

Original Research

Evaluating Nursing Teachers' Perspectives on Semester Systems: A Study from Delhi NCR

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ABSTRACT:

Background: Nursing education plays a pivotal role in shaping competent healthcare professionals capable of meeting the demands of a rapidly evolving healthcare landscape. In recent years, educational systems worldwide have been shifting from traditional models to more modern, student-centered approaches. One such shift is the transition to the semester system. This change, particularly in nursing education, aims to improve student engagement, learning outcomes, and overall academic performance. The semester system divides the academic year into two or more shorter periods, with regular evaluations at the end of each term. Despite the intended benefits, the attitudes of nursing teachers towards this transition have been varied. Nursing educators are central to the success of any curriculum, and their perceptions of these systems directly influence the quality of education delivered to students. **Methods:** A descriptive cross-sectional survey was employed to gather data. The study population comprised 74 nursing teachers from various institutions in the Delhi NCR region. The participants were selected through a purposive sampling technique, ensuring representation from institutions with semester system. Data were collected using a self-administered, structured questionnaire, which included demographic details and attitude scales for semester system. The attitude items were scored on a 5-point Likert scale. Descriptive and inferential statistics were applied for analysis. **Results:** The study involved 74 nursing teachers, predominantly aged 20-30 years (73%), with a slight majority being female (53%). A significant 60.8% had a positive attitude towards the semester system, appreciating its benefits in fostering student engagement and timely feedback. Statistical analysis revealed a significant association between years of teaching experience and attitudes towards the semester system ($p < 0.05$). The findings also highlighted concerns about increased workload and stress associated with the semester system, despite its perceived advantages. Overall, nursing teachers exhibited a clear preference for the semester system, emphasizing the need for supportive measures to balance assessment frequency with in-depth learning and reduced administrative burden. **Conclusion:** This study reveals a distinct preference among nursing teachers for the semester system, driven by its benefits in enhancing student engagement and academic performance. However, there is a need to address the increased workload and curriculum pressures. Policymakers should consider these findings to optimize educational frameworks that support both nursing educators and students.

Keywords: Nursing education, semester system, nursing teachers, Delhi NCR, curriculum

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INTRODUCTION

Nursing education is fundamental in preparing healthcare professionals to meet the complex needs of modern society. As healthcare systems evolve, so too must educational frameworks to equip nursing students with the necessary skills, knowledge, and competencies. In recent years, many institutions, particularly in India, have transitioned to a semester-based approach. This shift aims to enhance learning outcomes, foster student engagement, and align

nursing education with global standards.¹

The semester system divides the academic year into shorter periods, with more frequent assessments and feedback mechanisms. Proponents argue that this structure promotes better time management, continuous learning, and adaptability among students, critical in the fast-paced healthcare environment.²⁻⁶

However, the transition to a semester system has raised questions regarding its effectiveness and impact on teaching practices. Nursing educators are pivotal in

shaping the educational experience, and their attitudes towards this system can significantly influence student learning and engagement. Understanding these perspectives is essential for identifying potential barriers to effective teaching and learning in nursing education.^{7,8}

In the Delhi NCR region, where a variety of nursing institutions have adopted the semester system, it is crucial to examine the attitudes of nursing teachers' attitude toward semester system. This study aims to assess nursing educators' perceptions of the semester system, focusing on their perceived advantages and challenges. By highlighting the views of nursing teachers, this research seeks to provide valuable insights for educational policymakers and institutions aiming to optimize nursing education and improve patient care outcomes.

MATERIALS AND METHODS

Study Design

This research employed a descriptive cross-sectional survey design to investigate and compare the attitudes of nursing teachers towards the semester system of education in selected nursing colleges within the Delhi NCR region. The cross-sectional design allowed for the collection of data from participants at a single point in time, providing a comprehensive snapshot of the perceptions of nursing educators regarding these educational frameworks.

Sample and Sampling Technique

The study targeted nursing teachers employed in various nursing institutions across the Delhi NCR region. A total of 74 nursing teachers participated in the study, selected using a purposive sampling technique. This method enabled the researcher to choose individuals who met specific criteria relevant to the research objectives. The inclusion criteria included:

- Nursing teachers currently employed at selected colleges.
- At least one year of teaching experience in nursing education.
- Active involvement in the academic and administrative processes of semester system.

Exclusion criteria included nursing teachers on extended leave or those not directly engaged in teaching or administration related to the semester systems. This selection process ensured that the sample comprised individuals with relevant experiences to provide informed perspectives on the educational systems being studied.

Data Collection Tool

Data were collected using a structured self-administered questionnaire specifically designed to assess the attitudes of nursing teachers towards the semester system. The questionnaire comprised two main sections:

1. Demographic Information: This section

collected data on participants' age, gender, years of teaching experience, educational qualifications (Bachelor's, Master's, Doctorate), and academic designation (Tutor/Lecturer, Assistant Professor, Associate Professor, Professor). This demographic data were crucial for analyzing potential correlations between these factors and the attitudes expressed by the participants.

2. Attitude Assessment: This section included a total of 10 items rated on a 5-point Likert scale, with items addressing the semester system. The items were designed to evaluate various dimensions, such as satisfaction with the system, perceived effectiveness in promoting learning, perceived workload, stress associated with the system, and overall preferences for the semester system.

To ensure the reliability and validity of the questionnaire, a pilot study was conducted with a small group of nursing educators. This pilot testing led to adjustments in wording and clarity, resulting in a Cronbach's alpha of 0.85, indicating high internal consistency and reliability of the tool.

Data Collection Process

The data collection process was carried out over a specified period, with formal permission obtained from the respective nursing institutions. Prior to participation, informed consent was secured from all participants, ensuring they understood the study's purpose, their voluntary involvement, and the measures taken to maintain confidentiality. The questionnaire was distributed in a paper format, allowing participants to complete it at their convenience.

Following data collection, responses were compiled and analyzed using descriptive and inferential statistical methods. Descriptive statistics, including means, frequencies, and percentages, were used to summarize the demographic characteristics and attitude scores. Inferential statistics, including Chi-square tests and t-tests, were utilized to determine associations between demographic variables and attitudes towards the semester system, with a significance level set at $p < 0.05$. This analytical approach provided insights into the factors influencing nursing teachers' attitudes and allowed for meaningful assessment of the educational framework.

Data Analysis

Data collected from the structured questionnaire were analyzed using both descriptive and inferential statistical methods. The analysis was performed using statistical software, which enabled the organization and interpretation of the collected data effectively.

1. Descriptive Statistics:

- The demographic characteristics of the participants, such as age, gender, teaching experience, educational qualifications, and academic designation, were summarized using

- frequency distributions and percentages.
- The attitudes of nursing teachers towards the semester system were quantified using mean scores and standard deviations. Each item on the Likert scale was analyzed to determine the overall distribution of attitudes, categorizing responses into positive, neutral, and negative perceptions for the educational framework.
- 2. Inferential Statistics:**
- To examine the relationships between demographic variables (such as age, gender, teaching experience, and qualifications) and the attitudes towards the semester system, inferential statistics were employed.
 - Chi-square tests were utilized to assess associations between categorical demographic variables and attitude categories. This analysis helped identify whether significant differences existed in attitudes based on demographic factors.
 - Independent t-tests were conducted to assess the mean attitude score of semester system. This statistical test determined whether there were significant differences in attitudes among nursing teachers, with a significance level set at $p < 0.05$.
 - Additionally, correlations between years of teaching experience and attitudes towards semester system was evaluated to determine if more experienced educators showed different preferences compared to those with less experience.
- 3. Presentation of Results:**
- The findings were presented using tables, charts, and graphs to provide a clear visual representation

of the data.

- Bar graphs illustrated the distribution of attitudes toward the semester systems, while pie charts represented the demographic composition of the sample.
- All analysis were interpreted in the context of the research objectives, allowing for a comprehensive understanding of the factors influencing nursing teachers' attitudes towards the semester system of education.

This rigorous data analysis process ensured that the findings accurately reflected the perceptions of nursing educators, contributing valuable insights into the ongoing discourse on nursing education frameworks in the Delhi NCR region.

RESULTS

A total of 74 nursing teachers participated in the study, with the majority aged between 20-30 years (73%) and a slight majority being female (53%). Regarding attitudes towards the **semester system** a significant 60.8% of participants had a positive attitude appreciating its benefits for student engagement and timely feedback.

Despite the positive perception of the semester system, concerns regarding increased workload and administrative burden were also highlighted. Overall, the results indicate a clear preference among nursing educators for the semester system, suggesting the need for supportive measures to balance assessment frequency with in-depth learning and to address the administrative challenges associated with the transition to this educational framework.

Table 1.1: Demographic Profile of the Subjects (n=74)

Variable	Category	Percentage (%)	Frequency (F)
Age	20-30 years	73	54
	31-40 years	16	12
	41-50 years	5	4
	51-60 years	5	4
Gender	Male	47	35
	Female	53	39
Educational Qualification	Bachelor's Degree	57	42
	Master's Degree	30	22
	Doctorate (Ph.D)	14	10
Designation	Tutor/Lecturer	73	54
	Assistant Professor	9	7
	Associate Professor	9	7
	Professor	8	6
Years of Teaching Experience	1-4 years	68	50
	5-6 years	19	14
	7-12 years	9	7
	13-16 years	4	3
Years of Teaching Experience in Semester System	0-3 years	80	59
	4-6 years	9	7
	7-10 years	11	8
Years of Teaching Experience in Other Systems	0-3 years	89	66

	4-6 years	5	4
	7-10 years	5	4

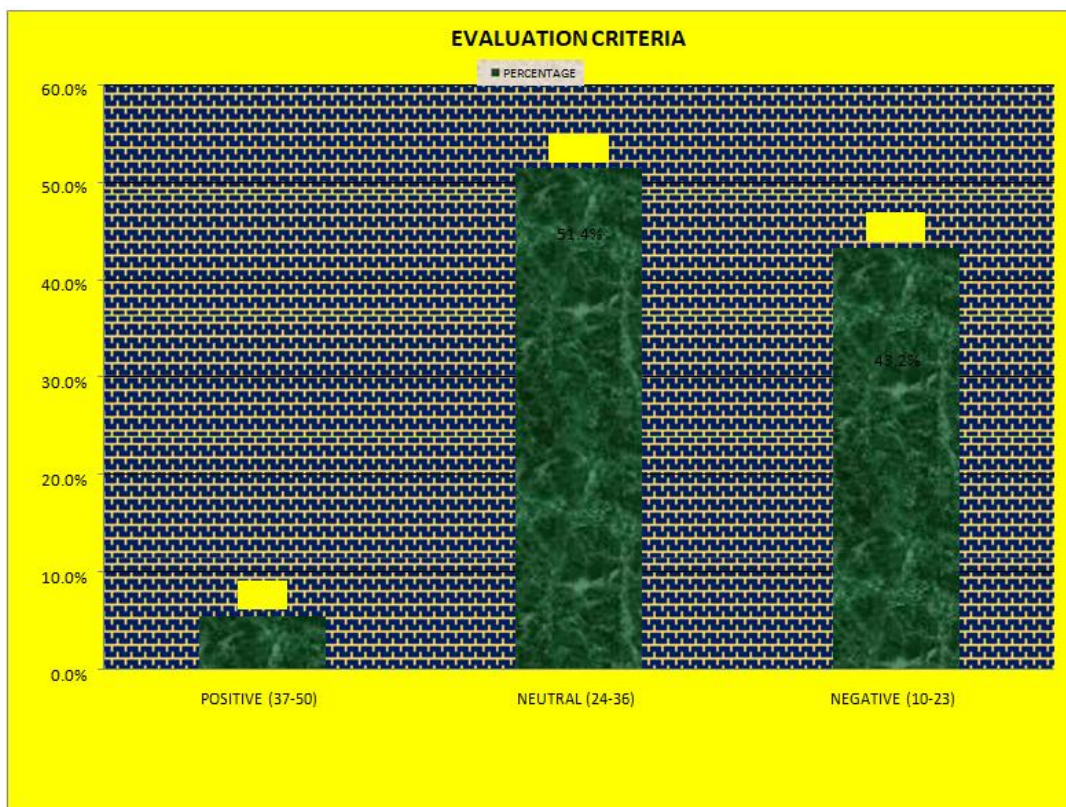


Figure 1.1: Diagram showing the percentage distribution of Attitude Regarding Semester System Scores

Table No. 1.2: Association of Scores and Demographic Variables with T/F Test (n = 74)

Demographic Variable	Category	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				
Educational 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 in	0-3 years	24.37	8.90	59	2/71	0.356	0.702	Not

Semester System								Significant
	4-6 years	25.00	6.00	7				
	7-10 years	27.25	12.36	8				Not Significant
Years of Teaching in Other 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				

DISCUSSION

This study aimed to assess nursing teachers' attitudes towards the semester systems of education in selected nursing colleges in the Delhi NCR region. The findings reveal a notable preference for the semester system among nursing educators, with 60.8% expressing positive attitudes. This shift in preference reflects a broader trend in nursing education, where continuous assessment and feedback mechanisms are increasingly valued for fostering student engagement and learning outcomes.

The positive perception of the semester system can be attributed to its structure, which allows for more frequent assessments and timely feedback. This aligns with modern educational practices that emphasize student-centered learning and continuous improvement. Nursing educators noted that the semester system facilitates better course organization, enhances student engagement, and encourages a deeper understanding of the material.⁹ These aspects are crucial in nursing education, where the application of knowledge in clinical settings is essential.¹⁰

However, the study also identified significant concerns related to the increased workload and administrative responsibilities associated with the semester system. Many educators expressed feelings of stress and anxiety due to the frequency of evaluations and the need to maintain rigorous standards. This finding highlights the need for institutions to provide adequate support and resources to faculty members, enabling them to manage the demands of the semester system effectively. Potential solutions may include administrative support for grading and assessment, professional development opportunities to enhance teaching strategies, and mechanisms for sharing best practices among educators.¹¹

Overall, the findings of this study underscore the importance of aligning educational frameworks with the evolving needs of nursing education and healthcare practice. By understanding and addressing the concerns and preferences of nursing educators, institutions can develop more effective educational strategies that promote student success and prepare competent healthcare professionals. Future research should continue to explore the long-term effects of these systems on student outcomes and faculty satisfaction, ensuring that nursing education remains responsive to the dynamic demands of the healthcare environment.¹²⁻¹⁵

CONCLUSION

This study reveals a distinct preference among nursing teachers for the semester system, driven by its benefits in enhancing student engagement and academic performance. However, there is a need to address the increased workload and curriculum pressures. Policymakers should consider these findings to optimize educational frameworks that support both nursing educators and students.

Recommendations

1. Streamlining administrative processes in the semester system to reduce workload.
2. Providing faculty development programs focused on managing frequent assessments.
3. Conducting further research to explore long-term outcomes of the semester system on nursing education quality.

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