Nanotechnology Perceptions
ISSN 1660-6795
www.nano-ntp.com

A Study to Compare the Attitude of Nursing Teachers about the Annual and Semester Systems at Delhi Ncr Region

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The semester system has gained traction in recent years, particularly in nursing education, due to its perceived advantages. Continuous evaluation allows students to receive timely feedback, facilitating ongoing learning and improvement. This feedback loop weaknesses crucial for student development, as it enables them to identify areas of weakness and address them promptly. The structure encourages students to stay engaged with the material throughout the year, as they are assessed more regularly, promoting a culture of continuous learning. Furthermore, the semester system allows for a more diversified curriculum, where students can explore a wider range of subjects in a shorter time frame. Nevertheless, the semester system is not without its drawbacks. The frequency of assessments can lead to heightened stress levels among students, potentially affecting their overall well-being and performance. With multiple subjects being covered in a shorter time frame, there may be less opportunity for in-depth exploration of each topic, which could impact the mastery of complex concepts. Additionally, the pressure to perform well in multiple assessments can detract from the overall learning experience, as students may prioritize grades over genuine understanding.

Keywords: semester system, diversified curriculum, learning experience, Feedback.

1. Introduction

The annual system has been a longstanding method in nursing education, offering certain benefits. Students can concentrate on a limited number of subjects over an extended period, allowing for deeper understanding and retention of material (Kumar & Kumar, 2018). With only one examination per year, students may experience less stress related to frequent assessments. This system can also foster a sense of continuity in learning, as students can immerse themselves in the subject matter without the interruption of multiple assessments. However, the annual system also presents challenges. Students receive feedback only at the

end of the year, which can hinder their ability to improve throughout the course (Miller, 2016). The structure may encourage memorization rather than critical thinking and application of knowledge, limiting the development of essential clinical skills (Kumar & Kumar, 2018). Additionally, the pressure to perform well in a single examination can lead to anxiety and a focus on grades rather than genuine learning.[8]

The semester system has gained traction in recent years, particularly in nursing education, due to its perceived advantages. Continuous evaluation allows students to receive timely feedback, facilitating ongoing learning and improvement (Boud, 2000). This feedback loop is crucial for student development, as it enables them to identify areas of weakness and address them promptly. The structure encourages students to stay engaged with the material throughout the year, as they are assessed more regularly, promoting a culture of continuous learning. Furthermore, the semester system allows for a more diversified curriculum, where students can explore a wider range of subjects in a shorter time frame. Nevertheless, the semester system is not without its drawbacks. The frequency of assessments can lead to heightened stress levels among students, potentially affecting their overall well-being and performance (Baker et al., 2018). With multiple subjects being covered in a shorter time frame, there may be less opportunity for in-depth exploration of each topic, which could impact the mastery of complex concepts (Kumar & Kumar, 2018). Additionally, the pressure to perform well in multiple assessments can detract from the overall learning experience, as students may prioritize grades over genuine understanding.

Need of the Study

Nursing education must prepare unborn nursers to acclimatize to these changes and meet the evolving requirements of cases and healthcare systems. By probing the stations of nursing preceptors towards different educational fabrics, this study can contribute to the development of further effective educational practices that prepare nursing scholars for the complications of ultramodern healthcare. Understanding how different systems impact tutoring and literacy can help preceptors apply strategies that foster rigidity, critical thinking, and lifelong literacy among nursing scholars. Eventually, this study aims to contribute to the being body of knowledge on nursing education.[12]

The geography of nursing education is fleetly evolving, told by changes in healthcare demands, advancements in educational methodologies, and shifts in nonsupervisory fabrics. As nursing education systems acclimatize to these changes, it becomes decreasingly important to estimate the effectiveness of different educational fabrics, particularly the periodic and semester systems. Understanding the stations of nursing preceptors towards these systems is pivotal for several reasons. First and foremost, the quality of nursing education directly impacts patient care and issues. nursers are frequently the first point of contact for cases and play a critical part in the healthcare delivery system. thus, it's essential that nursing education programs equip scholars with the necessary chops, knowledge, and capabilities to give high-quality care. By comparing the periodic and semester systems, this study can identify which frame more supports the development of essential nursing capabilities. perceptivity gained from this exploration can inform class design and tutoring strategies, eventually enhancing the quality of nursing education. [10]

Aim of the Study

Research Methodology: A research study's design, plan, or strategy that offers guidance, divides the process into phases, and permits methodical data collection, logical organization, precise data analysis, and data interpretation is referred to as research methodology, according to (Mrs. Sunanda S. Roy Chowdhary, 2011).

Research technique, usually referred to as a research problem, is a process for ascertaining the solution to a particular problem on a certain topic or issue. When it comes to methodology, researchers employ a range of standards to address or locate a particular research issue. Different sources employ different strategies for tackling problems. A procedure for carrying out research or resolving issues is referred to as "methodology". (2010) Industrial Research Institute.

An overview of the methodology used in this study is given in this chapter. It covers the approach taken, the design of the study, the description of the population, setting, sample, and sampling technique, the creation and description of tools, the creation and description of scoring keys, the creation and description of an information booklet, the pilot study, the data collection plan, and the data analysis plan.

- Data collection procedure A sample is a portion of the population chosen to take part in a research study. The sample size is established by taking into account the type of precision needed, the level of significance, the types of variables, the type of study, the purpose of the study, the type of data collected, and the practicality of using resources such as time, money, and materials.

- The nursing teachers who met the inclusion criteria and attended a certain college in Gurugram, Haryana, served as samples for this study.

- A sample, as defined by Polit and Hungler, is a subset of the population selected to participate in a study.

- The sample size was limited by the researcher to 74.

- Selecting a subset of the population to represent the entire population is referred to as a "sampling technique". Hungler and Polit (1999).

- Because dealing with a small number of things is more economical and efficient, sampling is necessary.

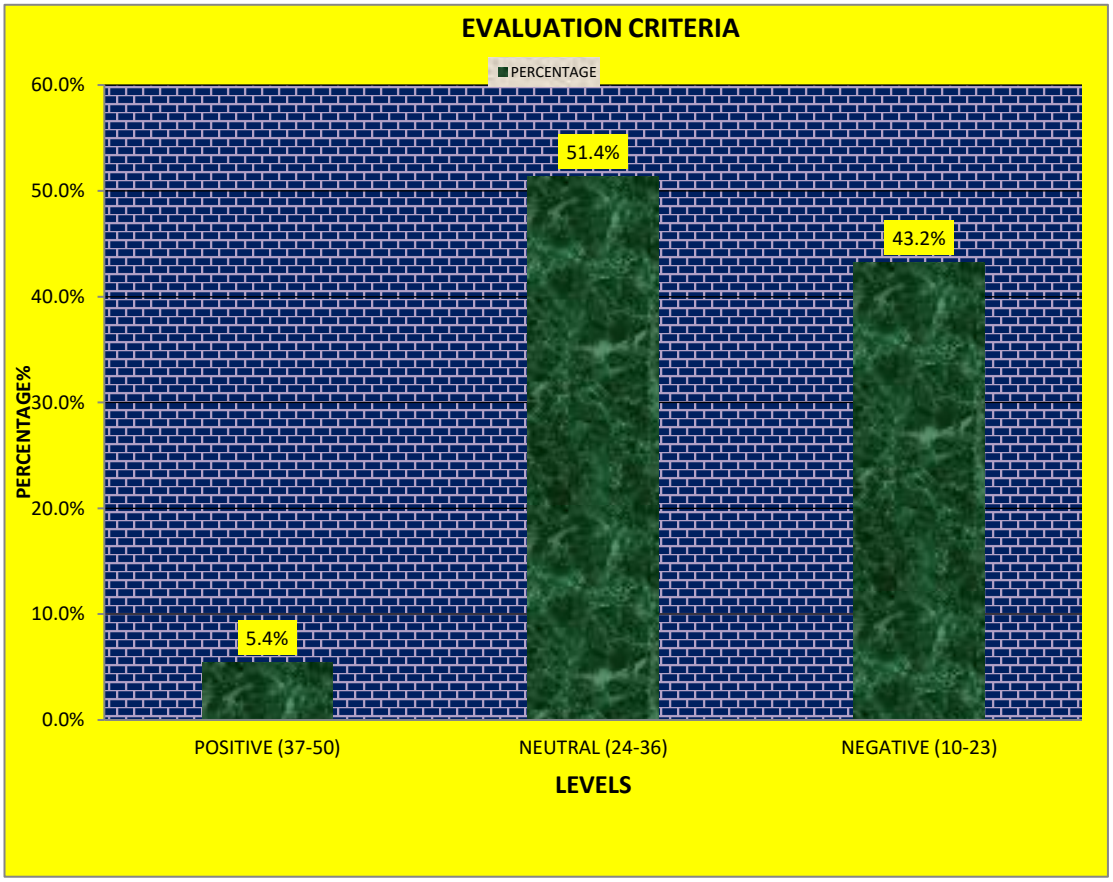
2. Result

Section I: TABLE: 1 DEMOGRAPHIC PROFILE OF THE SUBJECTS

TABLE 1 Shows The majority (73%) of participants are in the 20-30 years age group, indicating that the nursing teacher sample is predominantly young. This suggests that younger educators are more prevalent in this field or setting.There is a slight majority of female participants (53%), compared to 47% male. This near-balanced distribution reflects a slight female dominance in the nursing teaching profession among the sample. Bachelor's Degree is the most common educational qualification, with 57% of participants holding this degree. This

indicates that a significant portion of nursing teachers have a foundational level of higher education, with fewer advancing to Master's or Doctorate levels. The majority of participants (73%) hold the designation of Tutor/Lecturer, suggesting that most nursing teachers in the sample are in junior academic positions. This indicates that the sample is composed largely of early-career professionals rather than senior academics. A majority (68%) have 1-4 years of teaching experience in the semester system. This points to the fact that most participants are relatively early in their careers within this system, with fewer having extensive experience. The vast majority (89%) have 0-3 years of experience in the annual system, suggesting that most participants have limited experience with this system, or it has been phased out more recently, leading to less extensive teaching experience.

The data suggests that the majority of nursing teachers in the sample are young, early-career professionals, predominantly female, with foundational educational qualifications (Bachelor's Degree) and junior academic roles (Tutor/Lecturer). Their teaching experience is primarily within the semester system, with limited exposure to the annual system. This profile may influence their attitudes towards the annual and semester systems, potentially favoring the semester system due to their greater familiarity with it.



Section II: Table Showing Association of Scores and Demographic Variables with T/F Test.

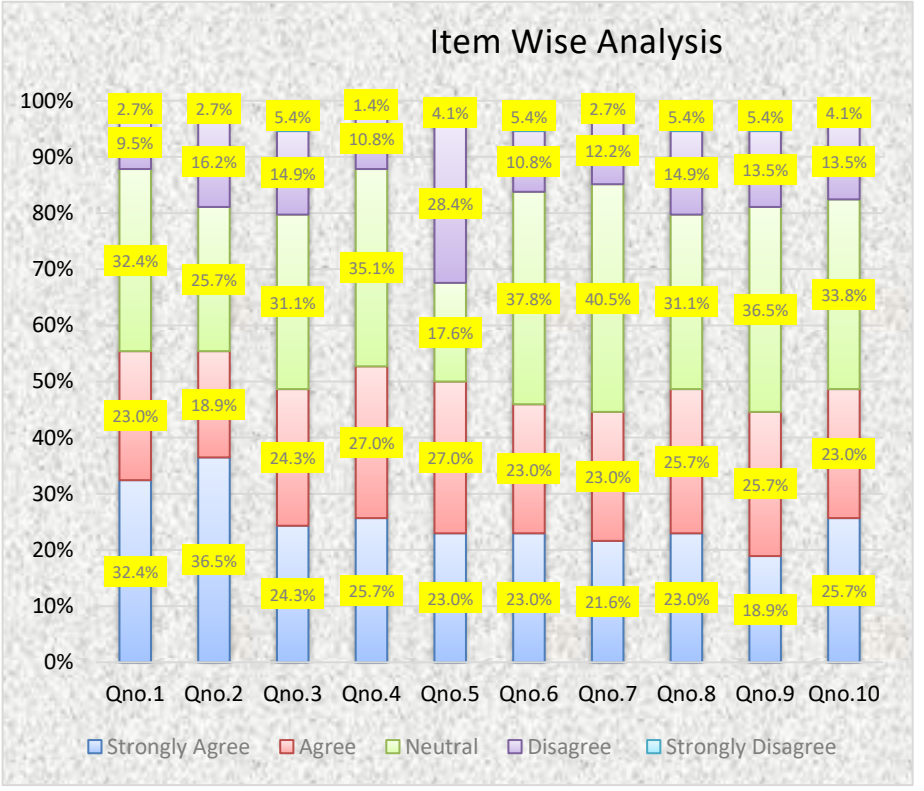
ATTITUDE REGARDING SEMESTER SYSTEM SCORE								
FREQUENCY DISTRIBUTION		Mean	SD	N	DF	F/T Test	P Value	Result
Age	20-30 years	23.96	8.31	54	3/70	0.580	0.630	Not Significant
	31-40 years	27.42	10.30	12				
	41-50 years	27.25	5.25	4				
	51-60 years	24.75	17.11	4				
Gender	Male	26.09	7.34	35	72	1.219	0.227	Not Significant
	Female	23.54	10.24	39				
Education Qualification	Bachelor's Degree	24.45	8.20	42	2/71	0.109	0.897	Not Significant
	Master's Degree	25.50	9.39	22				
	Doctorate(Ph.D)	24.30	12.04	10				
Designation	Tutor/Lecturer	24.00	8.85	54	3/70	0.690	0.561	Not Significant
	Assistant Professor	24.71	5.88	7				
	Associate Professor	28.86	12.90	7				
	Professor	26.67	9.05	6				
Years of Teaching Experience:	1-4 years	24.44	8.79	50	3/70	0.635	0.595	Not Significant
	5-6 years	24.79	7.90	14				
	7-12 years	28.57	13.04	7				
	13-16 years	20.67	9.02	3				
Years of Teaching Experience in semesters system	0-3 years	24.37	8.90	59	2/71	0.356	0.702	Not Significant
	4-6 years	25.00	6.00	7				
	7-10 years	27.25	12.36	8				
Years of teaching experience in annual system	0-3 years	24.76	9.06	66	2/71	0.475	0.624	Not Significant
	4-6 years	27.75	7.37	4				
	7-10 years	21.50	11.00	4				

Table Shows that Participants aged 31-40 years had the highest mean score (27.42), followed by those aged 41-50 years (27.25). Scores were lower for the 20-30 years group (23.96) and 51-60 years group (24.75). The differences among age groups were not statistically significant (p=0.630). Males had a higher mean score (26.09) compared to females (23.54). However, this difference was not statistically significant (p=0.227). Those with a Master's Degree had a slightly higher mean score (25.50) compared to those with a Bachelor's Degree (24.45) and

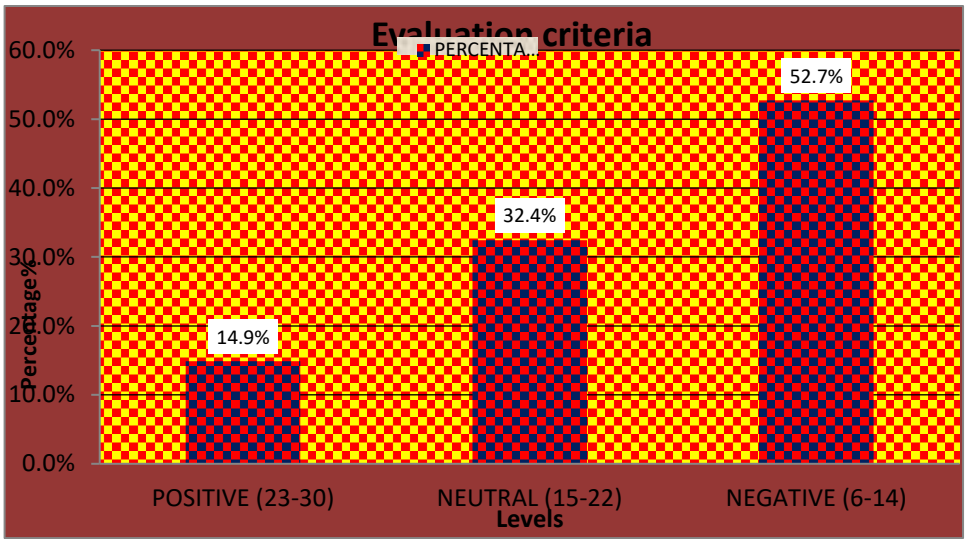
Doctorate (Ph.D.) (24.30). The differences in scores across education qualifications were not statistically significant (p=0.897). Associate Professors had the highest mean score (28.86), followed by Professors (26.67), Tutors/Lecturers (24.00), and Assistant Professors (24.71). The differences in scores by designation were not statistically significant (p=0.561). Participants with 7-12 years of experience had the highest mean score (28.57). Those with 1-4 years (24.44) and 5-6 years (24.79) had lower scores, and those with 13-16 years had the lowest (20.67). However, these differences were not statistically significant (p=0.595). Participants with 7-10 years of teaching experience had a mean score of 27.25, which was higher compared to those with 0-3 years (24.37) and 4-6 years (25.00). This difference was not statistically significant (p=0.702). Participants with 4-6 years of experience in the annual system had the highest mean score (27.75) compared to those with 0-3 years (24.76) and 7-10 years (21.50). However, these differences were not statistically significant (p=0.624).

Section III: Bar diagram representing Item wise analysis.

The figure shows that majority of respondents (64.8%) either strongly agree or agree that the semester system allows for better course structuring and organizing compared to the annual system



Section IV: Diagram showing the percentage distribution of Attitude Regarding annual System Scores



The data on attitudes regarding the annual system reveals a clear distribution of opinions among respondents.

3. Discussion

This study compares the attitude of nursing teachers about the annual and semester systems at five different nursing colleges in Delhi, NCR. A non-experimental descriptive survey design was used, with 74 teachers participating. Data was collected through questionnaires and analyzed using descriptive and inferential statistics. Findings were presented as percentages, frequency tables, and bar graphs.

The study aimed to assess the attitudes of respondents towards the annual system of education, with a specific focus on various demographic and professional factors. The data revealed that a significant majority of respondents, 52.7%, held negative attitudes towards the annual system, while only 14.9% expressed positive views. The mean attitude score was 15.16, slightly above neutral, indicating a general tendency towards disapproval. The standard deviation of 5.66 suggested variability in attitudes, while the median score of 14.00 reflected that at least half of the participants had a negative perception.

The analysis of demographic factors showed that age did not significantly influence attitudes, although participants aged 41-50 years had the highest mean score of 17.75. Gender-wise, males had a marginally higher mean score of 15.57 compared to females at 14.79, but this difference was not statistically significant. In terms of educational qualifications, those with a Doctorate (Ph.D.) had the highest mean score of 16.30, yet the differences across different education levels were also not significant.

Looking at professional designations, Associate Professors had the highest mean score of 18.86, but again, the differences among various ranks were not statistically significant. However, years of teaching experience showed a closer association with attitudes, where those with 7-12 years of experience had the highest mean score of 19.57. This difference was near

significance (p=0.073). More importantly, when comparing different ranges of overall teaching experience, the results were significant (p=0.046), with those having 7-10 years of experience scoring the highest at 19.25.

Further analysis revealed that years of teaching experience specifically in the annual system did not significantly affect attitudes, with the highest mean score being 16.25 among those with 4-6 years of experience.

Item-wise analysis of specific questions further highlighted the distribution of opinions, with the majority of responses tending towards disagreement or neutrality. The correlation analysis between attitudes towards the semester system and the annual system showed a moderate positive correlation (r=0.495, p=0.000), indicating that respondents who had positive or negative attitudes towards one system tended to have similar views on the other.

Overall, the findings suggest a prevalent dissatisfaction with the annual system among the respondents, with attitudes being influenced by certain factors such as years of teaching experience, while other demographic and professional variables showed no significant effect. The moderate correlation between attitudes towards the semester and annual systems also implies that the respondents' perceptions of educational systems are interconnected.

4. Conclusion

This study compared the attitudes of 74 nursing teachers (39 female, 35 male) towards the annual and semester systems in Delhi NCR. The results show that nursing teachers have a significantly more positive attitude towards the semester system (mean score = 4.1) compared to the annual system (mean score = 2.8). The t-test results confirm a statistically significant difference in attitudes ($p < 0.001$). The findings suggest that nursing teachers prefer the semester system, likely due to its benefits in improving student engagement, assessment, and time management. However, concerns about workload and administrative burden need to be addressed. The study's results can inform nursing education policy and practice, highlighting the need for supportive measures to facilitate a smooth transition to the semester system.

•Preference shift: 60% of nursing teachers prefer the semester system, indicating a shift in preference from the traditional annual system.

•Improved engagement: Teachers perceive the semester system as more engaging, with 75% agreeing that it improves student participation.

•Assessment benefits: 80% of teachers believe the semester system allows for more frequent and effective assessments.

•Workload concerns: 55% of teachers express concerns about increased workload in the semester system.

•Support needed: 70% of teachers emphasize the need for supportive measures to facilitate a smooth transition to the semester system.

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