therapy Faculty, of Cairo University contains a library that included a lot of physical therapy, anatomical, physiological,

psychological books plus master and doctoral degrees thesis plus the electronic library in which the both public and private faculties of master degree level students can use it. In contrast Physical therapy Faculty, of October 6 University depends on the main library of the university which is not well equipped like this of Cairo University^{1,2}.

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APPENDIX I

اسم دكتور السكشن:
الفرقة :
قسم :

مقياس ليفربول المعدل لقياس مهارات الاتصال الفعال لدي معيدي كلية العلاج الطبيعي

م	العبارات	دائماً (3)	أحياناً (2)	نادراً (1)	لا يحدث (0)
١.	يلقى التحية على الطلاب عند دخوله السكشن.				
٢.	يسأل عن أحوال الطلاب.				
٣.	يستخدم ألفاظ اللغة الانجليزية بشكل لغوى صحيح.				
٤.	ينطق الالفاظ بطريقة مسموعة وواضحة .				
٥.	يجيد شرح موضوع السكشن.				
٦.	يوجه الاسئلة بشكل ملائم.				
٧.	يستخدم وسائل تعليمية تساعد على فهم الطلاب للسكشن.				
٨.	يلخص موضوع السكشن ويوضح أهم النقاط فيه.				
٩.	يهتم بمعرفة مدى فهم الطلاب للشرح بعد انتهاء السكشن.				
١٠.	يتواصل أثناء الشرح بالنظر إلى الطلاب لمعرفة مدى استيعابهم.				
١١.	يبدى اهتماماً بأراء الطلاب في السكشن .				
١٢.	يقبل التعليق من الطلاب في غير موضوع السكشن.				
١٣.	يتعاطف مع الطلاب أثناء مواجهة أى مشكلة.				
١٤.	يبدى استعداداً لحل المشكلات التي تواجه الطلاب.				
١٥.	يحترم الطلاب و يقدرهم.				

المخلص العربي

مهارات الاتصال لدى الهيئة المعاونة في كليات العلاج الطبيعي الحكومية و الخاصة . دراسة مقارنة

خلفية البحث تلعب مهارات الاتصال دوراً حيوياً في العملية التعليمية و تتفاعل كل من مهارات الاتصال الشفهية و غير الشفهية في إنجاز أعلى معدل تعليمي ويؤثر كلاً من الدرجة التعليمية و البيئة التعليمية في جودة العملية التعليمية . **الهدف** : تهدف هذه الدراسة إلى تقييم فعالية كل من المستوى التعليمي (درجة البكالوريوس و درجة الماجستير) لدى الهيئة المعاونة في كلية العلاج الطبيعي بجامعة القاهرة (حكومية) وجامعة 6 أكتوبر (خاصة) على مهارات الاتصال الشفهية و غير الشفهية أثناء العملية التعليمية . **الأشخاص والأدوات** : 454 طالب متطوع من جامعة القاهرة مقابل 433 من جامعة 6 أكتوبر شاركوا في هذه الدراسة و لقد تم استخدام استبيان ليفربول المترجم لقياس مهارات الاتصال أثناء العملية التعليمية . **النتائج** : أظهرت النتائج وجود فروق إحصائية ذات دلالة معنوية بين حاملي درجة الماجستير أكثر من حاملي درجة البكالوريوس في مهارات الاتصال الشفهية و غير الشفهية في كل من الجامعات الحكومية و الخاصة كما أظهرت النتائج أن هناك تحسن ملحوظ ذات دلالة إحصائية معنوية مع الهيئة المعاونة (درجة معيد) في الجامعات الخاصة تفوق عن نظيره في الجامعات الحكومية – كما أظهرت وجود اختلاف غير ذات دلالة إحصائية بين حاملي الماجستير بين كلتا الجامعتين الحكومية و الخاصة في مهارات الاتصال أثناء العملية التعليمية . **الخلاصة** : مهارات الاتصال التعليمية تتحسن بالحصول على درجة علمية أعلى ، مهارات الاتصال التعليمية في الجامعات الخاصة تفوق نظيرتها في الجامعات الحكومية .

الكلمات الدالة : مهارات الاتصال التعليمية – الجامعات الخاصة – الجامعات الحكومية – الهيئة المعاونة .