

Awareness of Dental Personnel of Two Dental Colleges in A.P, on the Role

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analysed using Chi-Square test (χ^2), and P value <0.05 was set as significant.

Out of 431, a total of 407 participants which includes 43 faculty members, 83 post graduate students, 132 interns and 149 under graduate

Position	Need for teaching		Total
	Yes	No	
Faculty	40 (93.0%)	3 (7.0%)	43 (100.0%)
P.G	80 (96.4%)	3 (3.6%)	83 (100.0%)
Interns	132 (100.0%)	0 (0.0%)	132 (100.0%)
U.G	149 (100.0%)	0 (0.0%)	149 (100.0%)
Total	401 (98.5%)	6 (1.5%)	407 (100.0%)

Table 6: Reveals the awareness of the participants regarding the need to teach the soft skills in the institution. The lion's shares of the participants (98.5%) were under the opinion that the soft skills should be taught in the college level. The results reveals the necessity to teach Soft Skills in the institution.

good leadership knowledge as well as skills, and they felt that such a programme required for dental students [17]. Our present study results also online with above study and many respondents reveal the belief on role models. Whereas Mufson MA, states that there is a lot of influence of 'role models' on later career choices of dental students for teaching and related behaviours [18]. But the present study results reveal that only few dental personnel were in favour of the above study. Sunila BS and Tekian A did a study on impact of course on communication skills for the third year under graduate dental students in a dental institution in India, and drawn the conclusion that, the course really did cultivate the student's communication skills (Table 10) [11]. In some of the countries so skills are introduced in the dental teaching curriculum. In Malaya 'soft skills' module introduced for dental students in 2006 by the Ministry of Higher Education (MOHE) and top priority given to proficiency in communication skills and studies showed that, students have positive attitudes towards learning communication skills [19].

The present study results are also in line with the above study. Van Staden CW mentioned that, teaching soft skills as «Golden reads» for the undergraduates to achieve competencies towards interpersonal skills and professional, ethical attitudes (Table 11) [20].

Carrey JA and his colleagues in their published review on communication skills in dental education mentioned that even though the learning and assessment methods are inconsistent, but the majority of the dental students are willing to learn communication skills (Table 8) [13]. The present study results also reveals the same opinion that majority of dental personnel are willing to learn communication skills [14] in their survey on the effect of class room, clinic and externship learning on the competencies of graduates from a dental school in Canada mentioned that the effective interpersonal communication skills were one of the most assessed competencies [14]. A further evaluation of the communication skills of dental students of the Shiraz University of Iran, in relation to patients [15] felt that teaching of communication skills is very important for the clinical dental students [15]. The results of present study in concurrence with the above study regarding necessity of teaching communicative skills (Table 9). The studies showed that the dental curriculum was favoured by inclusion of communication related topics [12,16]. Victor o introduced a pilot programme on exposure of 'role models' for dental students, to acquire

These skills are the most valuable but unfortunately they are most 'undervalued' in dentistry. Though the cognitive aspect of learning is more focused by the dental institutions, there is a need to implant the soft skills in to the teaching curriculum. If all the dental institutes start teaching the 'soft skills' for their students, then really the soft skills will become 'golden threads' for dental practice.

In some of the countries already the soft skills are introduced in the under graduate teaching curriculum. In India except in one college which introduced only 'institutional soft skills programme' to their third B.D.S students, no university or dental college is teaching soft skills to their students.

The highest apex body which is monitoring the dental education in India, i.e Dental Council of India (DCI) has no specific recommendations for teaching soft skills in the undergraduate and post graduate curriculum. It's time to think about the advantages of adding soft skills in the dental teaching curriculum. More research work is needed in this subject. May be DCI can consider the incorporation of soft skills in the Dental teaching curriculum for the benefit of dental fraternity.

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References

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