

ANALYZING FACTORS AFFECTING STUDENTS' SATISFACTION REGARDING SEMESTER SYSTEM IN UNIVERSITIES OF PAKISTAN

Hassan Danial Aslam¹, Attia Younis², Aliya Ahmad Sheik³, Marukh Maher⁴, Zahra Ahmad Abbasi⁵

¹Lecturer, Faculty of Management Sciences, The Islamia University of Bahawalpur, Pakistan

¹Senior Research Consultant, Human Resource Management Academic Research Society, Pakistan

^{2,3,4} Research Students, Department of Management Sciences, The Islamia University of Bahawalpur, Pakistan

⁵ Language Instructor, Pakistan Reading Association, Pakistan

E-mail: Hassan.danial@iub.edu.pk

ABSTRACT: This study was conducted to find out the satisfaction level of “students regarding semester system in universities of Pakistan”. The study explores various factors like role of teachers, types of courses, time duration, the medium of learning, group work factors which have significant impact on the satisfaction level of the students. Students of the five dominant public universities of Pakistan were taken as target population to take research samples. Self administered questionnaire was used for data collection. Data was then analyzed by using SPSS software through which authors have taken simple means, standard deviation and frequencies. Research results have shown that semester system is perceived to be most effective way of effectual learning; however the satisfaction level of students can be enhanced by collaborative efforts of teachers and students. Although there are many factors elaborated in current study that can efficiently enhance student’s satisfaction but teachers’ efforts and behavior are the main factors which are directly related to the students’ satisfaction.

/Hassan Danial Aslam, Attia Younis, Aliya Ahmad Sheik, Marukh Maher, Zahra Ahmad Abbasi. ANALYZING FACTORS AFFECTING STUDENTS’ SATISFACTION REGARDING SEMESTER SYSTEM IN UNIVERSITIES OF PAKISTAN. *J Am Sci* 2012;8(10):163-170]. (ISSN: 1545-1003). <http://www.jofamericanscience.org>. 24

Key words-Satisfaction, Student learning, Motivation, Factors of students’ Satisfaction

Introduction:

Learning of student is more important as compared to their position, marks and G.P.A. Learning of student plays an important role because it helps them to get what they desire with respect to their educational career. Learning takes place in both annual as well as in semester system. However, due to the flexibility of course and semester duration, semester system students learn more as compared to annual system.

According to Daka (2008) in semester system performance of student is evaluated at the end of each semester, two semesters combine and forms one academic year. Jadoon, Jabeen and Zeba (2008) described that the main focus in semester system is on the learning of the students. Semester system is not only exams based system but it is a learning oriented system that provides such environment to student in which he/she learns more in petite time. Daka (2008) described that in semester system exams are taken in each semester and result is presented at the end of each semester. However, at the end of every academic year, results are prepared and presented. In semester system learning potential of students enhance their skills and they show more potential towards academic success and that results in their high grades, positions and G.P.A. The success of each student leads the whole university toward success and attainment of their goals. Jadoon et al.

(2008) discussed that environment in semester system is quiet flexible that is very much helpful for those students’ who seeks knowledge. In other words, we can say that semester system is actually learner centered in which main focus is on students’ learning. When environment is flexible then students can easily ask questions from their instructor and can easily solve their ambiguities.

Jadoon et al. (2008) also emphasize that in semester system the sense of partnership is present among students and teachers, so there should be an environment of trust between teacher and student. It is also elaborated that semester system is very energetic system because it helps to create a strong interaction among teacher and students’, teachers and faculty and students’ and faculty this interaction makes school/university environment more flexible and reduce factor of rigidity. In annual system students study at the time of exam with lot of burden of syllabus on their shoulders, whereas in semester system the burden of syllabus is less. Similarly, surprise tests and quizzes that are taken in semester system help students to attain good marks in their final exams because it prepares students’ before the examination time, time to time assessment of student helps them to improve their assignments, test and other report, this helps student to correct their mistakes (Bidani, 2010).

Jadoon et al. (2008) also stated that in academic system of Pakistan many universities are moving from annual system to semester system. Some famous Universities are IBA, LUMS, NUST, GIKI etc. They elaborated that these universities are following proper rules and regulations as mentioned by their head of department; they have managed their whole working environment effectively. To enhance the energy level of their teachers these universities are offering rewards so that in return they can teach their students well and can give proper feedback to their students. Sarwar (2008) described that due to lack of rules in Baluchistan University, the management and its strong references and sources force teachers to increase students marks and sometimes few teachers are also biased that they give more marks to their favorite students, thus this also decline the effectiveness of system. There should be free environment so that teachers should show its full potential in order to improve the education industry of Pakistan.

Ali (2001) cited Kotler and Keller, (2006) elaborated that for the effectiveness of system, satisfaction is necessary. Students' satisfaction is highly imperative because if they are fully satisfied with the facilities provided by the universities, their positive response will incline more students to join it. They also stated that if students are satisfied then end results will be automatically excellent. Abbasi, Malik, Chaudhry and Imdadullah (2011) cited Kotler et al. (2009, p. 120) emphasizes that when actual outcome matches the perceived ones then the feeling of true happiness is felt and this they call satisfaction. In the context of student satisfaction they explained that students expect something from their institution and if their expectations match with the real condition of the university then they get satisfied and results are productive. Douglas, Douglas and Barry (2006) cited Crawford (1991) asserted that the students are perceived as a good source of revenue. Abbasi et al. (2011) elaborated that there are many factors which causes satisfaction and dissatisfaction as in Bahauddin Zakariya University of Pakistan on the basis of few factors satisfaction level is measured and that are teachers behavior, teachers feedback, response of official staff, cafeteria environment, facility of pick and drop, availability of laboratories etc. The result of study indicates that students are dissatisfied with the facilities provided by the universities of Pakistan.

Douglas et al. (2006) stated that universities should provide such facilities to their students' that satisfy them completely e.g. availability of notes, full feedback from teachers, skilled teachers, and some rewards should be given on their good assignments etc.

Similarly, Ali (2004) cited that Institute of Management Studies (University of Peshawar, Pakistan) is also facing dissatisfaction of students and main reason is that teachers' behavior is discriminatory, they always come late in class and never give feedback on students assignments and if students ask for feedback, they always demotivate them by giving negative responses. Herman, Haytko and Stenerson (2006) elaborate that communication between teacher and student is also a main factor in order to enhance student's satisfaction in semester system.

Only to know about the level of students' satisfaction is not enough the more important is the analysis of those factors that are effecting students' satisfaction. As, it is analyzed that the increase in GPA enhances level of satisfaction in students, course contents are the most effective way in order to satisfy students because with course outline students use to judge teaching pattern of teacher. Interaction between teacher and student is also another effectual factor because stronger the communication stronger the outcomes will be (Understanding students satisfaction, 2002). Above mentioned factors along with many others have been explored in current study. The major intend of this study is to explore various students' satisfaction factors regarding semester system which accelerates student learning at university level.

This study aims:

- To analyze the current satisfaction level of students' with regard to Semester System Education in case study universities.
- To explore various factors which contribute in students' satisfaction with regard to Semester System Education in case study universities.
- To elaborate the issues and challenges associated with students' satisfaction factors in Semester System Education of case study universities.

Literature review

A university in general along with teachers and classrooms, furnishings and recreational theatres offers explicit and implicit services. The explicit services include the quality and standard of teaching, the knowledge and skills of the staff, availability of teachers, work burden and teaching styles including presentations and tutorials and many more. The implicit side includes the access to teachers, concerns and behaviors of teachers and competencies. Students are satisfied when both the implicit and explicit services are offered professionally (Douglas, Douglas & Barnes, 2006).

Petruzzellis, D'Uggento & Romanazzi (2006) suggested that institution should have to use customer

core strategies in order to satisfy their customers. As in universities students should be considered as customer, firstly their needs are needed to be understood and then should be fulfilled/satisfied according to their requirements.

Kotler and Clarke (1987) describe satisfaction as a state considered by an individual who has experienced performance or an ending that accomplish his or her anticipation. Satisfaction is a meaning of comparative level of expectations and perceives act. Similarly, Contentment (2007) satisfaction is defined as a state of enjoyment in accomplishment of tasks.

Ramsden (1979) researched about student learning in higher education and the extent to which teachers attempt different approaches of learning to make a facilitative environment. Exploration of academic learning revealed a strong connection of students with their environmental perceptions. Thus in the academic learning the environmental dimensions shaping a student's satisfactions were identified as:

- Student-teacher relationship
- Dedication towards education
- Work pressure
- The formal and informal approaches towards learning
- Course relevance with learning needs
- Social environment
- Objectives and career aims
- Autonomy in learning

Martin & Tracey (2001) stated that a motivated student is an achiever, who strives to achieve and is energetic to work and learn effectively. Motivation is an element that builds enthusiasm in students and as a result, the student finds his learning to be more engaging and fruitful. The satisfaction/motivational issues in academic learning are identified from various studies that directly or indirectly are responsible for students' satisfaction and motivation to learn.

Some factors that contribute towards student's motivation include GPA, teacher's behavior, feedback and the course content. While, issues of students are identified as learning obstacles consists of self sabotage, fear of failure, competition, irrelevancy of course content, insufficient feedback and class room environment.

McClure (2005) emphasized the GPA/evaluative grade factor that the grades attained have strong significance on a student's motivation. Students' face many issues in education which directly influences their motivation; in order to overcome these issues universities across the world are implementing alternative evaluation systems to sustain the students' satisfaction.

Davis (1993) elaborated another student's motivational factor which is teacher's instruction and behavior. It is a greatest cause of change in students' learning motivation level either increased or decreased. Teachers' behavioral factors such as passionate teaching, student's facilitation for effectual class increases self motivation in students. It can be said that teacher acts as a moderator and controller of students' motivational issues such as competition, self efficacy of students, the stream of collaborative learning, classroom environment and feedback (Lens & Ulrich, 2003). Similarly, Rafidah *et al.* (2009) concluded that relationship among students and lecturers acts as a motivator to reduce stress that in turn induces them to be regular student and overcome nervousness. Demaris & Kritsonis (2008) added that collaborative learning in the semester system takes place by mutual interaction of students and teachers. Students who perceive themselves compatible to the environment of the institute acquire more skills and get involved by putting efforts and participation in class confidently. Davis (1993) emphasized that the minimum span of time in creating an instant response towards student's efforts makes them concerned and students keep on learning in rhythm. When such students are rewarded through positive feedback and are guided for improvement, this develops the true sense of collaborative learning in semester system (Davis, 1993).

Another motivational issue is academic stress upon students. The causes of stress in the semester system were identified by Rafidah *et al.* (2009a) as 1) poor health and fitness due to less exercise, sleeping patterns and eating habits, 2) the academics, 3) family and social factors, financial problems and disputes with the roommates. However, in a particular semester the variation in stress trends was observed to be moderate. When stress exceeds the limit it not only induces health problems but also gives rise to attitudinal problems like reduced self esteem and lower need for achievement and academic performance (Rafidah *et al.*, 2009b).

Along with above mentioned motivational factors, one of the major factor is university environment in terms of learning facilities. Douglas, Douglas & Barnes (2006) stated that universities across the world are struggling to attract, retain and motivate students in order to build better image, both nationally and internationally. This struggle not only includes facilitation of improved learning environment but also consist of teacher's professionalism in each lecture, justified evaluations, giving worth to the students and building competencies in them. All of these factors combine together to increase students' satisfaction and loyalty. Demaris & Kritsonis (2008) concluded that

environment shapes student's satisfaction and retention at any institute. They further elaborated that extent of a student's satisfaction is basically the extent to which a student's needs and expectations are fulfilled.

Semester system has its own pros and cons however the quality learning takes place on the part of students', as one cannot escape of the burden. The greatest advantage of learning under semester system in universities is that each student remains informed about his productivity and progress through continuous feedback and the students are frequently tested so there is no way of taking study as the second priority (Bidani, 2010).

Methodology:

In order to explore the issues of students' satisfaction about semester system authors have

1. Effective Semester Schedule Management

Factor	Mean	Standard Deviation	Satisfied	Neutral	Unsatisfied
Declaration of results in time	3.23	1.952	33%	55.8%	15.8%
Better time for learning	3.12	1.450	45.9%	12.5%	41.7%
Sufficient time duration 4 ½ months	3.60	1.423	61.7%	10.8%	27.5%
Sufficient time period for assignments	3.60	1.523	50%	15.8%	34.1%
Course completion with in time	2.69	1.275	32.5%	14.2%	53.4%

On exploring the efficiency of semester system schedule management, the result of mean depicts that approximately 33 % of the students are agreeing with the statement that "*in semester system results are declared on time*". Because they think that in semester system the frequent examination is arranged to provide quick self-evaluation to students through proper results on time. Majority of the respondents including 55.8% of the students are strongly unsatisfied with this statement, few of the students collaboratively have given opinion that "*when result is not declared on time we get frustrated and we don't remain motivated to work hard for next exam.*" However 15.8 % of the individuals are found to be neutral about the declaration of results on time.

Majority of students (45.9%) have agreed with the statement "**there is enough time for learning in semester system**". A student stated that "*a semester having duration of 4 months or 6 months obviously seems to be having more time constraints. But in fact a course is designed in a manner that it creates enough space for a student to perform and learn in effectual manner*". Approximately 41.7% respondents

2. Group Work

Factor	Mean	Standard Deviation	Satisfied	Neutral	Unsatisfied
Groups study helps in better learning	4.01	1.119	79.2%	6.7%	14.2%
Group work helps to share difficulties	4.08	1.055	78.3%	9.2%	12.5%

designed questionnaire to collect primary data, based on questions asked about the benefits derived and the side effects faced by a student who studies in semester system. For assessing the results of questionnaire simple means, standard deviation and frequencies were taken into account that reflected each variable under study. The entire population included students at five major public universities of Pakistan, in which the opinions of candidates from several departments were analyzed.

Findings and Discussion:

The questionnaire structured for this purpose has the scale ranging from 5 to 1, with 5 being mostly satisfied, 3 showing neutral response and 1 showing unsatisfied response. The sample of questionnaires revealed results for nine major factors, each of that is discussed in detail as under:

mentioned their dissatisfaction with the statement, however, 12.5% of the respondents were neutral about the research question that whether semester system gives us enough time for learning or not.

A majority of students (50 %) are positively satisfied with the sufficiency of time for assignments and has agreed that "*time duration attended by the instructor for the preparation of assignments is sufficient for academic learning*". 15.8% of the respondents were neutral about the above mentioned statement and 34 % are dissatisfied.

On exploring the factor of in time completion of semester, the result of mean depicts that majority of students (53.4%) are disagreed with this statement that department is successful in completing the semester in time. The main reason behind this delay is weak managerial policies and uncertain semester breaks.

Approximately, 32.5 % of the students agreed with the statement that "*instructor always cover the syllabus well in time during the semester*". 14.2% of students are neutral in this regard and have suggested that students are given less opportunity to implement the course work.

The mean of this factor showed that about, 79.2% of students have strongly agreed that group work is properly allocated between the group members which help a student to manage the workload positively. However 6.7% of the respondents have remained neutral in this regard. Moreover, about 12.5% have disagreed with the statement “**Group works during the class help students to share their difficulties with fellows**”. Because students face the time constraints and some have to do double tasking by working for their fellows. A student gave argument that “*in a group every individual tries to impose his opinion on the other fellows because it's a reality that we value our ways of thinking and performance over other's ideas. Therefore the task is not shared among the group members freely, hence the difficulty is enhanced.*”

3. Individual Learning

Factor	Mean	Standard Deviation	Satisfied	Neutral	Unsatisfied
Improvement in overall progress	3.66	1.096	64.2%	20%	15.8%
Sense of accomplishment	3.34	1.163	47.5%	26.7%	25.8%
Skills development	3.59	1.149	60%	21.7%	18.3%
Personality Development	3.73	1.136	66.7%	18.3%	15%
Involvement of students in co-curricular activities	3.39	1.311	57.7%	14.2%	28.4%

The mean of this factor has revealed that a majority of students (64.2 %) are positive about the overall progress of students and have agreed that “**semester system helps in improving the overall progress of students**”. About 15.8% of students are dissatisfied with this statement. These unsatisfied students commented that teaching styles should be formulated from the students' perspectives; if the style adapted by a teacher is ambiguous then it obstructs students to understand and to memorize work.

Approximately 60% of the respondents are satisfied with the statement that “**syllabus is very helpful in acquisition of specific skills**”. One of the students mentioned that “*if you will be professional in your field then it's a success for you otherwise, no one will give you any credit!*” While 21.7% of the respondents, (have) remained neutral. And 18.3% of the students have disagreed to the statement they have suggested that semester system does not promote skill development.

On exploring another major feature of individual learning that is “personality development” 15% are dissatisfied. While 18.3% of the respondents remained neutral. About 66.7% of the respondents are satisfied with the statement “**semester system is useful for overall personality development**”.

4. Grading System

Factor	Mean	Standard Deviation	Satisfied	Neutral	Unsatisfied
GPA System	3.76	1.316	66.6%	13.3%	20%
Evaluation of Achievement through GPA	3.29	1.260	52.5%	19.2%	28.4%
Minimum GPA Constrain	3.69	1.208	63.3%	17.5%	19.1%
Sessional Marks	2.97	1.334	39.2%	20.8%	40%

The mean of “GPA System” factor shows that about 66.6% of the respondents are strongly satisfied with the statement that “**students understand and satisfied about G.P.A System**”. They emphasized that they comprehend this system and have aligned their efforts according to it.

On exploring the factor of study it is found that about 52.5% of the respondents are satisfied with the statement “**evaluation through G.P.A system is a true reflection of achievement**”. A Student argued that “*Evaluation is recognized as a comprehensive, systematic, and purposeful process that is an integral part of teaching and learning, and it is better done through GPA system*”.

About 63.3% of the respondents are satisfied with the statement “**minimum G.P.A required to remain enroll in a semester is necessary for quality of education**”. Respondents said that “*Constrains of GPA is good because it helps students to maintain their minimum requirement of GPA this will hoard them from dropouts*”. On the other hand 19.1% of the respondents are unsatisfied while 17.5% have remained neutral for this factor.

About 39.2% are satisfied with the statement “**sessional marks are always adjusted according to predefined marks allocation criteria**”. However, respondents in a greater ratio of 40% were disagreed with the statement. The reason given by the respondents is that “*marks allocation is not predefined or teachers' do not follow predetermined criteria of marking*”. 20.8% of the respondents remained neutral in this regard.

5. Curriculum Management

Factor	Mean	Standard Deviation	Satisfied	Neutral	Unsatisfied
Courses help in professional life	3.40	1.299	55%	19%	26%
Social courses to cover social norms	3.68	1.130	65%	19%	16%
Courses help to enhance knowledge	4.03	1.037	84%	4%	11%
Courses help in practical field work	3.78	1.168	71%	11%	18%

On exploring the value of semester system education in practical life, approximately 55 % of the students agreed with the statement that ***“Taught Courses will be useful in professional life”***. The research findings reveal that students are very concerned about what is being taught to them and the practical implementation of its core knowledge. However 26% of the respondents disagreed with the statement. 19% of students are neutral in this regard and have suggested that practicality should be preferred over bookish knowledge and other formal methods of education so that a student can equip himself with the best practices in the marketplace and could be able to reflect professionalism.

7. Reduced Burden

Factor	Mean	Standard Deviation	Satisfied	Neutral	Unsatisfied
Reduction of burden	3.89	1.201	76%	5%	19%
Division of burden	4.11	1.044	83%	4%	13%

It was revealed through mean outcome that despite the study burden and time constraints; semester system is perceived to be as most moderate system of education. Therefore a significant percentage of respondents (76%) agreed that ***“Semester system helps students to reduce burden on students as compared to the annual system”***. In addition to that, 83% of students have strongly expressed that the course outline is properly distributed between the mid and final term examination span of time that helps a student to manage the workload effectively. As compare to semester system, in annual system students need to complete the course in a complete year which makes it difficult for a student to manage at the end of year in final examination.

8. Constructive Feedback

Factor	Mean	Standard Deviation	Satisfied	Neutral	Unsatisfied
Teachers support	3.32	1.329	55%	9%	34%
Constructive feedback	3.57	1.339	65%	10%	25%
Availability of Data For Assignment and Teacher’s Guidance	3.76	1.152	70%	11%	19%

Regarding constructive feedback 55% respondent are satisfied with the statement ***“Students get sufficient guidance from teachers while preparing assignment”***. These students have declared that after every lecture they can get easy appointment from the teachers and the educational technology such as internet has revived the ways of student teacher interaction. However, 34% students have disagreed in this regard.

On exploring the value of constructive feedback it was found that process of evaluation and assessment of a student is highly imperative for the consistent growth of a student’s academic career. The majority of 65% candidates have stressed that continuous constructive feedback is the best part of a semester system and agreed with the statement that ***“Comments given by the teachers on the assignment are very helpful for further improvement during semester”***.

Whereas 10% gave a neutral response and 25% of students claimed that the feedback depends upon the mood of the teachers, many teachers create an atmosphere of comparison and competition while they provide feedback, which definitely decreases a student’s morale.

Only 24% of the students have disagreed that ***“in semester system lecture is delivered in an interesting way.”*** These students have stated that they were mostly taught by giving slides presentation that hardly creates any interest in the lecture. 19% of students are found to be neutral in this regard however 56% of satisfied majority listed the techniques for the enhancement of interest in the lectures.

On exploring the issue of availability of data for the assignments 70% students are exposed to be in the favor of the statement ***“The material for preparation of assignment is easily available with sufficient teacher’s guidance on searched material”***, because they are of view that the knowledge now a days is no more a property of teachers,. Internet, search engines and electronic journals are in easy access to a student. Hence the students can conveniently

explore the issue. However, teachers are also needed for guidance in order to understand the knowledge available on open internet resources.

9. Students' Motivation by Teaching Methodologies and Resources

Factor	Mean	Standard Deviation	Satisfied	Neutral	Unsatisfied
Understandable medium of Instruction	3.38	1.189	59%	15%	26%
Motivation through Teaching Methodology	3.66	1.233	65%	13%	22%
Knowledge and Understanding through Teaching	3.61	1.125	58%	25%	18%

Computer technology is basically working as an interactive tool and a catalyst to modernize the obsolete education system and to train the students for the modern technological change. Therefore the mean shows that almost 59% the students perceive that they understand the medium and the way in which lecture is delivered. Whereas 26% of have disagreed that *“Medium of instruction is understandable”*.

A majority of students (65%) is positive about the teaching methodology and has agreed that *“teaching style in semester system motivates students towards effective learning”*. Almost all of the students have commented that in semester system a student is given more autonomy towards learning by the teachers. Respondents also mentioned that the style of teaching is selected according to the nature of topic; hence the personality and moods of teachers' should not be blamed in this regard. When the issue of knowledge and understanding was explored, the mean showed that students are agreed with the statement. 58 % of the students have agreed to the statement that *“teaching in semester system gives sufficient knowledge and practical understanding of the subject”*. However, 18% individuals are not agreed with the statement because they think that teaching style needs to be improved. Many times it is the teaching method that creates stress among students; they feel pressurized due to burden and insufficient teaching methods/resources. Respondents mentioned that several times the course is left the mid way and teachers are changed, while there are few times those syllabuses are left incomplete due to the teaching styles which lead to unachieved course objectives mentioned in course outline.

Conclusion

This research paper clarifies students' satisfaction regarding semester system in the universities of Pakistan. The key focus of this research was to find out the “factors effecting students' satisfaction regarding semester system in universities of Pakistan”. Based on the changing marketplace for these institutions, college administrators and researchers need to focus their attentions on student satisfaction strategies to accomplish organizational objectives.

Research shows that students from case study universities are more satisfied with semester system as compare to annual system. However, current research cannot confirm neither annual system is better than semester system nor annual system is more effective. On finding some flaws in annual system, it is researched to find the comparative difference between annual and semester system to ensure that system provides quality learning and academic excellence in Pakistan. Results have shown that due to the flexibility in the environment of semester system students learn more as compared to annual system. In semester system burden of syllabus is less as compared to annual system because time to time assignments, presentations and quiz system prepare the students before exam time and test system resolves ambiguities of students regarding their course contents.

Different factors that were studied by previous researchers were grouped under this research and research results have shown that the grade division in the GPA system enhances the level of satisfaction in students, course contents are the most effective way in order to satisfy the students because with course outline students judge the teaching pattern of teachers. Current research have shown that other factors like division of course among various semesters, group assignments, brainstorming exercises during semesters, personality development of students are major factors of students motivation. Interaction between teacher and student is also effective because the stronger the communication will be the effectual will be its outcomes. However, some of discouraging factor according to present research are weak semester administration by the management, lack of teachers' training and misuse of teacher's authority.

As a matter of fact, student satisfaction has never been considered as an issue of importance by educational authorities nor regarded as a matter of survival by higher education institutions. This is evident from the fact that the impact of educational services provided by a university on the satisfaction level of its students has largely been an area that remains unexplored. Therefore this study may yield

important aspects related to semester system and the ways in which it can be modified and refined.

Acknowledgements:

Authors are grateful to the Human Resource Management Academic Research Society for financial support to carry out this work.

Corresponding Author:

Hassan Danial Aslam

Department of Management Sciences

The Islamia University of Bahawalpur, Pakistan

E-mail: hassan.danial@iub.edu.pk

Referencing

1. Abbasi, M. N., Malik, A., Chaudhry, I. S., & Imdadullah, M. (2011). A study on student satisfaction in Pakistani Universities: the case of Bahauddin Zakariya University, Pakistan. *Canadian Center of Science and Education*, 7(7), 209-219.
2. Ali, I. (2001). The degree of student satisfaction in higher education; a comparative study between a public and private universities.
3. Bidani, S. (2010). Semester System and Privatization of Education: Boon or Bane. (2010). Retrieved November 2011, from [youthkiawaaz.com: http://www.youthkiawaaz.com/2010/06/semester-system-and-privatization-of-education-boon-or-bane/](http://www.youthkiawaaz.com/2010/06/semester-system-and-privatization-of-education-boon-or-bane/)
4. Daka, J. S. J. (2008). Information system based implementation of semester-to-semester
5. Davis, B. G. (1993). *Tools for Teaching*. San Francisco: Jossey-Bass. Lens, E., & Ulrich, E. (n.d.). The Teacher's Role in Motivating Students.
6. Demaris, M. C., & Kritsonis, W. A. (2008). The classroom: Exploring its effects on student persistence and satisfaction. *FOCUS ON COLLEGES, UNIVERSITIES, AND SCHOOLS*, 2(1), 1-9.
7. *Development using Information and Communication Technology (IJEDICT)*. Volume 4.
8. Douglas, J., Douglas, A., & Barnes, B. (2006). Measuring student satisfaction at a UK university. *Quality Assurance in Education*. Volume 14. Issue 3. Pages 251-267.
9. Duque, L. C. (n.d.). Student's cocreation, learning outcomes, satisfaction and dropout Intentions.
10. Hermans, C. M., Haytko, D. L., & Stenerson, B. M. (2003). student satisfaction in web-enhanced learning environment. *Journal of Instructional Pedagogies*.
11. Jadoon, Z. I., Jabeen, N., & Zeba, F. (2008). Towards effective implementation of semester system in pakistan: lesson from Punjab university.
12. Khattab, S. A., & Fraij, F. (2003). Assessing students' satisfaction with quality of service of student information system.
13. Kotler, P., & Clarke, R. N. (1987). *Marketing for health care organizations*. Englewood Cliffs, NJ: Prentice-Hall.
14. Kotler, P., & Keller, K.L. (2006). *Marketing Management*, Pulished by Prentice Hall.
15. Kotler, P., Lane, K. K., Koshy, A., & Jha, M. (2009). *Marketing Management - A South Asian Perspective*: Pearson Publication.
16. Lens, E., & Ulrich, E. (2003). The Teacher's Role in Motivating Students.
17. Leka, S., & Griffiths, A. (2011). Work organization & stress: protecting workers health series no.3. *WHO library cataloguing-in-Publication Data*, Retrieved from <http://www.scribd.com/doc/59431521/Stress-Management>
18. Letcher, D. W., & Neves, J. S. (2003). Determinant of undergraduate business student satisfaction. *Research in Higher Education Journal*.
19. Malik, T., Avais, P. & Khanam, T. (2010). Comparative analysis of MA English Results under Annual and Semester system: Quality Assurance in Pakistan. *Language in India*, 10
20. McClure, J. E. (2005). Plus/minus grading and motivation: An empirical study of student choice and performance. *Assessment & Evaluation in Higher Education*, 30(6), 571-579.
21. Martin, A., & Tracey, D. (n.d.). Motivating students to learn. *Learning Links*, Retrieved from http://www.learninglinks.org.au/pdf/infosheets/LLIS19_Motivating.pdf
22. O'Neill, M. (2003). "The influence of time on student perception of service quality: The need for longitudinal measures", *Journal of Educational Administration*, 41(3), 310-324.
23. On the need of semester system. (n.d.). Retrieved November 2011, from [indiaeducationreview.com: http://www.indiaeducationreview.com/vc-desk/issue-semester-system](http://www.indiaeducationreview.com/vc-desk/issue-semester-system)
24. Petruzzellis, L., D'Uggento, A. M., & Romanazzi, S. (2006). Student satisfaction and quality of service in Italian universities. *Managing Service Quality*, 16 (4), 63-77.
25. Quarter versus Semester System: Implications for Student Learning. (n.d.). Retrieved November 2011, from [calstatela.edu: http://www.calstatela.edu/academic/aa/semester/docs/PedagogyStudentLearning.pdf](http://www.calstatela.edu/academic/aa/semester/docs/PedagogyStudentLearning.pdf)
26. Rafidah, K., Azizah, A., Norzaidi, M.D., Chong, S.C., Salwani, M.I., & Noraini I. (2009a). Stress and Academic performance: Empirical Evidence from University students. *Academy of Educational Leadership Journal*, 13(1), 37-51.
27. Rafidah, K., Azizah, A., Norzaidi, M.D., Chong, S.C., Salwani, M.I., & Noraini I. (2009b). The impact of perceived stress and stress factors on academic performance of pre-diploma science students: A Malaysian study. *International Journal of Scientific Research in Education*, 2(1), 13-26.
28. Ramsden, P. (1979). Student learning and perceptions of the academic environment. *Higher education*, 8, 411-427.
29. Sarwar, S. (2011). Internal and External Influences on the University Teachers in Semester System. The need for longitudinal measures", *Journal of Educational Administration*.
30. The Semester System at ABAC. (1999). Retrieved November 2011, from [abac.edu: http://www.abac.edu/ses/handbook/semester.htm](http://www.abac.edu/ses/handbook/semester.htm)
31. Understanding student satisfaction. (n.d.). Retrieved November 2011, from: admin.selkirk.bc.ca: Vol.41. No.3. pp.310-324.

8/6/2012