

READINESS TO TAKE RE-TEST - FIRST YEAR MBBS STUDENT VIEW**RAMADEVI GARA, RAPETIRAMANA RAO***

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Received: 17 February 2022, Revised and Accepted: 25 March 2022

ABSTRACT

Objectives: During COVID-19 pandemic, there were many changes adopted in medical education, most of the syllabus (theory and practical) was taught in online. During this online classes, 1st year MBBS students were the most affected, because they are new to curriculum, difficult to adopt the transition from intermediate to under graduation course, this created lot of pressure in the students. Once the students are back for offline classes, we have conducted internal assessment test after a month of offline classes and the test results were poor. Main objective of this study is to see the relationship between conducting retest and improving the academic performance and to record the student view on retest.

Methods: Sample size for the 1st test (n-149) and 2nd test (n-141). We have given Google form with ten questions, out which responses were recorded based on Likert 4 point scale.

Results: The repeat exam provided immediate reward for using the initial exam as a study guide. When we compared the results of test and retest, there was great improvement in score.

Conclusion: Retest helped to reduce test anxiety and to encourage the learning of course material. It helped the faculty to fill the lacunae to improve the further outcome.

Keywords: Re test, Internal assessment, Test anxiety.

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INTRODUCTION

Anatomy lays the foundation of surgical disciplines and a logical understanding of various surgical equipment and techniques can be successfully attained through cadaveric dissection classes. During pandemic, dissection classes remain challenging to conduct online and teaching theory alone in online and for the practical we used to play the dissection videos. Because of lack of hands on experience in the dissection hall and reading the subject in the test books alone, students not achieved proper understanding of the subject. After completion of NEET exam in September 2020, students joined the 1st year MBBS February 4. After conducting 1 week foundation course (which was earlier 30 days continuous, now reduced to 1 week continuous, then adjusted along with routine curriculum due to delay in admission because of pandemic). From February 4 to April 20, we have taught offline classes, and then from April 23 to July 26 it was online classes. We conducted 1st internal exam in online in the month of May through Google forms, 2nd internal assessment in last week of August in offline. The results of 2nd internal assessment was very poor, when we analyzed the answer scripts, faculty noticed that most the people are not confident enough on subject and lot of confusion in presenting the answer. We provided certain important questions of same internal syllabus, given 3 days' time and asked to give the re test. Main objective of this study is to see the relationship between conducting retest and improving the academic performance and to record the student view on retest. There are very few studies on this topic. Raymond *et al.* explained the retest effects on credentialing examination [1]. Schleicher *et al.* offer some preliminary theoretical explanations for these demographic differences in retesting gains, including differences in ability, testing attitudes and motivation, and receptivity to feedback [2]. The present study mainly focused on 1st year MBBS students, outlined the effects of retest and took feedback from student side for better outcome in final examination.

METHODS

Study was conducted on 141 MBBS students, Google form was given containing ten questions, out which responses of nine questions were recorded using 5 point Likert's scale. One question was given blank to write their opinion. The following are the questions given.

- Q1. Do you think retest was stressful
- Q2. Is the time gap given for re test was sufficient
- Q3. Do you think retest will improve your performance
- Q4. Did the questions given to you priorly helped you to write re test better
- Q5. Did you get adequate advice from the faculty for the last minute revisions and the key topics to be focused?
- Q6. Do you think group studies can help you to come out of the depressed state of mind and prepare for the re-test?
- Q7. From whom did you get the most support to overcome the anxiety and appear for the re-exam with confidence?
- Q8. In your view, is it correct to conduct the re-test for all the students instead of only the failed candidates?
- Q9. How do you feel after writing the re-test?

10. In your view what can be done better to improve the result. Responses were recorded, analyzed, and drawn the conclusion.

RESULTS

For assessment of the student opinion, a questionnaire was supplied online for students. The questionnaire contains ten questions. Nine of the ten questions have five options and last question seeks overall opinion of the students. The summarized response for each question is plotted below from Figs. 1-10.

DISCUSSION

The summarized responses of the students for each question (1-9) are plotted in Figs. 1-10 above. About 12.7% students felt that taking

retest was stress full to little extent and majority of the students (51.7%) opined that taking a re-test is stressful to some extent and only 9% students (Fig. 1) expressed that taking retest is stressful to great extent. Majority of the students felt that time gap between two tests is not sufficient (Fig. 2). As per Fig. 3, majority of the students thought that re-test shall improve their performance. As shown in Fig. 4, most of the students opined those questions given to them priorly helped in writing the re-test. Majority students felt that adequate advice from the faculty for the last-minute revisions and the key topics to be focused helped to great extent (Fig. 5). Majority of the students also felt that group studies can help you to come out of the depressed state of mind and prepare for the re-test (Fig. 6). From Fig. 7, it is evident that the students relied on their friends get the most support to overcome the anxiety and appear for the re-exam with confidence. Students are of mixed opinion (Fig. 8) on the case correctness of conducting re-test for all the students instead of only the failed candidates, 52% students agreed that re-test should be conducted for all, 37% students have neutral opinion on the question, and 10% students disagreed with the fact that the retest should be conducted for all. As indicated in Fig. 9 majority of the students, that is, about 50% of the students felt neither satisfied or dissatisfied after taking the retest and 35% students are satisfied with retest and only 12% students are dissatisfied with retest.

When we compare the overall performance of the students between two tests for a range of marks as shown in Fig. 10, the results indicate

that, lesser students fall at lower range, that is, 0–20 marks after the retest. An overwhelming majority of the students (61.7%) gained good marks and falls in the range of 30–60 marks range when compared to 34.8% students who falls in the same range during the first test.

From the response to the question 10 “what can be done better to improve the outcome,” it is gathered from the opinion that, students collectively opined that there should be more gap during the exams so that they could be more prepared for the re-test and some of them expressed that they should have done more practice on important questions. Some students also expressed that the need suggestions on right way to attempt the questions to understand that regular assignments/homework should be given. Some students expressed that continue offline classes would be more helpful. Most of the students opined that, conducting repeated exam with small portion before the actual internal exam and also by giving few questions everyday will help to improve the outcome rather than re-test in short period of time.

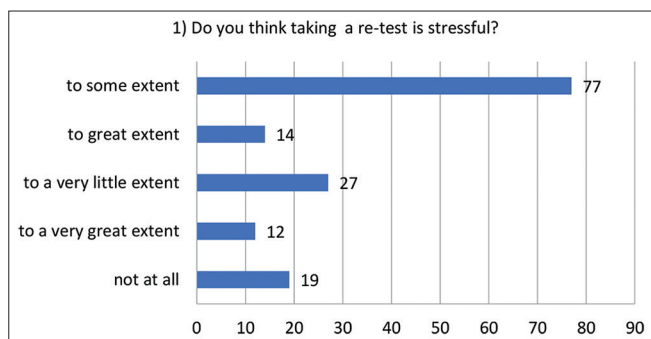


Fig. 1: Response for question 1

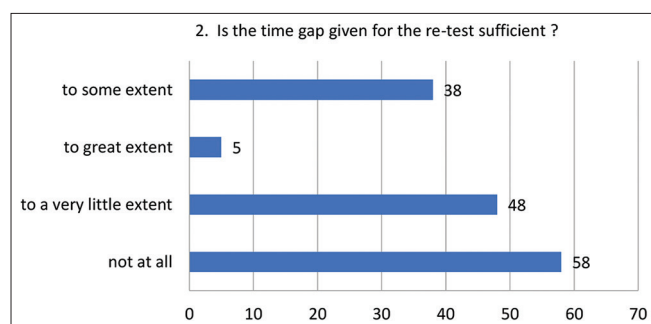


Fig. 2: Response for question 2

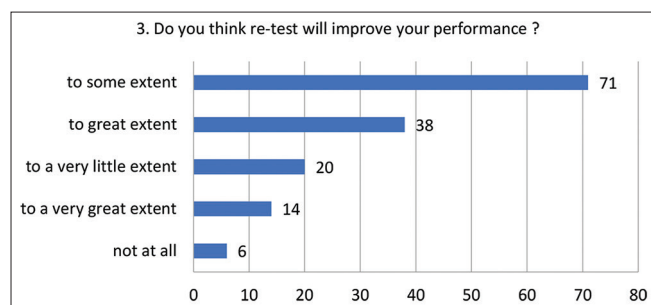


Fig. 3: Response for question 3

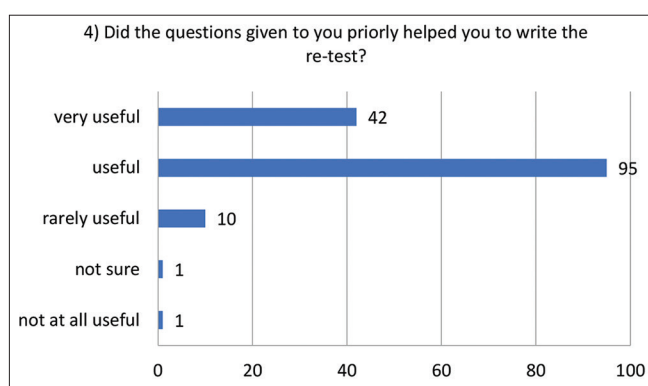


Fig. 4: Response for question 4

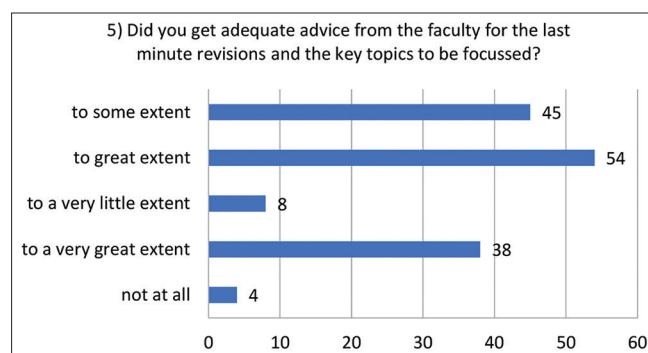


Fig. 5: Response for question 5

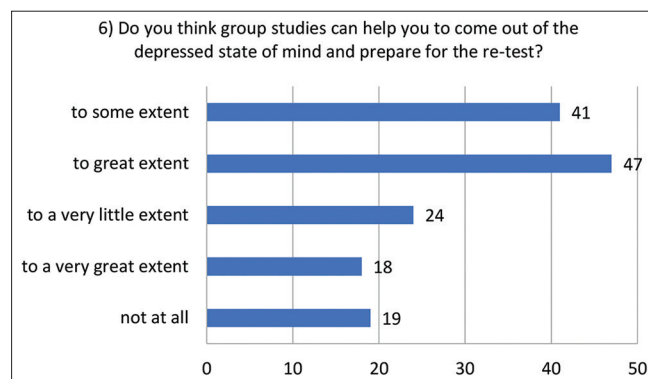


Fig. 6: Response for question 6

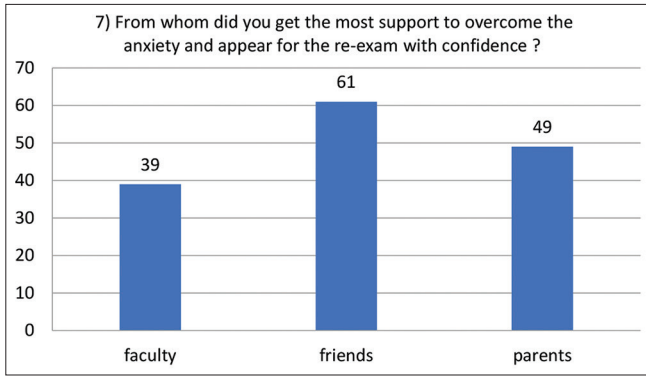


Fig. 7: Response for question 7

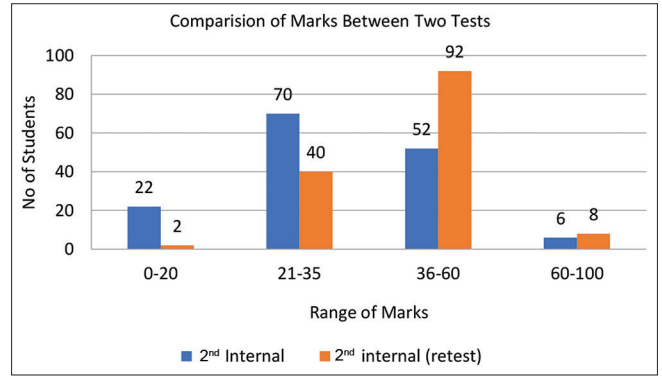


Fig. 10: Comparison of marks between tests

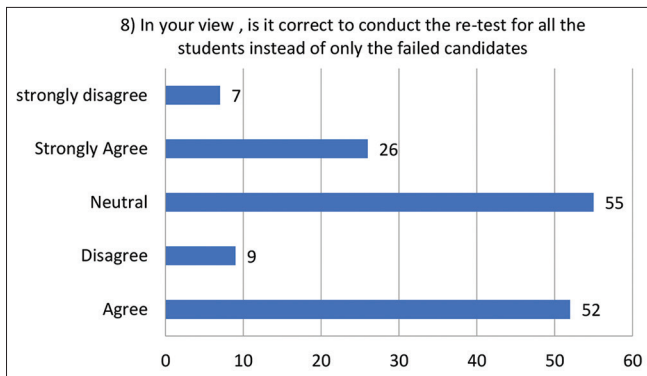


Fig. 8: Response for question 8

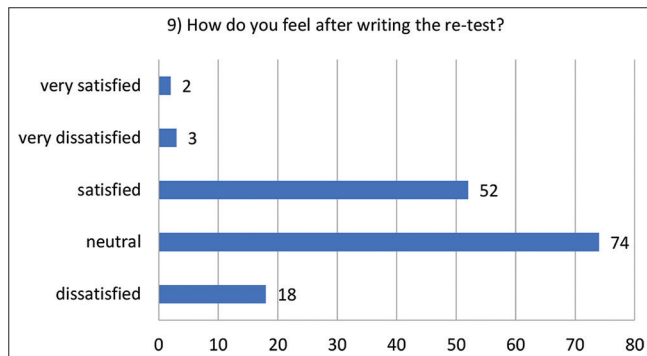


Fig. 9: Response for question 9

CONCLUSION

From this study, we conclude that, taking re-test was not stressful for students, but most of the student expects that sufficient time gap should be given between test and re-test, repeated revisions are required before test. There is huge improvement in student marks in range 30–60 (in actual test - 52 students, and re-test - 92 students). However, in reality is that individual faculty members are often doing a lot of manual grading under tight deadlines and data processing errors are probably common.

Limitation of the study

Study cannot generalized to all specialties due variation in course design.

AUTHORS' CONTRIBUTIONT

The first author RG had performed the work and wrote the first draft of the manuscript. The second author RR had collected the literature, performed the statistical analysis and corrected the manuscript using software tools.

CONFLICT OF INTEREST

The authors declared no conflict of interest.

AUTHORS' FUNDING

The study was not supported by any grants and funds.

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