

## DISCIPLINE AND POWER IN MEDICAL EDUCATION: A FOUCAULDIAN CASE STUDY OF BS ANESTHESIA STUDENTS AT SUPERIOR UNIVERSITY, LAHORE

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### Abstract

*This study investigates power relations in the context of anesthesia training by applying Foucault's conceptualization of power to analyze how institutional authority and supervision shape student's learning. Identifying medical education as a systematic environment where power and knowledge combine, the study explores how power in disciplines develop professional identities of students. The study is quantitative based, and a questionnaire was used as a survey tool to collect data from students of anesthesia. SPSS statistics software was used to conduct reliability analysis of the survey, its findings are in the numerical form, and only descriptive frequencies were evaluated, which is about applying Michel Foucault's concept of power to examine how power operates in educational contexts and clinical trainings. The type of sampling technique used in the study is convenient and random sampling. The results reveal that dynamics of power in anesthesia training operate not only in the assessments or monitoring but also behavior formation. The study is significant for providing deep insights into power dynamics within anesthesia educational contexts. The work contributes in highlighting power relations and use of authority in educational environment.*

**Keywords:** disciplines, identities, institutional authority, power relations

### 1. Introduction

Medical education is not just about transmitting knowledge but a proper system of regulation, authority and evaluation which makes professional identities of students. In case of anesthesia educational context, clinical experience is intensively supervised and conversations among students and their instructors are embedded in power relations. It is productive as it gives new techniques to monitor and guide the individuals, "Foucault argues that the state is a meta-power that appropriates various powers and practices that are available to it" (Brunila, 2023, p. 247). By using theoretical perspective of Michel Foucault's concept of power, who understands power as relational, discursive, diffused and a part of everyday life, this study analyzes how power is embedded within educational and clinical experiences of anesthesia students. The work is significant for providing deep insights into power relations within anesthesia educational contexts. The research contributes in highlighting authority and power relations in educational environment.

#### 1.1 Research Questions

The research questions of the study are following

- What is the observed frequency of institutional power and disciplinary practice operate during training of anesthesia students at Superior University?
- What are the recorded levels of experience and perceived power relations within academic environment and clinical experiences of students of anesthesia?
- What are the quantified levels of conceptualizations of power exploring the dynamics in medical education among anesthesia students?

#### 1.2 Research Objectives

The research objectives of the study are following

- To explore the frequency of institutional power and disciplinary practice that operate during training of anesthesia students at Superior University
- To investigate the reported levels of experience and perceived power relations within academic environment and clinical experiences of students of anesthesia
- To identify the quantified levels of conceptualizations of power exploring the dynamics in medical education among anesthesia students

### 1.3 Delimitation

I have delimited my study at three levels:

1. The study is delimited at the level of data collection. The data was collected only from the last semester students of BS Anesthesia at Superior University, Lahore.
2. The study is delimited at theoretical level. Some aspects of Foucault's concept of power were taken for the study.
3. The study is delimited at methodological level as the data was analyzed by using SPSS statistics software (Version 27) and only descriptive frequencies were analyzed.
4. The questionnaire does not contain any item directly addressing discourse, or communicative practices in classrooms as power is largely discursive in the classroom.

### 1.4 Ethical Consideration

Ethical guidelines are followed in the research and the verbal consents have been taken from participants and head of the institute: an acceptable process during research. The data is anonymized by not making the of names of the participants compulsory while filling out google form.

### 1.5 Literature Review

The clinical trainings operate within complex systems of global standards and regulations, where institutional rules and laws, power relations, and professional discourses shape how medical education is structured and understood. Rashid (2021) primarily focuses on the global approaches to medical school regulation and examines its relationship with critical discourse analysis, "Foucault was specifically interested in the social and historical circumstances that allowed certain statements to be considered 'truths'" (p. 34). Overall, this literature demonstrates that globalization in medical education system is complex which is shaped by discourses rather than strong evidences, while further research is needed to address the broader impacts of these practices in our society.

Additionally, Medical institutions work within proper systems of supervision and authority, where power relations have impact on training, professional development, and everyday interactions within systematic environments. Spencer (2016) mainly focuses on British women medical missionaries in India in twentieth century and examines the relationship with development of medical work for women in that region. From a theoretical perspective, this research examines the authority in medical work as negotiated power and its implications for healthcare of women. "These doctors wielded great power over prospective missionaries' lives, as a negative report could crush a woman's professional plans" (p. 100). In relation to colonial medical work, the author critically analyses everyday practice of authority in professionalism and discusses its consequences for resistance. Overall, this literature shows that medical missionaries played essential role in developing medical practice, while further research is needed to address how submissive people responded to them.

Furthermore, professional and educational spaces in medical contexts often show broader power structures, where problems of representation, and institutional practices affect the experiences of people who are minority trainees. Durbin (2020) mainly focuses on nurse anesthesia education of black nurse anesthetists and examines its connection with barriers they face during their educational program. The work contributes to the literature on diversity in

professionalism by investigating the relationship between people and barriers they encounter, “But Foucault makes a good point about the inherently coercive nature of modern medicine, and I believe that that coercive nature carries over into nursing education” (p. 11). Overall, this study represents that many initiatives for the improvement in diversity may bring positive impact, while further research is needed to address the perspectives of admission committees and faculty.

Similarly, Watterson (2019) primarily focuses on the means from which the power is manifested in first-year bachelor students in learning environment through lectures, and examines its relationship with teaching and learning. The research work shows the importance of power relations in academic environment and its impact on educational system through policies and lecturer experiences, “For lecturers who also have the role of teaching, providing assessment items and assessing learning outcomes of the students, there is another clear message and a visible power directive from the government, and the University” (p. 115). Overall, this literature demonstrates that existence of power within governmental and educational institutions plays a vital role in shaping learning environment of particular students.

In the same way, in case of Foucauldian perspective, evaluation of teaching by students can be known as a disciplinary practice by which institutions regulate, monitor, and shape the identities and behaviors of both the faculty and the students. Hou, Lee and Gunzenhauser (2017) mainly focus on evaluation of teaching by students and analyzes its relationship with power relations. In relation to subjectivity and Foucault’s conception of power/knowledge, the author critically examines the existence of power relations in SET and discusses its findings for subjectivity and behaviors of learners, “Foucault analyzed discipline through a genealogy of the prison system, delineating how disciplinary power operates, is accepted, and is represented through interactions between and among individual bodies” (p. 330). Overall, this literature shows that evaluation of teaching by students has dual nature and has different possibilities for transformation and destruction, while further study is required to address the development of supportive administrative practices.

Previous studies on implementing Foucault’s concept of power on medical students have extensively examined institutional power and policy frameworks that shape academic work in higher education. However, despite such efforts in those earlier researches, some important aspects of Foucault’s concept of power; such as existence of power in our daily life and not only in governments, surveillance as a form of power, resistance to authority as a form of power and aspects such as social movements and interactions that can shift power, remain underexplored. The present study addresses this gap by investigating existence of power in daily life, social interactions that can shift power, and nature of power as discursive and not coercive by collecting information and opinions of BS Anesthesia students at Superior University Lahore.

The reviewed research works highlight the significant role played by power relations in educational settings. The study by Watterson (2019) demonstrated how governmental and institutional power shapes learning and teaching practices, while Hou, Lee, and Gunzenhauser (2017) analyzed the operation of disciplinary power using student evaluations of teaching. Together, these research studies give valuable insights into the mechanisms by which power influences educational environments. However, those studies focus mainly on general higher educational contexts and institutional practices instead of professional healthcare training programs. Furthermore, while they explored the effects of power on assessment, teaching, and subjectivity, they did not primarily investigate how students themselves experience and perceive power in structured clinical training environments. This limitation is specifically important in anesthesia education, where supervision and hierarchical relationships are central to training. That’s why, there is a requirement for empirical research study that analyzes

anesthesia students' perceptions of power through a Foucauldian lens. By fulfilling this gap, the present study contributes to the deeper understanding of how power relations operate within anesthesia education and influences learning experiences of students and professional development.

## 2. Research Methodology and Theoretical Framework

An intensive study of Michel Foucault's works expresses that power is an important theme in his writings, his concept of power is opposite of any kind of coercion or oppression that harms one's life or freedom. Epistemes are the notion of periods of history, "The authors ignore the role of epistemes in decoloniality or fundamentally misunderstand decoloniality, but rather that they insufficiently account for the epistemic move by Europe" (Mumford, 2022, p. 1513). Power is obtained through discourse and exists everywhere. Foucault asserts that power has hidden relations in the social structures. People have to examine the relations of power as hidden things in society. It is impossible for power to exist without knowledge and it is not possible for knowledge to give rise to power. The relation between knowledge and power is complementary as they cannot be separated and totally depend on each other, "The existence of any struggles in power relations between individuals or between institutions is accompanied by the production of knowledge" (Galal, 2017, p. 10).

The type of power or another pillar beside biopower is disciplinary power, "Power techniques, including subject formation through discipline, can be used to create docile bodies" (Haugaard, 2022, p. 350). It refers to the origins of institutions which are disciplinary in social structure. They are called disciplinary as they shape bodies of people and their minds according to the certain set of rules. Disciplinary power and biopower create discursive practice which determines what is acceptable and normal and what is deviant to produce desired effects. The relation between power and resistance is unbreakable. Where there is power, there will always be a person to resist that power, "Those who are inserted in these relations of power to escape them, to transform them, not to be subjugated any longer, due to their actions, their resistance, and their rebellion" (Daniele, 2024, p. 2185).

Research methodology shows the way a research is conducted. Methodology of the present study is quantitative and its findings are in the numerical form, a questionnaire was used as a tool to collect data from students of anesthesia. SPSS statistics (Version 27) software was used to conduct reliability analysis of the survey and only descriptive frequencies were evaluated, which is about applying Michel Foucault's concept of power to analyze how power operates in educational and clinical contexts. A structured questionnaire containing 20 questions was used to collect data from participants and the study was conducted at Superior University, Lahore. The responses collected from final semester students of BS Anesthesia. The research was conducted within the period of 5 months. This duration of time involved distribution of questionnaire, collection of responses, entry of data, statistical analysis, and interpretation of findings. The sample size was based on accessibility of last semester students of BS Anesthesia who were total 46 in number, to contribute to the study. The nature of sampling technique is convenient and random. The use of convenience sampling ensures easy access to available participants. The reliability of the survey was assessed using Cronbach's Alpha test which yielded a value of 0.912 for the 20-item scale. It indicates best level of internal consistency of the questionnaire as depicted in the following table.

**Reliability Statistics**

Cronbach's	
Alpha	N of Items
.912	20

**3. Data Analysis**

The analyses and discussions show interpretations of the survey examining whether the students agree to Foucault’s statements that power is pervasive, discursive, it is not possessed by people but operates in all relationships, and power is embedded in everyday educational settings. The primary objective of the study which is about exploring institutional power and disciplinary practice during anesthesia students’ training is linked to statements holding number 4-7, 9, 10, 12 and 13. The second objective of the research which is about investigating students of anesthesia who perceive power in their academic settings is addressed in statements 1, 2, 8, 19 and 20. The final aim of the study which is about Foucault’s conceptualizations of power that explore the dynamics in medical education is connected to statements 11, 13, 14, 16 and 17. The tables show respondents responses recorded on a 5-point Likert scale as: 1= Strongly Agree, 2= Agree, 3= Neutral, 4=Disagree, 5=Strongly Disagree.

**Table No. 3.1 Power is not limited to governments or rulers but exists in everyday life**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	11	23.9	23.9	23.9
	2	23	50.0	50.0	73.9
	3	11	23.9	23.9	97.8
	4	1	2.2	2.2	100.0
	Total	46	100.0	100.0	

Table 3.1 deals that the power is not limited to governments or rulers but exists in everyday life and the chart shows values of all the responses collected for the statement. The table shows that 50% of respondents agree with this particular statement and 23.91% of respondents strongly agree, together accounting for almost 74% of participants who recognize diffuse nature of power in everyday life. Only a small number of responses which are 2.17% of total responses disagreed with the statement, while 23.91% responded as neutral. The results of the survey show that a significant number of respondents believe in pervasive nature of power in society, these findings align with Foucault's concept of power that power is not limited to governments.

**Table No. 3.2 power is not something that people possess but something that operates in relationships**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	15.2	15.2	15.2
	2	24	52.2	52.2	67.4
	3	15	32.6	32.6	100.0
	Total	46	100.0	100.0	

Table 4.2 indicates that 52.17% of respondents agree with the statement and 15.22% of respondents strongly agree, together accounting for almost 67.39% of participants who recognize diffuse nature of power in everyday life, while 32.61% responded as neutral. The

results of survey show that a significant number of respondents believe in the diffuse nature of power in society that support Foucault's concept of power. The chart shows values of all the responses collected for the statement, which has been taken from Foucault's notion of power.

**Table No. 3.3 Power is everywhere because it arises from all social interactions**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	16	34.8	34.8	34.8
	2	15	32.6	32.6	67.4
	3	14	30.4	30.4	97.8
	4	1	2.2	2.2	100.0
	Total	46	100.0	100.0	

Table 3.3 indicates that 32.61% of respondents agree with the statement and 34.78% of respondents strongly agree, together accounting for almost 67.39% of participants who recognize nature of power as stated by Foucault. Only a small number of responses which are 2.17% of total responses disagreed with the statement, while 30.43% responded as neutral. The survey findings indicate that majority of respondents believe that power arises from all social interactions as Foucault's concept of power states that power is everywhere. The chart shows values of all the responses collected for the statement, which has been taken from Foucault's idea of power.

**Table No. 3.4 Institutions like schools, hospitals, and prisons are key sites where power operates**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	13	28.3	28.3	28.3
	2	21	45.7	45.7	73.9
	3	10	21.7	21.7	95.7
	4	2	4.3	4.3	100.0
	Total	46	100.0	100.0	

Table 3.4 indicates that 45.65% of respondents agree with the statement and 28.26% of respondents strongly agree, together accounting for almost 73.91% of participants who recognize Foucault's idea of power in everyday life. Only a small number of responses which are 4.35% of total responses disagreed with the statement, while 21.74% responded as neutral. The survey results show that a significant number of respondents believe that institutions are sites where power operates and these findings align with Foucault's concept of power that power is not limited to governments.

**Table No. 3.5 Power is not only repressive but also productive, shaping knowledge and truth**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	11	23.9	23.9	23.9
	2	20	43.5	43.5	67.4
	3	12	26.1	26.1	93.5
	4	2	4.3	4.3	97.8
	5	1	2.2	2.2	100.0
	Total	46	100.0	100.0	

Table 3.5 indicates that 43.48% of respondents agree with the statement and 23.91% of respondents strongly agree, together accounting for almost 67.39% of participants who recognize diffuse nature of power in everyday life. Only a small number of responses which are 2.17% of total responses disagreed with the statement, while 26.09% responded as neutral. Survey results recognize that majority of respondents believe in the productive nature of power which aligns with Foucault's idea about power.

**Table No. 3.6 Knowledge and power are inseparable; knowledge helps sustain power**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	14	30.4	30.4	30.4
	2	15	32.6	32.6	63.0
	3	13	28.3	28.3	91.3
	4	4	8.7	8.7	100.0
	Total	46	100.0	100.0	

Table 3.6 indicates that 32.61% of respondents agree with the statement and 30.43% of respondents strongly agree, together accounting for almost 63.04% of participants who recognize diffuse nature of power in everyday life. Only 8.70% of total responses disagreed with the statement, while 28.26% responded as neutral. The survey results recognize that majority of respondents believe that knowledge helps sustain power which aligns with Foucault's idea about power.

**Table No. 3.7 Disciplines such as medicine, psychology, and law exercise power by defining truth**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	14	30.4	30.4	30.4
	2	16	34.8	34.8	65.2
	3	10	21.7	21.7	87.0
	4	5	10.9	10.9	97.8
	5	1	2.2	2.2	100.0
	Total	46	100.0	100.0	

Table 3.7 indicates that 34.78% of respondents agree with the statement and 30.43% of respondents strongly agree, together accounting for almost 65.21% of participants who recognize diffuse nature of power in everyday life. On the other hand, 10.87% of total responses disagreed with the statement and 2.17% selected strongly disagree, while 21.74% responded as neutral. The survey results recognize that majority of respondents agree that disciplines exercise power by defining truth and these results align with Foucault's idea about power.

**Table No. 3.8 What society accepts as truth is influenced by those who hold power**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	12	26.1	26.1	26.1
	2	15	32.6	32.6	58.7
	3	13	28.3	28.3	87.0
	4	6	13.0	13.0	100.0
	Total	46	100.0	100.0	

Table 3.8 indicates that 32.61% of respondents agree with the statement and 26.09% of respondents strongly agree, together accounting for almost 58.7% of participants

who recognize truth is influenced by those who hold power. On the other hand, 13.04% of total responses disagreed with the statement, while 28.26% responded as neutral. The results of survey show that majority of respondents accept that disciplines exercise power by defining truth and these results align with Foucault's idea about power. Some of the respondents selected disagree which shows that some people are not agree with this statement of Foucault's concept of power.

**Table No. 3.9 Surveillance (e.g., CCTV, monitoring in schools/workplaces) is a form of power that produces discipline**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	10	21.7	21.7	21.7
	2	23	50.0	50.0	71.7
	3	13	28.3	28.3	100.0
	Total	46	100.0	100.0	

Table 3.9 indicates that 50% of respondents agree with the statement and 21.74% of respondents strongly agree, together accounting for almost 71.74% of participants who recognize diffuse nature of power in everyday life while 28.26% responded as neutral. The survey results show that a significant number of respondents believe in the pervasive nature of power in society, these findings align with Foucault's concept of power that surveillance is a form of power that produces discipline. The chart shows values of all the responses collected for the statement, which has been taken from Foucault's notion of power. The results show that none of the respondents disagreed with the statement.

**Table No. 3.10 Foucault's concept of power/knowledge helps explain how academic systems control students**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	15	32.6	32.6	32.6
	2	15	32.6	32.6	65.2
	3	13	28.3	28.3	93.5
	4	3	6.5	6.5	100.0
	Total	46	100.0	100.0	

The survey results show that 32.61% of respondents selected agree and same number of respondents selected strongly agree. It indicates that almost 65.22% are agree with Foucault's concept, while 28.26% responded as neutral. The results show that 6.52% of the respondents disagreed with the statement. These findings align with Foucault's concept of power that knowledge helps explain how academic systems control students.

**Table No. 3.11 Power operates at the micro-level of daily life, not just at the state or government level**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	10	21.7	21.7	21.7
	2	20	43.5	43.5	65.2
	3	12	26.1	26.1	91.3
	4	4	8.7	8.7	100.0
	Total	46	100.0	100.0	

Table 3.11 indicates that 43.48% of respondents agree with the statement and 21.74% of respondents strongly agree, together accounting for almost 65.22% of participants who recognize diffuse nature of power in everyday life, while 26.09% responded as neutral. The

results show that 8.70% of the respondents disagreed with the statement. The survey results show that majority of respondents believe that power operates at the micro-level of daily life, not just at the state or government level, these findings align with Foucault's concept of power. **Table No. 3.12 Teachers, parents, and supervisors exercise forms of power similar to institutions**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	9	19.6	19.6	19.6
	2	20	43.5	43.5	63.0
	3	15	32.6	32.6	95.7
	4	2	4.3	4.3	100.0
	Total	46	100.0	100.0	

Table 3.12 indicates that 43.48% of respondents agree with the statement and 19.57% of respondents strongly agree, together accounting for almost 63.05% of participants who recognize diffuse nature of power in everyday life. Only a small number of responses which are 4.35% of total responses disagreed with the statement, while 32.61% responded as neutral. The survey results show that many of the respondents believe that teachers, parents, and supervisors exercise forms of power similar to institutions. These findings align with Foucault's concept of power that power is not limited to governments.

**Table No. 3.13 Everyday rules (such as dress codes, attendance, punctuality) are examples of disciplinary power**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	10	21.7	21.7	21.7
	2	18	39.1	39.1	60.9
	3	14	30.4	30.4	91.3
	4	4	8.7	8.7	100.0
	Total	46	100.0	100.0	

Table 3.13 indicates that 39.13% of respondents agree with the statement and 21.74% of respondents strongly agree, together accounting for 60.87% of participants who recognize diffuse nature of power in everyday life. Only a small number of responses which are 8.70% of total responses disagreed with the statement, while 30.43% responded as neutral. The survey results indicate that many of the respondents believe that everyday rules (such as dress codes, attendance, punctuality) are sources of disciplinary power. These findings align with Foucault's concept of power which states that power is not limited to governments.

**Table No. 3.14 Resistance to authority is also a part of power relations**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	13	28.3	28.3	28.3
	2	16	34.8	34.8	63.0
	3	12	26.1	26.1	89.1
	4	4	8.7	8.7	97.8
	5	1	2.2	2.2	100.0
	Total	46	100.0	100.0	

The survey results indicate that 34.78% of respondents selected agree and 28.26% selected strongly agree. A small number of responses which are 2.17% of total responses are strongly disagreed with the statement, while 8.70% are disagree and 26.09% responded as neutral. These findings align with Foucault's concept of power that power is not limited to governments.

**Table No. 3.15 Power is dynamic and can shift depending on social interactions**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	9	19.6	19.6	19.6
	2	19	41.3	41.3	60.9
	3	15	32.6	32.6	93.5
	4	3	6.5	6.5	100.0
	Total	46	100.0	100.0	

The table indicates that 41.30% of respondents agree with the statement and 19.57% of respondents strongly agree, together accounting for almost 60.87% of participants who recognize nature of power as stated by Foucault. Only a small number of responses which are 6.52% of total responses disagreed with the statement, while 32.61% responded as neutral. The survey findings indicate that majority of respondents believe as Foucault's concept of power states that power is everywhere.

**Table No. 3.16 Where there is power, there is always a possibility of resistance**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	15	32.6	32.6	32.6
	2	16	34.8	34.8	67.4
	3	14	30.4	30.4	97.8
	4	1	2.2	2.2	100.0
	Total	46	100.0	100.0	

Table 3.16 indicates that 34.78% of respondents agree with the statement and 32.61% of respondents strongly agree, together accounting for almost 67.39% of participants who recognize nature of power as stated by Foucault. Only a small number of responses which are 6.52% of total responses disagreed with the statement, while 32.61% responded as neutral. The survey results show that most of the respondents agree with Foucault's idea of power that there is always a possibility of resistance.

**Table No. 3.17 Resistance is not outside power but exists within it**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	11	23.9	23.9	23.9
	2	22	47.8	47.8	71.7
	3	13	28.3	28.3	100.0
	Total	46	100.0	100.0	

Table 3.17 indicates that 47.83% of respondents agree with the statement and 23.91% of respondents strongly agree, together accounting for 71.47% of participants who recognize nature of power as stated by Foucault, while 28.26% responded as neutral. The survey findings indicate that most of the respondents believe as Foucault asserts that resistance is not outside of power but exists within it.

**Table No. 3.18 Social movements (e.g., feminism, environmentalism, human rights) can be understood as forms of resistance to power**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	9	19.6	19.6	19.6
	2	23	50.0	50.0	69.6
	3	9	19.6	19.6	89.1
	4	4	8.7	8.7	97.8
	5	1	2.2	2.2	100.0
	Total	46	100.0	100.0	

Figure 3.18 indicates that 50% of respondents agree with the statement and 19.57% selected strongly agree, while 19.57% responded as neutral. On the other hand, 8.70% disagree and 2.17% selected strongly disagree for this statement. The survey results indicate that most of the respondents agree with Foucault’s concept that social movements are forms of resistance to power.

**Table No. 3.19 Understanding Foucault’s concept of power can help students critically analyze social structures**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	11	23.9	23.9	23.9
	2	16	34.8	34.8	58.7
	3	18	39.1	39.1	97.8
	4	1	2.2	2.2	100.0
	Total	46	100.0	100.0	

Table 3.19 indicates that 34.78% of respondents agree with the statement and 23.91% selected strongly agree, together accounting for 58.69%. On the other hand, 39.13% responded as neutral and 2.17% selected disagree for this statement. The survey results show that most of the respondents agree with Foucault’s concept of power.

**Table No. 3.20 Foucault’s theory of power is relevant for understanding contemporary issues (e.g., media influence, surveillance, politics)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	11	23.9	23.9	23.9
	2	16	34.8	34.8	58.7
	3	16	34.8	34.8	93.5
	4	3	6.5	6.5	100.0
	Total	46	100.0	100.0	

The table indicates that 34.78% of respondents agree with the statement and 23.91% selected strongly agree, together accounting for 58.69% of the total responses, while 34.78% responded as neutral. On the other hand, 6.52% selected disagree for this statement which shows that small number of respondents are not agree with this statement. The survey results show that most of the respondents agree with Foucault's concept of power. The chart shows values of all the responses collected for the particular statement, which has been taken from Foucault's idea of power.

#### 4. Discussion

Among most of the items, collective agreement ranged from 58% to 74%, combining strongly agree and agree. As tables 3.1 and 3.4 represent 74% and 73% agreement for pervasive nature of power in society and belief that institutions are sites where power operates. These patterns show that the sample underpin the concept of power given by Michel Foucault. As the table 3.2 shows that power is something that operates in relationships with 67.39% agreement, table 3.5 represents power is not only repressive but also productive with 67.39% agreement, table 3.9 with 71.74% agreement supports Foucault's concept that surveillance is a form of power that produces discipline, and table 3.17 with 71.47% agreement underpins Foucault's idea that resistance is not outside power but exists within it. Furthermore, analytical concentration is needed for few number of responses that selected neutral, disagree or strongly disagree, as in table 3.1 only a small number of responses which are 2.17% of total responses disagreed with the statement, while 23.91% responded as neutral with the notion of power exists in everyday life. Although the difference is not major, still it represents diverse perception of Foucault's notion of power which shows the requirement to conduct research in future for examining the minor difference in agreement with Foucault's concept.

#### 5. Conclusion

The present study concludes the operation of power in medical education, particularly within anesthesia educational settings at Superior University situated in Lahore, by applying the theoretical perspective of Michel Foucault to students' experiences. The study investigated students of anesthesia who experience power relations within their academic environment. The results show that power is present in anesthesia training and it is not limited to only formal authority, but embedded within everyday practices, supervision, academic settings and institutional policies. The research also identified Michel Foucault's conceptualizations of power that recognize the dynamics in medical education among supervisors and anesthesia students. The findings show that most students understand power as discursive and pervasive, operating through knowledge and clinical experiences. It reflects the Foucauldian perspective of power as productive and relational which shapes not only behavior but also the professional identity.

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