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Newly Joined Undergraduate Dental Students 'Opinions on the Qualities of a Professional: A Qualitative Research'

Dr. N. Umarani*, Dr. T. Madhavi Padma, Dr. K.V.N.R. Pratap, Dr. Vengal Rao, Dr. Srujan Kumar, Dr. Dharshika Chandhini

[1] Student, Department of Public Health Dentistry, Mamata dental college, khammam, India
[2]Professor and HOD, Department of Public Health dentistry, Mamata dental college, khammam, India
[3,4] Professor, Department of Public health dentistry, Mamata dental college, khammam, India
[5,6] Senior lecturer, Department of public health dentistry, Mamata dental college, khammam, India

*Author for Correspondence: Dr. N. Umarani
E-mail: umarani060203@gmail.com

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Abstract It is important for the teachers to be aware of the pre-existing notions regarding professionalism among the newly joined dental students to emphasize on imbibing the right qualities to them. This study aimed to explore the opinions of newly joined undergraduate dental students about the qualities of a professional and compare those with the qualities of a professional as elaborated in the literature.

Aim: To explore the opinions of newly undergraduate dental students about the qualities of professional

Objective: To assess the opinions of undergraduate dental students about the qualities of professional

To assess the knowledge among undergraduate dental students regarding qualities of professional

Method: A cross-sectional survey was conducted among 200 dental students comprising 90 males (45%) and 110 females (55%) including. The survey includes 15 questions exploring the newly joined undergraduate dental students, opinions on qualities of a professional were analyzed based on gender, age and year of study using chi-square test to identify statistically significant differences.

Keywords: Dental students, newly joined, professionalism, qualitative research, qualities of a professional.

INTRODUCTION:

Professionalism is "the conduct, aims, or qualities that characterize or mark a profession or professional person". The definition, nevertheless, does not completely assimilate the crux of profession and professionalism: commitment toward the welfare of the patient, integrity, and other professional philosophies. Many bodies/organizations have tried to explain the qualities or the criteria that characterize a professional and professionalism. Besides these, there is a huge amount of literature available attempting to explain professionalism and the qualities of a professional. Professionalism can be

acquired over time in the process of learning during the period of dental schooling. The newly joined undergraduate dental students could be considered naïve and could have varyingly immature to ideal concepts of professionalism. Moreover, with the advancing years in the dental school, the concepts could either get refined positively or even deteriorate based on their self-interest and cultural and attitudinal diversification. The teachers play a vital role in imbibing the professional qualities in the students.

METHODOLOGY;

a. Study design and area: A cross sectional study was carried out at tertiary care teaching hospital khammam.
b. Study population: The health care students including those of first year to final year students who responded to the offline paper print questionnaire survey.
c. Study instrument: A self administered questionnaire was designed based on NEWLY JOINED UNDERGRADUATE DENTAL STUDENTS- OPINIONS ON QUALITIES OF A PROFESSIONAL had a total 15 questions. each participant has to fill their demographic data like name, age, and year of study. Participants have to select one option from the answers provided against questions and the questions were based on Newly Joined Undergraduate dental students, opinions on qualities of a professional.
d. Pilot study: A pilot study was conducted on a group of students to assess the validity and reliability of study.
e. Sampling method: The sampling method used is convenience method.
f. Inclusion criteria: The students who were interested in study and who are willing to participate.
g. Exclusion criteria: Students who are not willing to participate are excluded.
h. Organizing the study: The study was designed in a paper based version of the self administered questionnaire of 15 questions focusing on knowledge awareness.
   Included the sections of demographic data: name, age, sex and year of study demographic information and asked to answer all questions by selecting one option from the provided answers.
i. Statistical analysis: Data from the filled questionnaire was conducted in a tabular form in an excel worksheet and evaluated for analysis. the analysis was performed by

RESULTS:

A total of 200 students took part in this with females (55) and males (45) Age of the participants ranging from 18-25yrs.In this study females were more likely to demonstrate perception in dissection room experiences than male. significantly third years showed greater familiarity with advanced applications than first, second and fourth year students.

AGE

	N	Minimum	Maximum	Mean	Std. deviation
Age	200	19	24	21.87	1.763

GENDER

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Male	90		45.0	45
	Female	110		55.0	55
	Total	200	100.0	100.0	

YEAR OF STUDY

		Frequency	Percent	Valid percent	Cumulative percent
Valid	I BDS	60	30.0	30.0	31.7
	II BDS	40	20.0	40.0	51.2
	III BDS	60	30.0	60.0	80.5
	IV BDS	40	20.0	40.0	100.0
	Total	200	100.0	100.0	

Distribution and comparison of responses based on gender:

Item	Response	Males		females		Chi square value	P value
		n	%	n	%		
Q1	1	62	50.5	61	49.5	11.232	0.05
	2	8	36.3	14	63.6		
	3	12	44.4	15	55.5		
	4	8	44.4	10	55.5		

Item	Response	Males		Females		Chi square value	P value
		n	%	n	%		
Q2	1	11	23.9	35	76.1	10.433	0.03
	2	43	45.3	52	54.7		
	3	17	44.8	14	45.1		
	4	19	67.9	9	32.1		

Item	Response	Males		Females		Chi square value	P value
		n	%	n	%		
Q3	1	34	34.3	65	65.7	12.808	0.005
	2	27	67.5	13	32.5		
	3	21	42.9	23	57.1		
	4	8	47.1	9	52.9		

Item	Response	Males		Females		Chi square value	P value
		n	%	n	%		
Q4	1	41	42.3	56	57.7	0.270	0.874
	2	22	46.8	25	53.2		
	3	20	44.3	25	55.7		
	4	7	58.7	4	41.3		

Item	Response	Males		Females		Chi square value	P value
		n	%	n	%		
Q5	1	26	44.1	33	55.9	4.609	0.330
	2	20	33.9	34	66.1		
	3	22	50	22	50		
	4	11	45.8	21	54.2		

Item	Response	Males		Females		Chi square value	P value
		n	%	n	%		
Q6	1	42	44.7	52	55.3	3.278	0.351
	2	18	46.2	21	53.8		
	3	17	34.7	32	65.3		
	4	13	56.5	10	43.5		

Item	Response	Males		Females		Chi square value	P value
		n	%	n	%		
Q7	1	36	40	54	60	6.131	0.04
	2	28	59.6	19	40.4		
	3	20	38.2	40	61.8		
	4	6	80	2	20		

Item	Response	Males		Females		Chi square value	P value
		n	%	n	%		
Q8	1	18	40.0	27	60.0	11.543	0.064
	2	30	61.2	19	38.8		
	3	40	43.9	51	56.1		
	4	2	13.3	13	86.7		

Item	Response	Males		Females		Chi square value	P value
		n	%	n	%		
Q9	1	33	35.9	59	64.1	8.954	0.030
	2	25	64.1	14	35.9		
	3	23	44.2	29	55.8		
	4	9	40.9	13	59.1		

Item	Response	Males		Females		Chi square value	P value
		n	%	n	%		
Q10	1	41	43.2	54	56.8	0.172	0.918
	2	25	46.3	24	53.7		
	3	20	42.9	32	57.1		
	4	4	44.4	5	55.5		

Item	Response	Males		Females		Chi square value	P value
		n	%	n	%		
Q11	1	25	32.5	52	67.5	11.020	0.012
	2	33	61.1	21	38.9		
	3	25	45.5	30	54.5		
	4	7	36.8	12	63.2		

Item	Response	Males		Females		Chi square value	P value
		n	%	n	%		
Q12	1	27	36.5	47	63.5	16.682	0.001
	2	27	56.2	21	43.8		
	3	19	31.7	41	68.3		
	4	17	73.9	6	26.1		

Item	Response	Males		Females		Chi square value	P value
		n	%	n	%		
Q13	1	33	39.8	50	60.2	3.383	0.336
	2	23	56.1	18	43.9		
	3	23	40.4	34	59.6		
	4	11	45.8	13	54.2		

Item	Response	Males		Females		Chi square value	P value
		n	%	n	%		
Q14	1	39	39.4	60	60.6	1.609	0.447
	2	30	48.6	38	51.4		
	3	15	46.9	12	53.1		
	4	6	45.4	5	54.5		

Item	Response	Males		Females		Chi square value	P value
		n	%	n	%		
Q15	1	45	43.3	59	56.7	6.544	0.06
	2	27	54	23	46		
	3	10	25.0	20	75.0		
	4	8	50.0	8	50.0		

P<_ 0.05 is statistically significant.

Distribution and comparison of responses based on year of the study

Item	Response	IBDS		IIBDS		IIIBDS		IVBDS		Chi square value	P value
		n	%	n	%	n	%	n	%		
Q1	1	30	23	25	19.2	45	34.6	30	23	6.434	0.04
	2	4	25	5	31.2	4	25	3	18.7		
	3	4	22.2	3	15.6	6	33.3	5	27.7		
	4	2	18.1	2	18.1	5	45.4	2	18.1		

Item	Response	IBDS		IIBDS		IIIBDS		IVBDS		Chi square value	P value
		n	%	n	%	n	%	n	%		
Q2	1	3	6.5	4	8.7	23	50	13	28.3	33.735	0.001
	2	23	24.2	23	24.2	27	28.4	13	13.7		
	3	10	27.8	6	16.7	7	19.4	5	13.9		
	4	4	25	7	25	3	10.7	9	32.1		

Item	Response	IBDS		IIBDS		IIIBDS		IVBDS		Chi square value	P value
		n	%	n	%	n	%	n	%		
Q3	1	20	20.2	20	20.2	28	28.3	21	21.2	13.774	0.315
	2	7	17.5	8	20	18	45	3	7.5		
	3	11	22.4	8	16.3	11	22.4	11	22.4		
	4	2	29.4	4	23.5	3	17.6	5	29.4		

Item	Response	IBDS		IIBDS		IIIBDS		IVBDS		Chi square value	P value
		n	%	n	%	n	%	n	%		
Q4	1	19	19.6	19	19.6	29	29.9	19	19.6	5.658	0.685
	2	7	27.7	8	23.4	10	29.8	5	10.6		
	3	11	18	10	16.4	17	27.9	10	26.2		
	4	3	18.7	3	18.7	4	25	6	37.5		

Item	Response	IBDS		IIBDS		IIIBDS		IVBDS		Chi square value	P value
		n	%	n	%	n	%	n	%		
Q5	1	15	25.4	10	16.9	15	25.4	13	22	19.393	0.249
	2	7	11.9	14	23.7	20	33.9	9	15.3		
	3	3	18.2	11	25	14	31.8	8	18.2		
	4	5	20.8	1	4.2	8	33.3	8	33.3		

Item	Response	IBDS		IIBDS		IIIBDS		IVBDS		Chi square value	P value
		n	%	n	%	n	%	n	%		
Q6	1	17	18.1	13	13.8	30	31.9	21	22.3	10.726	0.553
	2	12	30.8	8	20.5	11	28.2	6	15.4		
	3	7	20.4	12	24.5	15	30.6	8	16.3		
	4	4	17.4	7	30.4	4	17.4	5	21.7		

Item	Response	IBDS		IIBDS		IIIBDS		IVBDS		Chi square value	P value
		n	%	n	%	n	%	n	%		
Q7	1	19	21.1	12	13.3	28	31.1	23	25.6	8.799	0.360
	2	12	25.5	9	19.1	13	27.7	7	14.9		
	3	10	17.6	15	27.9	18	27.9	7	14.7		
	4	2	20	4	40	1	10	3	30		

Item	Response	IBDS		IIBDS		IIIBDS		IVBDS		Chi square value	P value
		n	%	n	%	n	%	n	%		
Q8	1	12	21.1	11	19.3	21	36.8	7	12.3	11.620	0.169
	2	12	21.8	13	23.6	10	18.2	10	18.2		
	3	16	20.4	12	17.2	24	31.2	20	24.7		
	4	3	20	4	26.6	5	33.3	3	20		

Item	Response	IBDS		IIBDS		IIIBDS		IVBDS		Chi square value	P value
		n	%	n	%	n	%	n	%		
Q9	1	19	20.7	17	18.5	28	30.4	21	22.8	5.445	0.941
	2	11	28.2	8	20.5	10	25.6	6	15.4		
	3	10	19.2	10	19.2	16	30.8	9	17.3		
	4	3	13.6	5	22.7	6	19.2	4	18.2		

Item	Response	IBDS		IIBDS		IIIBDS		IVBDS		Chi square value	P value
		n	%	n	%	n	%	n	%		
Q10	1	13	13.7	19	20	31	32.6	19	20	11.583	0.171
	2	15	35.2	10	20.4	12	22.2	8	14.8		
	3	11	19.6	10	17.9	10	30.4	9	23.2		
	4	4	25	1	6.2	7	43.7	4	25		

Item	Response	IBDS		IIBDS		IIIBDS		IVBDS		Chi square value	P value
		n	%	n	%	n	%	n	%		
Q11	1	16	20.8	12	15.6	24	31.2	17	22.1	8.073	0.779
	2	11	20.4	13	24.1	13	24.1	9	16.7		
	3	11	25.5	12	21.8	16	29.1	8	14.5		
	4	2	10.5	3	15.8	7	36.8	6	31.6		

Item	Response	IBDS		IIBDS		IIIBDS		IVBDS		Chi square value	P value
		n	%	n	%	n	%	n	%		
Q12	1	10	13.5	15	20.3	20	27	19	25.7	10.642	0.560
	2	13	27.1	10	20.8	15	31.2	6	12.5		
	3	13	21.7	11	18.3	21	35	9	15		
	4	7	30.4	4	17.4	4	17.4	6	26.1		

Item	Response	IBDS		IIBDS		IIIBDS		IVBDS		Chi square value	P value
		n	%	n	%	n	%	n	%		
Q13	1	14	16.9	15	18.1	25	30.1	21	25.3	5.487	0.940
	2	10	24.4	9	22	11	26.8	6	14.6		
	3	10	22.8	13	22.8	17	29.8	8	14		
	4	6	25	3	12.5	7	29.2	5	20.8		

Item	Response	IBDS		IIBDS		IIIBDS		IVBDS		Chi square value	P value
		n	%	n	%	n	%	n	%		
Q14	1	19	19.2	14	14.1	32	32.3	22	22.2	11.925	0.155
	2	17	23	20	29.7	15	24.3	9	12.2		
	3	3	21.9	4	12.5	10	31.2	5	28.1		
	4	1	10	2	20	3	30	4	40		

Item	Response	IBDS		IIBDS		IIIBDS		IVBDS		Chi square value	P value
		n	%	n	%	n	%	n	%		
Q15	1	16	15.4	20	24	28	26.9	24	23.1	9.344	0.07
	2	6	32	6	12	16	32	5	10		
	3	11	21.6	9	17.6	10	31.4	9	21.6		
	4	7	35	5	25	6	30	2	10		

P<_0.05 is statistically significant.

DISCUSSION:

The study assessed Newly joined undergraduate dental students-opinions on the qualities of a professional in Khammam city. The demographic analysis revealed that participants primarily between 18 and 25 years old, with a slight female majority (55%). Students from all academic levels, including final years were included. While a significant portion of students acknowledged the opinions on qualities of professional and importance of maintaining a professional presence, some lacked formal education on the subject. A considerable percentage expressed interest in various options in the professionalism in to the dental curriculum. There was a split in opinion regarding sharing patient related content, indicating a need for qualities of a professional guidelines. Additionally, a notable number of students had experienced poor knowledge, which raises concerns about opinions on the qualities of a professional.

CONCLUSION:

The study highlights the qualities of a professional are directly or indirectly stated by the professional healthcare bodies. Hence, the teacher's role in the medical/dental profession would be to utilize the already developed concepts about professionalism by the newly admitted undergraduate students and facilitate the development of a holistic concept of professionalism as an individual student, one may not have covered all the professional qualities as required by the health organizations. It can be noted when entire set of collected responses are summarised, majority of the aspects of professionalism are covered. Hence, an appropriate teaching-learning methodology could be adapted to facilitate the exchange of ideas among the newly admitted undergraduate students about the various aspects of professional qualities.

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