Type of Examination, Academic Preparation and Performance of BSN Three Students of Davao Doctors College

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ABSTRACT

The study aimed to assess the effect of the types of examination to the academic performance of students in NCM-105. Further, the researchers intended to assess the difference between academic preparation and performance of the students. The study was prompted to an observation that students were not exerting enough effort in studying with their knowledge of taking purely multiple choice type of examination in the periodical examinations. The study utilized an experimental research design wherein there was a control group who took multiple choice tests and the experimental group who took the mixed type of examination who were “mind set” prior to the conduct of the test. The respondents were the BSN 3 students. The study also employed a validated survey questionnaire to measure the academic preparation of the students in terms of intensity of studying and study techniques. The results showed that the experimental group has a higher academic preparation and performance compared to the control group. And, there was a significant difference on the academic performance of the students. It implied that students who were introduced to a new or unfamiliar type of examination were motivated to intensify their studying and improved their study techniques. Recommendation was suggested to encourage the nursing program and its instructors to formulate and conduct periodical examinations in a mixed type manner, provided that, multiple choice type of questions should be in majority of items.

KEYWORDS: Education, academic preparation, academic performance, type of examination, comparative, Davao City
INTRODUCTION

A test or examination is an assessment intended to measure a test taker’s knowledge skills, aptitude, physical fitness or classification in many topics. It may be administered orally, on paper, on a computer, or in a confined area that requires a test taker to physically perform a set of skills. Formal testing often results in a grade or a test score (Thissen and Wainer, 2001). Since tests are usually developed by individual instructors, the format and difficulty of these tests may not be widely adopted or used by other instructors or institutions.

In the Philippines, most standardized tests, including professional licensure examinations and achievement tests, are also made up primarily of multiple choice items. In fact, most of the licensure examination such as the Philippine Nursing Licensure Examination constructs one hundred percent of the test items in multiple choice type of test. The questions are strategized to test the students or examinees’ level of knowledge, comprehension, analysis and synthesis. Nursing graduates need to pass the PNLE in order for them to become Registered Nurses (RNs). The examination is being administered in a multiple-choice type of question.

DDC nursing faculty trained their students in dealing with test questions formulated in multiple-choice in all term examinations. It has been observed that the Philippine Nurse Licensure Examination (PNLE) results were not able to exceed 50 percent of the total number of examinees for the last five years (www.prc.com.ph). This poor performance in passing the said examination caused an alarm in the academe nationally. And Davao Doctors College is not exempted from it.

At present, it has observed that most nursing students are becoming laidback in preparing to take multiple-choice type of tests. As claimed by most of the nursing students, they are not inspired in reviewing or studying to prepare for their examination because of the knowledge that they will be taking a multiple-choice type of questions. They expressed that even with no preparation, they can solely rely on their stock knowledge and strategies in dealing with the choices to answer correctly.

A method appropriate for most students may be ineffective for other students who could learn more easily with a different approach. An effective teacher needs to vary techniques and to have an armamentarium of teaching methods and learning activities that can be drawn upon from moment or from week to week to facilitate maximum learning for as many students as possible. Thus, the teacher’s goal then, is to search for a teaching strategy that will suit students’ varied needs and jibe with students’ learning styles.

Poor study habits due to insufficient time spent in class preparation, failure to understand the nature of assignment, failure to complete special assignments such as paper, outside reading assignments, lack of participation in class discussion, lack of ability to concentrate and lack of proper study environment is a reason for academic failure. From the perspective of a test developer, there is great variability with respect to time and effort needed to prepare a test. Likewise, from the perspective of a test taker, there is also great variability with respect to the time and needed to obtain a desired grade or score on any given test.

When a test developer constructs a test, the amount of time and effort is dependent upon the significance of the test itself, the proficiency of the test taker, the format of the test, class size, deadline of test, and experience of the test developer (Cangelosi, 1990). As an educational tool, multiple choice items do not allow test takers to demonstrate knowledge beyond the choices provided and may even encourage guessing or approximation due to the presence of at least one correct answer. In view of this, the researchers were motivated to conduct a study on the type of examinations and the academic performance of the nursing students.

Conceptual Framework. The research study has two (2) variables, namely the independent variable which is the type of examination (multiple choice and mixed type where there is use of “mind setting”). And, the dependent variables are the academic preparation of the students which was being measured in terms of intensity of studying and study techniques and their academic performance in terms of their raw score during the final examination.

<table>
<thead>
<tr>
<th>Independent Variable</th>
<th>Dependent Variable</th>
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<tbody>
<tr>
<td>Type of Examination</td>
<td>Students’ Academic Preparation</td>
</tr>
<tr>
<td>1. Multiple Choice</td>
<td>1. Intensity of Studying</td>
</tr>
<tr>
<td>2. Mixed Type: Use of Mind setting</td>
<td>2. Study Techniques</td>
</tr>
<tr>
<td>Academic Performance Scores</td>
<td></td>
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</tbody>
</table>

Figure 1. Research paradigm
Objectives. The study aimed to assess the effect of mind setting as to the type of examination to be given to the respondents on their levels of academic preparation and academic performance. Specifically, the study aimed to determine the respondents’ level of academic preparation in terms of intensity of studying and study techniques; and level of academic performance in terms of their final examination scores in NCM-105. Further, the study aimed to determine if there is a significant difference between the academic performance of the students when analyzed according to the type of examination.

METHODS

This study used the descriptive-comparative research design. It is descriptive because it described the academic preparation and academic performance of the BSN Three students in both multiple choice and mixed type of examination. It is also comparative since it determined the difference between the academic performance of the students when analyzed according to the type of examination.

The respondents of this study were the two sections of Bachelor of Science in Nursing Level 3 students of Davao Doctors College enrolled in the second semester of School Year 2012-2013 who were taking the NCM-105 (Disturbances in Metabolism, Perception and Coordination) concept. There were 38 students, comprising 18 students from Section B and 20 students from Section C excluding those students utilized in the reliability test. The study was conducted at Davao Doctors College.

To measure the respondents’ academic preparation in terms of intensity of studying and study techniques, a questionnaire was formulated by the researchers. The questionnaire was validated by three experts in the field and subjected to Cronbach reliability test with a reliability coefficient of 0.882 suggesting an “acceptable” level of reliability.

Section C which was used as the experimental group was “mind set” to have a mixed type of examination. On the other hand, Section B which was the control group was not given any information as to having a mixed type of examination, which led them to assume having a multiple choice of examination which is regularly given.

To measure the academic performance of the respondents, the raw scores from the NCM-105 Final Examination were utilized. The final examination given was subjected for validation and reliability using the Classical Item and Test Analysis Spreadsheet (CITAS).

RESULTS AND DISCUSSION

Table 1. Level of students’ academic preparation in taking examination

<table>
<thead>
<tr>
<th>Type of Examination</th>
<th>Intensity of Studying</th>
<th>Quality of Study Technique</th>
<th>Descriptive Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Choice (Control Group)</td>
<td>3.43</td>
<td>3.96</td>
<td>HIGH</td>
</tr>
<tr>
<td>Mixed Type (Experimental Group)</td>
<td>3.57</td>
<td>3.77</td>
<td>HIGH</td>
</tr>
</tbody>
</table>

Legend: 1.00-1.50 (Poor); 1.51-2.60 (Fair); 2.61-3.40 (Average); 3.41-4.20 (High); 4.21-5.00 (Very High)

Results revealed that the level of academic preparation of those students who were oriented on mixed type of examination has a higher mean score of 3.57 verbally described as “High” in terms of intensity of studying. Whereas, the level of academic preparation of those having the multiple choice type of examination had a higher mean score of 3.96 verbally described as “High” in terms of study techniques. This implies that whenever an individual is being made aware of the type of examination he/she will undergo, specifically on this aspect eventually that person will make more efforts and will allocate more time in studying because of the fear that he/she cannot answer the questions especially that of an enumeration, true or false, fill in the blanks or identification. According to John Keller’s ARCS Model of Motivational Design (1988), it emphasized the relevance within the instruction to increase motivation by using concrete language and examples with which the learners are familiar. Moreover, the quality of studying or study techniques of an individual depends on his/her attitude. According to Thorndike’s law of readiness, that a learner’s satisfaction is determined by the extent of his preparatory set, that is, his readiness for action.

That is if a person is motivated or ready to perform an act usually the outcome is satisfying. In addition, desirable study habits and attitudes are vital to learning. They are essential in the formation of intellectual, physical, and emotional dispositions as well as efficiency, ease, and economy of action (Dewey, 1955).
Table 2. Students’ academic performance in terms of final examination scores

<table>
<thead>
<tr>
<th>Academic Performance (Mean Final Examination Scores)</th>
<th>Multiple Choice</th>
<th>Mixed Type</th>
<th>Mean Average Percentage</th>
<th>Verbal Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group</td>
<td>54.28</td>
<td>51.61</td>
<td>52.94</td>
<td>FAIR</td>
</tr>
<tr>
<td>Experimental Group</td>
<td>59.29</td>
<td>57.80</td>
<td>58.54</td>
<td>AVERAGE</td>
</tr>
</tbody>
</table>

Table 3. Test of significant difference on the academic performance of the students

<table>
<thead>
<tr>
<th>Type of Examination</th>
<th>CONTROL GROUP (Mean Average Percentage)</th>
<th>EXPERIMENTAL GROUP (Mean Average Percentage)</th>
<th>p-value</th>
<th>Decision on Null Hypothesis</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Choice</td>
<td>54.28</td>
<td>59.29</td>
<td>0.028</td>
<td>Rejected</td>
<td>Significant</td>
</tr>
<tr>
<td>Mixed Type</td>
<td>51.61</td>
<td>57.80</td>
<td>0.021</td>
<td>Rejected</td>
<td>Significant</td>
</tr>
</tbody>
</table>

There are significant differences between the academic performance of the control group and the experimental group on both the multiple choice and mixed type of examination as depicted in the result of 0.028 for the multiple choice type of examination and p-value of 0.021 for the mixed type of examination which is lesser than 0.05 level of significance. When a student has diverse study techniques, even for the improvement of memory, it stress the importance of immediacy in remembering and learning. According to Brophy (1998), it was found out that unlike students of limited ability, who often fail despite their best efforts, academic failure students often fail needlessly because they do not invest their best efforts. They begin tasks half-heartedly and simply give up when they encounter difficulty. During interview on both control group and experimental group, experimental group claimed that they had intensely memorized on the pertinent facts, while the control group had done scanning of their notes for familiarization mostly a day or night before the conduct of the said examination. Learning and testing styles are the composite of characteristics cognitive, affective and physiological factors (Keefe, 1991).

In conclusion, whenever a student is made aware that he/she will be into something more challenging or in a situation that needs preparation, such as mind setting the student of a difficult type of examination, he/she will make more effort and will allocate more time for his/her academic preparation. The better the academic preparation, the better is the academic performance.

Based on the findings of the study, it is recommended that instructors in the Nursing Program conduct periodical examinations in a mixed type manner, provided that multiple choice type of questions should still be in majority of the items.
REFERENCES


Affective Filters of English Language Learners: Voices of College Students In Context

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ABSTRACT

The purpose of this phenomenological study was to describe and to understand the lived experiences of college students in dealing with their affective filters as they learn English as a second language. It also sought to find insights of students on their language learning travails as well as explore the effective English as a Second Language learning strategies beneficial to lowering students’ affective filters. Purposive sampling technique yielded 10 participants in the in-depth interview and 7 in the focus group discussions in selected higher learning institutions in Davao City. Thematic analysis propelled various themes to emerge from this study. For the Lived Experiences of Students in Struggling with their Affective Filter, the themes were Stage Fright, Coping Mechanism (Independence versus Interaction), Refusal to Converse with the English Professor, Embarrassing or Discouraging Moments in Class and Motivating Moments in Class. Students’ insights from their learning travails that will explain their lived experiences include Request for Correction without Humiliation, Need to Practice Speaking in English, Need for Confidence-boosting, Fun Activities, Empathy versus Alienation and Beyond Students’ Level. Effective English as a Second Language (ESL) Learning and Teaching Strategies to Combat Affective Filters Drawn from the Participants’ Narration comprise Relaxing Environment, English Linguistic Environment, How Professors Heighten Students’ Motivation, Learning Strategies to Lower Affective Filters and Relating English Language Learning to Real Life.

KEYWORDS: Applied linguistics, affective filters, english language learners, voices, english as a second language (ESL) teaching and learning strategies, phenomenology, thematic analysis