

Comparison of Academic Achievement of Daily Students, Further Students and Aras Campus of Dentistry School of Tabriz University

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Abstract— Background and Objectives: One of the hot issues of concerns of many young people and families is the university entrance exam or Concours . The aim of our study was to compare the academic achievement of students in three categories: daily, Aras campus and post-graduate to each other in Tabriz dentistry school and search the relationship between university admission and their academic achievement. **Methods:** A total of 45 students of dentistry school of Tabriz University of Medical Sciences, including 15 daily quota students accepted for university entrance examination, 15 students were admitted to Aras campus, 15 post-Graduate students enrolled the study. surgery 4 theoretical , surgery 4 practical, children 3 theoretical, children 3 practical, restorative 3 theoretical, restorative 3 practical courses scores were compared. Scores were analyzed using Chi-square tests and ANOVA. The significance level in this study was defined $p \leq 0.05$. **Results:** The mean scores of surgery 4 theoretical and practical, children 3 theoretical and practical and theoretical and practical and restorative 3, ordinary students had the highest mean scores and post-graduate students had the lowest mean score and the three groups had statistically significant differences. **Conclusion:** Ordinary admissions of Concours during study at university have better academic achievement than admissions of University of Medical Sciences campuses.

Index Terms—Academic Achievement, Daily Students, Dentistry School ,Further Students.

I. INTRODUCTION

One of the hot issues of concerns of many young people and families is the university entrance exam or Concours. Concours is always of interest issues of families, students, scholars of educational issues and High-ranking officials in the educational system of the country. Due to the mismatch between the applicants attending university and student admission, it is inevitable to administer the comprehensive test which was single criterion or the most important criterion to entrance university. Since there is situation in our country as free of charge and without payment university and by paying tuition (Various titles such as the Islamic Azad

University, Medical Sciences Campus universities and non-profit universities and higher education institutions) so all university applicants try to acquire the top and passing the courses and universities that education is free of cost. Acceptance in universities Tuition fees are collected from the students of universities which Tuition fees collected from the students have the second priority only for those who have the ability to pay.

On the other hand, a group of students are studying in our universities that are not accepted through the university entrance examination but after admission and education part of curriculum or graduation of other countries' universities , enter the universities in the country to continue their education or confirm degree by the Ministry of Health and Medical Education. They began to study abroad because of whatever ,the fact is that take the university entrance examination and admission have not been a university entrance qualification as their peer students in universities in the country.

But after entering the university almost identical circumstances is governed on these three categories of students who have earned an acceptable rating for free education (abbreviated: daily students), students who have been accepted in medical science campuses and those who are referred from abroad to the university (abbreviated: post-graduate students) is governed and similar theoretical and practical criteria is considered to assess their academic achievement. Various researches studied the relationship between admission type and student academic achievement on different viewpoints and come to different results. In a study conducted in Kashan, the results shows that the university admissions (quotas accept) have not statistically significant relationship with students' academic failure of paramedical disciplines(1). Alikhani et al in a study which is conducted to investigate the factors influencing academic failure students of military paramedical faculty showed that admission quota have statistically significant relationship with academic failure (2). The study on academic process of medical students in Hamadan showed that the academic status of students of free quota is better than quota of martyr and veterans (3). Roudbari et al showed that quota for entrance the university is one of the most important factors affecting the success or failure of Zahedan Medical Students (4). What is the purpose of our study was to compare the academic achievement of students in three categories of daily, Aras Campuse and post-graduate with each other in Faculty of Dentistry of Tabriz University and search the

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relationship between type of admission and their academic achievement.

II. MATERIALS AND METHODS

A total of 45 students from the School of Dentistry of Tabriz University of Medical Sciences including 15 daily quota students accepted for university entrance examination, 15 students accepted for Aras campus and 15 student accepted to complete their education in universities abroad were enrolled. Students' scores in courses of surgery 4 theoretical, surgery 4 practical, children 3 theoretical, children 3 practical, restorative 3 theoretical, restorative 3 practical and average of these six courses were collected and compared with each other. Theoretical tests were administered for all three groups similar and in one day. The practical tests were administered by a certain group of teachers who were unaware of grouping students and after collecting the scores using the chi-square test and ANOVA were analyzed. The significance level in this study has defined $p \leq 0.05$.

III. FINDINGS

The study of mean scores of surgery 4 theoretical and practical courses of these three groups showed that the mean scores of daily students group were more than other two groups of students, and the lowest mean was related to students who were accepted to complete their education in college. There was a statistically significant difference between the scores of surgery 4 theoretical and practical courses in the three groups. For children 3 theoretical and practical courses, the scores of three studied groups, further to lower, mean scores 3 Group study is related to daily students, campus accepted students and post-graduate students and there was statistically significant difference between mean scores of three groups. Finally, about restorative 3 theoretical and practical courses also ordinary normal students had highest mean scores and post-graduate students had the lowest mean score and differences between the three groups was statistically significant. Compared to the average of the three groups of six courses, also indicates that the differences was statistically significant. Statistical analysis results of the study are presented in Table -1.

IV. DISCUSSION AND CONCLUSION

When due to the limited number of places or any other cause need to determine criteria like Concours is inevitable for university entrance, several factors should be considered which involved in the success of individuals in Concours. However Concours questions and response time to questions and so on are the same for all candidates, but in addition, there are factors that affect overt or hidden on the results of the university entrance exam. For example, gender quotas in some fields is about this kind of factors. It is possible that one who have better test scores or rank test lower than another person of the opposite sex, by imposing gender quotas would be accepted as second person. Quota of martyrs and veterans are another factors involved in the Concours acceptance. On the other hand Concours results alone is not as a criteria for individual success in the next stages and to get better grades

in college. Because each individual is faced with many issues ranging from personal and social life after entering university which affect his education method and success. However the importance of concours as a standard to determine individuals ability to study should not be excluded generally. Of course university entrance exam and its acceptance and success in university entrance addition to it seems inevitable, does have some ability of individuals who are entered university. But studies by other researchers of quota to entrance the University and its relationship with academic achievement generally indicates relationship between these two factors. In Derakhshan et al study at the Mashhad University of Medical Sciences, dropout had a significant relationship with quota (5). In a study conducted by Farhadi et al at the University of Lorestan Medical Sciences it is concluded that the rate of probation in students who uses quota of martyrs for entrance to university is more than free quota students (6). Saber Firouzi et al demonstrated that there is no relationship between the quota of acceptance to the University and probation on Medical Students (7). Khazaei et al have shown that the Concours quota has a significant effect on academic achievement of medical students (8). Rahmani et al demonstrated that there is a significant relationship between the quota of acceptance and the University CBSE result (9). In contrast to the above studies, Askarian et al have concluded that there is no significant relationship between quota of admission and academic progress. Our study of texts were unable to find similar study which examine three groups of students were studied in our research. This can cause from the new Formation of Medical Sciences campuses and a recent increase in post-graduate students. However, our comparative research results can be consistent with studies mentioned above. Students who pass the medical sciences campuses or Azad university, are people who were not able to take necessary scores in concours for free education and just as ordinary students. Because it seems unlikely to be acceptable logically, that the person who is capable free education, prioritize paying tuition in his choices. On the other hand admission conditions in university abroad, is generally different from university entrance qualification in our country and admission in universities abroad except the world's top universities is not so difficult. People who enter college of dentistry in Iran for completion of dentistry courses, had been accepted at universities abroad Iranian universities which have lower level than Iran universities and their academic documents is invalid. These universities are usually located in the neighboring countries of Middle Asia, which the scientific validity of much of them are lower than Iran University of Medical Sciences. Admission to these universities will be a good alternative for people who have financial ability and family support and are not capable to accept in the country universities including daily quota and Medical Sciences Campus. Especially with regarding few laws that allow the students after a certain period of study abroad, could continue their study after returning to Iran in accordance with other students who have been successful in university entrance examination.

If the sum up the above briefly it seems likely that ordinary admissions on Concours have higher academic ability than

the other groups. In other words, according to our study, the hypothesis that the ordinary admissions of cocours have higher academic achievement than campuses and post-graduate students at the University of Medical Sciences is confirmed. Other studies in other dentistry schools which have campuses and post-graduate units at the same time are also recommended for those interested in this topic.

p-value	maximum	minimum	Standard deviation	mean	number	course	Group study
0.006	19.00	14.00	1.49	16.46	15	daily	Surgery 4 theoretica 1
	18.5	13.00	1.59	15.93	15	Aras	
	18.50	12.00	2.20	14.33	15	Post-graduate	
0.001	18.50	13.00	1.36	15.93	15	daily	Surgery 4 practical
	16.25	12.00	1.48	14.45	15	Aras	
	14.00	12.00	0.53	13.00	15	Post-graduate	
0.001	16.00	14.00	0.84	15.00	15	daily	Children 3 practical
	17.00	12.00	1.60	13.63	15	Aras	
	15.00	12.00	1.03	12.93	15	Post-graduate	
0.001	17.00	12.50	1.13	14.50	15	daily	Children 3 theoretica 1
	16.00	8.50	2.00	12.43	15	Aras	
	13.50	6.50	3.15	10.26	15	Post-graduate	
0.001	18.50	13.00	1.36	15.93	15	daily	Restorative 3 practical
	16.25	12.00	1.48	14.45	15	Aras	
	14.00	12.00	0.70	13.06	15	Post-graduate	
0.034	13.50	8.00	1.46	11.34	15	daily	Restorative 3 theoretica 1
	13.50	10.00	1.28	12.13	15	Aras	
	17.5	6.00	2.65	10.26	15	Post-graduate	
0.001	15.88	13.92	0.52	14.86	15	daily	average
	14.58	12.67	0.57	13.83	15	Aras	
	13.38	11.33	0.62	12.31	15	Post-graduate	

Table 1: Research Findings Analyze Results

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