

# A questionnaire survey of senior house officers/registrars response to their training at University College Hospital, Ibadan.

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## Summary

This study evaluated the responses of randomly selected 54 senior house officers (SHO)/registrars to questions on their training at the University College Hospital, Ibadan, Nigeria. Previous studies have identified excess workload, poor supervision and inadequate hours of formal education as areas deserving increased attention.

The aim of this study is to assess the residents perception of their training and to offer recommendations where necessary.

Many residents felt they are often called to attend to problems beyond their experiences and competence. As many as 66.7% as at 3 months and above into training, have not had the opportunity to discuss their training progress with their supervising consultants. The study therefore calls for more hours of formal teaching and consultants' regular evaluation of residents training. A regular conduct of auditing of training programmes is recommended.

**Keywords:** *Questionnaire survey, SHO/Registrars, Training.*

## Résumé

Cet étude a fait une évaluation des réponses de 54 grand dignitaires (SHO)/chefs de clinique en matière des questions sur leurs formation au Collège Hospitalo-Universitaire d'Ibadan. Des études précédentes avaient reconnu une quantité de travail en surplus, mauvaise surveillance, et des heures insuffisante d'enseignement conventionnel comme les domaines méritant une augmentation d'attention.

L'objet de cet étude est d'évaluer les conceptions des internes en matière de leurs formation et de proposer des recommandations si c'est nécessaire. Un grand nombre d'internes croient qu'on les demande souvent de donner des soins aux patients au dessus de leur expérience et compétence.

Un grand nombre de gens 66,7%, même au troisième mois et plus pendant la formation, n'ont pas eu la chance de discuter le progrès de leurs formation avec leur surveillant médecin spécialiste.

Donc, cet étude demande plus des heures d'enseignement conventionnel et une évaluation régulière au cours de la formation des internes par des médecins spécialistes. Nous proposons l'organisation régulière de la vérification de programme de formation.

## Introduction

Residency training (postgraduate), particularly for the SHO/Registrar cadre has generated much interest in most recent journals<sup>1,2,3</sup>. The reason for this being that resident doctors at this formative stages require a properly laid footing in their areas of specialisations.

In Nigeria, with the advent of formal postgraduate medi-

cal education in the late 1960s, there have been steady progresses in medical education<sup>4</sup>. The locally available National and the West African Postgraduate medical Colleges have since turned out reputable fellows. Attentions have since been focussed on the training of resident doctors.

## Methods

During the month of July 2000, a questionnaire (Table 1), designed by the author was administered to randomly selected SHO/registrar in the clinical departments (Medicine, Surgery, Haematology and Obstetrics and Gynaecology) in University College Hospital Ibadan at a clinical forum. The questionnaire posed questions on the intensity, challenges of duty, consultants' supervision, weekly hours of formal education, recommendation of post of a friend as well as the impact of the unit senior registrars on their training. The identities of respondents were not obvious during the study.

## Results

A total of 54 SHO/registrar were surveyed by questionnaire. The response rate based on the 63 resident doctors physically present during the periods was 54/63 (85.7%).

Table 1 shows that while 20 (37.0%) felt satisfied with the intensity of work at their duty posts, 31(57.4%) felt that the intensity of work was heavy. As regards the frequency of being over burdened by problems beyond their experience or competence, about 60% claimed that it occurred once or twice weekly, while 24.4% of respondents reported a once or twice monthly occurrence.

Remarkably, 367(66.7%) would have loved to, but have not had the opportunity to discuss their progress with their consultants in the last 3 – 6 months as against the 1 (20.4) that claimed to have had useful discussions with their consultants.

About 60% had as much as 3–4 hours of formal education per week. As much as 68.5% will consider recommending their duty posts to a friend as either "good" or "adequate", while only 24.1% rated their posts as "poor". As regards the senior registrars, they were ranked "adequate" and "good" by 31.4% and 55.6% respectively.

## Comments

This study shows that it is obvious that there are defective areas in the training of resident doctors particularly with regards to the consultants' supervision, hours of formal education and regular evaluation of training progress.

As much as 66.7% have not had the opportunity of discussing their progress with their consultants even though were desirous of doing so. Only a total of 11 (20.4%) have had useful discussion with their supervising consultants. A similar study by Paice et al in London showed that 44% of respondents have had useful discussion with their consultants. This is expected to have a far reaching implication on the training of resi-

**Table 1 Senior House Officers'/Registrars response to questionnaire on their training in UCH, Ibadan.**

Questions and responses	No(%) of senior house officers (n = 54)
<b>How would you rate the intensity of work in your post</b>	
Too light	0
Light	0
Satisfactory	20(37)
Heavy	31(57.4)
Excessive	2(3.7)
No answered	1(1.9)
<b>How often do you feel forced to cope with problems beyond your experience or competence?</b>	
All the time	0
Once or twice daily	2(3.7)
Once or twice weekly	32(59.4)
Once or twice monthly	13(24.4)
Never	5(9.4)
No answered	1(1.9)
<b>How would you rate your consultant supervision?</b>	
Very poor	0
Poor	11(20.4)
Adequate	22(40.7)
Good	12(22.2)
Excellent	4(7.4)
No answered	5(9.3)
<b>Have you sat down with your consultant to discuss your progress?</b>	
No, but I would have liked to	36(66.7)
No, but it was not necessary	1(1.9)
No, but it will happen	4(7.4)
Yes, but it was not useful	0
Yes, and it was useful	11(20.4)
No, but not in past 3 month	2(3.7)
No answered	0
<b>How many hours a week of formal education do you get to each week?</b>	
0 - 1 hour	2(3.7)
2 hours	11(20.4)
3 hours	22(40.7)
4 hours	10(18.5)
5 or more hours	9(16.7)
No answered	0
<b>How would you describe your post to a friend who was thinking of applying?</b>	
Very poor	0
Poor	13(24.1)
Adequate	24(44.4)
Good	13(24.1)
Excellent	4(7.4)
No answered	0
<b>How would you rate your Senior Registrars?</b>	
Very poor	0
Poor	0
Adequate	17(31.4)
Good	30(55.6)
Excellent	3(5.6)
No answered	4(7.4)

dents in our institutions.

The study has brought to fore the need to review the residency training programme in the areas of consultants supervision of resident doctors, particularly the need for a regular meeting between the residents and their consultants as regards the residents progress at their training.

More than 57.4% considered their duty as "heavy". About sixty percent received between 3 and 4 hours of formal education per week. The laudable role of the senior registrars as stop

gap between the residents and the consultant staff is evident, as they were highly rated by the residents. Another area that deserved improvement is the number of hours devoted to formal education. Most teachings at present take place during the ward rounds which hold twice weekly on the average. Total hours of instruction may be propped up to about 6 hours per week.

In view of the impressive roles played by the senior resident doctors, it is recommended that they may be offered the post of associate-lecturers. This will serve as encouragement to

the very diligent ones.

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