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FOR HEALTH & FACULTAD DE MEDICINA,
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SYSTEMS AND COMMUNITY BASED
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TUFH 2020 Abstracts

Title	Assessing predictors of students' academic performance in Ethiopian new medical schools: a cross-sectional study, Ethiopia
Type	TUFH Oral Presentation <i>Measuring Progress towards the Sustainable Development Goals</i>
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Country	Ethiopia
Abstract N^o	TUFH150
Content	<p>Background: Since 2012 the Ethiopian Federal Ministry of Health a new medical curriculum in 12 institutions. The new curriculum introduced some questions on its admission policy: students join with different educational backgrounds. Students' performance on qualifying exam and grade point average is lower than expected. Methods: An institution-based cross-sectional study design was employed. A structured self-administered questionnaire was distributed to students of five randomly selected schools. The questionnaire includes questions about socio-demographic and educational background. Multiple linear regression analysis was used in order to identify the factors associated with academic performance. In depth interview was conducted among 15 key informants to explore qualitatively. Results: In the multiple linear regressions, stress was associated with lower academic performance. Students with prior education in the field of health science outperformed students with other bachelors. The cumulative grade point average of the previous bachelor degree and the score on the entrance exam to join medicine also significantly predicted performance. Although some more variables are identified from the qualitative interviews, its findings supported the results of the survey. Conclusions: Of the number of predictor variables analyzed in the model, only stress, prior educational degree, performance in the prior degree and entrance exam score were significantly correlated with the performance of students in their pre-clinical medical engagement. Key words: Academic performance, Medical education, NMEI</p>