

ATTITUDE OF PRE SERVICE TEACHER TRAINEES TOWARD SEMESTER SYSTEM: ROLE OF STREAM

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Abstract

The main purpose of this paper was to analyze role of stream of Pre Service Teacher Trainees on their attitude toward Semester System of Examination in Teacher education. Descriptive survey design was used. Random sampling technique of sampling was used to select the sample. A total 200 Pre Service Teacher Trainees from B.Ed. colleges of Punjab was selected as sample of the study. Data was collected by an attitude scale related to Semester System, which was developed by Singh & Kaur, 2015. Results showed that no significant difference exist between Arts stream Pre Service Teacher Trainees scores (Mean=50.64, N=146) and Science stream Pre Service Teacher Trainees scores (Mean=48.78, N=54) on attitude scale toward Semester System.

Keywords: Attitude, Pre Service Teacher Trainees, Semester System, Stream

Examination is an instrument which normally judges students' overall academic performance including their expertise, mastery, learning and abilities they have achieved during a specified and allocated time. It is like a goal, inducement, cause and catalyst. It guides both the teachers and students towards achievement of common goal. An excellent testing means the fixation and measurement of both teaching and learning Duncen, (2012), Gay, (1985). From different platforms, all the stakeholders of higher education have said that there is need of educational reform in higher education to improve the quality of education. National knowledge Commission was set up by the Government of India put some pertinent recommendations for mitigating de-quality and low access issue of Higher Education in the country. After this we witnessed significant recommendations by Yash Pal committee regarding innovative practice in higher education. In 2005, the University Grants Commission through a directive to all the universities and colleges to implement semester system. Semester is one of the innovative practices in the sphere of examination where the course which is taught in one year is divided in to two halves and examination can be held at the end

of one semester. The semester system is essentially interdisciplinary in character as the old system is so rigid in two respects. Firstly, only two or three disciplines can be combined leaving out a number of important components. Secondly, each discipline has to be studied for at least two or three years. The semester system is based on unitary courses and would make the choices more flexible. The university grants commission order to implement semester system was in consonance with the recommendations of the knowledge commission's report that wants to revamp education system through the key principles- "expansion, excellence and inclusion." The academic community is contesting the claims of the government and university authorities to bring about uniformity and enhancing quality of education through semester system. From a long time our education system was following the yearly formula but now they are shifting to semester system. Supporters of semester system advocate that the move to a semester system is likely to be beneficial for a number of reasons, the semester system will provide an opportunity to students for continuous learning and assessment/feedback, and hence, a better paced understanding of the subject. There will be a

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continuous engagement between students and teachers which will result in a more focused class interaction. This will inculcate regular study habits among students. Conducting examination twice a year will mean that student progress is more regularly evaluated, and that the students' performance, as at present, would not be judged predominantly by one end of the year's examination. Moreover, the examination related study load of the students shall be halved since they would be required to prepare half of the content; they are currently required to prepare for the examination. This would enable a more in depth study and understanding their concerned subjects. Implementation of semester system has raised many issues in the academic community there is debate on this change, whether it is good or bad. Although semester system has many drawbacks such as biasness, increased work load, anxiety, part learning etc. Yet it has more advantage as compared to its drawbacks, because it provides opportunity for the students to work continuously throughout whole semester which inculcates regular study habits and motivate students to learn more effectively if implemented properly. Few studies have been conducted to know the real situation of all the stakeholders after implementation of semester system in India and other parts of the world. There is mixed response on the implications of semester system. As every system has some good aspects and some bad aspects, semester system also has the same. There are many studies which favor the semester system and some oppose it. Review of literature shows that Yousaf and Hashim (2012) found that there is significant and visible difference between the results of semester and annual systems. Students expressed that the difference in the output has not only been based on numerical results but also in terms of competence of the students. Rana and Perveen (2013) in their study found that semester system has high educative value as far as it satisfies students' educational aspiration and develops creative powers in them, broadens their perspective; make the students finish their assignments well in time and keeps the students busy in studies almost all the time. However the study revealed that semester system makes students' workload lighter increases

the pass percentage in examination results and sometimes turns the students into flatters and does not help the students to gain complete mastery over the subject. Singh (2015) reported that the university students studying in different streams (i.e. Arts, Commerce & Science) do not differ in their attitude towards semester system. Haseena and Reddy (2014) reported that Post graduate students irrespective of their gender have favorable attitude towards semester system. An analysis of attitude scores of arts and science students shows that there is significant difference between the arts and science students, where science students favor the Semester system compared to the Arts students. Deuri (2014) concluded that science students are having the highest level attitude towards CBCS in comparison to the Arts Students of Gauhati University. Jigna & Soni (2014) reported that teachers and parents do not favor the semester system of examination. Reddy et al. (2014) has found in their study that management, Locality and gender have significant influence on the attitude of engineering students towards semester system. Singh (2015) reported that the students have mildly positive and mildly negative attitude. So these studies show us that research is conducted in different areas to assess the implementation of this new system of evaluation. As far as implementation of semester system in Panjab University Chandigarh, we know that by following the guidelines of University Grant Commission, Panjab University Chandigarh has decided to implement semester system in the educational college from session 2014-2015. It is a new concept in the field of education Colleges. Teachers and students seem to be in flux to adjust with new changes. Success of any system depends upon the right attitude of its stakeholders. Teachers and students are the most influential from this change in educational colleges. Both have to tune with the new system and new changes resulted after implementation of semester system. To find out attitude of teacher trainees toward semester system investigator framed following objectives:

OBJECTIVES

- To find out the level of Attitude of Pre Service Teacher Trainees towards Semester System.
- To study and compare the attitude of Pre Service Teacher Trainees toward Semester System

belonging to Arts and Science Stream.

METHOD

SAMPLE

Education colleges located in Ludhiana district affiliated to Panjab University Chandigarh constitute the target population. Random sampling method was used to select Teacher Trainees colleges. The sample of 200 pre service teacher trainees from these Teacher Trainees colleges was selected.

MEASURE

Data was collected by an attitude scale related to Semester System, which was developed by Singh and Kaur (2015).

DESIGN

The present study was descriptive in nature. Survey method was employed.

PROCEDURE

The study was designed to study the attitude of Pre Service Teacher Trainees toward Semester System. Permission was taken from principal of the B.Ed. colleges for collecting the data. In the study attitude scale related to Semester System was administered to 200 Pre Service Teacher Trainees. These teachers

were doing B.Ed. course in different Education colleges of Ludhiana District of Punjab. Sample colleges were selected purposively from a list of B.Ed. colleges. Scores of selected sample was analyzed with the help of descriptive and inferential analysis to find results.

RESULTS AND DISCUSSION

Table 1: Number and percentage of Pre Service Teacher Trainees in different Attitude level

Level/ Group	Attitude towards TET	
	N	Percentage
H	54	27
A	98	49
L	48	24

When the levels of Attitude towards semester system of Pre Service Teacher Trainees were calculated for the total sample, the percentage of teacher trainees obtained for the high, average and low level was found to be 27, 49, and 24 respectively. The results show that most of the Pre Service Teacher Trainees have average Attitude towards semester system.

Table 2: Significance of difference between Mean Scores of attitude of Arts and Science stream teacher trainees towards Semester System

Group	N	M	S.D	SEM	t-value	Remarks
Arts	146	50.64	7.974	.660	1.44	Non significant even at 0.05 level
Science	54	48.78	8.431	1.147		

Table 2 revealed that the mean scores of attitude of arts and science students towards semester system and as 50.64 and 48.78 respectively and their standard deviation as 7.947 and 8.431 respectively. The t-ratio is 1.441 with $d_f = 198$ which is non-significant even at 0.05 level. This revealed that no significant difference exists between mean scores of attitude of arts and science students towards semester system. Therefore the hypothesis stating that 'There will be no significant difference between the attitude of arts and science students towards semester system' is accepted.

DISCUSSION OF RESULTS

From the results, it can be seen that more than half of the pre service teacher trainees have average level of attitude toward semester system.

By comparing the mean score of arts and science pre service teacher trainees towards semester system, it was found that there is no significant difference. Results of the study are on the lines of study of Singh (2015) but results are inconsistent with earlier studies like Deuri (2014) and Haseena and Reddy (2014). It may be attributed to the fact that target population in these studies were not from the field of teacher education. Further studies in this field can help us to reach any consensus.

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