A Comparative Analysis of Students' Satisfaction Level Regarding Annual and Semester Systems: A Case Study of Government Post Graduate Jahanzeb College, Swat

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CERTIFICATE

This is to certify that this thesis entitled: *"A Comparative Analysis of Students' Satisfaction Level Regarding Annual and Semester System: A Case Study of Government Post Graduate Jahanzeb College, Swat"* submitted by Sayed Anwar Zeb is accepted in its present form by the Department of Development Studies, Pakistan Institute of Development Economics (PIDE), Islamabad as satisfying the requirements for partial fulfillment of the degree in Master of Philosophy in Development Studies.

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Abstract

This study was carried out to investigate the students' satisfaction level regarding annual and semester system of education. A sample of total 320 students with equal symmetry of 160 from each system; semester and annual were randomly selected from Government Post Graduate Jehanzeb College (GPGJC), Saidu Sharif Swat. The intended study was conducted with a conceptual framework having dependent variable i.e. students satisfaction level and independent variables as, effective schedule management, group work, individual learning, grading system, curriculum management, reduced burden, and constructive feedback. The data after collection through structure questionnaire was analyzed by some statistical techniques such as; Chi-square and t-test. The result of the study showed that semester system is the most satisfactory system of education. The students' strong satisfaction with semester system is because of some merits of semester system such as course completion within time, schedule for extra-curricular activities, participation in group activities, curriculum management, teacher assistance in lessening study burden by providing updated readings, evaluation through their attendance, and class participation that contribute to their confidence building and happiness.

Keywords; Semester system, annual system, PG Jehanzeb College, satisfaction, Swat.

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Chapter 1

INTRODUCTION

Education is one of the means to developed human capital, which is the main contributor in economic growth and productivity. The educated and skilled human capital will contributed more to the economic growth and productivity as compared to the uneducated and unskilled human being (Sriyan de Silva, 1997). It helps in enhancing the potentials and capabilities of human being. Education is the increase in stocks of knowledge, understanding and skill of individual or that of society, or it is the unconcealed approval of knowledge. It removes ambiguity and misconceptions and irrelevant belief. It promotes the status of human being and teaches everyone the behavior of respectability. It has gained much importance in different religions and societies of the world. The education is one of the most powerful weapons used for bringing change in the whole world.

In the world universities play a vital role for participating in the knowledge societies and are considered as the institutions of providing high quality education. Some of these universities in other country develop the human capital not only for the purpose of contributing to various professions but for the contributions in society as a whole. These are considered as the institutions which are developing open and democratic civil society and where they provide their students deep and complex understanding of a specific subject. Along this they also provide their students social norms of interaction and communication. The institute providing quality of education proves to be a model for the developed civil society. Such institutes are producing a responsible and patriotic nation. The ability and competencies of the human beings depend on the quality and system of education in which he/she gain or become educated. The educational system in whole world is not remaining constant and it is changing with the passage of time. As

new ideas, strategies and concept emerges, the educationist try to teach the new editions with various possible means and manners (Batool and Qureshi, 2007).

Students are the clients of universities as they are directly receiving its services. Their satisfaction has become an important issue for universities and its management either directly or indirectly. Therefore, satisfaction of students with system of education provided by universities is the main focus of their policies. The improvement in providing quality of education provided by universities can be achieved by getting comments, objection, and feedback from students.

1.1 Statement of the Problem

The research study intended to address the problem with degree of importance of examination system existed in Pakistan. How the system of examination improve its standard and quality on students level of satisfaction and how this system influences.

1.2 Research Objectives

- To compare students' satisfaction level in semester and annual system of education
- To find out factors affecting students satisfaction in semester as well as in annual system of education.

1.3 Significance of the Study

The study is found very meaningful to the students, parents, teachers, educational practitioners, universities and other educational institutes as it is concerned to education and its prevailing systems. Both the students and parents will get rid of confusion in whether taking admission for and enrolling their children in semester or in annual system of education. The educational practitioners and mangers will also be able to adapt the required measures for improving the system of education.

1.4 Justification of the Study

Education is one of the three key indicators of development. It develops human capital which ultimately leads to the greater economic growth and productivity. The degree of development of human capital depends upon the systems of education. The educational systems of developing countries are different than those of developed. They follow the annual as well as semester systems of education. Pakistan is one of the developing countries that fallow the annual and semester systems of education but the standard and quality of education depend on the level of satisfaction of its students in their educational institution. The topic which the researcher has chosen for this research is primarily of immense importance. This is the desire and need of the hour to find out and to address the limitation and advantages of both annual and semester system of education in Pakistan. This study will contribute to the policy makers, academicians and other researchers for the future endeavors.

1.5 Key Terms

Satisfaction

When the real result matches with the observed one and a stage of feeling happiness is called satisfaction. In the context of students, it is their desire from their concerned institutes and if such desire full filled or matched with their expected one, then this is their satisfaction (Abbasi, Chaudhry, Imdadullah and Malik, 2011). Satisfaction means comparative level of expectations and perceived act (Kotlerand Clarke, 1987).

Annual System

The Annual system is a traditional system of education and focuses on two years of in-deep and comprehensive knowledge of understanding. The knowledge and understanding of students is testing through a comprehensive and subjective exam at the completion of each year.

Semester System

The term "semester" is derived from the Latin word which means "six monthly". The term semester is often used as a synonym for word as in a summer system. In semester system each academic year is divided into two parts or terms. Each term is known as semester and each is usually of duration about 14 to 16 weeks. The learning methodology, course content, learning strategies and process along with particular procedures of students' assessments and evaluation are determined from course to course.

Trimester System

The term "trimester" derived from Latin word which means "three monthly". It divided one complete academic year into three terms. The duration of trimester can be as short as of eight weeks and can be as long as up to sixteen weeks. These three terms can be separated by some breaks. In some countries it is used exactly in its original three months duration in order to show quarter system.

Quarter/ Quadmester System

In the quarter system one complete academic year is divided into its four parts. This system of education is found in certain universities of America and in some Asian and European countries.

The "quarter" or quadrimester system is usually composed on 12 weeks long duration each for course instruction. The three quarters, spring, winter and fall are practicing through May, June and
August. This is equal to two semesters of eighteen weeks. So when the universities in America changed the academic credit among the trimester, quarter and semester system they shifted 36 quarter hours into 36 semesters' hours and 36 semesters' hours into 54 quarter hours.

Quinmester System

The Quinmester System composed on five terms in an academic year. This is using for further open instruction and elastic learning. The universities in most of the countries start their academic year in early autumn or in late summer and close it in the proceeding summer or spring. In southern countries, the academic year is lasting from August, September and October till May, June and July. While in northern countries it lasts from February and March to November and December.

Chapter 2

LITERATURE REVIEW

The universities all over the world with class rooms and teachers, recreational and furnishing theaters provides implicit and explicit services. The implicit services in the sense of interaction with teachers, access to their behavior, competencies and concerns. The explicit services include the teaching of quality and standard knowledge, expertise and skills of its staff, and their teaching styles. Those composed on presentations, tutorial, teachers, availability, burden of work and many others (Douglas, Douglas and Barnes, 2006).

A motivated student could become an active achiever of success who tries for success and is healthy to work and seek efficiency. Motivations create enthusiasm in students due to which the students understand their learning and studies in an engaging and productive way. Different studies have identified so many motivational issues in educational learning. Which directly or indirectly contribute to the motivation and satisfaction of students for learning. Some of these factors which affect and influence the student's satisfaction are teacher's behaviors, G.P.A, course contents and feedback. While issues they face in learning are fear of failure, self-sabotage, courses contents irrelevancy, class room environment, competition and insufficient feedback (Martin and Tracey, 2001).

As each and every institute has its own customers and it has to assess and use strategies for attracting its customers. Same like the students of universities/colleges are considered as their customers, so first their need should have to be assessed and fulfilled according to their need and requirements (Petruzzellis, D'Uggento and Romanazzi, 2006).

Ramsden (1979) researched on learning of students in higher education and to what extent the teachers adopt various approaches of learning for making motivational environment. The expansion of academic learning shows a big connection between the students and their perception about environment. Therefore the dimension of environment in academic learning which shapes to the satisfaction of students includes: The pressure of work, the relationship of students and teachers, relevancy of course according to the needs of learning, learning with autonomy, career goal and objectives, socially acceptable environment and approaches to learning like formal or informal.

The satisfaction of students in education is highly imperative because if students are satisfied more it will attract others for joining it, also when they are satisfied then the end result will be take place excellent. Dauglas, Dauglas and Berry (2006) cited Crawford (1991) elaborated that the students are considered as one of the main good source of revenue.

Abbasi et al., (2011) asserted that a lot of factors are responsible in measuring student's satisfaction and dissatisfaction as is measured on the basis of few factors i.e. teacher feedback, teacher behavior, the official staff response, pick and drop facilities, cafeteria, environment and availability of laboratories etc. The results of study had shown that students were not satisfied with the facilities which were provided by universities in Pakistan.

Dauglas et al., (2006) explained that in order to satisfy the student the universities should provide the facilities to their students like availability of notes, teacher full feedback to students, rewards and skilled teachers should be available to students. Similarly, Ali (2004) argued that students of Institute of Management Studies at University of Peshawar are also experiencing dissatisfaction because of teachers' discriminatory behavior. They do not give feedback on

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students' presentations and assignments and always coming late for taking his/her classes. If students ask about feedback they discourage them through negative responses. Herman, Haytkoand Stenerson (2006) elaborate that student satisfaction in semester system is also enhancing through the communication between teachers and students.

According to Daka (2008) in semester system the performance of students are evaluating regularly in the end of each semester. The adding of two semesters make one complete academic year. However, in annual system, results are preparing and presenting at the end of academic year. Learning potential of students enhancing their skills in semester system and they indicate more potential towards educational success which results in their high grades, G.P.A and positions. The success of a student leads the entire university toward success and achievement of their goals.

Jadoon et al., (2008) also argued that in the academic system of Pakistan many universities are shifting to semester system from annual system. They elaborated that some of the well-known Universities are, LUMS, IBA,GIKI, and NUST and others are following specific rules and regulations as revealed by their heads of departments; they effectively managed their whole working environment. These universities are providing rewards to teachers in order to teach well and give feedback to students.

Sarwar (2008) described that in Baluchistan University, teachers are force to give maximum marks to students due to the lack of rules, regulation, and management and because of strong references while few teachers are biased and favors some students in highest marks. Those devalue the effectiveness and productivity of educational system. In order to improve the educational system in Pakistan, the environment should be made free to make the teachers able to show and use their entire potential.

The evaluative Grade/G.P.A plays a vital role in student motivation for learning. The attended Grade by student has a significant impact on student's motivation. There are many hurdles and issues reported by students in education that affect their satisfaction and motivation. In order to eliminate their problems, universities all over the world try to adopt an alternating system of evaluation to maintain the satisfaction of students (McClure, 2005). Semester system ensures accountability up to some extent and makes the classes more efficient. In this system teachers tries to make it possible to achieve the 180 days duration of teaching. In semester system, the people have to work hard as there is internal assessment and a comprehensive exam at the end of the term (Kamal, 2002).

The other issue with student motivation is an academic stress. In semester system the reasons of stress were identified by Rifidah et al.,(2009) as: Social and family factors, financial constraints, disputes and clashes among the roommates or class fellows, poor and weak health, fatness because of less or no exercise, the habit of eating and pattern of sleeping. In some of the semesters the variation and difference in trend of stress examined as moderate. The excess of stress above limit not only produce the health problems but also create attitudinal issues like loss of selfesteem and dependence on other students for performing better in academic.

In addition to the above mentioned factors of motivation; one factor is the environment of university in terms of facilities for learning. Universities in the world are trying to attract, maintain and motivate students to established best image nationally as well as internationally. It not only consists of development facilities for learning environment, but also includes the teacher's professionalism in their lectures such as giving values and worth to students and developing their competencies. All these factors collectively increase students' satisfaction and

loyalty towards learning (Douglas, Douglas and Barmas, 2008). The satisfaction of student and retention in any institute are shaping by the academic environment.

Another study conducted by Davis (1993) has explained other factors of students' satisfactions such as teacher behaviors and instructions. It changes students' motivation for learning. The behavioral factors of teachers like facilitation of students for effective class and teaching passionately increase students' self-motivation. It is argued that teacher act like controller and moderator of students' motivational problems, like students' self-efficacy, collaborative learning stream, and competition, feedback and class room environment. As Rafidah et al., (2009) have pointed out that relationship between teachers and students act like a motivator in reducing stress which in turn stimulates them to be regular and punctual student and to reduce tensions. Demaris and Kritsonis (2008) states, that in semester system learning through the collaboration is only possible through mutual relationship of teachers and students. Those students who consider themselves suitable to the institutional environment gain more skills and trying to confidently participate in class.

Davis (1993) described that a little feedback created in response to the efforts of students making them more concerned and makes them able to continue their learning in a rhythm. If such students were provided positive feedbacks then it will raised their actual sense of collaboration in learning in semester and annual systems of education. There are some pros and cons in semester system however the quality and standard of learning depends upon the students' potentials such as one may not be able to escape of burden. One of the benefits of learning under semester system in universities is that each and every student through the regular feedback is informed about his/her progress and productivity. Additionally, the students' assessment through regular tests and assignments makes them responsible of their homework so that to not choose

their study as a second option.

2.1 Conceptual Framework of the Study

The conceptual framework of the study is going to outline possible courses of action or to present a preferred approach to an idea, thought or study. It is the researcher's own position on the problem and gives direction to the study. Through this the researcher can be able to show the relationships of the different variables that he/she wants to investigate.
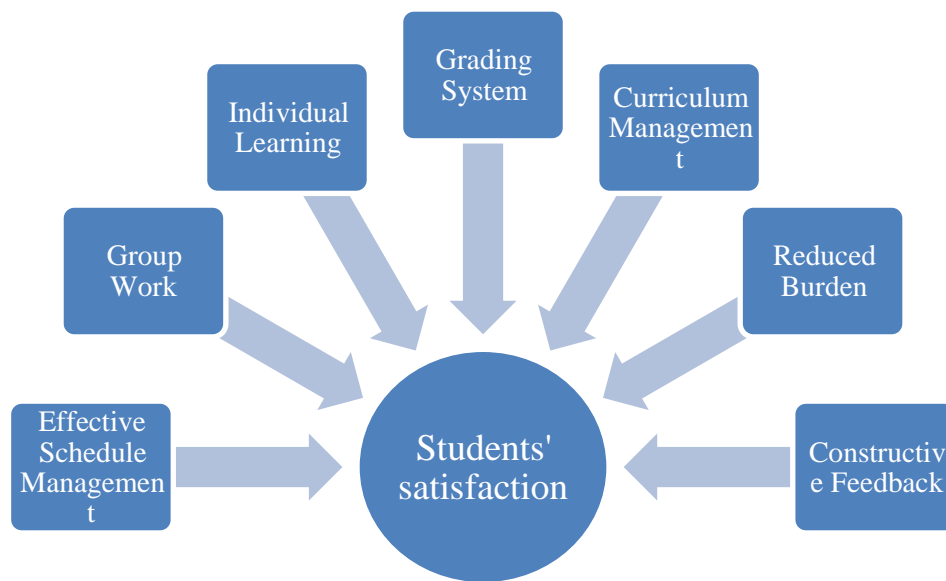
Figure 1. Factors affecting students' satisfaction

RESEARCH METHODOLOGY

This chapter highlights the process and procedures which were applied for carrying out the study. The detail analysis and method of data collection for this study is explained as follows.

3.1 Universe/Population of the Study

The study was limited to students of both semester and annual system of education in Government Post Graduate Jahanzeb College (GPGJC) Saidu Sharif, district Swat.

3.2 Nature of the Respondents

The data was collected from both male and female students enrolled in 3-6 semester, in semester system and from students of final, previous, and from bachelor degree holders in annual system from Government Post Graduate Jahanzeb College Swat.

3.3 Sampling Method

Random sampling method was used for choosing respondents from semester and annual system of education. The Government Post Graduate Jahanzeb College was randomly selected from the public sector educational institutions in district Swat. The college was selected as a representative in practicing of semester as well as annual systems of education.

Table 1. Breakup of Composite Sample Size

Sample Groups	Population Size		Sample Size
Respondents in Annual System	Male	823	151
	Female	136	
	Total	959	
Respondents in Semester System	Male	873	170
	Female	106	
	Total	979	
Total	1938		321

Source: GPGJC Saidu Sharif, Swat

3.4 Hypothesis

H_0: The students of annual system are more satisfied as compared to the semester system of

education.

3.5 Data collection

The data was collected from both primary and secondary sources.

3.6 Tools for data collection

Semi structure questionnaire containing 36 questions was also used to collect primary data from

respondents in the field.

3.7 Data analysis

In order to analyze collected data different analytical tools and techniques were used such as:

simple frequencies, percentages, chi-squares, t-test and ANOVAs. The data was analyzed by use

of computer software i.e. SPSS and different tests and formulas were applied to draw accurate

conclusion.

3.8 Pilot survey

In order to finalize the interview schedule, first there were 20 questionnaires pre-tested and the

required modifications and additions were incorporated in the final questionnaire.

Chapter 4
RESULTS AND DISCUSSIONS

This chapter is going to display findings and results of the study. These are presented in the form

of tables and figures. The data is analyzed in the form of uni- versiate and bi-variate analyses.

The structure questionnaire for data collection was composed on scale ranging from 1 to 5, with 1 for being strongly satisfied, 2 showing satisfied, 3 showing neutral, 4 showing dissatisfied and 5 showing strongly dissatisfied. The results in detail for nine major factors were discussed as below:

4.1 Gender of the Respondents
Table 2. Frequencies and Percentages of Gender of the Respondents

Gender	Frequency	Percent
Male	230	71.7
Female	91	28.3
Total	321	100
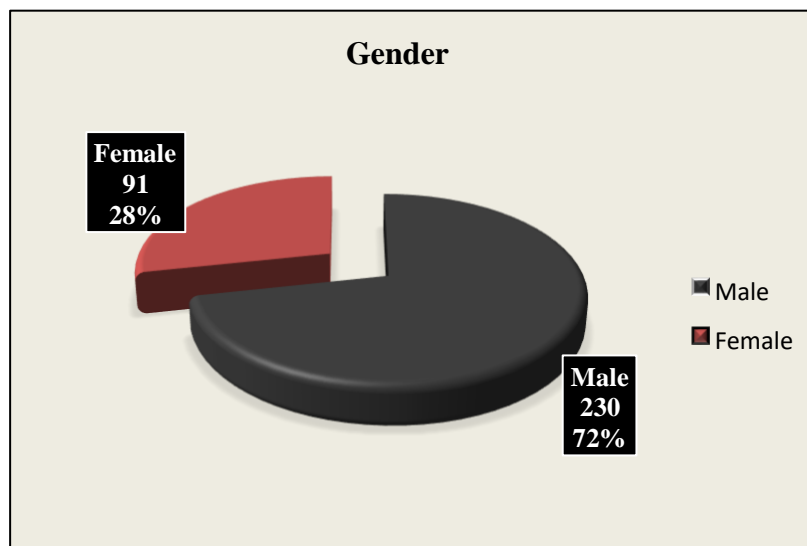
Figure 2. Respondents' Gender

The table/figure (4.1) displayed above shows that out of 321 respondents 230 were males (71.7%) and 91 were females with percentage of 28.30%.

4.2 The Educational Systems with Which Respondents Were Satisfied

Table 3. Frequencies and Percentages of Respondents' Satisfaction with Systems of Education

System of education	Frequency	Percent

Annual	116	36.1
Semester	205	63.9
Total	321	100
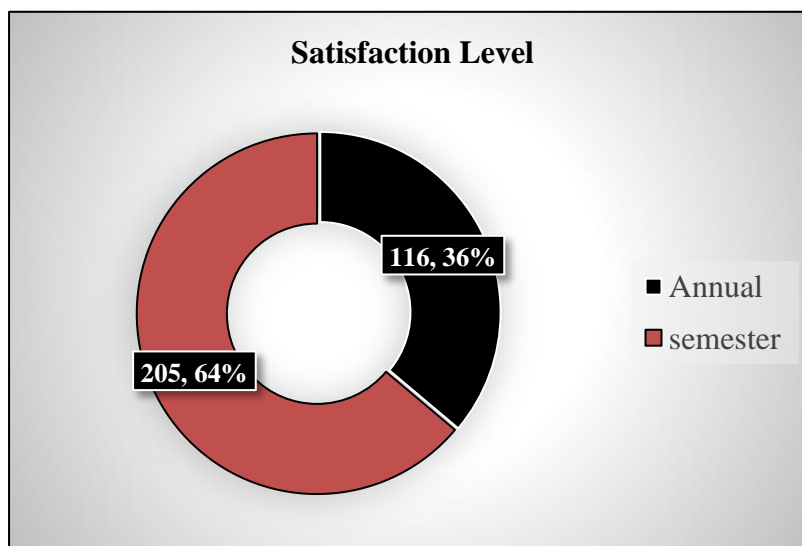
Figure 3. Respondents' Satisfaction with Systems of   Education

The table/figure (4.1) displayed above shows that there were 116 (36.1%) respondents satisfied with annual system and 205 (63.9%) respondents were satisfied with semester system of education.

4.3 Department Wise Distribution of the Respondents

Table 4. Frequencies and Percentages of Academic Departments of Respondents

Department	Frequency	Percent
Natural Science	147	45.8
Social Sciences	52	16.2
Physical and Numerical Sciences	57	17.8

Linguistic and Arts Sciences	65	20.2
Total	321	100
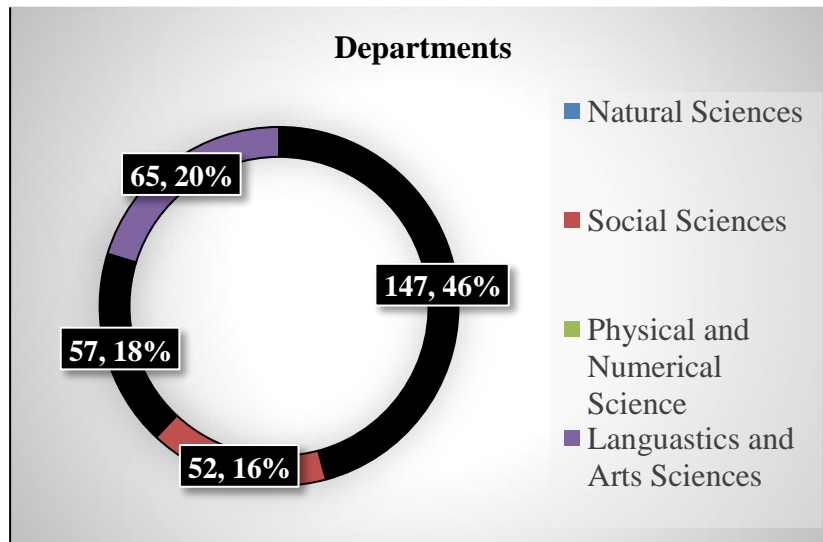
Figure 4. Types of Respondents' Departments

The table/figure (4.3) displayed shows that there were 147 (45.8%) respondents from natural sciences, 52 (16.2%) from social sciences, 57 (17.8%) from the physical and numerical sciences and 65 with the percentage of 20.2% were from the linguistic and arts sciences.

4.4 Family systems of the Respondents
Table 5. Frequencies and Percentages of Family Systems of the Respondents

Family system	**Frequency**	**Percent**
Joint	209	65.1
Nuclear	82	25.5
Extended	30	9.3
Total	321	100
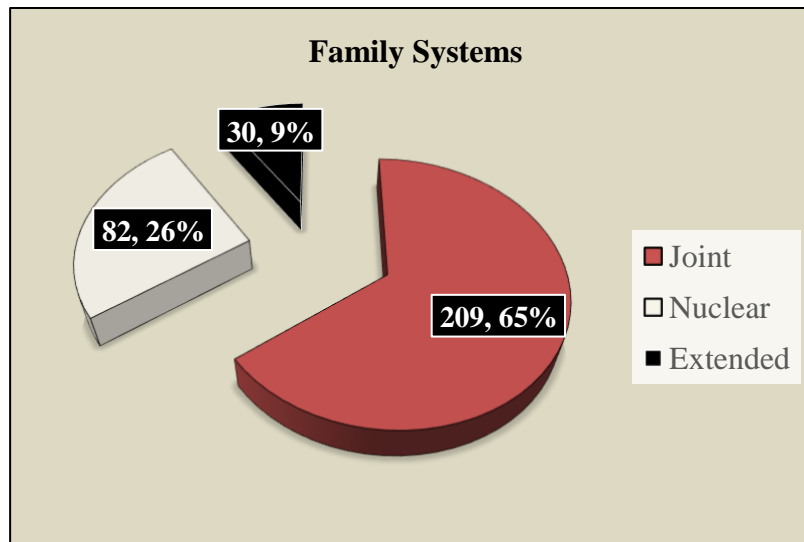
Figure 5. Types of Respondents' Family Systems

The table/figure (4.4) displayed above shows that there were 209 (65.1%) respondents from joint

family, 82 (25.5%) respondents from nuclear family and 30 (9.3%) were from extended family

systems.

4.5 Residential area of the Respondents
Table 6. Frequencies and Percentages of the Residential Areas of Respondents

Residential area	Frequency	Percent
Rural	193	60.1
Urban	128	39.9
Total	321	100
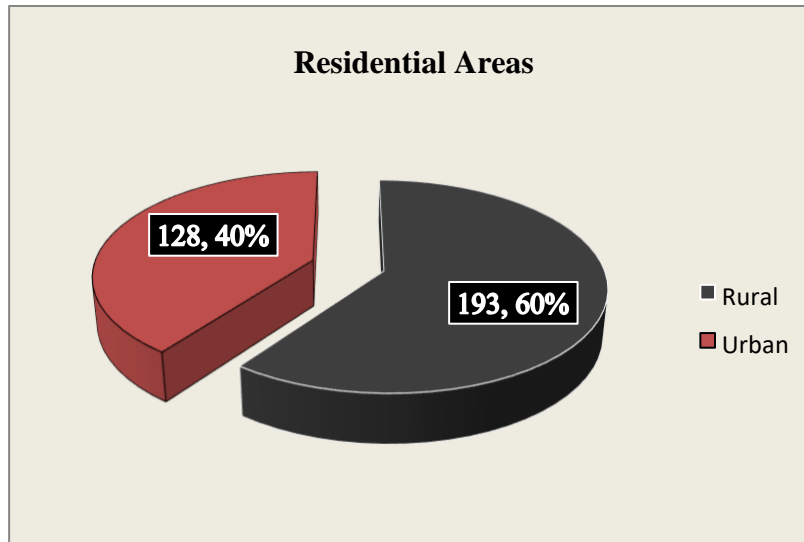
Figure 6. Respondents' Residential Areas

The table/figure (4.5) mentioned above shows that there were 193 (60.1%) respondents from the

rural areas and 128 (39.9%) respondents from urban areas.

4.6   Gender * Educational systems with which respondents were satisfied: Cross tabulation

Table 7. Cross analysis of respondents' satisfaction with systems of education and gender of respondents

		Educational systems with which respondents were satisfied		Total
		Annual	Semester	
Gender	Male	92	138	230
	Female	24	67	91
Total		116	205	321

The table mentioned above shows the cross relationships between gender of respondents and

their satisfaction level with system of education i.e. semester and annual. The table shows that

out of

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321 respondents 230 were male (71.7%) and 91 were female respondents with percentage of 28.30. Also there were 116 (36.1%) respondents satisfied by annual examination system and 205 (63.9%) respondents were satisfied with semester system of education. The table also shows that out of 230 male respondents 92 were satisfied with annual system and 138 with semester system of education with 40 % and 60 % of different educational systems respectively. And out of 91 female respondents 24 were satisfied with annual system and 67 with semester system of education with the percentage of (26.4%) and (73.6%) of different educational systems.

4.7   Chi-square tests

Table 8. Chi-square tests of gender of respondents and respondents' satisfaction with systems of education

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.246[a]	1	.022
N of Valid Cases	321		

From the above table of chi-square test having null hypothesis as "satisfaction from examination system is independent of gender", as p-value or Asymp Sig is less than 5% (p-value = 1) so we reject Ho and concluded that satisfaction level of respondents by educational systems depends upon gender. So it is concluded that satisfaction level from examination systems is associated with gender of respondents.

4.8   Gender * Family system: Cross tabulation
Table 9. Cross analysis of gender of the respondents and family systems of the respondents

		Family systems			Total
		Joint	Nuclear	Extended	
Gender	Male	170	41	19	230
	Female	39	41	11	91

Total	209	82	30	321

The table above shows the cross relationships between the gender of respondents and family systems of the respondents i.e. joint, nuclear and extended. The above table shows that out of 321 respondents 230 were male (71.7%) and 91 were female respondents with percentage of 28.30%. Also there were 209 respondents (65.1%) having joint family, 82 (25.5%) respondents having nuclear and 30 (9.3%) respondents having extended family system.

The table also shows that out of 230 male respondents 170 were having the joint, 41 were having nuclear and 19 were having extended family systems with the percentage of 73.9 %, 17.8% and 8.3% of different family systems respectively.

While out of 91 female respondents 39 were having joint, 41 were having nuclear and 11 were having extended family systems with the percentage of 42.8%, 45.0% and 12.0% of different family systems respectively.

4.9   Chi-square tests
Table 10.   Chi-square tests of gender of the respondents and family systems of the respondents

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	29.604[a]	2	.000
N of Valid Cases	321		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.50.

The "a family system of the respondents is independent of the gender of students" Educational systems with which respondents were satisfied * Academic departments of respondents: Cross tabulation

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Table 11. Cross analysis of respondents' satisfaction with systems of education and academic departments of respondents

		Respondents' academic departments				Total
		Natural sciences	Social Sciences	Physical and Numerical Sciences	Linguistics and Arts Sciences	
Educational systems with which respondents were satisfied	Annual	51	13	27	25	116
	Semester	96	39	30	40	205
Total		147	52	57	65	321

The above table shows the cross relationships between respondents' level of satisfaction with educational system i.e. semester and annual and departments of respondents. The above table shows out of 321 respondents, 116 (36.1%) were satisfied with the annual system of education and 205 were satisfied with the semester system of education with the percentage of 63.9%. There were 147 (45.8%) respondents from natural sciences, 52 (16.2%) from the social sciences, 57 (17.8%) from the physical and numerical sciences and 65 with the percentage of 20.2% were from the linguistic and arts sciences.

The table also shows that out of 116 respondents satisfied with annual system of education 51 were from the natural sciences, 13 from the social sciences, 27 from the physical and numerical sciences and 25 were from Linguistic and arts sciences with the percentage of 44.0%, 11.2%, 23.3% and

21.6% respectively. And out of 205 respondents satisfied with semester system of education 96 (46.8%) were from natural sciences, 39 (19.0%) were from social sciences, 30 (14.6%) were from physical and numerical sciences and 40 (19.5%) were from linguistics and arts sciences.

4.10 Chi-square tests

Table 12. Chi-square tests of respondents' satisfaction with systems of education and academic departments of respondents

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.195[a]	3	.102
N of Valid Cases	321		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 18.79.

The respondents' level of satisfaction with educational system is associated with their departments.

4.11 Educational systems with which respondents were satisfied* Family systems of the respondents: Cross tabulation

Table 13. Cross analysis of respondents' satisfaction with systems of education and family systems of respondents

		Family systems of respondents			Total
		Joint	Nuclear	Extended	
Educational systems with which respondents were satisfied	Annual	70	33	13	116
	Semester	139	49	17	205
Total		209	82	30	321

The table mentioned above shows the cross relationships between satisfaction level of respondents with system of education i.e. semester and annual, and the family systems of respondents. The table shows that out of 321 respondents 116 were satisfied with annual system (36.1%) and 205 with the percentage of 63.9% were satisfied with semester system of education.

There were 209 (65.1%) respondents from joint family, 82 (25.5%) respondents from nuclear family and 30 (9.3%) were from extended family systems.

The table also shows that out of 116 respondents satisfied with annual system of education, 70 were having joint family, 33 were having nuclear and 13 were having extended family systems with the percentage of 60.3%, 28.4% and 11.2% respectively.

While out of 205 respondents satisfied with semester system of education, 139 were from the joint family, 49 were from nuclear family and 17 were from extended family system with the percentage of 66.5%, 59.8% and 56.7% respectively.

4.12   Chi-square tests
Table 14. Chi-square tests of respondents' satisfaction with systems of education and family systems of respondents

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.906^a	2	.386
N of Valid Cases	321		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 10.84

From the table given above, chi-square test having null hypothesis as "respondents' level of satisfaction with system of education is independent of their family systems" as p-value or Asymp Sig is less than 5% (p-value = 2) so we rejected Ho and concluded that respondents' level of satisfaction with educational systems depends upon the family systems of respondents. So it is concluded that respondents' level of satisfaction with educational systems is associated with family systems of the respondents.

4.13   Educational systems with which respondents were satisfied*CGPA of respondents: Cross tabulation

Table 15. Cross analysis of respondents' satisfaction with systems of education and CGPA of respondents

		CGPA of respondents			Total
		Nil	2-3 GPA	3-4 GPA	
Educational systems with which respondents were satisfied	Annual	108	1	7	116
	Semester	51	65	89	205
Total		159	66	96	321

The table mentioned above shows that the cross relationships between satisfaction level of respondents with educational systems i.e. semester and annual and CGPA of the respondents. The table shows that out of 321 respondents 116 were satisfied with annual (36.1%) and 205 with the percentage of 63.9% were satisfied with semester system of education. There were 159 (49.5%) respondents having no CGPA, it means that these were the respondents of annual system of education. The 66 with the percentage of 20.6% respondents were having CGPA 2-3 and 96 respondents with the percentage of 29.6% were having CGPA 3-4.

The table also shows that out of 116 respondents 108 were having no CGPA, 1 has CGPA in 2-3 and 7 were having CGPA from3-4 were satisfied by the annual system of education with the percentage of 93.1 %, 0.9 % and 6% respectively. Also out of 205 respondents 51 were having no CGPA, 65 were having CGPA in 2-3, and 89 were having CGPA in 3-4 were satisfied by the semester system of education with the percentage of 24.9%, 31.7% and 43.4% respectively.

4.14 Chi-square tests

Table 16. Chi-square of respondents' satisfaction with systems of education and CGPA of respondents

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	138.508[a]	2	.000
N of Valid Cases	321		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 23.85.

From the table given above, chi-square test having null hypothesis as "respondents' level of satisfaction from educational systems is independent of respondents' CGPA" as p-value or Asymp

Sig is less than 5% (p-value = 2) so we reject Ho and concluded that students' level of satisfaction by educational system depends upon their CGPA. So it is concluded that satisfaction level from the educational systems is associated with CGPA of the respondents.

4.15 Educational systems with which respondents were satisfied* Residential areas of respondents: Cross tabulation

Table 17. Cross analysis of respondents' satisfaction with systems of education and residential areas of respondents

		Residential area of respondents		Total
		Rural	Urban	
Educational systems with which respondents were satisfied	Annual	60	56	116
	Semester	133	72	205
Total		193	128	321

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The above table shows the cross relationships between the respondents' level of satisfaction with educational systems i.e. semester and annual and residential areas of respondents. The table shows that out of total 321 respondents 116 were satisfied by annual system (36.1%) and 205 were satisfied by the semester system of education with the percentage of 63.9%. There were 193 (60.1%) respondents from the rural areas and 128 (39.9%) respondents from urban areas.

The table also shows that out of 116 respondents 60 belonging to rural areas and 56 belonging to urban areas were satisfied with semester system of education with the percentage of 51.7% and 48.3% respectively. On the other hand, out of 205 respondents 113 belonging to rural and 72 belonging to urban areas were satisfied with semester system of education with the percentage of 31.1%, 43.8% and 36.1% respectively.

4.16 Chi-square tests

Table 18. Chi-square tests of respondents' satisfaction with systems of education and residential areas of respondents

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.346[a]	1	.021
N of Valid Cases	321		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 46.26.

b. Computed only for a 2x2 table

The respondents' level of satisfaction with educational systems is associated with residential areas of the respondents.

4.17 ANOVA
Table 19. ANNOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.485	12	.590	2.695	.003
Within Groups	67.596	309	.219		
Total	74.081	320			

To compare the satisfaction level of college respondents among different academic departments of college, one way analysis of variance is performed and following results were obtained. From above table the significant value or P. value is less than 5% that is 0.03. So we reject our null hypothesis, regarding the equality of satisfaction with educational systems among different academic departments of college, at 5% level of significance.

4.18   Independent Samples Test
Table 20. Independent samples test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Educational systems with which respondents were satisfied	Equal variances assumed	28.387	.000	-2.302	319	.022	-.136	.059	-.253	-.020
	Equal variances not assumed			-2.407	181.811	.017	-.136	.057	-.248	-.025

To compare the satisfaction level of respondents with educational systems, a sample of 321 respondents were randomly selected of both genders. From the above table it is clear that there is a significant difference between male and female respondents regarding their satisfaction level about educational systems. As p. value = 0.02 (less than 5%) , so we reject our null hypothesis

and concluded that there is a difference between satisfaction level about educational systems of male and female college respondents .

Chapter 5
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The study was carried out in district Swat, Khyber Pakhtunkhwa. The universe was delimited to the educational institution i.e. Government Post Graduate Jahanzeb College (GPGJC), Saidu Sharif Swat. It was found from the study findings that out of total 321 respondents majority 230 (72%) were males and the remaining 91 (28%) were females. Majority of the respondents i.e. 205 (64%) were satisfied with semester system of education. While 116 (36%) were satisfied with the annual system of education. Most of the respondents i.e. 147 (46%) were from natural sciences, and the remaining were from linguistic and arts sciences 65 (20%), 57 (18%) from physical and numerical sciences and 52 (16%) were from social sciences. The majority of the respondents 209

(65%) were from joint family system. While the remaining 82 (26%) were from the nuclear and 30 (9%) were from the extended family systems. As for as residential area is concerned, majorities 193 (60%) of respondents were from urban areas while the remaining 128 (40%) were from the rural areas in district Swat.

It is also found from the study findings that majority of male respondents 138 (60%) were satisfied with semester system and the remaining 92 (40%) were satisfied with annual system of education. The same was the case with female respondents, majority of them 67 (74%) were satisfied with semester system and the remaining 24 (26%) were satisfied with annual system of education. The study also shows that respondents' level of satisfaction with educational systems

is associated with gender of respondents. The majority of male 170 (74%) respondents were belonging to joint family and the remaining41 (18%) and 19 (8%) were belonging to nuclear and extended family systems respectively. While majority of female 41 (46%) respondents were belonging to nuclear family and the remaining 39 (43%) and 11 (13%) were belonging to joint and extended family systems respectively. This also shows that family systems of respondents are associated with gender of the respondents. The majority 96 (47%) of respondents satisfied with semester system were from the natural sciences and the remaining 40 (19%), 39 (19%) and 30 (15%) were from the linguistics and arts, social sciences and physical and numerical sciences departments respectively. While the majority 51 (44%) of respondents satisfied with annual system of education were from natural sciences and the remaining 27 (23%), 25 (22%) and 13 (11%) were from physical and numerical sciences, linguistic and arts sciences and social sciences respectively. This also shows that the respondents' level of satisfaction with systems of education depends upon and associated with departments of respondents. The majorities 70 (68%) of respondents satisfied with semester system were from joint family and the remaining 33 (24%) and 13 (8%) were from the nuclear and extended family systems respectively. While the majority 139 (60%) of respondents satisfied with annual system of education were from the joint family and the remaining 49 (29%) and 17 (11%) were from nuclear and extended family systems respectively. This also shows that respondents' level of satisfaction by educational systems depends upon the family systems of the respondents.

The majority 108 (94%) of respondents satisfied by annual system of education were having no CGPA, means they were from the annual system, and the remaining 7 (6%) and 1 (1%) respondents were having CGPA, 3- 4 and CGPA, 2-3 respectively. While majority 89 (43%) of respondents satisfied with semester system of education were having CGPA, 3-4 the remaining 65, 32% were having CGPA, 2-3 and 51 (25%) were having no CGPA because they were from

annual system of education. It also shows that the respondents' level of satisfaction by educational system is associated with their CGPA. The majority 60 (52%) of respondents satisfied with annual system of education were belonging to rural areas and the remaining 56 (48%) were belonging to urban areas. While majority 133 (65%) of respondents satisfied with semester system of education were belonging to rural areas and the remaining 72 (35%) were belonging to urban areas. This shows that the respondents' level of satisfaction by educational system depends upon the residential areas of respondents.

5.2 Conclusions

It is concluded on the basis of findings from the study that most of the respondents were inclined to admit in the semester system of education as compared to the annual system of education. This tendency of the respondents in semester system of education is because of course completion within time, satisfaction with schedule for extra-curricular activities, participation in group activities, satisfaction with self-study, satisfaction with the CGPA and curriculum management, satisfaction with teacher help in reducing their study burden and with their support through notes, and reading for study, satisfaction with respondents' performance evaluation through their attendances, student participation in class that contributing to their confidence building and student activeness in semester system of education.

This is also concluded from the study that satisfaction levels of respondents with systems of education are associated with gender, family systems which in turn associated with academic departments, CGPA and residential areas of college respondents. Additionally, the satisfaction level of respondents with systems of education is not equal among the respondents of different academic departments and also there is a difference between satisfactions levels about educational systems of male and female college respondents.

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5.3 Recommendations

1. There is no strong monitoring and evaluation system of marks assigned to student in semester system of education, so the government and educationist are required to establish a separate board or committee for the checking of examination paper through different teachers in order to decrease biasness in assigning marks.

2. The government should have to ban visiting faculties in universities because they are mostly fresh and having no teaching experience. The teacher for universities should be Ph.D or M. Phil qualified and should have strong concept on a subject for which they are to be employed.

3. The semester system has some prose and cones and it is a good system, but not sufficient for learning because there is no specific monitoring and accountability mechanism in order to measure the level of understanding of student and their hold on the subject.

4. Examination system should be change in annual from semester system as the examination in annual system should have to be taking in two portions in a year and there should be less assignment and presentations in semester system.

5. The teachers need to share the committed mistakes in papers with their concerned students.

6. There is no presentation and assignment in annual system that is why most of the students are very weak in communication and not having much confidence. Therefore, there should be presentations and assignment in annual system.

7. The rules and regulation of semester system should have to be provided to the students in written form along with proper explanation in written form to each student, so that to create a sense of responsibility in students about their marks in paper.

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A Comparative Analysis of Students' Satisfaction Level Regarding Annual and Semester Systems in Public Educational Institutions: A Case Study of Government Post Graduate Jahanzeb College, Swat

By

Sayed Anwar Zeb

Respondent No: [　　]

Background Information:

1) Your gender: Male [　]   Female [　]

2) Your parent's education: [　] Illiterate [　] Literate   if literate then:

3) Father educational level: _____Years.

4) Mother educational level: _____Years.

5) Yours family system: Joint [　]   Nuclear [　] Extended [　]

6) Your age group is: 18 – 22 [　]   22 – 26 [　]   26 – 30 [　]

7) Department: _____

8) Semester: _____ Year: _____

9) Marks in last Examination /Semester: _____

10) Total Marks: _____

11) C.G.P.A / Percentage in last Examination: _____

12) Family Monthly Income: _____

13) Residential Area: Rural [　]   Urban [　]

14) Tick one educational system with which you are satisfied from the following:

   Annual [　]   Semester [　]

15) How much is your study hour's?_____ Hrs. /day

16) What is your method of preparation for examination/learning?

Conceptual Clarity ☐   Rattha System ☐   both ☐

Note:

Tick the rating scale (1, 2, 3, 4, 5) given in front of each statement according to your satisfaction with the system of education i.e. Semester/Annual).

The rating **1** is for strongly agree, **2** for agree, **3** for neutral, **4** for disagree and **5** for strongly disagree.

S.No	Indicators /variables	Rating scale				
(A)	**Effective Schedule Management**	**1**	**2**	**3**	**4**	**5**
1	In semester system courses are completing within time as compared to annual system.	1	2	3	4	5
2	In semester system there is sufficient time for examinations compared to annual system.	1	2	3	4	5
3	In semester system students are satisfied with the schedule for extracurricular activities as compared to annual system.	1	2	3	4	5
(B)	**Group Work**					
4	In semester system students are most satisfied with participating in group activities as compared to annual system.	1	2	3	4	5
(C)	**Individual Learning**					
5	The students of semester system are more involved in extra-curricular activities as compared to annual system.	1	2	3	4	5
6	In semester system students are mostly satisfied with self- study as compared to annual system students.	1	2	3	4	5
7	The students in semester system take more help from teacher as compared to annual system students.	1	2	3	4	5
(D)	**Grading System**					
8	Students are more satisfied from semester GPA system as compared to overall marks and Grade in annual system.	1	2	3	4	5
9	The students are mostly satisfied with cumulative GPA as compared to the overall marks and Grade in annual system.	1	2	3	4	5
(E)	**Curriculum Management**					
10	Student's satisfaction is higher from curriculum management in semester system as compared to annual system.	1	2	3	4	5

(F)	**Reduced Burden**					
11	In semester system the students are satisfied with teachers help in reducing their study burden.	1	2	3	4	5
12	The teachers in semester system over burden students when they not follow the schedule on time as compared to annual system.	1	2	3	4	5
(G)	**Constructive Feedback**					
13	The teachers of semester system are biased and favor certain students and provide secret information to them only as compared to annual system.	1	2	3	4	5
14	The teachers support more the students in semester system with taking notes during lectures as compared to annual system.	1	2	3	4	5
(H)	**Attendances**					
15	In semester system the teacher also evaluate the student performance more according to their attendances as compared to annual system.	1	2	3	4	5
(I)	**Class Participation**					
16	The students in semester system are more participating in class as compared to annual system students.	1	2	3	4	5
17	In semester system students' participation in class contributing more to their confidence building as compared to the annual system.	1	2	3	4	5
(J)	**Study Hours**					
18	The students in semester system properly managed their study hours as compared to the students in annual system.	1	2	3	4	5
19	The students in semester system are more satisfied about their daily study hours as compared to students in annual system.	1	2	3	4	5
(K)	**Entertainment Hours**					
20	The students of Semester system are more active as compared to students of annual system.	1	2	3	4	5

Suggestions (if any):

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_____

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Thank you very much for your precious time and cooperation.