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.

**Address.** EDC, Shiraz University of Medical Sciences,
Shiraz, Iran.

### A New Criterion for Screening Medical Applicants

**Sabouri Kashani A, Zeinaloo AA**

**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.

**Salmanzadeh H, Maleki MBS**

**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