

were assessed, during 1999-2000. After the collection of data, the students were divided into 2 groups of low and high levels. Difficulty index, discrimination index, mean, standard deviation, high and low scores, validity and reliability of tests were computed. It is necessary to mention that the students left behind from the schedule were excluded from the study due to their small number.

Results. The results of the difficulty index in different physiopathology blocks in the year 1999 showed that in metabolism and endocrinology, the percentage of extremely difficult test questions was higher than other blocks (12.2%) and the mean score in this block was 6.30. This can be due to the complexity of the questions, questions chosen out of the textbook and inadequate knowledge (control) of the students about the subject. In a survey of obstetrics and Gynecology, Gastroenterology, Cardiology and Infectious diseases blocks in 1999, cardiology revealed to have the highest percentage of extremely difficult questions (16%) and the mean score in this block was 11.6. As to the validity of the questions, neurology in 1991 and infectious diseases in 2000 were the best blocks with 76% and 72.2% valid questions, respectively. The reliability of all tests was proved to be reasonable, using tariff and chord Richardson methods.

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A New Criterion for Screening Medical Applicants

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Introduction. In the current screening system, new admissions are based on general intelligence as measured by universities entrance examination. Considering the fact that an important function of medical graduates is to educate the patients how to restore and take care of their health, communicative competence and skills would be, at least, as important as general intelligence. To show that language intelligence as measured by Iranian Language Aptitude Battery (ILAB) is of a higher predictive value in the screening of successful candidates than the general intelligence as measured by universities entrance examinations (konkur).

Methods. An experimental method was used to show that the chance of communicative success of those who performed better on ILAB was significantly different from those with a poorer performance. The subjects were given ILAB at the beginning of the academic year to be grouped into the upper and lower groups. Both groups received their regular education in language and basic

science courses. Their final grades at the end of the semester, an indication of their achievement, was compared with the corresponding predicted values they had received on ILAB at the beginning of the academic year, with their natural science average grade on the universities entrance examination (konkur) and their language grade on the same test.

Findings. ILAB proved to be of a higher predictive value than any other such factors as language knowledge, or general intelligence as measured by the universities entrance exam.

Results. Success of medical students in their studies would be predicted with much higher precision if we consider language intelligence as an additional factor in the screening of new admissions.

Address.

A study of IUMS clinical faculties' opinions on their motivation for working in university, 2001.

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Introduction. It is important for the managers to know about the most important needs of their employees. Many authors believe that one of the most important aspects of working and progressing in an organization is motivation. Considering the important role of clinical teachers in educating the medical students, investigating their teaching quality is important. One of the most effective factors in the quality of teaching is the motivation of teachers. So this study considers the clinical faculties' opinions on their motivation for working in IUMS, 2001''.

Methods. The study was done on all of the clinical teachers who had participated in Continuous Medical Education (CME) programs having been held by IUMS. To collect the data, a questionnaire was designed and distributed among them. Out of about all, 150 questionnaires were filled and returned. Data were analyzed through SPSS and EPI/6.

Results. The results are as follows: The most motivating factor that was indicated by the teachers was transferring their knowledge to the others (84.4%). Existence of a scientific atmosphere for enhancing their knowledge was the second mentioned motivation (72.9%). The third one, was acquiring higher degrees (43.8%).

Conclusion: Over all, setting a correct instructional management, emphasizing on more attendance of authorities in educational fields, providing facilities for better life and research are some of the factors which can motivate teachers. At last, all above mentioned