Research Paper Medical Science

Factors Contributing Decreased Academic Performance in Medical Students

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ABSTRACT

Back ground: There are many factors associate for decreased academic performance. It is difficult for an experience faculty to challenge the performance of student after each internal assessment. Hence the study is done to find out the possible factors for low academic performance.

Methodology: Cross sectional study was performed on the entire current first year of Medical students, were all the three internal assessments of 250 students performance is taken in to consideration. A 20 point questionnaire was administered. The criteria taken as low academic performance of those students who score less than 50percent marks and less than 80percent attendance in IA.

Results: The prevalence of low academic performers was contributed to be 32.4 % the performance of the students is based on combination of all three internal assessment marks. Majority of the individual 151(77%) scored more than 50 percentage of marks have more than 80 percentage of attendance, but when compared to less than 50 percentage of marks majority 36(66%) have less than 80 percentage of attendance, this difference of observation has got statistical significance $p<0.007$,To analyze simultaneously on all the variables, gender, understanding the language, unhappy with the subjects and problem with their class mates, these answers differ significantly among low performers compared to high performers. Students who were reported that unable to study on their own as a prime factor to be considered as the order of preference to Intervene.

Summary and Conclusion: Finally the study concluded that low academic performance (low achievers) needs to concentrate on their regularity of attending their classes. Students can be encouraged group discussions and effective mentorship Program.

KEYWORDS low academic performance, group discussion.

Introduction:

The academic performance of the students is challengeable for the present generation of students [1].There should be a design to foster discussion about diagnosing particular problems of the students to meet the appropriate objectives.[2] Academic performance is contributed by many factor including like gender, age, medium of instructions, role of teaching faculty, socio economic status and many more factors like adjustability with the peer groups, understanding the language etc. There are various factors related to low level in the academic setting of the students that may over come and reflect in their career. Hence the study is done to find out prevalence of decreased academic performance and factors contributing for low academic performance.

Review of literature: The level of confidence also plays an important role in better performance of the student and gives a proper emotional shore up. A study done by Vinutha et al[3] the exact cause of student performance in the academic career is based on multiple factors such as understanding the language, interest in doing higher studies and adjustability with peer groups and understanding of the subject taught in the class. There are other extracurricular and co curricular activities that may contribute to poor performance of the students such as peer and parental pressure, impact in learning the subjects and personal, medical and other domestic problems etc. Many reviews have been done to find out the academic performance of the student at various levels, a study done by Graetz et all in (1995)[1] suggested that the performance of the student is purely based on the social care of the students, the care of the students at the younger age group have increased level of performance and parental support. These indicators have been forecasted in their student test score in examination for future achievements. Similarly a study done in Oregon State University[2] (2003) showed 30% of the deviation in initial or starting (first) year at college education with available sufficient psychological so as make a better performance at the final level. A study done in Regional Primary Care Education, Asheville, North Carolina [4] stated that complexity in medical education has got an role in level of performance of the student with reflect predominantly in the formative assessment. Hence learning environment also plays a very important role in the academic performance.

Methodology: The study was conducted in a batch of 250 first year M.B.B.S students, whose academic performance of all the three internal assessments marks was obtained from the medical education department. Students who scored less than 50 percent marks in their Internal Assessment (IA) and overall attendance of less than 80 percent were considered as decreased performers for the study.

Data Collection tools:

After obtaining the list of students who have secured less than 50% in internal examination from medical education unit, supporting mentors are contacted to meet the students. Confidentiality is maintained throughout the study. After obtaining informed consent, a questionnaire was administered to the students by the investigator. The questionnaire contained the following sections. Section I will be on the background characteristics – name, age, gender. Section II is on the details of their learning capabilities. Section III will focus on the awareness of low academic performance, precipitating factors contributing to them. Finally the data is evaluated by using SPSS software 16.V to find the possible outcome. This study was done for minimum period of four month from Sep 2014 to Jan 2015

Results: Prevalence of decreased academic performance of students in their internal assessment examinations was contributed to 32.4 percentages. Those students 36(66%) who scored less than 50% marks in the IA had less than 80% attendance compared to students 151(77%) who scored more than 50% in IA had more than 80% attendance. This differ-

ence of observation was found statistical significance χ^2_1 =34.9 p<0.005 .We can infer that students with low performance has got low percentage of attendance. Table 1 the two reasons for the decreased performance of the one in understanding the language and secondly they were not able to study on their own compared to students who have well performed. These difference of observation was found to be statistically significant p<0.005.The distribution of marks scored by the 250 students. It is evident that the marks are following normal distribution with a mean of 55.We considered 50 percent is cutoff marks to pass the examination. To analyze simultaneously on all the variables, the step wise procedure has resulted in six important variables they are gender, understanding the language, unable to study on their own, unhappy with the subjects and problem with their class mates by binary logistic regression these answers differ significantly among low performers of those with low attendance of <80% compared to high performers with attendance >80% and Q8 &13 had positive association.

Table: 1 Distribution of percent responses given by the students to different specific questions

Variables	Less than 50% marks-IA (n=81)			More than 50% marks-IA (n=169)			p-value
	Agree	Neutral	Disagree	Agree	Neutral	Disagree	
Q1- problem in understanding the language	60.9	56.3	27.5	39.1	43.8	72.5	0.001
Q2- interest in doing Medicine	0	56.3	31.2	100	43.8	68.8	0.056
Q3- parents forced	50	38.9	31.6	50	61.1	68.4	0.612
Q4- anxious	35.7	32.8	30.1	63.3	67.2	69.9	0.729
Q5- accustomed to the food	43.5	36.2	29.1	56.5	63.8	70.9	0.282
Q6- helped by my seniors	36.3	32.4	29.3	63.8	62.6	70.7	0.613
Q7- afraid of failing in the exams	36.4	31.4	27.1	63.6	68.6	72.9	0.427
Q8- problems with my classmates/room mates	16.7	23.1	35.5	83.3	76.9	64.5	0.099
Q9- don't understand what is taught in class	40	38.3	29.4	60	61.7	70.6	0.335
Q10- not able to take notes	40.9	38.0	28.2	59.1	62.0	71.8	0.181
Q11- don't find the environment conducive to study	52.2	29.8	30.6	47.8	70.2	69.4	0.104
Q12- feel sick often	47.2	36	28.2	52.8	64	71.8	0.074
Q13-. I feel unhappy	27.3	25.7	34.6	72.7	74.3	65.4	0.468
Q14-. I feel threatened	52.9	34.2	29.9	47.1	65.8	70.1	0.143
Q15- I don't belong to the group	58.8	32.4	30.1	41.2	67.6	69.9	0.053
Q16- not able to study on my own	51.5	48.4	26.3	48.5	51.6	73.7	0.002
Q17- need additional help in learning	39.2	32.3	29.9	60.8	67.7	70.1	0.481
Q18- not confident regarding the subject	35.1	37	30.2	64.9	63	69.8	0.603
Q19- I don't understand what is read	46.2	39.6	29.6	53.8	60.4	70.4	0.233
Q20- feel frustrated as I can't study	46.5	34.4	27.4	53.5	65.6	72.6	0.058

Tabe1.indicates the reason shown by the students in question no: 1, 2, 12, 15, 16 and 20 among low and high achievers who have scored in internal examination that among the low achievers who has scored less than 50 percentage of marks in internal examination have promptly agreed the to the reason for their low performance, these difference of observation is statistically significant p<0.005.

Discussion: The present study the prevalence of low academic performance contributed to be as low achievers was contributed to 82(32.4) has scored less than 50 percentages of marks in internal assessment examination. Majority of them were from nuclear family which contributed 204(81.6) and remaining of them come from joint family system 41(16.4) and very few belong to other family system 5(2).And when compared to their attendance many who have scored more than 80% of attendance 165 were from nuclear family and remaining were only 39 who have scored less than 80% of attendance these difference was not statistically significant. When compared with the performance of marks obtained in their internal examination more than 50 percentage of was obtained by students who come from nuclear family which contributed 82.8% when compared to other family system. This difference of family and their scoring pattern is not statistically significant. Similar studies have been contributed by various authors and had no progressive differences. It is evident that the marks are following normal distribution with a mean of 55.We considered 50 percent is cutoff marks to pass the examination. The reason shown by the students among low and high achievers in internal examination that among the low achievers of those who has scored less than 50 percentage of marks in internal examination have promptly agreed the to the reason for their low performance in problem in language, Interest to work along with peer groups and, these difference of observation is statistically significant p<0.005. similarly many studies Kolar by vinutha et al[3] the exact cause of student performance in the academic career is based on multiple factors such as understanding the language, problem in studying on their own, adjustability with peer groups and understanding of the subject taught in the class. There are other extracurricular and co curricular activities that may contribute to poor performance of the students such as peer and parental pressure, impact in learning the subjects and personal, medical and other domestic problems etc.

Summary and Conclusion: Finally the study has been concluded that decreased academic performers need to concentrate on attending their classes so that to have a better performance in their subsequent internal assessment. Many students felt they were not able to study on their own. Hence students can be encouraged group discussions and effective mentorship can be generated in order to have better performance in subsequent internal assessment.

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