

Role of Gender on Attitude of Teacher Trainees toward Semester System

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ABSTRACT

The main purpose of this paper was to analyze role of gender of Teacher Trainees on their attitude toward Semester System 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 male Pre Service Teacher Trainees scores (Mean=51.76, N=33) and female Pre Service Teacher Trainees scores (Mean=49.81, N=167) on attitude scale toward Semester System.

Keywords: Gender, Attitude toward Semester System, Teacher Trainees

INTRODUCTION

Subcontinent witnessed and launched the native system of examination with the establishment of mother universities at Calcutta, Bombay and Madras in 1857. The induction of this system of examination opened an unending chain of criticism. In the past years, untiring efforts were made to streamline and reform the examination system but all went futile. Numerous commissions and committees tried to locate and repair the weak areas and to improve the acceptability of the examination. The quality of examination is still defective and vulnerable (Aggarwal, 2003). As we know universities play a significant role in the setting example for quality work. Universities generate new ideas, encourage innovation, educate young minds and create awareness and dynamic citizens in the country. With the initiative of HRD ministry, inputs of National Knowledge Commission and University Grants Commission finally dream of introducing the semester system in the universities across the country as a major academic reform step in higher education has been realized. The University Grants Commission (UGC) set up a committee for university reforms which emphasized the importance of interdisciplinary, a broader background for undergraduate education, a uniform semester and credit system. In result of these efforts we are able to say goodbye to an old system of evaluation and different Universities across the nation have switched over to the semester system for its courses. In place of the old year-end examinations semester-end examinations had replaced it. This change is the result of recommendation of all the stakeholders of higher education. They have spoken and written on many platforms that there is need of educational reform in higher education to improve the quality of education. UGC through a directive to all the universities and colleges asked 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. This Semester System would be ideal



system treating each student as an individual having specific requirements of study. The system is essentially interdisciplinary in character.

The shortest Oxford Dictionary (2011), defines the word semester system as “a period or term of six months, especially in German universities and some US colleges of half year.” The Dictionary defines the semester system is based on unitary courses and would make the choices more flexible. Supporters of semester system advocate many advantages of semester system like opportunity for students for continuous learning, assessment/feedback, better paced learning, understanding of the subject, more focused class interaction, regular study habits among students, less work load of the students, in depth study etc. Implementation of semester system has raised many issues in the academic community there is debate on this change, whether it is good or bad. The Hindu reported that “More than 50 per cent of students consider the grading system of evaluation superior to the age-old marking system. The interesting outcome of the survey is that while 50 per cent of students admit that their teachers cover the syllabus for the last two semesters, two-third of them complains that the time allotted for teaching different modules in the syllabi is insufficient.” Although semester system has many drawbacks such as biasness, increased work load, anxiety, part learning etc. Yet it has more advantage as compare 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.

Review of literature shows that 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. 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. Pathak and Rahman (2013) revealed in their study that lack of required resources particularly information resources in degree colleges to make semester system effective and successful. Reddy et al. (2014) has found in their study gender have significant influence on the attitude of engineering students towards semester system. Singh et al. (2013) Reported that the attitude of male and female students towards Continuous Internal Assessment did not differ significantly. Tong (1977) reported that the attitude of students (60%) and teacher (65%) were favorable towards the semester system. Male teachers have more favorable attitude towards semester system in comparison with those of the other sex. The girl students and boy student's attitude do not differ significantly towards the semester system at M.S. University of Baroda. There is no difference of attitude among the male and female teachers who have got more experience. Prasad (2001) measured the attitude of B.Ed students towards the internal evaluation and found that the students had favorable attitude towards internal evaluation. The degree of favorableness was seen more in males and females of science stream and English medium students liked the system most. Patel (1978), Roshach (1980) also that male students as well as teachers had a favorable attitude towards continuous internal assessment compares to their female counterparts was found by But Pillai (1979) reported that degree of favorableness



was more in female students than male. Patel (1978) studied the evaluation procedure at B.Ed. and M. Ed. Programmed in the Faculty of Education and Psychology at The M S. University of Baroda. The findings of the study were (a) Male M. Ed. Students offer the highest mean score to semester system followed by the faculty staff. Female B. Ed. Students, outsiders, female M Ed.

In the field of education all three phases' viz. Input, process and output are I the process of change. By following the guidelines of University Grant commission, Panjab University Chandigarh has also decided to implement semester system in the educational college from session 2014-2015. It is new concept in Education College affiliated to Panjab University Chandigarh. 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 the answer of these questions related to semester system investigator framed following objective:

Objective

- To study the role of gender on the attitude of Pre Service Teacher Trainees toward Semester System.

METHOD

Sample

Random sampling technique was used to select Teacher Trainees colleges from Ludhiana district affiliated to Panjab University Chandigarh. 200 pre service teacher trainees from these Teacher Trainees colleges were selected as the sample for this study.

Measure

Attitude scale related to Semester System, which was developed by Singh and Kaur (2015) was used to collect data from the selected sample.

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. Both male and female teacher trainees were included in the sample. After selection of the sample and preparation of attitude scale, investigator approached the colleges for collecting the data. Attitude scale related to Semester System was administered to 200 Pre Service Teacher Trainees. These teachers were doing B.Ed. course. Scores of selected sample was analyzed with the help of descriptive and inferential analysis to find results.

Results and Discussion

Table 1: showing Mean, Median, Standard Deviation, Skewness and Kurtosis of scores of attitude of male and female students towards semester system (N = 200)

Group	Mean	Median	S.D.	Skewness	Kurtosis
Male	51.76	53.00	6.159	-.770	-.022
Female	49.81	50.00	8.433	-.242	-.449

Table 1 shows that the values of mean and median of the scores of the variable of attitude of students towards semester system of male as 51.76 and 53.00 respectively which are quite proximate to each other. The values of skewness and kurtosis in case of male-.770 and -.022 respectively showing the distribution as negatively skewed and platykurtic. But these distortions are quite small. Therefore the distributions can be taken as normal. The values of mean and median of the scores of female as 49.81 and 50.00 respectively which are quite proximate to each other. The values of skewness and kurtosis in case of female are-.242 and -.449 respectively showing the distribution as negatively skewed and platykurtic. But these distortions are quite small. Therefore the distributions can be taken as normal

Table 2: Significance of difference between Mean Scores of attitude of male and female students towards semester system

Group	N	Mean	S.D.	SE _M	t-value
Male	33	51.76	6.159	1.072	1.25
Female	167	49.81	8.433	.653	

Non significant even at 0.05 level

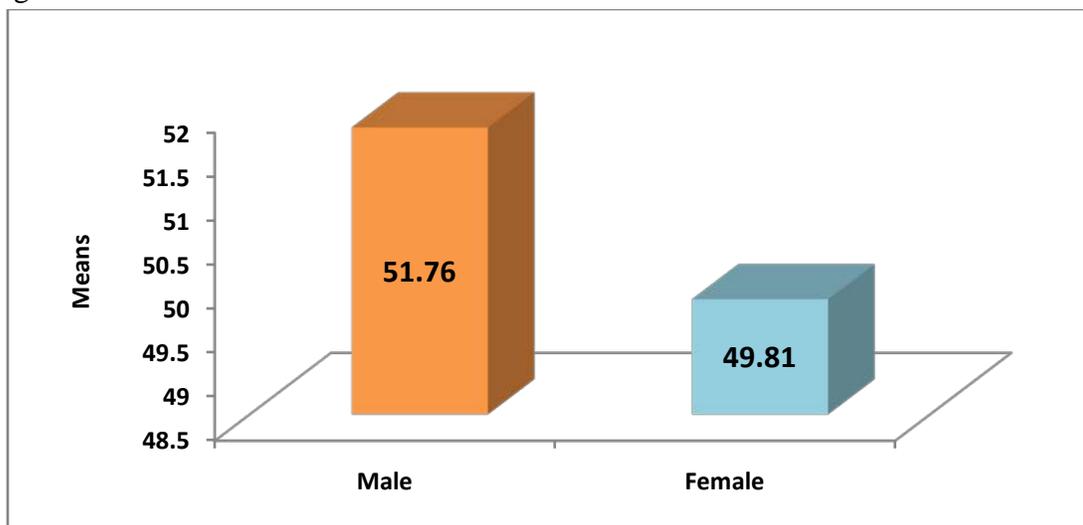


Fig.1: Bar Graph showing difference of Mean Scores of attitude of male and female students towards semester system

Table 2 and Figure 1 revealed that the mean scores of attitude of male and female students towards semester system and as 51.76 and 49.81 respectively and their standard deviation as 6.159 and 8.433 respectively. The t-ratio is 1.258 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 male and female students towards semester system. Therefore the hypothesis stating that ‘There will be no significant difference between the attitude of male and female students towards semester system’ is accepted.

Discussion of results

Results of this paper clearly show that there is no significant difference between male and female pre service teacher trainees. It shows that gender has not influenced their attitude toward semester system. Review of literature also shows that there is no consensus in studies related to attitude of male and female students and teachers towards semester system, choice based credit system and other examinations reforms. This study was conducted on small sample so to generalize these results more studies on large sample can be conducted in this field.

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