INTRODUCTION

This chapter includes introduction of the educational system in general and semester system in particular, statement of the problem, objectives of the study, research hypothesis, delimitations of the study and operational definitions of the key terms.

Background of the Study

Educational system all over the world has never been consistent over the years. Through advancement and exposure to new concepts, educationists investigate possibilities to teach texts in various feasible manners. According to Tribus (1994 as cited in Bhattarai, 2014), there are innumerable proposals for reforms and changes in educational system and there are infinite number of constructive ideas and research results. The target is not just to pick one of them but rather it is to have comprehensive attitude and approach within which to bring to action many good works known to us.

Worldwide, universities play a vital and critical role in the development and evolution of societies. Universities educate young minds and create aware and dynamic citizens; but much more than this, universities generate new ideas and encourage innovation. Through different system of schooling universities in the world are educating their graduates. Generally, there are three types of schooling system in practice: annual, semester and trimester. An annual system is a traditional method that provides students ample opportunities of two years to understand and grasp concepts and sit for a comprehensive exam at the end of two years. This system includes both subjective and objective portions but it predominantly tests on subjective or comprehensive exam.

As a concept, the semester system originated in German Universities of the west. Etymologically speaking, the word 'semester' is derived from the German language which means a half year. In many countries, especially in the West, the annual system is called Tuition Assistance Programmed (TAP). Even in some British

Universities the annual system existed fifty years ago (Bhattarai, 2014). So, it can be inferred that educationist over the world are not only looking at the annual or semester but there are many other including quarterly and term semester ,and a more recent debate is going on choosing either Quarter or Semester system.

Being a process of civilization of the teaching skills in teacher training, teacher education should have more flexibility (Sridevi, 2012 as cited fromBhattarai, 2014) under this system. Regarding the practice of semester system in B.Ed, it is found more significant. (Sridevi ibid…as cited from Bhattarai, 2014) views that the obnoxious effects of failure on a faculty system that existed in Bachelor of Education can be avoided through the introduction of the semester system. The semester system places great importance on modern techniques and methods of education and it can certainly bring about a revolutionary change in the traditional social order. This line of reasoning is based on the assumption that the nature and substance, the techniques and methodology of education can act as catalytic agents of social reform. It has been the policy of the Indian Government to bring about a socialistic pattern of society through fostering liberty, equality and fraternity. It was the base of the old colonial system of education that is emphasized status quo rather than change, progress and modernity.

The situation of Nepal is not far from the situation above. The semester system in Nepal has been in practice through different university education, particularly Tribhuvan University, Kathmandu University, Pokhara University, Purbanchal University and other five universities. In this research, the main concern is on the semester system practices under Tribhuvan University, particularly in Masters' Programme. In the semester system, a new dynamism is supposed to be evident which may release powerful forces of change, innovation and development in the practices of education than the former annual system.

Annual System verses Semester System

There are very limited research which focuses on the comparison between semester and annual systems. Both the systems have its merits and demerits. As traditional system of learning, annual system covers more syllabuses at a stretch and compels the student to remember all this till the end of the year. Sometimes, two or

more topics will be included in the same paper, when specializations are there. Otherwise, certain topics will be omitted and the syllabus diluted. Since at the end of the year only the public examinations are conducted and University gets enough time to prepare question papers and value answer papers. The other advantage of this system is also concerned with the examination procedures where number of examiners and examinations also can be reduced, which become more economical for Universities. Results can be announced in time and the schedule can be kept.

On the other hand, in the semester system, the students get more advantage; since examinations are held within months or set up time frames within six months. There are several mid-term exams where the students have ample opportunity to explore their ideas about the both content and pedagogy. The syllabus load is also found to be extended with contents and specific on the discussion. As a result, Students get more chances to improve also. Since examinations come within a few months student unrest also will be less in a semester system. There were many challenges to be faced by the under-graduate colleges in preparing the students for the semester system. The semester system is a very proactive system as it engages both the faculty and the students throughout the year in academic activity. While, in the annual system once the student enters the college s/he feels free and thinks about studying only during the exam time. Semester system not only involves students more throughout the year but also reduces examination burden. The semester system is the need of hour and a very effective one.

There are many merits of this semester system. They may be as follows,

i.   It is good for the student community. As these students are the futures of society.

ii.   It creates awareness of the parallel streams prevalent in various parts of the country (Sridevi, 2012 cited as Bhattarai, 2014).

iii.   It keeps the students in touch with the books the whole year. It can prove beneficial for the students.

iv.   The compulsion of tests in between has made the students presence in the colleges all throughout the year. In present world there are too many

distractions available for the youth to go astray. Engagement in tests and examinations in the colleges can keep them busy in more fruitful works, which will be personally beneficial for them too (Sridevi, ibid…cited as Bhattarai, 2014).

v. The students will be constantly evaluated and the depth and breadth of their knowledge will improve.

vi. It allows greater interaction with teachers and the children will be more focused on preparing throughout the year.

vii. This will give the students to cooperate in the future with the universities, most of who run in the semester system. There shall follow continuity in the imparting of the education and examination system with the introduction of the semester system (Sridevi, ibid…).

viii. For some students, it will be better as there will be fewer courses as compared to annual.

ix. The semester system allows the students no luxury of studying at the last moment and still getting good marks in the final exams. So one has to be on his toes throughout and cannot bunk classes or afford to take your studies lightly. This is certainly a good point of the semester system and it will keep everyone working all through their college life seriously rather that turning to just last minute studies which many students resort to because of the structure of the current evaluation system.

x. The other plus point of the semester system is that the student gets tested on very small sections at a time, so when he gives the final exams where the whole curriculum is assessed, one is in a position to write an even better exam than with the current system. The fact behind this is the students are already aware of the problem areas and by the time of the final exams, they will have a chance of improving their percentage in the final assessment.

xi. When students go to undergraduate colleges after school, they are compelled to revert back to annual system. Introduction of semester system now will no more shock the students about the system.

xii. The evil of procrastination with students might disappear with the introduction of semester system.

Practice of Semester System in other Programme at Tribhuvan University

Regarding the practices of semester system in Tribhuvan University, BBA and BIM Programs of Faculty of Management (FOM) runs semester programs. These are Bachelor's level program, and successful student could choose either to continue the further study or to enter into the job market. However, the Dean and experts of FOM opined that BBA and BIM programs were launched to cater the need of market both local and global market. They viewed the BBA program is found to be more systematic than BBS. Likewise, BBA is found to be practical; it is practice-based program. As the course cycle is 4 years, BBA meets the international standards. BBA is the semester-based program. BBA meets the demand of market; it is demand-driven program. The Dean explained that FOM made efforts to design and conduct market driven programs. Since 2000, financial market has grown in the country. In fact, BBA was designed to cater the needs of middle level managerial manpower. BBS program was conventional one that could not meet the needs of financial sector. In coming days, FOM attempts to diversify the management education in the country. FOM also plans to develop BBM program.

As regards BIM program, the Dean viewed it as the hybrid program and the product of BBA one. Those who could not get admitted in BBA, they choose to enter in BIM program. Even though students study the management related courses in the program, the core of BIM program was IT and its application in business and organizations. Students of BIM experienced that the knowledge and skills they gained was inadequate compared to students from IT and engineering. So BIM students could not compete in market, it was barrier for BIM students. They thought that knowledge and skills need to be added in BIM to make BIM students as competent as students from engineering background. In their view, students need to be given opportunity to visit industry so that they gain practical knowledge and build link to employers. The students from any discipline can get admission in BBA and BIM program. Colleges and students prefer BBA program. The first priority is BBA. BIM

comes later. Those students who pass Central Management Admission Test (CMAT) but failed to join BBA get admission in BIM. BIM is ranked as second to BBA even if BIM is assumed as appropriate course to meet the business and organization's needs. Colleges also encouraged the students to choose BIM only when they did not get admission in BBA. Very few students showed BIM as first priority. Therefore, many colleges have more BBA students than that of BIM. According to teachers, principals and students, FOM made less effort to promote BIM. Very few people knew about BIM program. They viewed that FOM should make efforts to promote BIM and encourage students if they want to develop career in management with IT. However, the Dean and experts of FOM perceived that the current BBA and BIM courses could not fully address the requirement of current business environment. They viewed that these courses could neither be restructured and reshaped entirely. So FOM planned to introduce the new course - BBM for catering the diverse needs of business. Dean expressed that the core course for BBM would be the same as BBA. But BBM would also include courses like Sociology of Business, Nepalese Society and Politics, Legal System of Nepal and the implications in business, etc.

Course Structure as mentioned above, BBA was introduced to cater the needs of market. Credit hours assigned for BBA is 120, and BIM is 126. Dean expressed that timely refinement in the courses was made. BBA courses focus the sectoral needs. However, the courses could not be restructured. On the other hand, core area is also the same as BBA in BIM. But BIM focuses more on IT courses. Application of IT in business is the major focus in BIM.

People have different expression of favor or disfavor toward a person, place, systems, or events. Such expressions are according to the persons past and present experiences that can be referred as attitude. Attitude towards any system plays a crucial role in the teaching and learning processes of that system in the different sectors (Barton, 2000; Furinghetti and Pekhonen, 2002). Regarding the educational system, particularly in education, it affects students' achievement. The teaching method, the support of the structure of the institution, the family, socio-economic status and students' attitude towards school affect the attitudes towards different subjects, such as, English, Science, Mathematics, etc.

Statement of the Problem

Since, there are not many studies on semester system in Nepal regarding the teachers' opinion and its effect to the students' achievement. Semester system has been an innovative practice under management faculty, particularly BBA and BIM programme under TribhuvanUnivesity (TU) however under other faculties such as science, humanities, education as well as other management faculties has been a concern. If we look at the historical scenario of the practices of Semester system in TU in the past, the proficiency level, Bachelors and Masters' level were all conducted under semester system after the establishment of National Education System Plan (NESP)-2028 to 2034. Due the several administrative hunches and academic difficulties the semester system was again shifted to annual system. Recently from 2070 B.S., TU has again approved to start the masters' programme under semester system at university campus. This shows that it has begun its programme using the top-down approach. Being a good system in the world practices, the different issues have been raised among the scholars, staffs or other concerned authorities. TU has to face several obstacles such as: teachers' perception, administrative support, students' politics, etc. on its way to implementation. In this situation a study is necessary to find out the students attitude towards the implementation of semester system.

It is therefore necessary to analyze how far the attitudes toward semester system are influential in teaching-learning operation as a whole. In this regard this research intends to answer the following research questions:

Research Questions

    i)   What are the attitudes of university students toward semester system?

    ii)   Do these attitudes differ by discipline of specialization of the students in semester system?

    iii)   What is a relationship between the attitudes among the students of different disciplines?

    iv)   What about the changing dynamism in students' attitudes before and after implementation of semester system in University Campus?

Objectives of the Study

Semester System has been a new paradigm shift in the Nepalese education system, particularly in Tribhuvan University. The following will be the objectives of the study:

    i)   To find out university students' attitude towards semester system.

    ii)   To compare students' attitude toward semester system by their discipline.

Research Hypothesis

The following are the hypothesis of the study:

    i)   There is positive attitude of university students towards semester system.

    ii)   There is no significant difference between attitudes of university students towards semester system by disciplinary character.

Significance of the Study

This study helps to the students to apply appropriate instructional strategies for Semester system as they can comprehend about the attitudes of other yearly practices. This study helps to the students to find out the strengths and weaknesses of semester system, prospective teachers to prepare the guidelines on the practice of the semester system and researchers to supplement limitations or have a further detail analysis regarding the other aspects of the semester system.

Delimitations of the Study

The following were the delimitations of the study :

    i.   The study was delimited to the 120 students studying at University Campus, Kirtipur.

    ii.   The study was delimited to the selected sample of four faculties, viz. Education, Science, Management and Humanities.

iii.   This study was delimited to the analysis of the attitudes of students under semester system only.

iv.   This study was delimited to the tool: questionnaire .

Operational Definitions of Key Terms

Attitude

An attitude is a complex affair which cannot be wholly described by any single numerical index. The concept of attitude is used to denote person's inclination, feeling, prejudice, ideas, fear, threats and conviction about semester programme/system.

University Students

It refers to the students of different disciplines (education, humanities, science and management) learning at the Central Campus, Kirtipur.

Semester System

It refers to the programme which continues for six months of duration assessing the several aspects of assessment.

Annual System

It refers to the programme which continues for one year of duration assessing the several aspects of assessment.

Chapter- II

REVIEW OF RELATED LITERATURE

Review of literature is the entry point for most scholarly works of academics and professionals. Literature review is a very important aspect of academic research and an essential element of research design. Sometimes, research questions might emerge from the researcher's own intuition and personal experience but must often the study of existing literature becomes the main source of research questions which ultimately leads to the statement of the problem. The importance of literature review in academic research cannot be exaggerated. Bernard (1995)states that without thoroughly going over what has already been done, research's risk is in two things: a) wasting valuable time going over already covered ground, and b)having fellow researchers ignore one's work because the researcher did not do his/her homework. It is advisable that extensive literature survey be concluded at the early stage of research when the researcher is still at a stage of framing up the research. This largely helps to identify gaps in the methodological as well as in the substantive aspect of the existing research.

Aggarwal (1997) argues that only that system of education is good which ensures effective learning. The criterion for success is effective learning. So, some precautions or some details about the semester system must be informed to the students before switching from annual to semester or from semester to quarter system. Evaluation is a cyclical process having four phases: preparation, assessment, evaluation and reflection.

CERID (2001), in the report "Instructional Improvement in Primary School" has mentioned that the quality of education that a student receives depends not only upon the relevance and appropriateness of curriculum, textbook and school activities but also affected by attitude and behavior of his/her parents' toward education. Parents' positive attitude towards various aspects of education and their capacity to provide necessary facilities for children education are two factors in ensuring quality education and another is parents' support at home.

Farooq and Ullah (2008) concluded that success in mathematics depends upon attitude towards mathematics. It also influences the participation rate of learners. This study was based on a survey of high school students about their attitudes towards mathematics. Students of both the gender constituted the population of this study. Sample of the study was 685 students (male = 379 and female = 306) of 10th grade selected conveniently from 10 private and public sector schools. A questionnaire (α = 0.7452) was used to examine the attitudes of male and female students towards mathematics at secondary school level. Descriptive statistics and t-test with P < 0.05 level of significance were used for data analysis.

Dewey (2009) defined education as reorganization, reorientation and reconstruction of knowledge, values, attitude, skill and action. Education and learning is concerned with the development of experience of a whole person. It includes the education of students acquiring knowledge, attitudes, skills and values that are the parts of life. It also includes caring of individual intellect, social, emotional and physical growth for the development.

Munshi, Javed & Hussain (2012) studied on Students and Teachers' Perception toward the Semester System of Examination at University Level in Pakistan. A small sample consisting of 270 students and 45 teachers of different departments of the Islamia University of Bahawalpur, Pakistan includes both the Bahawalnagar and Rahimyar Khan Campuses was taken from the representation of all the programs of the university. A 34-item questionnaire on 5-point Likret scale was administered to the students. Data was analyzed by using SPSS version 18. The results of this study revealed that most of the students disagreed with the semester system of examination due to a number of drawbacks like favoritism, biases, and subjectivity. The students criticized the other negative aspects of semester system of examination as well. Contrary to this, the teachers agree with the semester system of examination to some extent as compared with the students' perception.

Sridevi (2012) studied on A Study of Attitude of Teacher Trainees and Problems faced by Teacher Educators on Semester System of B.EdProgramme in Kerala.   This Study aimed to examine the attitude of teacher trainees towards B.Ed Semester System and study the problems faced by teacher educators in dealing with

new semester system along with the analysis of the curriculum of B.EdProgramme (Semester Scheme). The investigator randomly selected a total number of 6 B.Ed. colleges for the study that included Government, Private aided and Private unaided schools. Sample comprised 204 teacher trainees for the study. It is found that majority of the teacher trainees have mildly positive and mildly negative attitude. The investigator concluded that new curriculum created a lot of changes without considering the time duration of the Course from the data collected through unstructured interviews conducted.

Pathak & Rahaman (2013) studied on "Perception of Students and Teachers Towards Semester System: A Study in Some Selected Degree Colleges of Nagaon town of Nagaon District of Assam" The present study was conducted on 133 undergraduate students and 44 teachers selected at random from four selected degree colleges affiliated to Gauhati University from Nagaon town of Nagaon district of Assam to find out their perception towards semester system. Self structured questionnaire revealing perception towards five dimensions of semester system-curriculum, syllabus coverage and regularity of classes, teachers and methods of teaching, evaluation and feedback, and availability of resources was administered. The collected data were analyzed through using frequency, percentage, mean and sd. The research result revealed that the perception of students towards internal assessment and overall evaluation is not quite satisfactory. Most of the respondents even don't understand the evaluation in CGPA. The study further revealed that lack of required resources particularly information resources in degree colleges to make semester system effective and successful. In this way, the findings of the present study yielded the necessity of developing strategies by all the stakeholders to arrange for minimum resources and facilities which have a direct bearing on students' achievement.

Bhattarai (2014) conduct a mini research entitled "University Teachers' attitude towards semester system "undertaken with 60 university teachers of different faculties. One set of questionnaire and interview guideline regarding the attitude of university teachers were the main tools of the study. The five point Likert scale was adopted and respondent were asked to indicate their options with a tick mark.

His research result revealed that most of the teachers' even are not satisfied with the policy and practices adopted by the authority. Moreover, majority of teachers perceive continuous evaluation in semester system as burden as they respond that frequent examination can creates anxiety among the students and an additional burden to the teachers. Surprisingly university teachers have negative attitude towards their job satisfaction and educational management of concerned authority, even though they have positive attitude towards semester system and its implementation. Another area that needs immediate attention as identified from the findings is the availability and use of ICT and audio-visual aids in teaching. Most of the respondents expressed their dissatisfaction regarding the availability of ICT and audio-visual aids, insufficient number of books and journals in the library, policy of the authority and facilities provided to the teachers.

Pandey (2015), wrote an article in The Himalayan Times, entitle "Semester vs annual system", on 14 Jan 2015 and says that there is a vast difference in learning and teaching techniques in the process of evaluation under the annual and semester systems. While routine evaluation and frequent class tests are an integral part of the semester system, annual system does not have any such provision. Actually, the provision of frequent class tests and regular evaluation compels students to keep themselves updated all the time. As a result, the students become more study-oriented. So, the semester system in itself is not bad. Since TU has introduced semester at the central departments, it is a golden opportunity for the academicians to produce knowledgeable and enlightened students and prove the worth of the semester system.

The analysis and interpretation of this study also shows that there is no significant difference between the attitudes of university teachers towards semester system. But some significant difference was found about the physical facility, human resource management, policy and guideline for the implementation of semester, relevancy of the curriculum, completion of courses in time and effect of continuous assessment and testing in students' achievement.

From the researches reviewed above, CERID (2001) found that the achievement of students depends upon the attitude and behavior of parents and

children which is a necessary component in entire educational system. Likewise, Mushi, Javed&Hussain (2012) study on the semester system of examination at University level in Pakistan found out that most of the students disagreed to the semester system of examination however the teachers were found satisfactory towards the system. Similarly, Sridevi (2012) study found that the majority of teacher trainees were found mildly positive and mildly negative attitude towards semester system. In the same way, Pathak and Rahaman (2013) found that the perception of students and teachers towards overall semester system was not found satisfactory. From all these reviews, it can be inferred that the mixed responses was found in the part of both students and teachers. In the context of Nepal, there were almost no researches found to be conducted to my knowledge. In this situation, this research is supposed to be one of the rare researches conducted in the newly implemented semester system in the Masters' degree programme.

Conceptual Framework

In the light of the reviewed literature, the following conceptual framework can be purposed for the research:

```
                          ┌─────────────────────┐
                          │   Semester System   │
                          └─────────────────────┘
                                    │
                          ┌─────────────────────┐
                          │  Students Attitude   │
                          └─────────────────────┘
```

| Provisions and Assessment | Administrative, Academic, and Professional | Disciplines (Education, Science, Management & Humanities) |

```
                          ┌─────────────────────┐
                          │    Data Analysis     │
                          └─────────────────────┘
                                    │
                          ┌─────────────────────┐
                          │ Suggestions for Further │
                          │     improvement      │
                          └─────────────────────┘
```
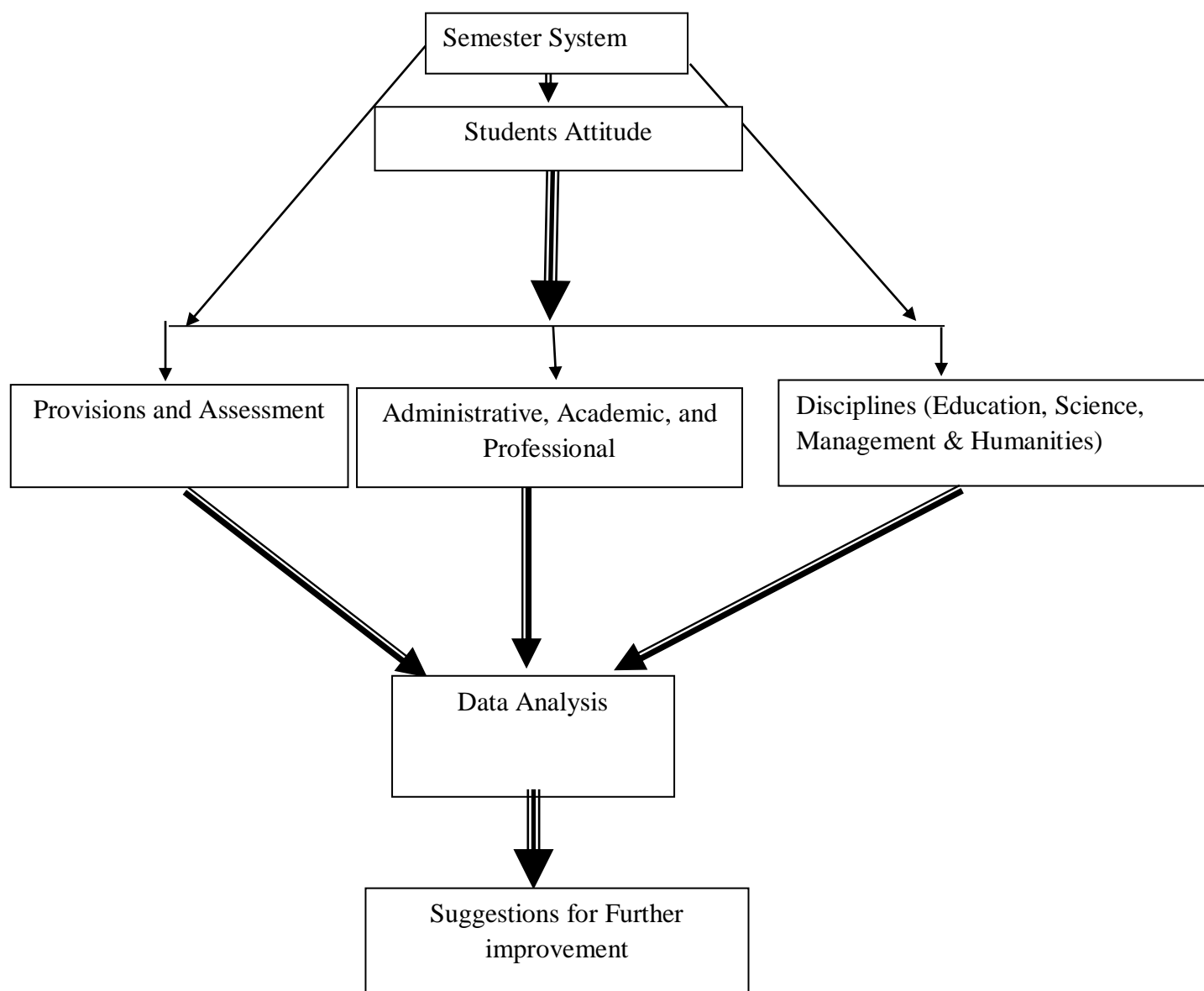
The above diagram relates the students' attitude to the four different disciplines on the basis of provision and assessment, the administrative, academic and professional support. The main objective of the study is to find out the correlation between the independent variable, i.e. attitude of students and the dependent variables: provision and assessment, the administrative, academic and professional support.

Chapter: III

METHODOS AND PROCEDURES

Research Design

This research is one of the examples of survey design. Since the research questions and the research issues corresponds to the survey. The overall methodology used corresponds to the survey research. Survey is one of the cross-sectional studies. It generally addresses a large group of population. Survey is a snapshot of an issue or phenomenon. It is the most commonly used method of investigation ranging from large scale investigation to a small scale study or even a small classroom study. In this regard, survey is widely being used in educational research as well. This study is of survey type because of the following reasons:

- This study was conducted to know the attitude of students towards the semester system

- This study represented the whole Kathmandu valley.

- Population sample was carried out from the large number.

- Data were collected at a single time.

- The findings were generalized to the whole population.

Population and Sample

Survey research demands a large number of populations. The population of the study was the university students studying at University Campus, Kirtipur. Generally, census survey is not feasible for social and educational research because it is difficult to collect data from each and every member of the population. So, the required sample was selected according to the purpose of the study and using sample selection techniques. There are programmes running in the University Campus from three faculties and one institute viz. faculty of education, humanities and social sciences, and management and science and technology. The researcher, thus, sampled 120 students from four different faculties of University Campus, Kirtipur to meet the objectives of the study.

Sampling Procedure

The sample was selected using proportionate stratified random sampling method. For this purpose the university campus, Kirtipur was divided in to four strata i.e. Education, Humanities, Science and Management. From each stratum the students were selected in proportion of the number of students. The selected students from each discipline, viz. science, education, management and humanities are presented in the table below.

Disciplines	Education	Humanities	Science	Management
No. of Students	30	30	30	30

Furthermore, the interview was conducted using simple random sampling by selecting thirty students from each faculty.

Data Collection Instruments

In this survey study, one and only of data collection instrument was used. Then at the first, I was used the questionnaire for the determining of students' attitude about semester system. The required data to meet the objectives were collected through administering questionnaire. The main questionnaire was sub divided in to four sub-sections according to the objectives under consideration. Section-A focused on students views/attitude towards the semester, section –B focused on views/attitude towards implementation of semester system, section-C focused on attitude towards educational management and section-D focus on students' attitude towards out puts of semester system . The five point Likert response mode of Strongly Agreed, Agreed, Undecided, Disagreed and Strongly Disagreed was employed (see Appendix 1).

Data Collection Procedure

The questionnaire was provided to the students' individually and they were requested to tick on one of SA, A, U, DA, SDA; where SA was for strong agreement, A for agreement, U for undecided, DA for disagreement and SDA for strong disagreement. For positive statement SA, A, U, DA, SDA implied 5, 4, 3, 2, 1 points respectively and for negative statement the scoring process was reversed. In this scale there was neither 'right' nor 'wrong' answers as it measure degree of agreement or disagreement of sampled students' toward the question.

Data Analysis Procedure

Here, at first, significance of each statement was tested by computing corresponding chi-square value and comparing them with tabulated chi-square value 9.488, the value of chi-square at 0.05 level of significance with four (n-1 = 5-1=4) degree of freedom. If the calculated chi-square value exceeded the tabulated chi-square value, then the statement was considered to have been significant. Furthermore, the weighted mean of each statement regarding the attitude of students' toward semester system was measured. The mean score and standard deviation was computed for each area and one way ANOVA was applied in 5% level of significance to test differences between attitudes of university students' towards the implementation of semester. The data derived through interview was analyzed descriptively in accordance to the objectives and conceptual framework.

Chapter- IV

ANALYSIS AND INTERPRETATION OF DATA

As a survey study in design, this study was conducted in University Campus which aimed to find out attitudes of University students towards semester system and to compare the attitude based on the each faculty. Chi-square, weighted mean and one-way ANOVA were applied to analyze the obtained data. The analysis and interpretation of the obtained data is presented under the following headings.

- Students' Attitude Towards Semester System.

- Comparison of university students' attitude towards semester system faculty wise.

- Thematic Comparison of attitude of students on the basis of weighted mean

Students' Attitude Towards Semester System

The significance of any learned subject matter exists provided that its use exists in course of living. The theoretical knowledge is only supplemented if it has significant practical application. The attitude of the students presented below is sub-divided into the four categories, viz. attitude towards system, attitude towards implementation, attitude towards educational management and attitude towards output of students.

Attitude Towards Semester System

The table presented below shows the number of responses, attitude scores and corresponding chi-square values of the statements enlisted the attitude of university students towards the semester system on attitude scale.

Table No.2

Attitude of University Students Towards the Semester System

S.N.	Statements	SA*	A*	U*	DA*	SDA*	χ^2-value	Result
1.	I prefer semester system to the annual system in higher education.	180	312	0	12	0	65.400	S
2.	I prefer annual system to the semester system in higher education.	0	220	93	40	14	32.733	S
3.	The semester system is contributive to increase necessary competencies on students compare to the annual system.	210	136	132	0	0	1.400	NS
4.	There is a pedagogical shifting from annual system to the semester system.	120	100	135	52	0	10.067	S
5.	There is a clear policies and guidelines to implement semester system.	0	72	54	84	42	19.200	S
6.	The curriculum of semester is relevant with the present needs of students and context.	40	64	141	70	14	44.583	S
7.	There is provision of project work, field study, tutorial and seminar as learning approach in curriculum.	260	124	93	58	0	32.333	S
8.	The distribution of weightage credit hour of curriculum in each semester is appropriate.	30	184	66	36	28	36.000	S
9.	The semester system reduces the subjective biasness in assessment and evaluation.	40	32	78	146	6	131.000	S
10.	Frequency of The assessments and testing creates anxiety and fear among the students.	0	260	24	78	8	75.800	S

(*SA: Strongly Agree, A: Agree, U: Undecided, DA: Disagree, SDA: Strongly Disagree)

From the above table it is concluded that the statement no. one is significant with χ^2-value 65.400 at 0.05 level of significance. From the total sample students 65% of sampled students are agreed and 30% students are strongly agreed with this statement. Hence majority of students has positive attitude towards semester system and they prefer the semester system than annual system. In the similar manner only 66% of the sample students were on the favor of annual system. Statement no. (3) isinsignificant with χ^2-value 1.400 at 0.05 level of significance. In this statement about 63.333% of sampled students were agreed towards the system. This indicates that semester system helps to increase competencies on students than annual system. Similarly the statement "there is pedagogical shifting from annual system to the semester system" is significant with χ^2-value 10.067at 0.05 level of significance. This indicates that 40.833%0f the sample students were agreed to the statement.

Statement no. (5) is significant with χ^2-value at 0.05 level of significance, and about 70% of sampled students disagreed with this statement. In total 70% of students are in favor to the statement which indicates that there is no clear policies and guidelines to implement the semester system. Likewise, statement no.(6,7&8) are significant with χ^2-values 44.583,32.333 &36.000 respectively at 0.05 level of significance. Majority of the students agreed with the statements. These indicate that there is provision of project work, tutorials, field study as learning approach in the curriculum with appropriate credit hours distribution in semester system. So, it is relevant with the present need of students and context.

Statement no. (9) was found to have least significant statement with the χ^2-value 131.000 at 0.05 level of significance. Only 13.333% of sampled students agreed with the view that the semester system can reduce the subject biasness in assessment and evaluation however still doubt was found regarding the unbiased on the side of teachers in the research due to unionized attitude of teachers and students. The statement "Frequency of The assessments and testing creates anxiety and fear among the students" is the significant statement with χ^2-value 75.800at 0.05 level of significance. In this statement only 54.166% students agreed and 6.667% were found neutral. The rest of the students were disagreed to the statement above which implies that the provision of assessment and regular testing does not create anxiety on students.

Students' Attitude Towards Implementation of Semester System

The following table presents the students' attitude towards implementation process; the students' response, and chi square value of each statement related to the implementation of semester system:

Table No.3

Attitude of University StudentsTowards the Implementation of semester system

S.N.	Statements	SA	A	U	DA	SDA	χ^2-value	Result
11.	It is easy to manage regular class in semester system.	300	124	0	20	19	47.400	S
12.	There are challenges to implement the semester system.	90	324	21	0	14	117.667	S
13.	The courses can be completed within the allocated time.	30	232	33	46	22	68.917	S
14.	It is possible to publish result on time in semester system.	100	40	45	80	35	27.917	S
15.	In semester system, the assessment and over all evaluation is transparent.	30	124	39	14	2	136.417	S
16.	Students are made examination orientated in semester system than annual system.	340	136	30	16	0	78.133	S
17.	The teachers feel more stressed but responsible and accountable to students teaching and learning in the semester system compare to the annual system.	170	180	75	32	0	15.400	S
18.	The problems are created in the implementation of semester system due to the unionized attitude of the students.	100	120	120	80	0	20.000	S
19.	More weightage to internal assessment create positive incentive to the students for their continued study.	200	208	42	28	0	36.533	S
20.	Semester system helps to improve students' achievement to annual system.	475	76	0	12	0	115.550	S

As in the above table, statements no. (11 &13) are significant with the χ^2-values 47.400 & 68.917at 0.05 level of significance respectively and more than 64% students agreed with these statements. It refers that the class can be managed regularly in semester system so that the course can be completed in time.

Statement no. (12) is significant with the χ^2-value 117.667 at 0.05 level of significance. About 82.5% students agreed this statement. This indicates that there are many challenges to implement the semester system. Similarly the statement "it is possible to publish result on time in semester system" is also significant statement with χ^2-value 27.917. Even though there are many challenges in semester system, many students responded (as through interview) that the result can be published in time.

Statement no. (15) is significant with the χ^2-value 136.417 at 0.05 level of significance. About 26% of sampled students are agreed about this statement. It shows that the evaluation system is not transparent. Similarly the statement "Students are made examination oriented in semester system than annual" is significant with the χ^2-value 78.133. Only 15% students are disagreed with this statement, so we can conclude that semester system cannot provide the model of examination for students and mentally prepared for the examination.

Statement no.(17) is significant with χ^2-value 15.400 at 0.05 level of significance. About 66% of the students agreed with this statement. The semester makes a teacher more responsible compare to the annual system that creates stress on teachers.

Statement no. (18) is significant with the χ^2-values 20.000 at 0.05 level of significance. Majority of the students disagreed with this statement. This reveals that the problems are not created in the implementation of semester system due to the unionized attitude of the students. Similarly the statement "Semester system helps to improve students' achievement to annual system" is significant with the χ^2-value 115.550. About 95% students are agreed with this statement and conclude that the semester system will be helpful for the increment of students' achievement than the annual.

Students Attitude Towards Educational Management

The following table presents the students' attitude towards educational management; the students response, and chi square value of each statement related to the educational management of semester system:

Table No.4

Attitude of University Students Towards the Educational Management

S.N.	Statements	SA	A	U	DA	SDA	χ^2-value	Result
21.	There is sufficient number of human resources to lunch semester program.	0	56	9	46	80	117.800	S
22.	The physical facilities, such as: classrooms, seminar hall, counseling room, teachers' cabin, etc. and other facilities available are adequate.	0	124	39	152	0	52.650	S
23.	Ratio of students and infrastructures in the classroom are appropriate.	0	120	30	160	0	65.000	S
24.	ICT facilities and audiovisual aids in the classroom are available.	15	272	63	44	6	113.083	S
25.	The facilities of library and reading room for students as well as teachers are well managed.	15	0	75	104	40	44.600	S
26.	There is easy access of f books, journals and other reading materials in the library to the students and teachers.	0	0	9	54	90	100.950	S
27.	There is adequate financial support for necessary equipments and other resources.	85	168	51	88	0	22.600	S
28.	Computer and internet facility for teachers and students are available.	75	168	3	92	16	61.750	S
29.	The management provides pre training and program orientation for the teachers.	70	132	201	0	6	73.667	S
30.	The management ensures the professional development of teachers.	15	40	111	112	14	80.417	S
31.	Teachers provide regular reflective feedback on students' assignments, examination and reduce their negative washback effect.	40	44	93	14	63	95.167	S

As in the above table, statement no. (21) has significant with the χ^2-value 117.800 at 0.05 level of significance. Only 14.166% students were agreed on the view that there is sufficient number of human resources and majority of the students claim that the number of teachers is insufficient. The viability of human resource differ department wise.

Likewise, statement no. (22, 23) are significant with the χ^2-values 52.650, &65.000 respectively at 0.05 level of significance. This also shows that more than 76% of the sample students disagreed with the availability of physical facilities such as; seminar hall, counseling rooms, and teachers cabin. But they are satisfied with the appropriateness of the ratio of students and infrastructure in the classroom. But, the students revealed that there is ICT facility in the classroom and the classrooms are well equipped. Statement no. (25&26) are significant with the χ^2-values 44.600&100.950 respectively at 0.05 level of significance. More than 90% students disagreed with the statement "The facilities of library and reading rooms for students as well as teachers are well managed" which can be inferred that there is not well management of reading room and library to lunch the semester program. Also the majority of students view shows that there is no necessary books, journals and other reading materials in the library.Statement no (27&28) are significant with the χ^2-values 22.600&61.750 at 0.05 level of significance. More than 62% students were disagreed with these statements. Hence from students view we can conclude that there is no adequate financial support for necessary equipments such as: computer, internet for teachers as well as students.

Statements "The management provides pre training and orientation for teachers" and "management ensure the professional development of teachers" are significant with the χ2-values 73.667&80.417 respectively. More than 65% students disagreed with this statements and concluded that the management did not provide pre training and orientation before the implementation of semester system and it did not ensure the professional development of teachers like; further study, job guarantee etc. Similarly the statement no 31 is significant with the χ^2-value 95.167at 0.05 level of significance. About 58.333% students are disagreed with the statement and conclude that the semester system cannot reduce the negative wash back effect on students by providing regular reflective feedback on students' assignments.

Students' Attitude Towards output of students'.

The following table presents the students' attitude towards job satisfaction; the students' response, and chi square value of each statement related to the output students' of semester system:

Table No.5

Attitude of University Students' Towards outputs of Students

S.N.	Statements	SA	A	U	DA	SDA	χ^2-value	Result
32.	The average achievement of students on semester system is higher than annual system.	175	340	0	0	0	20.833	S
33.	Semester system helps to increase overall performance of students than annual system.	100	400	0	0	0	53.333	S
34.	The result of each semester was published as the scheduled time frame.	0	0	13	134	40	36.450	S

From the above table it is concluded that the statement no. (32 & 33) are significance with χ^2 value 20.833 & 53.333 at 0.05 level of significance. From the total sample of students' 100% are agree with the statements "The average achievement of students on semester system is higher than annual system."& "Semester system helps to increase overall performance of students than annual system." And more than 89% of sample students are disagree with the statement "The result of each semester was published as the scheduled time frame." Which indicate that the result of each semester was not published in scheduled.

Thematic Comparison of Students' Attitude Towards Semester System

The attitude of university towards semester system was also examined on the basis of weighted mean of students' response based on the four themes; attitude towards system, attitude towards implementation, attitude towards educational management and attitude towards outputs of students'.

Students' Attitude Towards System

The following table presents the weighted mean of students' responses towards the system:

Table No.6

Attitude of University Students Towards System

S.N.	Statements	SA	A	U	DA	SDA	Weighted mean
1.	I prefer semester system to the annual system in higher education.	180	312	0	12	0	4.2000
2.	I prefer annual system to the semester system in higher education.	0	220	93	40	14	3.0583
3.	The semester system is contributive to increase necessary competencies on students compare to the annual system.	210	136	132	0	0	3.9833
4.	There is a pedagogical shifting from annual system to the semester system.	120	100	135	52	0	3.3917
5.	There is a clear policies and guidelines to implement semester system.	0	72	54	84	42	2.1000
6.	The curriculum of semester is relevant with the present needs of students and context.	40	64	141	70	14	2.7417
7.	There is provision of project work, field study, tutorial and seminar as learning approach in curriculum.	260	124	93	58	0	3.8833
8.	The distribution of weightage credit hour of curriculum in each semester is appropriate.	30	184	66	36	28	2.8667
9.	The semester system reduces the subjective biasness in assessment and evaluation.	40	32	78	146	6	2.5000
10.	The frequency of assessments and testing creates anxiety and fear among the students.	0	260	24	78	8	3.0833

From above table, we can conclude that the positive attitude of university students' was found towards the semester system. Out of ten statements, six statements had weighted mean greater than three. This implies that university students were on the favor of semester system and they prefer the semester system than the annual system.

Students' Attitude towards the Implementation of Semester System

The following table presents the weighted mean of students' responses towards the implementation:

Attitude of University Students' Towards Implementation

S.N.	Statements	SA	A	U	DA	SDA	*weighted mean*
11.	It is easy to present regularly in the class in the semester system.	300	124	0	20	19	3.8583
12.	There are challenges to implement the semester system.	90	324	21	0	14	3.7417
13.	The courses were completed within the allocated time.	30	232	33	46	22	3.0250
14.	The results of terminal & semester exams were published in time.	100	40	45	80	35	2.5000
15.	In semester system, the assessment and over all evaluation is transparent.	30	124	39	14	2	2.0417
16.	Students are made examination orientated in semester system than annual system.	340	136	30	16	0	4.3500
17.	The teachers feel more stressed but responsible and accountable to students teaching and learning in the semester	170	180	75	32	0	3.8083

	system compare to the annual system.						
18.	The problems are created in the implementation of semester system due to the unionized attitude of the students.	100	120	120	80	0	3.0833
19.	More weightage to internal assessment create positive incentive to the students for their continued study.	200	208	42	28	0	3.9833
20.	Semester system helps to improve students' achievement to annual system.	475	76	0	12	0	4.6917

From the above table we can conclude that the weighted mean of all ten statements was found greater than three which implies that university students have positive attitude towards the   implementation of semester system. However the students opined that there is some doubt in the implementation due to the lack of clear policy of the authority. Similarly the students were not satisfied with the unionized attitude of students and they enforce that for the better implementation of semester system, the university need to be free from the heavily dominated political environment. The students opined that they are facing the challenges in their daily teaching-learning environment due the weakness of university authorities for not envisionzing a clear implementation guidelines and procedures towards the assessment and facilities.

Students' Attitude Towards Educational Management

The following table presents the weighted mean of students' responses towards the educational management:

Table No.8

Attitude of University Students towards Educational Management

S.N.	Statements	SA	A	U	DA	SDA	weighted mean
21.	There is sufficient number of human resources to lunch semester program.	0	56	9	46	80	1.5917
22.	The physical facilities, such as: classrooms, seminar hall, counseling room, teachers' cabin, etc. and other facilities available are adequate.	0	124	39	152	0	2.6250
23.	Ratio of students and infrastructures in the classroom are appropriate.	0	120	30	160	0	2.5833
24.	ICT facilities and audiovisual aids in the classroom are available.	15	272	63	44	6	3.3333
25.	The facilities of library and reading room for students as well as teachers are well managed.	15	0	75	104	40	1.9500
26.	There is easy access of f books, journals and other reading materials in the library to the students and teachers.	0	0	9	54	90	1.2750
27.	There is adequate financial support for necessary equipments and other resources.	85	168	51	88	0	3.2667
28.	Computer and internet facility for teachers and students are available.	75	168	3	92	16	2.9500

29.	The management provides pre training and program orientation for the teachers.	70	132	201	0	6	3.4083
30.	The management ensures the professional development of teachers.	15	40	111	112	14	2.4333
31.	Teachers provide regular reflective feedback on students' assignments, examination and reduce their negative washback effect.	40	44	93	14	63	2.1167

The above table presents the average attitude of students' towards educational management. This table shows that out of 11 statements only three statements have weighted mean greater than three. So this result implies that university students have negative attitude towards the educational management. Students' views on interview are also supportive for this result. In this regard university students' opinion shows that there is lack of physical facilities to lunch the semester system and the semester system in the university campus was started without proper preparation. Also the students' views indicate that the minimum requirement for the implementation of semester system was not there in some departments. This type of weak management must create the obstacle in the implementation of semester system. They are arguing that the management provides ICT facilities for teachers as well as students.

The following table presents the weighted mean of students' responses towards the output of students':

Table No.9

Students' Attitude Towards Output of Students'.

S.N.	Statements	SA	A	U	DA	SDA	weighted mean
32.	The average achievement of students on semester system is higher than annual system.	175	340	0	0	0	4.2917
33.	Semester system helps to increase overall performance of students than annual system.	100	400	0	0	0	4.1667
34.	The result of each semester was published as the scheduled time frame.	0	0	13	134	40	1.7750

The above table presents the average attitude of students' towards educational management. This table shows that out of 3 statements only one statement have weighted mean less than three. So this result implies that university students have positive attitude towards their output on semester system. This also indicate that the overall achievement of students increase in semester system than annual system.

Comparison of Attitude of University Students towards Semester System

The second objective of this study was to compare attitude of university students towards semester system with respect to their discipline. The comparison of attitude of university students towards semester system can be presented in the following table;

Table No.10

Comparison of Attitude of University Students Towards Semester
On the Basis of Discipline

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.036	3	.012	.378	.769
Within Groups	3.715	116	.032		

The above table shows the comparison of mean attitude of university students towards semester system. The mean square of students' attitude between groups is 0. 012 and within groups is 0.32 with F-ratio 0.378. This shows that the F-ratio is less than the probability value 0.769. Hence, the null hypothesis that there is no significant difference between the attitudes of university students towards semester system is accepted and concluded that the attitude of students about semester system does not differ by their respective discipline of study.

Although there is no significant difference between the attitudes of students towards semester system on the basis of different discipline, but there was found significant difference between the attitudes of students in some aspect of semester system. Some of the significant difference views of students are presented in the table (Appendix -3)

Chapter- V

SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

After the analysis and interpretation of collected data as per the design of study and the research questions, in this Chapter an attempt has been made to derive important conclusions. The first section of this chapter presents summary of the study. Second section presents the major finding of the study. The third section presents conclusion that has been derived on the basis of the findings of the study. Finally, some implications for policy, management and administration including further study have been recommended.

Summary of the Study

The present study was concerned with the attitude of student' towards semester system. It was assumed that the results of this study would be a constructive suggestion for the improvement of the recently run semester programme to make it effectively run to make it more result oriented. This stud has given information about the university students' attitude towards semester system.

The study was undertaken with 120 university students of different faculties. One set of questionnaire and interview guideline regarding the attitude of university students were the main tools of the study. The five point Likert scale was adopted and respondent were asked to indicate their options with a tick mark.

The data collected were analyzed by using the following statistical tools.

I.   The weighted mean and percentage of responses was used to find the attitude of university students towards semester system.

II. χ^2- test was used to find whether the response of students are significant or not towards semester system

III. One way ANOVA was used to test the significant difference between mean attitudes of students of different disciplines towards semester system.

Findings of the Study

From the analysis of statistical data, the following were the major findings of the study:

- All the 34 statements are significant at 0.05 level of significance
- There is positive attitude of university students towards the semester system and implementation of semester system.
- There is negative attitude of university students towards educational management.
- There is positive attitude of university students towards output of students.
- There is no significant difference between the attitudes of university students towards the semester system.
- There is significant difference between the attitude of students about the physical facility, human resource management, police and guideline for the implementation of semester, relevancy of the curriculum, completion of courses in time and negative effect of frequency of assessment and testing in students' achievement.
- The authority did not address students' expectation in the implementation of semester system.
- Most of students were not satisfied with the policy and practices adopted by the authority, insufficient number of books and journals in the library, policy of the authority and facilities provided to the students.
- Most of the respondents expressed their satisfaction regarding the availability of ICT and audio-visual aids,
- The students were not satisfied with the unionized attitude of students and they enforced that for the better implementation of semester system , the university need to be free from the heavily dominated political environment

Conclusion

The forgoing results and discussion depicts a detailed picture of how students' feel towards different aspects of semester system. The result revealed that most of the student' even are not satisfied with the policy and practices adopted by the authority.

Moreover, majority of students perceive continuous evaluation in semester system as burden as they respond that frequent examination can creates anxiety among the students and an additional burden to the students. Surprisingly university teachers have negative attitude towards educational management of concerned authority, even though they have positive attitude towards semester system and its implementation. Another area is that attention as identified from the findings is the availability and use of ICT and audio-visual aids in teaching. Most of the respondents expressed their dissatisfaction regarding the availability of ICT and audio-visual aids, insufficient number of books and journals in the library, policy of the authority and facilities provided to the students.

The analysis and interpretation of this study also shows that there is no significant difference between the attitudes of university students towards semester system. But some significant difference was found about the physical facility, human resource management, policy and guideline for the implementation of semester, relevancy of the curriculum, completion of courses in time and effect of continuous assessment and testing in students' achievement.

Recommendations

This study was limited in several aspects due to various circumstances. The researcher tried to find out the operational and useful result about the semester system. Due to the limited resources, time etc. the researcher could not address all the aspects of this study. On the basis of this study following recommendations can be drawn for further study as well as policy level.

Recommendations for Further Study

From the findings of the present research the following recommendations for the further study can be suggested:

- This research could be expanded to other disciplines run on semester system.

- Since this study compared attitude of students of four disciplines at University Campus, Kirtipur. So other variables such as assessment, sustainable development of semester system could be considered.

- The comparison between the attitude of teachers and students could also be conducted.

- The action research on the whole process of semester system can be conducted as one of the large scale researches.

Recommendation for Policy Level

From the findings of the present research the following recommendations for policy level can be suggested:

- Most of students were not found to be satisfied in the research with the policy and practices adopted by the authority, so the concern authority must provide clear guideline on time to implement the semester system.
- The authority needs to be address students' expectation in the implementation of semester system.
- The authority must be address students' expectation in the implementation of semester system.

Most of the respondents expressed their satisfaction regarding the availability of ICT and audio-visual aids. But dissatisfaction regarding to the availability of books and journals in the library, so this type of minimum requirements should be available in the concern departments. The students were not satisfied with the unionized attitude of students and they enforced that for the better implementation of semester system, the university need to be free from the heavily dominated political environment

REFERENCES

Baker, D.P., & Stevenson, D.L. (1986). Mothers' strategies for children's school achievement: Managing the transition to high school. *Sociology of Education, 59* (6), pp.156-166.

Barton, A. C.(2000). *Crafting multicultural science education with preservice teachers through service learning*. Journal of curriculum studies,volume 32(6),pp 797-820.

Research Centre for Educational, Innovation & Development (CERID) (2001), *Instructional improvement in primary school of Nepal. Kirtipur: CERID*

CERID (2013).*A study on effectiveness of BBA and BIM program implementation.Kirtipur: CERID*

Chrispeels, J.H., &Rivero, E. (2001). Engaging Latino Families for Student Success: How Parents Education Can Reshape Parents' Sense of Place in the Education of their Children. *Peabody Journal of Education, 76*(2), pp.119-169.

Demie, F., Butler, R., &Taplin, A. (2002). Educational Achievement and the disadvantage Factor: Empirical Evidence. *Educational Studies, 28* (2), pp. 101-110.

Dewey, J. (2009*). Moral Principles in education,*(Retrieved from www.languageinindia.com.)

Farooq, M. S. and Ullah, S. Z. (2008), *Students' attitude towards mathematics by their gender*, Institute of Education and Research, University of the Punjab, Lahore,Pakistan.

Fennema, E., & Sherman, J. (1977), *Sex-related differences in mathematics achievement, spatial visualization and affective factors.*American Educational Research Journal.

Freund, J .E. (1992, 5th ed). *Mathematical statistics,*NewDelhi;Prentice hall of india.

Garret, H. E.&Woodworth, R. S. (2008). *Statistics in psychology and education*, New Delhi: Surjeet Publication.

Gestwicki, C. (1987). *Home, school, and community relations: A guide to working with families* (2nded.). USA: Delmar Thomson Learning.

Gupta, S. C &Kapoor, V. K.(2002). *Mathematical statistics*: New Delhi: Sultan Chand and Sons.

Ma, X. and J. Xu (2004).*Assessing the relationship between attitude towards mathematics and achievement in mathematics: A meta-analysis.*Journal for Research in Mathematics Education, Volume 28(1), pp. 26-47.

Munshi, P.,Javed, M. &Hussain, I. (2011). Examination in semester system: what is observation of faculty and students? *The s.u. jour. of ed. vol. 41.*

Pandey, Ambika (2015)," The Himalayan Times,"Semestervs annual system",14 Jan 2015

Pathak, T. &Rahman, A. (2013).Perception of students and teachers towards semester system. A study in some selected degree colleges of Nagon Town of Nagaon District of Assam. *Journal of Education and Practice, Vol 4, No. 1*.

Reay, D. (2004). Education and Cultural Capital: The Implications of Changing Trends in Education Policies. *Cultural Trends, 13*(2), 73-86.

Sridevi, K. V. (2013). A study of attitude of teachers trainees and problems faced by teacher educators on semester system of B.Ed program in Kerala. Vol 1, Issue 11.

Zafar, Jadoon, Iqbal, NasiraJabeen, (2008). Attitude towards *effective implementation of semester system in Pakistan*: lessons from Punjab University .

Appendices

Appendix 1

Questionnaire (For Students)

Dear Sir / Madam,

This questionnaire is presented to you as a research tool for collecting information about semester system for the purpose of research entitled **'Annual Verses Semester System: Students' Attitude About Its Implementation'.** This questionnaire will try to explore about the feeling of semester system in place of annual system its expected strengths and weaknesses while excluding on educating process, assessment system and accountability, and the role on the parts of students in different aspects of semester system.

It will take about twenty minutes to read and complete the questionnaire form. There is no such right and wrong answer. The decision to the respective statements is based on your own opinion. Your name and the name of your organization are optional. All the information collected through the questionnaire will be kept confidential and will not be used for any purpose other than the research. Please feel free while filling out the questionnaire form. Your participation is voluntary and if you decide not to take part, you are still free to withdraw at any stage.

If you have any queries regarding the questionnaire or research please do not hesitate to talk to the researcher. Thanking you for your kind cooperation.

Navaraj Dangi
Researcher
Department of Mathematics Education,
Faculty of Education
TU, Kirtipur.

Personal Details

> **Name:**...
>
> **Name of the institution:**..
>
> **Level:** ....
>
> **Address:** ....

1. **Students' Attitude towards Semester System**

S.N.	Statements	SA*	A*	U*	DA**	SDA*
a.	I prefer semester system to the annual system in higher education.					
b.	I prefer annual system to the semester system in higher education.					
c.	The semester system is contributive to increase necessary competencies on students compare to the annual system.					
d.	There is a pedagogical shifting from annual system to the semester system.					
e.	There is a clear policies and guidelines to implement semester system.					
f.	The curriculum of semester is relevant with the present					

		SA	A	U	DA	SDA
	needs of students and context.					
g.	There is provision of project work, field study, tutorial and seminar as learning approach in curriculum.					
h.	The distribution of weightage credit hour of curriculum in each semester is appropriate.					
i.	The semester system reduces the subjective biasness in assessment and evaluation.					
j.	The frequency of assessments and testing creates anxiety and fear among the students.					

2: Students' Attitude Towards Implementation of Semester System

S.N.	Statements	SA	A	U	DA	SDA
a.	It is easy to manage regular class in semester system.					
b.	There are challenges to implement the semester system.					
c.	The courses can be completed within the allocated time.					
d.	It is possible to publish result on time in semester system.					
e.	In semester system, the assessment and over all evaluation is transparent.					
f.	Students are made examination orientated in semester system than annual system.					

g.	The teachers feel more stressed but responsible and accountable to students teaching and learning in the semester system compare to the annual system.					
h.	The problems are created in the implementation of semester system due to the unionized attitude of the students.					
i.	More weightage to internal assessment create positive incentive to the students for their continued study.					
j.	Semester system helps to improve students' achievement to annual system.					

3: Student's Attitude towards Educational Management

S.N.	Statements	SA	A	U	DA	SDA
a.	There is sufficient number of human resources to lunch semester program.					
b.	The physical facilities, such as: classroom, seminar hall, counseling room, teachers' cabin, etc. and other facilities available are adequate.					
c.	Ratio of students and infrastructures in the classroom are appropriate.					
d.	ICT facilities and audiovisual aids in the classroom are available.					
e.	The facilities of library and reading room for students as well as teachers are well managed.					

S.N.	Statements	SA	A	U	DA	SDA
f.	There is easy access of f books, journals and other reading materials in the library to the students and teachers.					
g.	There is adequate financial support for necessary equipmentsand other resources.					
h.	Computer and internet facility for teachers and students are available.					
i.	The management provides pre training and program orientation for the teachers.					
j.	The management ensures the professional development of teachers.					
k.	Teachers provide regular reflective feedback on students' assignments, examination and reduce their wash back effect.					

4: Students' Attitude Towards output of Students.

S.N.	Statements	SA	A	U	DA	SDA
a.	The average achievement of students on semester system is higher than annual system.					
b.	Semester system helps to increase overall performance of students than annual system.					
c.	The result of each semester was published as the scheduled time frame.					

(*SA: Strongly Agree, A: Agree, U: Undecided, DA: Disagree, SDA: Strongly Disagree)

Thanks For Your Active Participation!

Appendix 2

Students' response and weighted mean of responses

1. Attitude of University StudentsTowards System

S.N.	Statements	SA*	A*	U*	DA*	SDA*	Weighted mean
1.	I prefer semester system to the annual system in higher education.	180	312	0	12	0	4.2000
2.	I prefer annual system to the semester system in higher education.	0	220	93	40	14	3.0583
3.	The semester system is contributive to increase necessary competencies on students compare to the annual system.	210	136	132	0	0	3.9833
4.	There is a pedagogical shifting from annual system to the semester system.	120	100	135	52	0	3.3917
5.	There is a clear policies and guidelines to implement semester system.	0	72	54	84	42	2.1000
6.	The curriculum of semester is relevant with the present needs of students and context.	40	64	141	70	14	2.7417
7.	There is provision of project work, field study, tutorial and seminar as learning approach in curriculum.	260	124	93	58	0	3.8833
8.	The distribution of weightage credit hour of curriculum in each semester is appropriate.	30	184	66	36	28	2.8667
9.	The semester system reduces the subjective biasness in assessment and evaluation.	40	32	78	146	6	2.5000
10.	The frequency of assessments and testing creates anxiety and fear among the students.	0	260	24	78	8	3.0833

2. Attitude of University Students' Towards Implementation

S.N.	Statements	SA	A	U	DA	SDA	weighted mean
11.	It is easy to manage regular class in semester system.	300	124	0	20	19	3.8583
12.	There are challenges to implement the semester system.	90	324	21	0	14	3.7417
13.	The courses can be completed within the allocated time.	30	232	33	46	22	3.0250
14.	It is possible to publish result on time in semester system.	100	40	45	80	35	2.5000
15.	In semester system, the assessment and over all evaluation is transparent.	30	124	39	14	2	2.0417
16.	Students are made examination orientated in semester system than annual system.	340	136	30	16	0	4.3500
17.	The teachers feel more stressed but responsible and accountable to students teaching and learning in the semester system compare to the annual system.	170	180	75	32	0	3.8083
18.	The problems are created in the implementation of semester system due to the unionized attitude of the students.	100	120	120	80	0	3.0833
19.	More weightage to internal assessment create positive incentive to the students	200	208	42	28	0	3.9833

S.N.	Statements					
	for their continued study.					
20.	Semester system helps to improve students' achievement to annual system.	475	76	0	12	0	4.6917

3: Students Attitude Towards Educational Management

S.N.	Statements	SA	A	U	DA	SDA	Weighted Mean
21.	There is sufficient number of human resources to lunch semester program.	25	92	15	52	2	2.9500
22.	The physical facilities, such as: classroom, seminar hall, counseling room, teachers' cabin, etc. and other facilities available is adequate.	10	26	18	74	10	2.300
23.	Ratio of students and infrastructures in the classroom are appropriate.	10	100	21	38	8	2.900
24.	ICT facilities and audiovisual aids in the classroom are available.	10	24	12	62	18	2.333
25.	The facilities of library and reading room for students as well as teachers are well managed.	10	12	21	74	11	2.383
26.	There is easy access of f books, journals and other reading materials in the library to the students and teachers.	5	84	18	44	9	2.883
27.	There is adequate financial support for	10	28	36	60	9	2.5667

	necessary equipments and other resources.					
28.	Computer and internet facility for teachers and students are available.	15	40	12	66	11	2.400
29.	The management provides pre training and program orientation for the teachers.	15	48	9	60	12	2.433
30.	The management ensures the professional development of teachers.	10	24	36	60	10	2.3167
31.	Teachers provide regular reflective feedback on students' assignments, examination and reduce their negative washback effect.	20	152	30	14	1	3.5667

4: **Students' Attitude Towards Output of Students'.**

S.N.	Statements	SA	A	U	DA	SDA	weighted mean
32.	The average achievement of students on semester system is higher than annual system.	175	340	0	0	0	4.2917
33.	Semester system helps to increase overall performance of students than annual system.	100	400	0	0	0	4.1667
34.	The result of each semester was published as the scheduled time frame.	0	0	13	134	40	1.7750

Appendix 3

Faculty- wise comparison of student's response using ANOVA.

			Sum of Squares	Df	Mean Square	F	Sig.
q1 * Faculties	Between Groups	(Combined)	.019	3	.006	.008	.999
	Within Groups		43.914	56	.784		
	Total		43.933	59			
q2 * Faculties	Between Groups	(Combined)	3.200	3	1.067	.693	.560
	Within Groups		86.200	56	1.539		
	Total		89.400	59			
q3 * Faculties	Between Groups	(Combined)	.371	3	.124	.255	.858
	Within Groups		27.229	56	.486		
	Total		27.600	59			
q4 * Faculties	Between Groups	(Combined)	1.169	3	.390	.499	.685
	Within Groups		43.764	56	.782		
	Total		44.933	59			
q5 * Faculties	Between Groups	(Combined)	13.350	3	4.450	3.759	.016
	Within Groups		66.300	56	1.184		
	Total		79.650	59			
q6 * Faculties	Between Groups	(Combined)	10.705	3	3.568	4.076	.011
	Within Groups		49.029	56	.876		
	Total		59.733	59			

q7 * Faculties	Between Groups	(Combined)	1.505	3	.502	.637	.594
	Within Groups		44.095	56	.787		
	Total		45.600	59			
q8 * Faculties	Between Groups	(Combined)	6.619	3	2.206	2.408	.077
	Within Groups		51.314	56	.916		
	Total		57.933	59			
q9 * Faculties	Between Groups	(Combined)	5.132	3	1.711	2.002	.124
	Within Groups		47.852	56	.854		
	Total		52.983	59			
q10 * Faculties	Between Groups	(Combined)	13.286	3	4.429	3.346	.025
	Within Groups		74.114	56	1.323		
	Total		87.400	59			
q11 * Faculties	Between Groups	(Combined)	3.936	3	1.312	.979	.409
	Within Groups		75.064	56	1.340		
	Total		79.000	59			
q12 * Faculties	Between Groups	(Combined)	2.989	3	.996	1.058	.374
	Within Groups		52.745	56	.942		
	Total		55.733	59			
q13 * Faculties	Between Groups	(Combined)	8.189	3	2.730	3.416	.023
	Within Groups		44.745	56	.799		
	Total		52.933	59			
q14 * Faculties	Between Groups	(Combined)	1.655	3	.552	.950	.423

	Within Groups		32.529	56	.581		
	Total		34.183	59			
q15 * Faculties	Between Groups	(Combined)	4.432	3	1.477	1.636	.191
	Within Groups		50.552	56	.903		
	Total		54.983	59			
q16 * Faculties	Between Groups	(Combined)	.382	3	.127	.102	.959
	Within Groups		69.952	56	1.249		
	Total		70.333	59			
q17 * Faculties	Between Groups	(Combined)	2.167	3	.722	1.424	.245
	Within Groups		28.416	56	.507		
	Total		30.583	59			
q18 * Faculties	Between Groups	(Combined)	.676	3	.225	.217	.884
	Within Groups		58.057	56	1.037		
	Total		58.733	59			
q19 * Faculties	Between Groups	(Combined)	4.246	3	1.415	1.210	.314
	Within Groups		65.487	56	1.169		
	Total		69.733	59			
q20 * Faculties	Between Groups	(Combined)	3.605	3	1.202	1.902	.140
	Within Groups		35.379	56	.632		
	Total		38.983	59			
q21 * Faculties	Between Groups	(Combined)	9.086	3	3.029	2.503	.069
	Within Groups		67.764	56	1.210		
	Total		76.850	59			

q22 * Faculties	Between Groups	(Combined)	1.498	3	.499	.527	.666
	Within Groups		53.102	56	.948		
	Total		54.600	59			
q23 * Faculties	Between Groups	(Combined)	3.086	3	1.029	.819	.489
	Within Groups		70.314	56	1.256		
	Total		73.400	59			
q24 * Faculties	Between Groups	(Combined)	4.846	3	1.615	1.283	.289
	Within Groups		70.488	56	1.259		
	Total		75.333	59			
q25 * Faculties	Between Groups	(Combined)	5.976	3	1.992	1.853	.148
	Within Groups		60.207	56	1.075		
	Total		66.183	59			
q26 * Faculties	Between Groups	(Combined)	9.939	3	3.313	2.256	.092
	Within Groups		82.245	56	1.469		
	Total		92.183	59			
q27 * Faculties	Between Groups	(Combined)	3.939	3	1.313	1.101	.357
	Within Groups		66.795	56	1.193		
	Total		70.733	59			
q28 * Faculties	Between Groups	(Combined)	4.350	3	1.450	1.014	.393
	Within Groups		80.050	56	1.429		
	Total		84.400	59			
q29 * Faculties	Between Groups	(Combined)	4.067	3	1.356	.990	.404

	Within Groups		76.666	56	1.369		
	Total		80.733	59			
q30 * Faculties	Between Groups	(Combined)	.419	3	.140	.168	.918
	Within Groups		46.564	56	.832		
	Total		46.983	59			
q31 * Faculties	Between Groups	(Combined)	4.476	3	1.492	1.977	.128
	Within Groups		42.257	56	.755		
	Total		46.733	59			
q32 * Faculties	Between Groups	(Combined)	4.355	3	1.452	1.185	.324
	Within Groups		68.579	56	1.225		
	Total		72.933	59			
q33 * Faculties	Between Groups	(Combined)	3.155	3	1.052	1.043	.381
	Within Groups		56.495	56	1.009		
	Total		59.650	59			
q34 * Faculties	Between Groups	(Combined)	8.055	3	2.685	2.587	.062
	Within Groups		58.129	56	1.038		
	Total		66.183	59			