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ORIGINAL ARTICLE
jmrwa.1.No.2.2015

COMPARATIVE ASSESSMENT OF STUDENTS' ACADEMIC PERFORMANCE IN MULTIPLE CHOICE QUESTIONS VERSUS SHORT ESSAY QUESTIONS IN PHARMACOLOGY EXAMINATIONS OF A MEDICAL COLLEGE OF PAKISTAN
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ABSTRACT
Introduction: The method chosen for important examinations strongly influences the nature of student learning. Multiple choice questions (MCQs) and short essay questions (SEQs) are the commonly used tools for assessing cognitive domain of medical students the choice of question type for better assessment is debated. The present study is designed to compare the academic performance of year 3 MBBS students of Rehman Medical College Pakistan, in MCQs and SEQs of Pharmacology examinations for the session 2013-14.
Material and Methods: Results of MCQs and SEQs of 100 3rd year MBBS students were evaluated and compared on the basis of previous records of end of module, midsem and end of semester examinations of Pharmacology. Comparisons between different methods of assessment were done by Independent Sample T test and the Chi Square test.
Results: Students' academic performance was significantly higher in MCQs as compared to SEQs (p<0.001). When further comparison was made by gender, female students scored significantly higher in SEQs as compared to males (p<0.001). Female students also showed significantly better overall performance (p<0.001). Failing students (Grade E) <50% scores, showed a significantly poor performance in SEQs (p<0.001).
Conclusion: Academic performance of students was better in MCQs as compared to SEQs. However, the academic performance of the more competent students and female students was better due to higher scores in SEQ examinations.
Key words: Educational assessment, Cognition, Academic success, Learning, Pharmacology.

INTRODUCTION
Assessment is an important tool of the learning process in education. Assessment is one of the key components of medical course curriculum. In a medical profession accurate and responsible assessment is of high importance. It is basically the assessment which drives the learning process. Scientific studies confirmed that the most profound impact on what the students ultimately learn is the evaluation system rather than the educational objectives or curriculum or instructional techniques.¹
Assessment can be in two forms: formative or summative. Formative assessments are usually done during interaction to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. Formative assessment also improves the learning of students by providing immediate feedbacks to them. While the summative assessment is a test which is usually given at the end of a unit, the end of a course, or the end of the year, in order to summarize student learning and the effectiveness of the instructional program.²
A well-designed system of assessment and evaluation is a powerful educational device.³ Evaluating the competence of undergraduate medical students is a very critical task, as in the future, these 'to be physicians' have to deal with human lives.⁴ It is essential to evaluate both the teacher and the student for how much they have succeeded in the achievement of the objectives of teaching and learning during and at the end of a course of study. While developing the curriculum it is necessary to design assessment and evaluation

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What is academic performance according to. What is academic performance according to scholars. What is academic performance pdf.

Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. School systems mostly define cognitive goals that either apply across multiple subject areas (e.g., critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (e.g., numeracy, literacy, science, history). Therefore, academic achievement should be considered to be a multifaceted construct that comprises different domains of learning.



Because the field of academic achievement is very wide-ranging and covers a broad variety of educational outcomes, the definition of academic achievement depends on the indicators used to measure it. Among the many criteria that indicate academic achievement, there are very general indicators such as procedural and declarative knowledge acquired in an educational system, more curricular-based criteria such as grades or performance on an educational achievement test, and cumulative indicators of academic achievement such as educational degrees and certificates. All criteria have in common that they represent intellectual endeavors and thus, more or less, mirror the intellectual capacity of a person. In developed societies, academic achievement plays an important role in every person's life. Academic achievement as measured by the GPA (grade point average) or by standardized assessments designed for selection purpose such as the SAT (Scholastic Assessment Test) determines whether a student will have the opportunity to continue his or her education (e.g., to attend a university). Therefore, academic achievement defines whether one can take part in higher education, and based on the educational degrees one attains, influences one's vocational career after education. Besides the relevance for an individual, academic achievement is of utmost importance for the wealth of a nation and its prosperity. The strong association between a society's level of academic achievement and positive socioeconomic development is one reason for conducting international studies on academic achievement, such as PISA (Programme for International Student Assessment), administered by the OECD (Organisation for Economic Co-operation and Development). The results of these studies provide information about different indicators of a nation's academic achievement; such information is used to analyze the strengths and weaknesses of a nation's educational system and to guide educational policy decisions. Given the individual and societal importance of academic achievement, it is not surprising that academic achievement is the research focus of many scientists; for example, in psychology or educational disciplines. This article focuses on the explanation, determination, enhancement, and assessment of academic achievement as investigated by educational psychologists. The exploration of academic achievement has led to numerous empirical studies and fundamental progress such as the development of the first intelligence test by Binet and Simon. Introductory textbooks such as Woolfolk 2007 provide theoretical and empirical insight into the determinants of academic achievement and its assessment. However, as academic achievement is a broad topic, several textbooks have focused mainly on selected aspects of academic achievement, such as enhancing academic achievement or specific predictors of academic achievement. A thorough, short, and informative overview of academic achievement is provided in Spinath 2012. Spinath 2012 emphasizes the importance of academic achievement with regard to different perspectives (such as for individuals and societies, as well as psychological and educational research). Walberg 1986 is an early synthesis of existing research on the educational effects of the time but it still influences current research such as investigations of predictors of academic achievement in some of the large-scale academic achievement assessment studies (e.g., Programme for International Student Assessment, PISA).



Walberg 1986 highlights the relevance of research syntheses (such as reviews and meta-analyses) as an initial point for the improvement of educational processes. A current work, Hattie 2009, provides an overview of the empirical findings on academic achievement by distinguishing between individual, home, and scholastic determinants of academic achievement according to theoretical assumptions. However, Spinath 2012 points out that it is more appropriate to speak of "predictors" instead of determinants of academic achievement because the mostly cross-sectional nature of the underlying research does not allow causal conclusions to be drawn. Large-scale scholastic achievement assessments such as PISA (see OECD 2010) provide an overview of the current state of research on academic achievement, as these studies have investigated established predictors of academic achievement on an international level. Furthermore, these studies, for the first time, have enabled nations to compare their educational systems with other nations and to evaluate them on this basis. However, it should be mentioned critically that this approach may, to some degree, overestimate the practical significance of differences between the countries. Moreover, the studies have increased the amount of attention paid to the role of family background and the educational system in the development of individual performance. The quality of teaching, in particular, has been emphasized as a predictor of student achievement. Altogether, there are valuable cross-sectional studies investigating many predictors of academic achievement. A further focus in educational research has been placed on tertiary educational research. Richardson, et al. 2012 subsumes the individual correlates of university students' performance. Hattie, John A. C. 2009.



Visible learning: A synthesis of over 800 meta-analyses relating to achievement. London: Routledge. A quantitative synthesis of 815 meta-analyses covering English-speaking research on the achievement of school-aged students. According to Hattie, the influences of quality teaching represent the most powerful determinants of learning. Thereafter, Hattie published Visible Learning for Teachers (London and New York: Routledge, 2012) so that the results could be transferred to the classroom. OECD. 2010. PISA 2009 key findings. Vols. 1-6. These six volumes illustrate the results of the Programme for International Student Assessment (PISA) 2009—the most extensive international scholastic achievement assessment—regarding the competencies of fifteen-year-old students all over the world in reading, mathematics, and science. Furthermore, the presented results cover the effects of student learning behavior, social background, and scholastic resources. Unlimited online access. Richardson, Michelle, Charles Abraham, and Rod Bond. 2012. Psychological correlates of university students' academic performance: A systematic review and meta-analysis.

Definition of Terms

The following terms are operationally defined to achieve clarity and understanding of the research work.

- **Academic performance** – is the outcome of education_ the extent to which a student, teacher or institution has achieved their goals; it is measured by examinations assessment
- **Computer s** - are the main tool used to present multimedia items such as video, powerpoint presentations, animations and sound.

Psychological Bulletin 138:353–387. DOI: 10.1037/a0026838A current and comprehensive review concerning the prediction of university students’ performance, illustrating self-efficacy to be the strongest correlate of tertiary grade point average (GPA). Cognitive constructs (high school GPA, American College Test), as well as further motivational factors (grade goal, academic self-efficacy) have medium effect sizes. Spinath, Birgit. 2012. Academic achievement. In Encyclopedia of human behavior. 2d ed. Edited by Vilanayur S. Ramachandran, 1–8. San Diego, CA: Academic Press. A current introduction to academic achievement, subsuming research on indicators and predictors of achievement as well as reasons for differences in education caused by gender and socioeconomic resources. The chapter provides further references on the topic. Walberg, Herbert J. 1986. Syntheses of research on teaching. In Handbook of research on teaching. 3d ed. Edited by Merlin C. Wittrock, 214–229. New York: Macmillan.

A quantitative and qualitative aggregation of a variety of reviews and quantitative syntheses as an overview of early research on educational outcomes. Walberg found nine factors to be central to the determination of school learning. Woolfolk, Anita. 2007. Educational psychology. 10th ed. Boston: Pearson. Woolfolk represents a comprehensive basic work that is founded on an understandable and practical communication of knowledge. The perspectives of students as scholastic learners as well as teachers are the focus of attention. Suitable for undergraduate and graduate students. Currently presented in the 12th edition. Users without a subscription are not able to see the full content on this page.

Please subscribe or login. Academic performance is the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates and results from standardized tests. How is academic performance measured? Academic achievement is almost entirely measured with grades (by course or assignment) and GPA. This is unsurprising since grades and GPA measures are by far the most readily available assessments for institutions. What is the importance of academic performance? Academic performance of students will lead in increasing the employment. If the students perform well in their examination, then they will graduate on time. By getting the graduation on time they still have a lot of time to further their study for the next stage. What is another word for academic performance? academic performance > synonyms »educational attainment exp. »scholastic achievement exp. »school performance exp. »educational achievement exp. Recent post: What Is The Unhappiest Profession?How do you write academic performance? Writing an academic personal statement Explain your academic credentials. Describe and relate unique personal experiences. Answer any specific questions. Remember these general guidelines. What is poor academic performance? The results show that: students with poor academic performance have five significant characteristics: low enthusiasm for learning, lack of motivation for learning, lack of interest in learning, weak willingness to learn, and poor learning mentality. How do you describe student performance? Personality: ambitious, sincere, responsible, sophisticated, outspoken, considerate, modest, eloquent, energetic, thoughtful, obliging, sociable, assertive, attentive, outgoing, pleasant, gentle, courteous, punctual, trustworthy, cheerful, easy-going, well-behaved, calm. 2. What affects student performance? Students’ academic performance is affected by several factors which include students’ learning skills, parental background, peer influence, teachers’ quality, learning infrastructure among others. What is academic performance definition PDF? Academic performance have been defined and explained by several authors. According to Narad and Abdullah (2016) academic performance is the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time. What does academic success mean to you? Participants defined academic success as: the accomplishment of the learning process; gaining subject knowledge; and developing employability skills. How do you say academic achievements? What is another word for academic achievement? scholarship learning illumination experience prudence shrewdness worldliness adeptness accomplishment familiarity What is academic excellence? Academic excellence is the demonstrated ability to perform, achieve, and/or excel in scholastic activities. What is an academic progress? Academic Progress is defined as the comparison of individual student assessment performance scores from one year to the next, aggregated to the school level. Recent post: Why Is The Pronounced Two Ways?How do you maintain good academic performance? Keys to Academic Success Accept Responsibility. Remember that you alone are responsible for your academic achievement.

Discipline Yourself. Manage Your Time. Stay Ahead. Help Yourself Then Ask for Help. Be Present and Prompt. Don’t Quit. Communicate with Instructors. How can I improve my academic skills? 10 Steps to Improve Your Study Skills Behavior modification can work for you. Do not study more than an hour at a time without taking a break. Separate the study of subjects that are alike. Do not study when you are tired. Prepare for your class at the best time. Use the best note-taking system for you. How can weak students improve academic performance? How to improve academic performance of weak students | Delhi, India, Chandigarh 1) Think. Teachers! 2) Psychological analysis. Academic pressure will result in mental disorders in youngsters. 3) Again and Again, 4) Encouragement. 5) Timetable. 6) Recall. 7) Personal coaching. 8) Mock tests. What causes poor performance in students? The study revealed that major causes of poor student performance included lack of resources, lack of discipline and poor morale, problems concerning the implementation of policies, and inadequate parental involvement. What causes students poor performance in school? There are many reasons for children to under perform at school, such as, medical problems, below average intelligence, specific learning disability, attention deficit hyperactivity disorder, emotional problems, poor socio-cultural home environment, psychiatric disorders and even environmental causes. What are the causes of poor academic performance among students? Top causes of poor academic performance Poverty. Poor Health. Teachers’ approach to teaching or teaching methodology adopted. Poor approach to learning. Poor inter-personal relation between teachers and students. Broken home experience. Changing of teachers incessantly. Recent post: What Is In A Luxury Dorm?How do you write a student performance report? 10 School Report Writing Tips Use Simple, Jargon-Free Language. It’s important for parents and children to understand the report, so they can fully understand their progress. Be Precise. Use Examples. Share the Gradings and Provide a Model or Example. Sandwich Model. Refer to Guidelines. Feedforward. Timely. What is academic performance Oxford dictionary? Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university.