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Exploring Problems Faced by University Students Regarding Semester System

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Abstract *The semester system helps the students in learning more than the annual system. The semester system is very much effective in higher education. But at the same time, it creates many problems for students. The purpose of the study is that find out the problem in the semester system and its advantages disadvantages. During the semester system, students faced many problems. Hence the major purpose of the study is to find the difficulties during exams and presentations, assignments, shortage of time, etc. Its solutions and opinion of students. The population of the study was first semester students selected non-randomly and taken 20 students for interview. Two government universities were visited for this purpose. It was a qualitative study that ways followed the step of thematic analysis calculation is that the semester system is the opposite annual system. The semester system exam was held after six months, and students faced a problem because of shortage time anxiety for the exam. Semester system significant is that in which each academic year is divided into two periods. It develops presentation skills and confidence through the semester system.*

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Introduction

The main difference in the annual and semester system is that inside the annual system, the university exam is held in after one academic year. While within the semester system, the semester system of the exam is the most important examination reform through in the high level for the minimization of the academic burden of the students. There is a well-planned curriculum syllabus analysis within limited time regularity classes. Teaching staff and student satisfaction are also taken into consideration during the planning stages. The semester system uses a six-month time frame. However, it is more expensive than the annual method. The semester system is based on a limited number of semesters. In this method, teachings are delivered quickly. Students are unable to learn everything as a result of this. They just recall and focus on the items that will help them get good grades. Even while the semester system is beneficial to students, the way it has been implemented at our institutions has rendered it useless. It is common practice at most institutions of higher learning to deny students freedom of choice in terms of what they study and instead impose a set of predetermined courses on them. Commission and documents have been introduced to solve evolving problems and matters in the education system. So far, the global academic drives semester system of teaching has verified its value. This is successful because it makes the learners and students achieve the goals and get a degree of skill and professional training (Zia Ahmad).

Educationists are constantly looking for innovative ways to teach text to students in a way that is both student-centered and teacher-centered. According to Umair (2013), university education can be divided into two types. The semester system is the first, while the annual system is the second. The academic year is divided into two semesters. Compared to the annual method, it is considered more advanced, rigorous, and engaging. Every six months, it assesses how well students are doing in their classes. Teachers can make the decision by

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looking at the interests of the students. This technique allows students to enhance their abilities and subject-related information in a more efficient manner.

An annual system has its disadvantages. Because exams are only given once a year under the yearly system, many students neglect their studies. For yearly exams, students must study the full syllabus, which is a lot of work. Attendance at college is not regulated, and many students do not show up on a regular basis. The year comes to a close with an exam. If a student fails the exam, the current academic year is ruined for him. When the student is preparing for the annual exam, he or she is active. What is a semester? A semester is a term in the classroom.

The academic year is divided into two sessions as a result of this. A semester is usually defined as a term of six months. The semester system may also be appropriate for educational institutions such as high schools and colleges. During a semester system, the academic year is divided into two equal portions, around six months each, for the first and second semesters. When it comes to teaching, the term semester refers to a period of six months. Exams are held half-yearly rather than annually in this system after the end of the six-month instructional period. The benefit of a semester system is that it allows students to learn, be assessed, and receive feedback on a continuous basis. It makes it easier to assess pupils' progress twice a year.

Due to its two-part structure, the syllabus will not add to the workload of pupils. The ability to offer a wider range of courses to students in a semester system improves the educational experience for everyone involved. This approach ensures that students stay on track to graduate on time because there is a mandatory attendance requirement of 80%. The semester system gives students the opportunity to take classes in a variety of areas. There is more leeway in the curriculum, and students can pick and choose which courses they want to study—the semester system's drawback. Students are limited to the subject of their classes. They don't have enough time to perform in-depth research. Student knowledge is thus constrained and confined to a narrow range of perspectives. Comparatively, the semester system is more expensive. The semester system is hampered by a lack of resources. Teachers frequently miss deadlines for completing their syllabuses.

Teachers and classrooms are just two examples of the explicit and implicit services provided by a university. The stated services include but are not limited to teaching standards and quality, staff expertise and abilities, teacher availability, workload, and teaching methods such as presentations and tutorials, amongst others. Teachers' worries, habits, and abilities are all part of the implicit side of education. When both implicit and explicit services are provided in a professional manner, students are satisfied (Douglas, Douglas & Barnes, 2006). In order to please their consumers, institutions, according to Petruzzellis, D'Uggento&Romanazzi (2006), should be required to utilise customer core strategies. When it comes to universities, students should be seen as customers, and their wants must first be understood before they can be met or satisfied. An individual's sense of satisfaction is defined by Kotler and Clarke (1987) as a result of experiencing performance or an ending that exceeds their expectations. Comparative levels of expectations and how an activity is perceived describe the concept of satisfaction. Satisfaction is described by Contentment (2007) as a feeling of contentment with one's work. According to Ramsden (1979), a study on student learning in higher education examined the extent to which professors experiment with various methods of instruction in order to create an encouraging atmosphere. Students' impressions of their surroundings were found to be strongly linked to their academic learning. A student's level of satisfaction with their academic experience is influenced by the following factors: Relationship between students and teachers; dedication; work pressure; formal and informal learning methodologies; course relevance; and learning needs In their study, Martin & Tracey (2001) found that students who are highly motivated are more likely to succeed academically. Students are motivated to do so because they are more engaged and get more out of their classes as a result. Many researchers have highlighted the satisfaction/motivational concerns in academic learning that are directly or indirectly responsible for the contentment and motivation of students in their studies. GPA, teacher demeanour, feedback, and course content all have an impact on student motivation. Students' self-sabotage, fear of failure, competition, the irrelevant nature of the course material, inadequate feedback, and the classroom setting are all considered learning

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hurdles. This study by McClure (2005) found that a student's motivation was strongly affected by his or her GPA/evaluative grade. As a result of these problems, universities around the world are introducing different evaluation systems in order to keep their students motivated and satisfied. The term "evaluation" is one of the most difficult to decipher. "Value" is an essential part of the appraisal process. A process of gathering knowledge that will help us make an informed decision is what we're doing when we analyse something. As a general rule, any evaluation process requires information relevant to the subject matter. As a general phrase, a circumstance encompasses a wide range of concepts such as aims, goals, standards, procedures, and so forth. When we state that a procedure will give knowledge about something's worthiness, suitability, goodness, validity, legality, etc., we're saying that a trustworthy measurement or assessment has been done for that thing. It's common for me to ask my students to acquire a thermometer and take a number of measurements at various points throughout the classroom in order to get an accurate temperature reading. That's a straightforward method of taking measurements. Nothing about the average temperature can be used to determine whether or not it's a good time to be at school. Students would need to be surveyed in a trustworthy and valid manner in order to do this. Evaluation is primarily concerned with the results of such a survey. There's nothing to be gained from a 75-degree classroom average temperature. The criteria for evaluating a temperature are based on the context in which it is being used. For some pupils, a temperature of 75 degrees may not be conducive to studying, while for others, it is just right. Everything we do is evaluated. Teacher evaluations tend to focus on making comparisons between expected outcomes (such as learning, progress, and behaviour) and the actual results (such as grades). ADPRIMA defines the behavioural verb assess as to classify objects, circumstances, persons, conditions, etc., according to stated criteria of quality when utilised in learning objectives. Criteria for determining each class category's quality must be stated therein. Only in this sense is evaluation different from generic classification. It was decided that Reading Area Community College in Pennsylvania will organise a task force to evaluate the pros and cons of switching from its present term calendar to a semester schedule. There were 11 additional universities whose calendars had been altered in a similar way that the task group looked into. The probable effects of on-campus services will be investigated by three subcommittees, which were also constituted. An initial survey of 234 current students, transfer students, and Student Services employees was conducted by the first subcommittee. Results from these polls show that 86% of staff respondents expressed a preference for a semester calendar, although student preferences were evenly divided. Academic concerns were reviewed by the second committee, which looked at the impact on students, faculty, and the institution as a whole. They looked at the implications of curricula, fundamental skills development, course transfer, and student course load, as well as the teaching load and usage of adjunct faculty. This study's findings suggested that a semester system would be advantageous. The conversion was found to be financially viable by the final committee, which examined enrollment, staffing and non-employee expenses, state, federal and local support, continuing education, and costs. The student, employee, and faculty surveys, as well as an estimate of student credits under the term versus semester system, are all included in the appendices. (TGI) Professional development is becoming increasingly important to educators as they look for ways to reach this goal. As a result, mentorship programmes for new teachers have gained widespread acceptance as an effective method of professional development. The district accomplishes two essential goals by implementing teacher mentoring programmes: new teachers are given a head start in their careers, and classroom teachers who serve as mentors are recognised and rewarded (Little and Nelson, 1990). Educators feel that mentorship can benefit both new and experienced teachers in educational reform (Ganser, 1996). New teachers are more likely to stay in the classroom if they are supported at the beginning of their careers. Mentoring new teachers is a great way to advance in the field of education while also enhancing the status of educators themselves. Mentoring for new teachers is becoming more widely accepted in the Pacific region. In Kosrae, the Federated States of Micronesia, work has begun on developing a mentoring programme. Guidelines for Mentor Teacher Programs" were issued by the Hawaii State Department of

Education's Office of Personnel Services in 1993. In partnership with the Hawai'i State Teachers Association, these recommendations aimed to "create additional mentor teacher projects in schools and to sustain existing males - Another key motivating aspect for students is the university atmosphere in terms of studying facilities. There are many universities throughout the world attempting to attract, retain and encourage students in order to improve their national and worldwide reputations, according to Douglas, Douglas and Barnes (2006). In addition to facilitating an improved learning environment, this struggle includes ensuring that teachers are professional in each lecture, evaluating students fairly, and encouraging students to develop their own competencies.

Students that arrive late will have a tough time catching up on the material and finishing the revision. Due to scheduling constraints, the semester system does not permit students to take additional classes. The semester system restricts co-curricular activities because professors and students spend most of their time completing the coursework and revising it. The world's education system has never been the same throughout the year. Educationists are constantly looking for innovative ways to teach text to students in a way that is both student-centered and teacher-centered.

All of these aspects work together to make students more satisfied and loyal. Student happiness and retention are strongly influenced by a school's atmosphere, according to the findings of Demaris&Kritsonis (2008). The extent to which a student's wants and expectations are met determines their level of satisfaction, according to the researchers. The semester system has both advantages and disadvantages, but students' excellent learning is ensured because one cannot avoid the weight. The greatest advantage of the semester system in colleges is that students receive constant feedback on their work and progress, and they are tested often so that they cannot put their studies on the back burner for any length of time (Bidani). 2010 The study's scope is broad due to its focus on Pakistan's examination system. The examination system in Pakistan has a lot of issues that need to be fixed because it affects a student's long-term goals. The yearly examination system has a negative impact on students. The annual examination system, its inadequacies, and the effects they have on students will be the focus of this investigation. This study will also examine the semester system as an alternative to the annual examination system for students in higher education.. Students in higher secondary schools experience particular difficulties when it comes to the yearly examination system, as detailed in Yousaf, Hashim (2012 research on comparative analysis of semester and annual system of examinations). There have been a total of seven policies implemented in Pakistan since its beginning. There are several reasons why these regulations were put in place, yet they don't accomplish what they were intended to. Exams are the sole way Pakistani students' academic performance is evaluated. Those pupils who achieve good grades are promoted to the next class, while those who fail and remain in the current class are not. Students choose their own future plans. Pass/fail grades are used as a gauge for students' future plans. It means that the entire educational system is based on a single test. This is the only criterion that can be used for evaluation. The process of teaching and learning is intertwined with the final examination, a sort of summative assessment. According to Farooq and Kai (2017), teachers are also evaluated based on these tests. Exams in Pakistan are typically held once a year, in terms of semesters and terms. In public schools, exams are given only once a year, while in private schools, exams are given three or four times a year, depending on the term system in place. Pakistani universities use a semester system, while intermediate and high school students take annual examinations, respectively, every year. Under the annual system, grades are often distributed as 75 or 100 points per topic, whereas in the semester system, grades are distributed as 100 points every session, presentation, assignment, midterm, and final. Select books accepted by the curriculum wing are used as the basis for the annual system. Reconstruction of information about how people behave, how they learn, and how they use their skills and practises is called education, according to Dewey (2012), as quoted in Noddings (2018). Darkar (2012) quoted in Okwara, Otienoh, and Murundu (2017) education is believed to be the recognition, skill, and entire experience in life. There must be a good process for assessing students in educational institutions with a broad scope of studies like Ramirez, Schofer, and Meyer (2018). The world's education system is not the same

everywhere, and it changes over time and with the advancement of technology. In the opinion of Rafiq et al. (2007: 3), the annual system is known as TAP in many nations, especially the western ones (Tuition Assistance Programmed). According to Yousaf, A., and Hashim, M. (2012), the annual system has been in place in the United Kingdom for more than 50 years. Examinations have been a part of Pakistani education since the country's founding. In Pakistan, the annual system of examination has been used for many years as a conventional method of testing. Despite the fact that the world has moved on from antiquated test procedures, Pakistan continues to use them. According to Sindh Assessment and Examinations (2015), in Sindh, different examination systems are implemented for different levels of education. A study by MoEGP theory (2009) stated that tests assess a variety of competencies. There is no feedback for pupils in the annual system of education, and students are just graded on a pass/fail basis.

The education system in the world is not the same all over, and it changes due to the passage of time and technology. Rafiq, Ghazal, Farooqi (2007) opined that the annual system in many countries, mostly in the west, is termed as TAP (Tuition Assistance Programmed). Yousaf, A., Hashim, M.(2012) noted that in British, the annual system had been implemented for more than 50 years. Pakistan has adopted the British education system, so the examination system has also been practiced since the inception of Pakistan.

Research Questions

Based on the objectives of the study, the following research question was framed:

1. What are the opinions of students about the semester system at the university level?
2. What are the problems and challenges of implementing the semester system?
3. What are the advantages and disadvantages of the semester system?

Research Methodology

This study followed a qualitative approach. The population of the study was the university students of distract Lahore, and two public sector universities were selected for research purposes. As a result, ethnographers are limited in their ability to extrapolate their findings to a larger population because of the small size of the samples they use. This study used convenience non-random sampling as its sampling method. The two public government universities of Lahore city were selected, and out of these universities, 20 students to find out for the interview about the problems and difficulties in the semester system that they are facing. It is a qualitative study, so used the tool interview for data and data analysis through thematic analysis

Results

Data Analysis and Interpretation

Table 1

Themes	Sub-themes	Subcodes	Participant
The problem in English instruction	learnt in English medium, no problems faced, difficulties in English instructions, previous background Urdu medium, understand easily in English	No problems faced, teachers explain very well, teachers overuse native language, faced problem in lectures, class environment very well	P1,p,2,p6,p4,p5,

Interpretation

Q1: What are the difficulties and problems faced by students in English instruction?

The above table shows that problems in English instruction participants have different views. One participant said that an" English medium background so they have no problems and teacher guide in a proper way and explain very well." another participant point out "they have Urdu medium background, so they have problems in semester system and not commend in English grammar, vocabulary and overall semester in English instruction." The third participant" said that teachers use over native language during lecture and after that not explain in the Urdu language.

Table 2

Themes	Sub-themes	Subcodes	Participant
Challenges in examination	Faced difficulty in exams, covering all syllabus is not easy, revise time, lack of understanding, the burden of the syllabus, no problem faced, midterm finished.	Shortage of time, lengthy syllabus, time is not enough, teachers method, management issues, everyday revise lecture, cover all syllabus.	P1,p12,p3,p4,p15,p6,p7

Interpretations

Q2: What are the challenges students face during the examination?

The above table show challenges in the semester system during examination one participant" said that shortage of time is a big challenge that why they have stress and challenge in the semester" and another respondent" point out time is too much short for exam and all syllabus does not cover it's a big challenge for us. ". The third participant said that they could not revise the whole syllabus because they suddenly announced the exam date.

Table 3

Themes	Sub-themes	Subcodes	Participant
Presentation	Nothing, confused, nervous, anxious, worried, troubled, sometimes	The teacher explained very well, no experience, starting the first time, front of the class, not explain very well, a little bit	P1,p2,p15,p4,p6,p18,p20

Interpretation

Q3: What are the problems you faced when doing the presentation?

Above the table show that hitches one participant "said that they have no problems during the presentation because teachers help them and explain very well" another participant "said that they have too much confused during the presentation because they have no idea about presentation how to present the topic in the class." The third person also had the same point of view about other participants being confused during the presentation and teachers not guiding in a proper manner.

Table 4

Theme	Sub-theme	Subcodes	Participant
Skills develop	Yes develop, improvement, professional development, educational development, after 1 and 2 presentations, ripen skills, develop abilities .	It grows up students' skills, and personality develops, through presentations, abilities grow up, build up confidence, stand upfront of class, use skills in daily life.	P1,p2,p3,p4,p5,p6,p7

Interpretations

Q4: Do you think that the semester system develops skills students?

The above table shows that one contributor" points out that presentation develops student's skills and increase the awareness in professional life." Another participant" said that skills develop through a presentation which is probable in semester system" the third participant said that developing professional and educational skills and semester system develop confidence how to speak the front of all class and teachers it is a good way for skills.

Discussion

Qualitative results generally support the findings of the quantitative component of this study, as students only acknowledged difficulties in the first semester. The research was undertaken by Bruff ET., and Bralic and Divjak found that students experience high anxiety when they have to deliver a presentation in front of the entire class. When compared to this paper's findings,

the students who answered the interview had a very high degree of agreement in this regard. There have been numerous studies on the issue of time constraints in the first semester, and this is one of the most common complaints. Saudi Arabian research by Adham, who found that first-year students suffer exam difficulties and stress as another major concern, echoed current research findings.

Conclusion

Hence it is concluded that there is two examination system first annual and second-semester system annual exam held after one year and semester exam after six months. This research aim that finds out the problem in first semester students who already had much research about the problems and difficulties. Students face many problems in the semester system big problem is the shortage of time in the semester and anxiety increase day by day. Presentation is a big challenge because they do not know how to present in front of the class and lack confidence. The teacher should be guided in a proper manner before presentations and assignments encourage the presentation, and many students feel stressed in the semester because the midterm is finished just take a final term. That's why the syllabus does not cover because it's too much lengthy.

Recommendations

On the basis of findings and conclusion, the research recommends the following recommendations.

- University should design a syllabus according to time periods because time is short for covering the whole syllabus.
- The semester system should provide opportunities for their research work because they have not got enough opportunities to carry out research work.
- Schedule time for the exam should be made in a proper way in the semester system.
- University must be offer opportunities for language instruction. They can select their own interest in Urdu medium or English medium in the semester system.
- In the semester system, there should be an extra class for presentation.

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