

Survey of Medical Students to Find the Most Suitable Paper Type From Scoring Point of View

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Abstract

Background: Anatomy forms backbone of medical education with maximum number of teaching hours allotted to the subject. The subject needs thorough investigation regarding teaching and evaluation for the best results in medical education system. Student's feedback at regular intervals is the best way to assess their requirements for future improvement. **Objectives:** To evaluate student's feedback for different paper types to find out the most student friendly ones. **Subjects and Methods:** 122 first year professional medical students formed the sample for study. They were provided with five question paper types each carrying equal marks and times. Answers of all students were evaluated by single teacher to avoid discrepancy. Students were divided into five grades on the basis of their performance to judge their seriousness in examination. Highest marks obtained in different paper types were tabulated and evaluated. **Results:** Overall high performance of students was encouraging. Paper type IV (10 questions of 1 mark each) was found to be most suitable to the students. This paper type also provided adequate coverage for the subject. Second best paper type in terms of scoring of marks was MCQs. Before mentioned two paper types will be preferred ones for examining students for best results. **Conclusion:** Regular survey from time to time will provide better insight regarding assessment of teaching and learning process in medical education.

Keywords: Medical students, paper type, questionnaire, survey, scoring marks.

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Introduction

Anatomy is the foundation of all medical profession. Human anatomy forms the backbone of medical education for first year MBBS with maximum number of teaching hours allotted to the subject. So this subject needs thorough investigation regarding teaching and evaluation.

It is the need of the hour to provide more reliable and competent doctors and it can only be possible by increasing the quality of medical education rather than the quantity.^[1] The best way to assess the requirements of students and their view points is by receiving students' feedback at regular intervals because these not only help us to introduce better techniques but also help the teachers to cater to the need of students effectively.^[2-4] Present study is one step forward in same direction. The aim of present study is to select the best out of five questionnaire types in terms of scoring of marks. Such questionnaire will be more student friendly producing minimal anxiety, a factor of utmost importance for enhancement of quality of medical education.

Subjects and Methods

Students of MBBS first professional of 2017 batch, of both

sexes were selected. They were clearly explained about the purpose of survey and asked to appear in examination without feeling any compulsion. Five types of questionnaire [Table 1] were provided to students and requested to attempt all questions. Each question carried equal marks and given equal time. Students were informed prior to examination that their marks will not be disclosed, and after analysis all records will be destroyed to maintain the policy of secrecy. Interestingly all 122 students present on the day of examination showed enthusiasm for appearance. All the students were personally thanked by authors for their cooperation. Markings were done by one teacher only to maintain the uniformity. Students were divided into five groups on the basis of grades A to F. [Table 2] for total marks obtained in all five papers combined. Number of students scoring maximum for each paper were counted [Table 3].

Results

Sixty six students out of 122 total (54%) scored more than 60% marks out of totals of all paper combined [Table 2]. Only 38 students (31%) failed getting less than 50%. Eighteen students (15%) received marks between 50 and 60%. [Table 2].

While considering the number of students scoring maximum marks in different papers, it was found that 12 out of 122 students received highest equal marks in two papers and therefore considered twice making the sample size 134. 78 students (58.20%) scored highest marks in paper type IV (write in brief). 33 students (24.03%) received maximum marks in paper type V (MCQs). Only 1 student got maximum marks in paper type II (short answer type). 8 students in paper type III (short notes type) and 14 in paper type I (long essay type) obtained highest marks [Table 3].

Table 1: Paper Types And Their Format Used For Survey.

Paper types	Format	Number of question	Distribution of marks/question	Total marks
I	Long Essay Type	1	10	10
II	Short Answer Type	2	5	10
III	Short Note	3	3+3+4	10
IV	Write in Brief	10	1	10
V	MCQ	10	0.5	10

Table 2: Percentile Scoring In Totals Of All Five Papers Combined.

Grade	Marks percent	Students	
		Number	Percent (N×100/122)
A	80 and above	2	1.64
B	70 to 79	28	22.96
C	60 to 69	36	29.50
D	50 to 59	18	14.75
F	<50	38	31.15
Total		122	100

Table 3: Students Scoring Best In Different Question Papers (Total 122 Students).

Question paper type	Students	
	Number (N)	Percent (N×100/134)
I	14	1.64
II	1	22.96
III	8	29.50
IV	78	14.75
V	33	31.15
Total	134 (12 students receiving equal marks in two papers in both)	100

Discussion

Enormous reports are available detailing teaching methodologies to benefit medical students.^[5-9] Unfortunately, researchers have paid little attention in finding out evaluation methodology to maximally help the students and benefit the medical education system. Questionnaire forms a basis by which an objective evaluation of our teaching methodologies can be obtained. It is an extremely easy tool to assess the effectiveness of the newer techniques which are implemented and whether it is

serving the purpose or not.^[10]

Overall high performance of students [Table 2] was encouraging indicating their seriousness in our survey. Paper type IV (10 questions of 1 mark each) was found to be most student friendly. [Table 3]. Paper type V (MCQs) was second most preferred questionnaire for the students [Table 3]. Interestingly both question paper types provide adequate coverage of the course of subject and therefore making them ideal ones to assess the knowledge of students theoretically.

The method of evaluation in terms of paper type cannot be final for all times. It's a dynamic process and needs survey from time to time to improve the quality of medical education.^[11]

Conclusion

Anatomy forms the backbone of medical education for MBBS students. This study helps in selecting the paper types for evaluation for best results improving the quality of medical education.

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