

Attitude of M.Ed. and B.Ed. Student Teachers towards semester system

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ABSTRACT

In 2015, NCTE introduced semester system in B.Ed. and M.Ed. courses. The investigator tried to find out the attitude of student teachers towards semester system. The sample consisted of 100 B.Ed. and 50 M. Ed. Student teachers studying in different education colleges of Jalandhar district. A self made 3 point attitude scale was used to collect the data. The result indicates that the student teachers found the new content useful and interesting for them. They strongly feel that increased period of the courses is of very long duration but at the same time they are also satisfied that the changed system is more systematic. They admit that the school internship program provides first-hand experience to student teachers. They are of the opinion that the modified content is useful, helps in improving their soft skills, improves methodology of teaching. While discussing about evaluation process, student teachers feel that evaluation process is not objective in the semester system. In general, it was found that the new system will bring the positive change in school education system.

1. Introduction

Attitude is a little thing that makes a big difference. Attitudes are by no means fixed and unchanging predispositions. Attitudes are formed through experiences direct or indirect and may be changed through acquisition of new experiences. Bonner says, "Such factors as social, expectations, propaganda, education and personal experiences with different attitudes do make for modifications and shifts in people's predisposition towards objects, persons, ideas and situations in their environment. It needs to be treated differently in different societies and in the same society at different time. Attitudes are basic determinants of our perceptions of, and actions toward all aspects of our social environment. Attitudes involve a complex organization of evaluative beliefs, feelings and tendencies toward certain actions. An attitude is a positive; negative or mixed evaluation of an object that is expressed at some level of intensity. It is an expression of favorable or unfavorable evaluation of a person, place, thing or event.

"An attitude is a readiness in such a way that behavior is given in a certain conditions." **Traver(1973)**

"A psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor." – **Eagly and Chaiken(1993)**

"Attitudes are less stable than personality traits and that can be changed both across time and across situations in virtue of individual's interaction with the environment." – **Robinson (1994)**

2. Attitude

- It is relatively stable. It is concerned with temporary mood or sudden impulse.

- The attitude has motivational properties. It denotes readiness to act in particular manner.
- It is learned. One is not born with attitude but these develop with our experience in dealing with people and objects.
- It is integrated into an organized system and cannot be changed easily.
- It varies from culture to culture and society to society.
- It has aspects such as direction, intensity, generality or specificity.
- It includes certain aspects of personality as interest, appreciation and social conduct.

Formation of attitude

According to Allport and Stagner attitudes are formed by:

The integration of experiences: The accumulated and integration of a number of related experiences about an object gives birth to an attitude towards that object.

The differentiation of experience: When the new experiences are acquired, they are differentiated or segregated from already acquired experiences. This may tend to make certain attitudes more specific.

Dramatic experiences: Attitudes are formed with greater speed and intensity on account of the suddenly unusual, shocking and painful experiences.

Adaptation of the available attitude: A large number of attitudes are acquired in a ready-made fashion by simply suggestion of friends, teachers, parents or adopting the mode and traditions of community or society.

Components of Attitude

Every attitude has three components that are represented in what is called the ABC model of attitudes: A for affective, B

for behavioral, and C for cognitive. Although every attitude has these three components, any particular attitude can be based on one component more than another.

Affective Component

Affective component is the sentimental or cognitive segment of an attitude. It is concerned to the statement which affects another person. It deals with feelings or emotions that are brought to the surface about something, such as fear or hate.

Behavioral Component

Behavior component of an attitude consists of a person's tendencies to behave in a particular route toward an object. It refers to that section of attitude which reflects the motive of a person in short run or long run.

Cognitive Component

The cognitive component refers that part of attitude which is related in general knowledge of a person. It is the opinion or belief segment of an attitude. It refers to the beliefs, thoughts, and attributes that we would associate with an object.

3. Semester System

Semester means six-month period. An academic year is divided into two terms called semesters. For example: If there are 10 subjects to study in a year, then it's equally divided for the semester. This system helped student teachers to prepare better for their exams by providing in-depth knowledge of content. A semester is a calendar that divides the academic year into 15 - 17 week terms. The semester system is a very proactive system as it engages both the faculty and the student throughout the year in academic activity. While, in the annual system once the student enters in the college he feels free and think about studying only during the exam time. Semester system not only involves students more throughout the year but also reduces examination burden.

4. Review of Literature

Monk (2010) studied *the semester system has made the system of examination irregular*. The study was conducted with the objective on the pattern of the examination in the semester system. The sample of 200 students were taken from annual and semester course out of which 70 students were taken from annual and semester system respectively. Self made rating scale will be used for collecting the student's feedback. There is a lot of difference between the examination pattern of the semester system and annual system. Besides, the pattern of examination, the merits and demerits of the annual and semester system were clearly mentioned. The results showed that the students who give exams in both system found that the system of examination become irregular in the semester system.

Rana (2013) conducted a study to investigate the views of Punjab university students regarding semester system in Pakistan. The study was carried out to investigate the response of students towards semester system prevailing in various departments and institutes of the University of the Punjab.

Overall it was found that the internal system is successful and it meets the international standards. The data confirmed that the semester system has high educative value as far as it satisfies students educational aspiration and develops creative power in them, broadens their perspective; make the students finish their assignment and keeps the students busy in studies almost all the time. The study reveals the result that semester system makes the 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.

Uddin (2016) conducted research on *A study of English teachers and Students perception about and the differences between annual and Semester System*. This study tried to seek the perception of English teachers and students' about the differences between Annual and Semester system in terms of students' learning strategies at postgraduate level. A public sector university in Mardan provided the researchers a population who were new to Semester system and who had been seeking education in Annual system before joining it. In order to achieve the objective of the study, a questionnaire was distributed among a randomly selected 120 students having experience of both the educational systems, and interviews with 10 teachers were conducted to record their perception towards both systems of education. The analysis of the data got from both the tools showed that there was found a significant difference between Annual and Semester system in terms of students learning strategies. In Annual system students used to get ample time to master the target subjects, whereas in Semester system, the students had to synthesize the subjects and were not only made to undergo rigorous evaluation in terms of both intellectual and emotional growth.

5. Sample of the Study

The sample consisted of 100 B.Ed. and 50 M.Ed. student teachers from different colleges of education in Jalandhar district. Random Sampling Technique was used to collect the data.

6. Development of the Tool

In the absence of standardized test for finding the attitude towards semester system, the self made attitude scale was prepared by the researcher. The researcher prepared the first draft. The various dimensions covered in the rating scale were content, duration, methodology, field work, school internship program, soft skills and evaluation. The following points were kept in mind while framing the test items.

1. The language used in the scale was simple.
2. Repetition of Statements was avoided.
3. Inter dependence among the items was avoided.
4. Two objectives were not put together in the same item.
5. The statements were arranged according to the dimensions.
6. Response is in the form of three options Strongly Agree/ Agree/ Disagree was asked.

7. Analysis of Data

Analysis of data collected from Student teachers regarding semester system that has been introduced in M.Ed. and B.Ed. They cover the different areas such as content, duration, methodology, school internship, communication and evaluation.

The analysis of data of statements related to dimension 1(content) are:

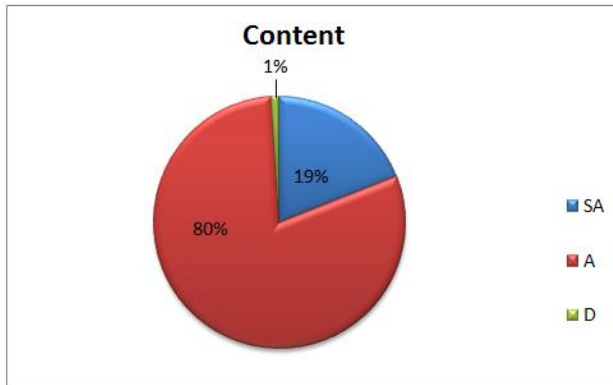


Fig:1 Showing response of student teachers regarding content

Fig:1 shows that 19%of student teachers strongly agree that new content introduced in the semester system is useful for them. Whereas 80% of student teachers agree and only 1% of student teachers disagree. Almost all of the student teachers agree that they feel comfortable with the new subjects introduced in the semester system such as Psychology of learning and development. Historical- Political perspective of education, Sociology of education, Communication and expository writing etc. (M.Ed.) and Educational technology and ICT, Assessment for learning, Yoga education, Gender, School and Society, EPC etc (B.Ed.) which enhance their knowledge and are practically useful for them. Academic Journal writing motivates them to publish papers.

The analysis of data of statements related to dimension 2(duration) are:

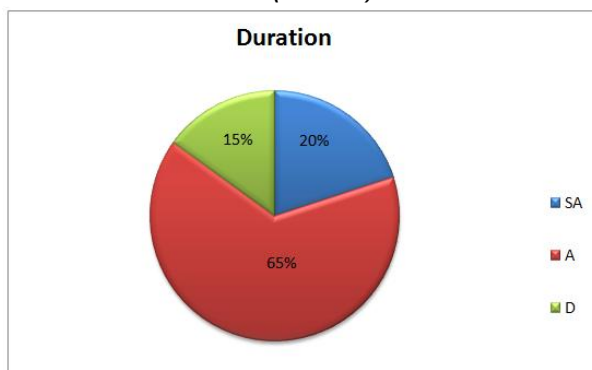


Fig:2 Showing response of student teachers regarding duration

Fig:2 shows that 20% of student teachers strongly agree that 2 years B.Ed. and M.Ed. course is of very long duration that helps development of deep understanding of content among them. Whereas 65% of student teachers agree and 15% of them disagree with it. Majority of the student teachers agree that they get sufficient time to develop deep understanding of subject matter but at the same time they are of the opinion that lot of time is wasted in exams and other activities.

The analysis of data of statements related to dimension 3(methodology) are:

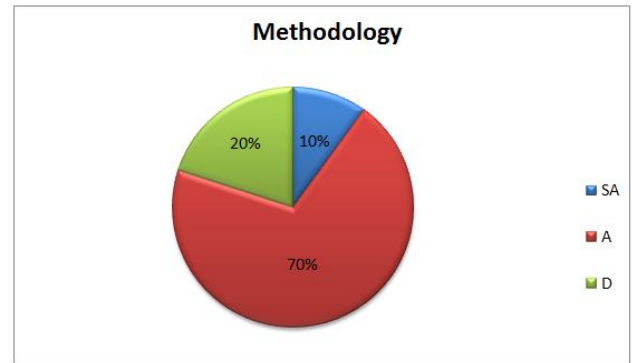


Fig:3 Showing response of student teachers regarding methodology

Fig:3 shows that 10% of student teachers strongly agree and 70% of them agree that they get too much assignments and seminars. As far as sessional work is concerned they feel that weightage given is not much appropriate and also admit that they do not do it seriously and whole heartedly.

The analysis of data of statements related to dimension 4(development of soft skills) are:

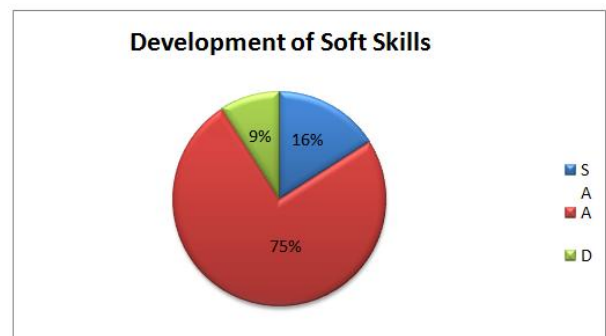


Fig:4 Showing response of student teachers regarding development of soft skills

Fig:4 shows that 16% of student teachers strongly agree and 75% of student teachers agree that studying language proficiency helps in improving their soft skills. Majority of student teachers agree that in the semester system, interaction with community members and school personnel help in improving communication skills and other soft skills, only 9% of student teachers disagree with it.

The analysis of data of statements related to dimension 5(school internship programme and field work) are:

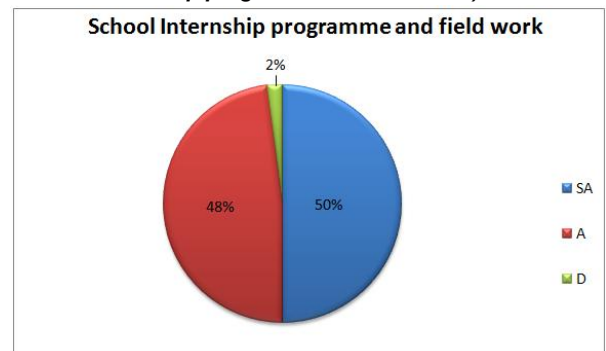


Fig:5 Showing response of student teachers regarding school internship

Fig:5 shows that 50% of student teachers strongly agree and 48% of student teachers agree that school internship provides first-hand experience to them. Preparation of lesson plans based on models, ICT, value based, Glaser Model gives them thorough knowledge of teaching-learning process. Preparation of various types of tests will help them to evaluate their students well. Visits to different places helps in organization of such activities in future.

The analysis of data of statements related to dimension 6 (evaluation) are:

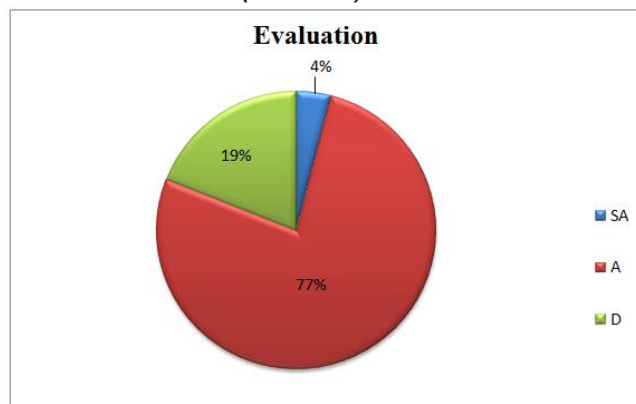


Fig:6 Showing response of student teachers regarding evaluation

Fig:6 shows that only 4% of student teachers strongly agree and 77% of them agree that sessional work does not help in objective evaluation. Majority of the student teachers agree that in the semester system, continuous and comprehensive evaluation is not ensured.

8. Conclusion

Teacher education is a serious matter for any country. Keeping its importance at the forefront. NCTE introduced 2 years courses in B.Ed., M.Ed. and B.P.Ed. in 2015. The aim was to raise the level of school education system in India. This 2 years training includes covering relevant content, improvement of soft skills, providing first hand experience to student teachers during school internship programme and field work along with modified system of evaluation. The annual examination system was converted into semester system. It has resulted in low admission but it is going to be very fruitful process. The student teachers fully support this change and agree that it will improve the system of education in our country.

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