

**PREVALENCE OF CAFFEINE CONSUMPTION AND ITS
PERCEIVED EFFECT ON ACADEMIC PERFORMANCE
AMONGST THE FIRST AND FOURTH YEAR STUDENTS OF
FACULTY OF FOREIGN STUDENTS OF GRODNO STATE
MEDICAL UNIVERSITY, BELARUS**

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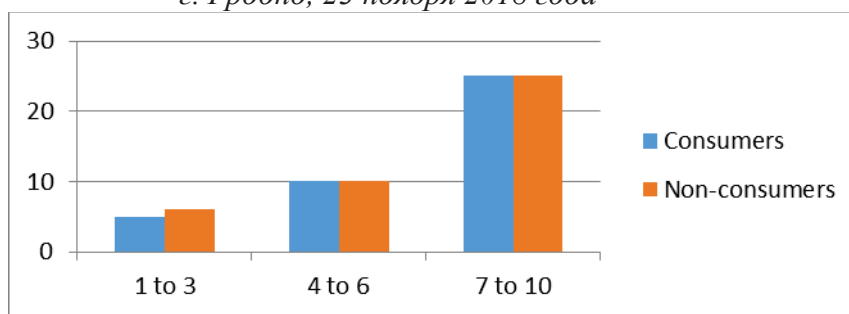
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Introduction. Caffeine consumption is considerably increasing among medical students, although caffeine had been considered to have certain side effect when used in high doses [1]. In the United States, more than 90% of adults use it regularly, and, among them, average consumption is more than 200 mg of caffeine per day [2]. The widespread use of caffeine may be due to the fact that its habitual consumption has been significantly related to increased self-reported alertness, improved performance of vigilance tasks and fewer lapses of attention, improved long-term memory [3].

Purpose. The objective was to determine the prevalence of caffeine consumption amongst foreign students and also to determine if the perceived effect of caffeine consumption on academic performance is true or false.

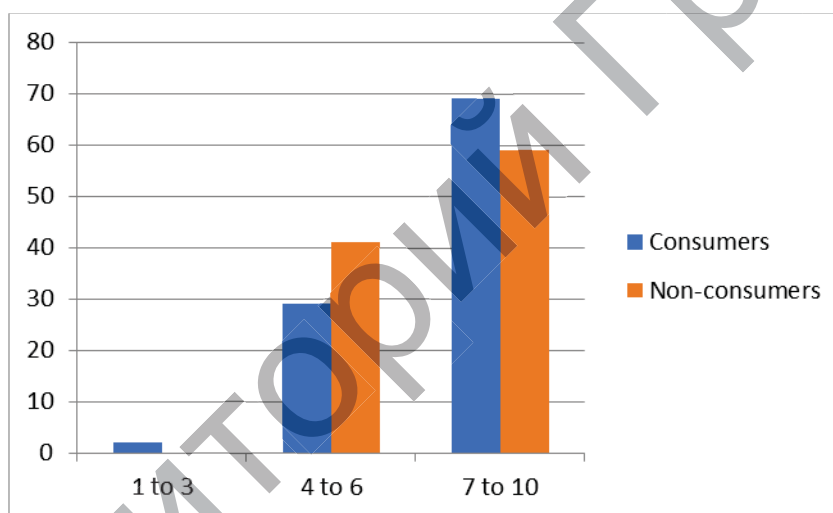
Methodology. A questionnaire based study was carried out among the aforementioned students in April 2018. The questionnaire included information regarding source of caffeine consumption, rate and time of consumption, perceptions regarding caffeine consumption on academic performance and average class marks. The study was carried out on 161 students by random sampling. They were informed that data collected would be anonymous and their participation would be voluntary. Consent was obtained beforehand from participants.

Results. We observed that out 81 first year students, 40(49.38 %) consumed caffeine while 41(50.62%) did not consume caffeine. Amongst the 80 fourth year students, 61(76.25%) consumed caffeine while 29 (23.75%) did not consume caffeine.



Average class marks of first year students who consumed caffeine and who did not

There was 41.46 % increase in consumption amongst first year students and 31.15% increase amongst fourth year students during academic stress like tests, examinations etc. The main source of caffeine amongst first year students was tea which was 80.40% while that of fourth year students was coffee being 85.51%.



Average class marks of fourth year students who consumed caffeine and who did not

The marks obtained by caffeine consumers in fourth year were slightly better than that of non-caffeine consumers with 69% of consumers and 59% of non-consumers having average class mark between 7- 10.

Discussion. Caffeine, by definition, is a drug that stimulates the central nervous system, causing increased heart rate and alertness. It is addictive and may cause side effects including headache, anxiety, dizziness, and jitters 2. According to sources, overall 80% of the world population regularly uses caffeine, and according to a research conducted at university of New Hampshire 74.93 percent of their students consumed caffeine 4. We see also that there is prevalence of caffeine consumption amongst the foreign students and increase consumption during stress especially amongst the fourth year students, this could also be as a result

of the addictive effect of caffeine. According to our research, students who consumed or didn't consume caffeine across both years had quite similar marks in class. A 2013 study by Rogers et al offered some valuable insight, in this study, the effects of caffeine on sleepiness and mental alertness showed that though mental alertness is directly tied to academic performance because being mentally alert allows students to pay attention to lectures, study, and take tests. Mental alertness is dependent upon both sleepiness and concentration but benefit of decreased sleepiness is cancelled out by jitteriness and anxiety due to side effect of caffeine which can break concentration. Therefore, caffeine was not shown to increase mental alertness and therefore it does not increase academic performance [4].

Conclusion. Our students are consuming caffeine daily and it has become a part of their daily lives, this trend is because students consume it for leisure and adaptation to stress and new environment. Another reason being that most of the foreign students, 65%, are from Asian continent and Asia is # 2 in coffee consumption. In conclusion there is prevalence of caffeine consumption amongst the foreign students, and the perceived effect of caffeine on academic performance is false.

References

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Summary

PREVALENCE OF CAFFEINE CONSUMPTION AND ITS PERCEIVED EFFECT ON ACADEMIC PERFORMANCE AMONGST THE FIRST AND FOURTH YEAR STUDENTS OF FACULTY OF FOREIGN STUDENTS OF GRODNO STATE MEDICAL UNIVERSITY, BELARUS

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This study was undertaken to determine the prevalence of caffeine consumption and its perceived effect on academic performance .This study was

carried out amongst the first year and fourth year students of the faculty for foreign students of Grodno State Medical University, Grodno, Belarus. 161 medical students were selected and given questionnaires containing the interview questions. Data were collected, entered and analyzed. We observed that 76.25% of fourth year students consumed caffeine and there was 31.15% increase in consumption of caffeine during academic stress such as tests, examinations. 50.62% of the first year students were caffeine consumers and there was 41.46% increase in caffeine during academic stress. In general, students who consumed or didn't consume caffeine across both year of study had similar marks in class. Therefore the perceived belief that caffeine has effect on academic performance is false.

RISK FACTORS ASSOCIATED WITH FRACTURE-HEALING COMPLICATIONS AND THEIR PROGNOSTIC VALUE

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Background. The frequency of fracture-healing complications in the forms of delayed union and nonunion reaches 12.5 - 26% in the structure of the general disability of the victims of mechanical trauma [3, 4]. In recent years, the growth of disability due to injuries and an increase in the timing of fracture union in a third of cases [2] is noted. The problem of fracture healing complications is associated with high socioeconomic costs, low efficiency of expensive treatment, long-term rehabilitation and a high proportion of unsatisfactory treatment outcomes, which reaches 33% [3, 5]. In addition, significant achievements in the field of bioorthopaedia extend the perception of the biological preconditions for the formation of fracture healing complications and bring the problem into a number of relevant ones that require further study [1]. The main pathogenetic factor in the formation of disorders of reparative osteogenesis is damage to cellular regeneration programs that are relevant for the formation of bone tissue in sufficient volume to fill the defect. There are also many concomitant individual risk factors associated with fracture-healing complications study of which is relevant.

Aim of the investigation. The aim of present study was to identify the risk factors which were associated with fracture-healing complications, to assess their structure and predictive value.