

## ▼ RESEARCH

# ATTITUDE AND APTITUDE OF THE FIRST YEAR REFERRED BATCH OF MEDICAL STUDENTS

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## INTRODUCTION

The complexity of the medical curriculum and the sudden transition from studying smaller text books to a considerably larger volume textbooks, places unprepared pressure on the young medical student. Baker,2003[2] noted that the undergraduates are faced with many new interpersonal, social, and academic demands during the transition from secondary school life to university, which is stressful for many of them. To give the student, the benefit of not losing an academic year, the medical curriculum had come up with the idea of conducting another exam within 6 weeks of failing the first exam. On passing the exam, the medical student can join his peers, and progress to the second year of study. If the student fails to clear the exam, he or she will need to resit the exam along with next batch of students.

## AIM

This study aims to analyze the causes to results of this new amendment to the existing system.

## MATERIALS AND METHODS

69 students of Shri Sathya Sai Medical College and Research Institute, who did not clear the first year-end examination in 2016 in the subject of Anatomy, were taken in this study. They were offered intensive personalized coaching in Anatomy with daily classes and weekly assessment of their progress. All 69 of them attended classes regularly and were taught by the same faculty on all days. At the end of 6 weeks they took a re-exam in the subject of Anatomy. A questionnaire

which comprised of questions pertaining to the factors responsible for the failure and factors that influenced them to pass was administered to the students after the results to prevent any bias in the information retrieved from the students.

## OBSERVATIONS AND RESULTS

66 out of 69 students cleared the exam. Student's feedback received after the examination on the factors that helped them to succeed and the reasons for their failure are tabulated in chart 1 and 2.

## DISCUSSION

69 out of the 150 students failed (pass percentage 54%) in their I MBBS examination. In contrast, when an examination was conducted within 6 weeks, 66 out of 69 of them passed (96%). When we analyzed the data collected from the proforma served to them, they could reflect on what went wrong in the earlier examination. Most of them realized that it was because of their attitude (carelessness and not being regular to classes).

Among university students, study motivation was found to be a positive influence on general study habits of students, Crede & Kuncel, 2008[3]; Nagaraju, 2004[7]. This study has uncovered the reasons that had driven students to work hard and perform better. A change in their attitude, brought a behavioral change in being regular to classes. Their hardwork supplemented by support and attention by the staff members, parents helped them to walk out successfully.

Chart 1.Reasons received from students for their success

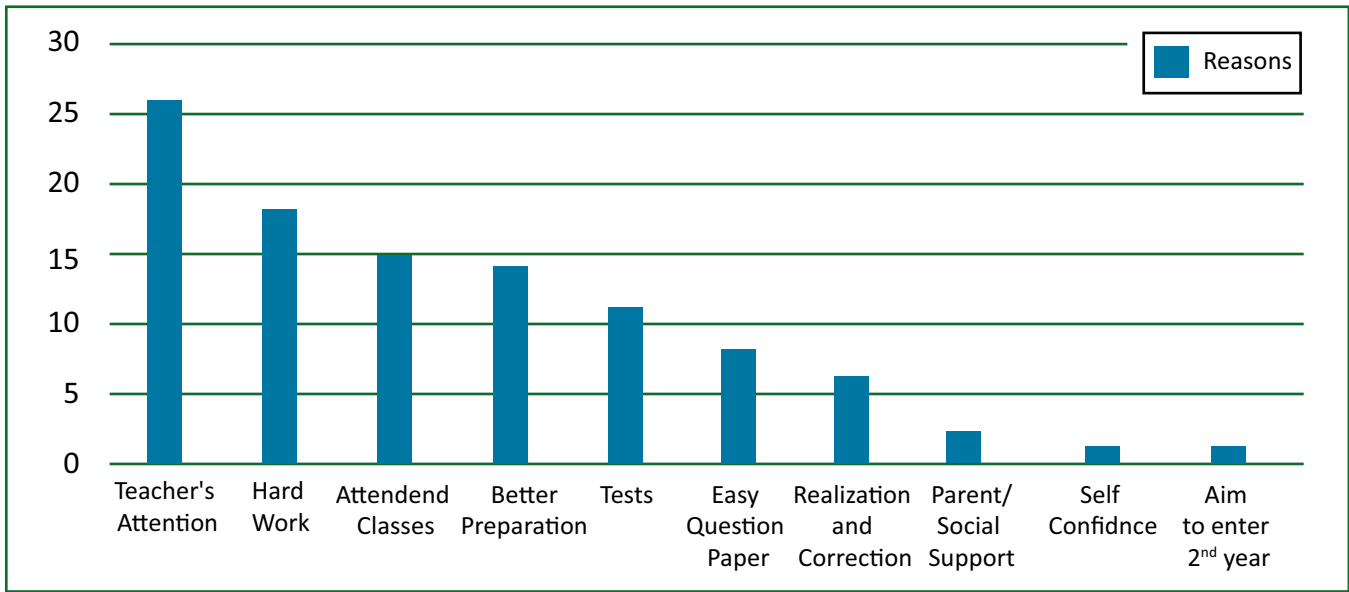
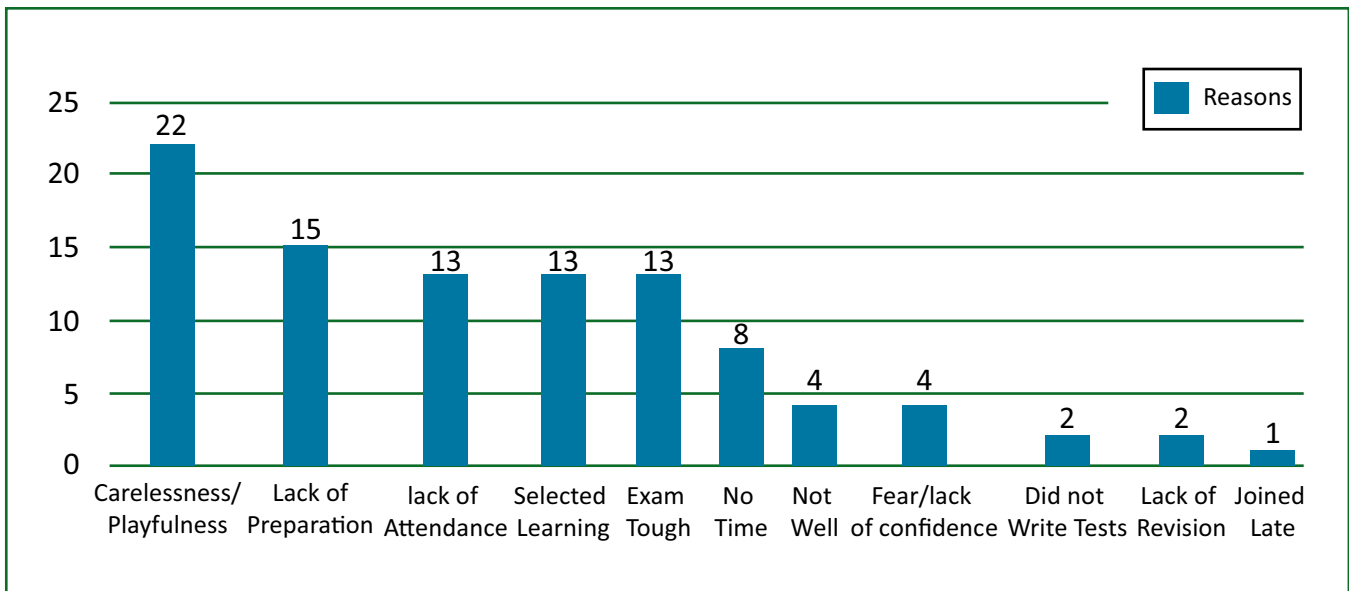


Chart 2.Reasons received from students for their failure



STUDENTS FEED BACK FORM

MBBS 2015-16 BATCH

NAME: DATE: 15/11/2016

REASON FOR POOR PERFORMANCE IN THE UNIVERSITY EXAM HELD IN JUNE 2016

FACTORS WHICH HELPED YOU IN SUCCEEDING IN THIS CURRENT ATTEMPT

SIGNATURE

A Chance given to them to clear the subject was well utilized and the fear of losing the batch also lead to self realization. Ebbinghaus,1880[5] found that as time passed, the memory of syllables faded likewise. Hence, the role of an early supplementary examination also did have a role to play in it.

Further, several research findings have thrown light on the fact that high achievers have better study habits than low achievers, which explains their continuous good academic performance, Aluja & Blanch, 2004[1]; Culler & Hollan, 1980[4]; Elliot et al., 1990[6]. Whether, realization of students of the current study is shortlived or will have a longterm effect will need follow up of their performance into the second year as

well. Nevertheless, students with poor study habits will benefit from study habit training on goal setting and prioritization.

## INFERENCE

The consolidate view of these students will be an eye opener for future students.

Intense coaching and special attention from teachers coupled with regular attendance of classes and genuine interest in learning from student's side (springing out of realization and introspection) had driven them to work hard and perform better towards achieving their goal.

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