

Attitude of Female Prospective Teachers towards Semester System In Relation To Their Study Habits and Self Confidence

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Abstract: Most of the universities have adopted the semester system during the last three decades particularly at the post graduation level. The newly established agricultural universities and the institutes of technology and other institutes of higher studies had an inbuilt semester system and they have done fairly well. It indicates better study habits as the students could be busy with their studies throughout the year. Reforms and investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvement in education of millions. The earlier reform initiated by university examinations was in the form of semester system. This system was imported from America in the fifties when India got the maximum amount of American aid.

Keywords: Female Prospective Teachers, Attitude, Semester System, Habits, Self Confidence

I. INTRODUCTION

For creating effective teacher, we need an effective and rich teacher training institution whose mission is to promote the professional growth of teacher through pre-service, in service and graduate programmes, as well as provide educational leadership and support through consultation and research. The entire emphasis should be to prepare good, knowledgeable and trained teachers for schools. Through seldom disagreement found among educationists regarding the benefits of semester system over the annual system, materializing the scheme effectively in an environment of poor physical and information resources like India is a challenging job.

According to Oxford English Dictionary, "The semester means a period of term of six months, especially in German Universities and some United States, colleges, the college half year".

According to the Dictionary of Education Semester means "Half of the academic years usually 16 to 18 weeks". The course which is taught in one year is divided in to two halves and examinations can be held at the end of one semester.

According to Webster's New International Dictionary of English language the Latin as well as French equivalents of the term 'Semester' are given in dictionary: (Latin) *Semestris* - half yearly and (French) *Sexamemises* - either of the two periods of instruction, covering weeks in length into which academic year is divided.

According to Good's Dictionary of Education (1973), "Study habit is the tendency of pupils to study when the opportunities are given, the pupil's way of studying whether systematic or unsystematic, efficient or inefficient etc".

According to Patel (1976), "Study habits includes home environment and planning of work, reading and note taking

habits, planning of subjects, habits of concentration, preparation for examination, general habits and attitudes, school environment."

Merriam Webster's Collegiate Dictionary (2000) defines, "Self confidence is a feeling or consciousness of one's power of reliance on one's circumstances."

II. REVIEW OF RELATED LITERATURE

Dhall (2009) studied intelligence as related to self confidence and academic achievement of school students with the objective to explore the relationship between intelligence and academic achievement among secondary school students.

Goel and Aggarwal (2011) found in their study that there is significant negative relation between sense of alienation and lack of self confidence. If the sense of alienation is high, the level of self confidence is low.

Aslam (2012) conducted a case study on universities and found that students are more satisfied with the semester system as compared to annual system.

Fazal (2012) identified various study skills used by learners and ascertain which study skills are more related to academic achievements. Results of the study indicate significant relationship of time management skills, reading and note-making skills with academic achievement. students with higher academic achievement used a wide range of study skills as compared to students with lower academic achievements.

III. DESIGN OF THE STUDY

The present study has been primarily designed to determine the relationship between attitude towards semester system of female prospective teachers of government and aided colleges and their study habits as well as self-confidence in teaching. In the present study attitude was dependent variable and study habits and self-confidence are independent variables and descriptive survey method was used.

IV. SAMPLE

The sample comprised of 200 prospective teachers of Chandigarh out of these 200 prospective teachers 100 were taken from government college and 100 were taken from aided college of Education.

V. TOOLS

- 1 Self made questionnaire regarding attitude of B.Ed prospective teachers towards semester system.
- 2 Palsane and Sharma study habit inventory by Palsane and Sharma (1989).
- 3 Agnihotri's Self confidence Inventory developed by Agnihotri (1987).

VI. STATISTICAL TECHNIQUES USED

1. Descriptive statistics i.e Mean and standard deviation were used to study the general nature of scores.
- 2 Inferential analysis such as t- test used to analyze data.
- 3 Graphical representation was done, whenever necessary.

Table 1

Mean Differential Between Attitude Towards Semester System of Government And Aided College Prospective Teachers.

Group	N	Mean	Standard deviation	t-value	Level of significance
Government	105	75.9619	9.43186	.580	Not Significant
Aided	95	75.1684	9.91094		

Table 1 represents the mean differential between government and aided college the mean score of government college was 75.9619 and that of aided college was 75.1684 respectively. The standard deviation of score of government college was 9.43186 and of aided college was 9.91094. The calculated t-value between the two groups was .580.

IX. Discussion of Results

Entries made in table 1 show the mean differentials of attitude toward semester system of government and aided college is not significant, which indicates that government and aided prospective teachers do not differ significantly in

Table 2

	BT	PC	RA	NT	LM	M	TE	H	Total study habits
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VII. DELIMITATIONS OF THE STUDY

The present study was delimited to:-

- 1 200 Female prospective teachers
- 2 Female teachers of government and aided colleges.
- 3 Three variables: Attitude towards semester system, Study Habits & Self confidence

VIII. HYPOTHESES

1. There is no significant difference between attitude towards semester system of female prospective teachers of government and aided colleges.
2. There is no significant relation between attitude towards semester system of female prospective teachers towards semester system and study habits.
3. There is no significant relation between attitude towards semester system of female prospective teachers towards semester system and self-confidence

Hypothesis 1

Hypothesis 1 states "There is no significant difference between attitude towards semester system of female prospective teachers of government and aided colleges." This hypothesis has been tested with the help of results entered in table 4.1. The pictorial form of this Table has been presented in Figure 4.1.

Results

their attitude towards semester system. Thus, hypothesis 1, i.e "There is no significant difference between attitude of female prospective teachers of government and aided colleges." has been accepted.

Hypothesis 2

Hypothesis 2 namely, "There is no significant relation between attitude towards semester system of female prospective teachers towards semester system and study habits." This hypothesis has been tested with the help of results entered in Table 2

Results

Attitude towards semester system	.022	.007	.028	.081	.034	.055	.014	.090	.022
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BT- Budgeting time
 PC- Physical condition
 RA-Reading ability
 NT-Notes taking
 LM-Learning motivation
 M-Memory
 TE-Taking examination
 H-Health

X. Results and Discussion

From the table 2 it is clear that the coefficient of correlation between attitude towards semester system and areas of study habits of budgeting time were .022 which is not significant so there is no correlation between attitude towards semester system and budgeting time.

The coefficient of correlation between attitude towards semester system and physical condition were .007 which is not significant so there is no correlation between attitude towards semester system and physical condition.

The coefficient of correlation between attitude towards semester system and reading ability were .028 which is not significant so there is no correlation between attitude towards semester system and reading ability.

The coefficient of correlation between attitude towards semester system and note taking were .081 which is not significant so there is no correlation between attitude towards semester system and note taking.

Table 3

Variables	Correlation	Level of significance
Attitude	.022	Not significant
Self confidence		

From the table 3 the coefficient of correlation between attitude towards semester system and self confidence were .045 which is not significant so there is no relation between attitude towards semester system and self confidence. So the hypothesis 3 “There is no significant relation between attitude of female prospective teachers towards semester system and self- confidence.” has been accepted.

XI. REFERENCES

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The coefficient of correlation between attitude towards semester system and learning motivation were .034 which is not significant so there is no correlation between attitude towards semester system and learning motivation.

The coefficient of correlation between attitude towards semester system and memory were .055 which is not significant so there is no correlation between attitude towards semester system and memory.

The coefficient of correlation between attitude towards semester system and taking examination were .014 which is not significant so there is no correlation between attitude towards semester system and taking examination.

The coefficient of correlation between attitude towards semester system and health were .090 which is not significant so there is no correlation between attitude towards semester system and health.

The coefficient of correlation between attitude towards semester system and total study habits were .022 which is not significant so there is no correlation between attitude towards semester system and study habits. So hypothesis 8 “There is no significant relation between attitude of female prospective teachers towards semester system and study habits.” has been accepted.

Hypothesis 3

Hypothesis 3 namely, “There is no significant relation between attitude towards semester system of female prospective teachers towards semester system and self-confidence.” This hypothesis has been tested with the help of results entered in Table 3.

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