

CHAPTER IV :

ANALYSIS AND INTERPRETATION OF DATA

- 4.1 Introduction
- 4.2 Perceptions of College Teaching Communities - A Global Study
- 4.3 Perceptions of the Teachers of Affiliated Colleges, University Departments and Autonomous Institutions - A Comparative Study
- 4.4 An Analysis of Perceptions Faculty-wise
- 4.5 An Analysis of the Perceptions of Educational Administrators, Heads of Colleges, and the Teaching Staff
- 4.6 The influence of Biographical Factors on the Perceptions of College Teachers
- 4.7 Interrelationship Between the Components of Semester System.
- 4.8 Perceptions of Teachers about and Institutional Factors - Introduction
- 4.9 Semester System Perceptions and Institutional Climate - a Correlational Study
- 4.10 Semester System perceptions and Teacher Morale - a Correlational Study
- 4.11 Semester System perceptions and Leadership Behaviour - a correlational study.
- 4.12 Semester System Perceptions and 'Dogmatism' a correlational study.
- 4.13 Conclusion.

4.1 INTRODUCTION

As stated in the earlier chapters the purpose of this investigation is to critically examine the perceptions of the college teaching communities in Madras about the desirability and feasibility of introducing semester system in their colleges, and the influence of certain biographical and institutional variables on their perceptions. In analysing the data pertaining to this investigation the following order would be followed :

First, the perceptions of the college teaching communities as a whole for the sample taken would be studied as to what they feel about the desirability and feasibility of semester system in its components.

Second, the college communities belonging to the Affiliated Colleges, University Departments, and Autonomous Institutions would be compared for their perceptions about the desirability and feasibility of semester system in its components.

Third, the perceptions of the college teachers about the desirability and feasibility of Semester System would be analysed in respect of their Faculties, and Administrative

and Academic status.

Fourth, the biographical variables such as age, sex, academic qualification, and teaching experience would be studied for their influence on the teaching community's perceptions about the Semester System.

Fifth, a correlational study of the perceptions of teachers in regard to the various components of the semester system for desirability, feasibility, and problems would be done. The 'desirable', 'feasible', and 'problems' dimensions of the Semester System component-wise would be attempted.

Seventh, the college teaching communities would be studied to assess the degree of relationship between their perceptions about Semester System and the Institutional factors such as the Institutional Climate, Leadership Behaviour of Principals, teacher morale, and the dogmatism of the staff.

4.2 THE PERCEPTIONS OF THE COLLEGE TEACHING COMMUNITIES ABOUT SEMESTER SYSTEM : A GLOBAL STUDY

The Semester System is comparatively a new innovative measure in the Madras University area as is the case in many other Indian Universities. The theoretical and practical

knowledge the teachers would have gained by now from the working of this system could have influenced their perceptions about the Semester System in three different possible ways. Firstly, the teachers might consider the Semester System both a desirable as well as a feasible pattern of academic calendar. Secondly, the teachers might think that the Semester System is more desirable than feasible. Thirdly, the teachers might feel that the semester system is an expedient proposition from the point of feasibility though not a desirable proposition educationally.

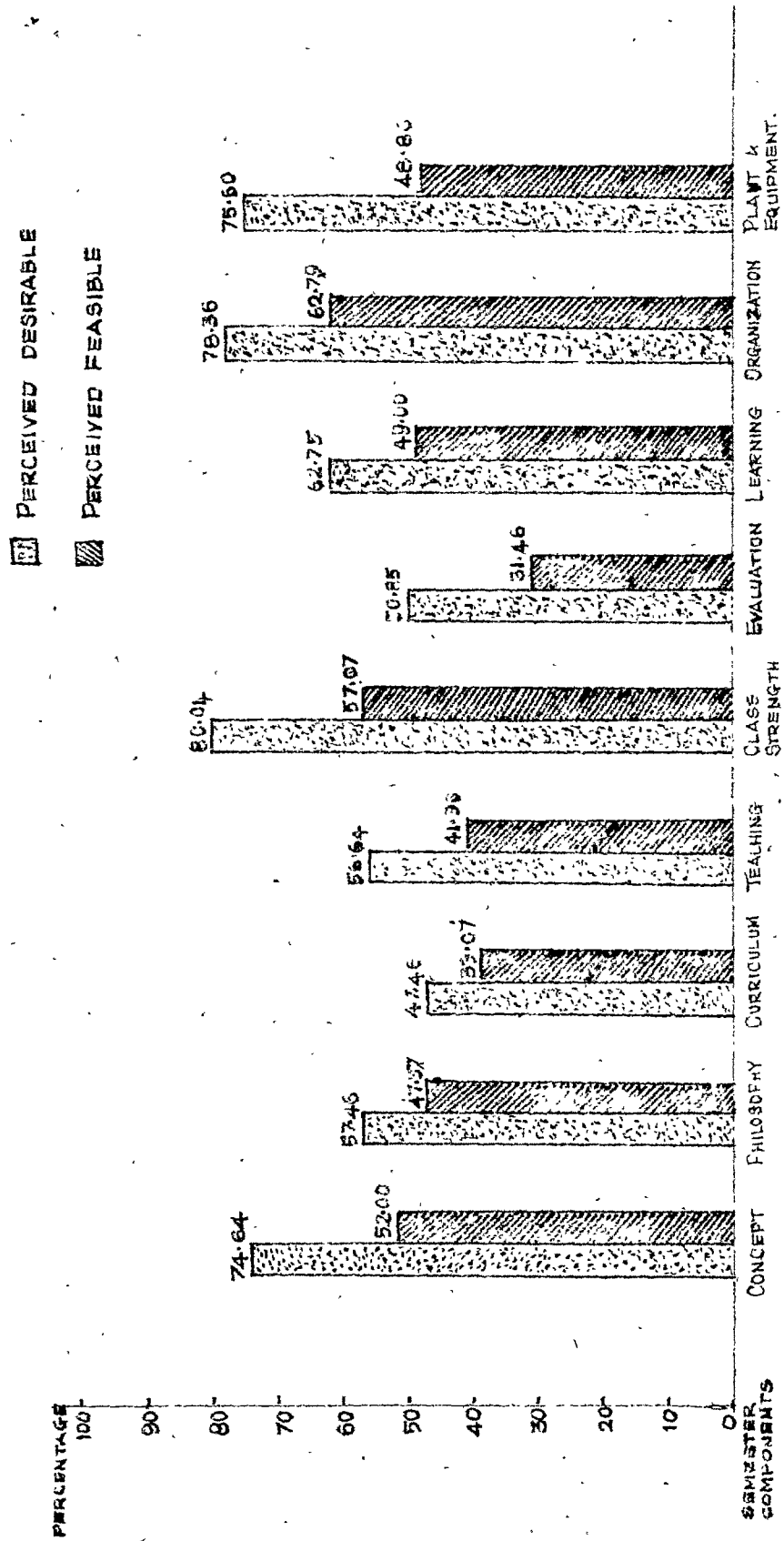
With these assumptions in view Hypothesis 1 and 11 were proposed for making a global study of the perceptions of the entire sample of teachers about Semester System.

HYPOTHESIS I :

"The college teaching communities in Madras tend to perceive the adoption of Semester System in its components studied more desirable than feasible."

A differential study of the perceptions of 500 members of the college teaching community in Madras was made in order to assess what they felt about the desirability and feasibility of the Semester System in respect of the following components:

Fig.4.1. THE MEAN PERCEPTION SCORES OF 500 COLLEGE TEACHERS
ON SEMESTER COMPONENTS COMPARED



- | | |
|-------------------|-------------------------|
| 1. Concept | 6. Evaluation |
| 2. Philosophy | 7. Learning |
| 3. Curriculum | 8. Organization |
| 4. Teaching | 9. Plant and equipment. |
| 5. Class strength | |

The mean perception score of the college teaching community for each of the component in respect of desirability and feasibility of Semester System and the significance of difference between each pair of means were computed as furnished in Table 4.1. The level of significant at .05 level and above was taken as true difference and anything less than this level, as insignificant and not true.(Fig.4.1)

Findings

The table 4.1 given on ^{the}next page, shows that the Semester components under 'desirable' perceptions have consistently higher scores than their counterparts under 'feasible' perceptions, the mean difference being at .01 level of significance in all cases. The hypothesis, therefore, stands confirmed. The college teaching communities in Madras perceive the Semester System more desirable than feasible.

Table 4.1 : Mean perception scores of 500 college teachers
on the semester components.

Semester System Components	Mean Score in Percent		Mean diffe- rence	C.R.	Level of signifi- cance
	Desira- ble	Fea- sible			
(S.D.given within brackets)					
1. Concept	74.64 (9.6)	52.00 (13.3)	22.64	31.3	.01
2. Philosophy	57.46 (10.3)	47.57 (11.3)	9.89	15.23	.01
3. Curriculum	47.46 (11.4)	39.07 (9.3)	8.39	13.31	.01
4. Teaching	56.64 (10.2)	41.96 (11.2)	14.68	22.58	.01
5. Class Strength	80.04 (10.4)	57.07 (10.9)	22.97	35.34	.01
6. Evaluation	50.85 (12.3)	31.46 (14.6)	19.39	22.55	.01
7. Learning	62.75 (10.3)	49.00 (9.8)	13.75	22.17	.01
8. Organiza- tion	78.36 (11.6)	62.79 (11.0)	15.57	21.33	.01
9. Plant & Equipment	75.60 (10.6)	48.86 (12.3)	26.74	36.63	.01

HYPOTHESIS II :

"The College teachers are not likely to perceive the components of the Semester System visualised in the study as equally desirable and feasible".

For purposes of verifying the hypothesis a differential study of the components of the Semester System was undertaken. This was done by ranking the components on the basis of their perception scores under the 'desirable' and 'feasible' dimensions of the Semester System separately. The middle rank in the series was taken as the median and those falling on or above it were taken as favourably perceived, and those falling below, as less favourably perceived. Separate ranks were given to the components only if the scores showed significant difference between them at .05 level of significance. There being 9 components under each of 'desirable' and 'feasible' perceptions, rank number 4.5 was taken as the median. Table 4.2 and 4.3 give the ranked positions of the semester components under study.

Table 4.2 : Ranked Semester Components under 'Desirable'
Perceptions based on the scores given in Table
4.1.

Sl. No.	Semester System Components	Mean difference between scores	C.R.	Level of Significance	Rank
1.	Class Strength	--	--	--	1
	and	1.66	2.44	.05	
2.	Organization	---	---	--	2
	and	2.78	3.97	.01	
3.	Plant & Equipment	--	--	--	3.5
	and	0.98	1.60	less than .05	
4.	Concept	--	--	--	3.5
	and	11.89	19.17	.01	
5.	Learning	--	--	--	5
	and	5.29	8.27	.01	
6.	Philosophy	--	--	--	6.5
	and	0.82	1.19	Less than .05	
7.	Teaching	--	--	--	6.5
	and	5.79	8.27	.01	
8.	Evaluation	--	--	--	8
	and	3.39	4.58	.01	
9.	Curriculum	--	--	--	9

Table 4.3 : Ranked Semester Components for the 'Feasible'
Perceptions based on scores given in Table 4.1

Sl. No.	Semester System Components	Mean difference between scores	C.R.	Significance of difference	Rank
1.	Organization	--	--	--	1
	and	5.72	8.28	.01	
2.	Class Strength	--	--	--	2
	and	5.07	6.58	.01	
3.	Concept	--	--	--	3
	and	3.00	4.05	.01	
4.	Learning	--	--	--	5
	and	0.14	0.19	Less than .05	
5.	Plant & Equipment	--	--	--	5
	and	1.29	1.74	Less than .05	
6.	Philosophy	--	--	--	6
	and	5.61	7.90	.01	
7.	Teaching	--	--	--	7
	and	2.89	4.44	.01	
8.	Curriculum	--	--	--	8
	and	7.61	9.88	.01	
9.	Evaluation	--	--	--	9

The ranking of the semester components as indicated earlier would show the following groupings on or above median, and below median.

(A) 'Desirable' perceptions

<u>On or above Median (Desirable)</u>	<u>Below Median (less desirable)</u>
1. Class strength	1. Learning
2. Organization	2. Philosophy
3. Plant and Equipment	3. Teaching
4. Concept	4. Evaluation
	5. Curriculum

(B) 'Feasible' Perceptions

<u>On or above Median (feasible)</u>	<u>Below Median (Less Feasible)</u>
1. Organization	1. Learning
2. Class strength	2. Plant and Equipment
3. Concept	3. Philosophy
	4. Teaching
	5. Curriculum
	6. Evaluation.

It is significant here to note that the semester component 'plant and equipment' which is found to be above median under 'desirable' perceptions falls below median under 'feasible' perceptions, consequently 'Organization', 'Class Strength'

and 'Concept' are the only semester components falling above median in both the 'desirable' and the 'feasible' perceptions of teachers about Semester System.

Findings

From the above data it is evident that the college teaching communities in Madras perceive -

- (a) 'Class strength', 'Organization', and 'Concept' as • both desirable and feasible.
- (b) 'plant and equipment' as desirable but less feasible.
- (c) 'Learning', 'Philosophy', 'Teaching', 'Evaluation' and 'Curriculum' as less desirable and less feasible, and
- (d) no semester component as feasible but less desirable.

Of the nine semester components studied only three have been perceived as both desirable and feasible, hence the hypothesis is taken as confirmed.

4.3 A COMPARATIVE STUDY OF THE PERCEPTIONS OF TEACHERS IN AFFILIATED COLLEGES UNIVERSITY DEPARTMENTS AND AUTONOMOUS INSTITUTIONS

The college teaching communities in Madras, broadly speaking, belong to three types of Institutions, namely, Autonomous Institutions (such as the Indian Institute of

Technology), Teaching Departments of the University of Madras, and Colleges affiliated to the University of Madras. The Autonomous Institutions are considered to be high grade educational institutions known for their educational facilities and expertise. They are also the ones to adopt semester system much earlier than the other institutions. The University Departments and the Affiliated colleges are more or less of the same academic status except for the fact that the former are more research oriented and closer to the University administration than the latter. It is, therefore, assumed that the difference in status and educational functions and administrative control of these institutions would variously affect the perceptions of the teachers working in them. As a lead to study the perceptions of these teaching communities about Semester System the following working hypothesis was propounded :

HYPOTHESIS III :

"The desirability and feasibility of the adoption of the Semester System in its various components would be perceived more favourably by the teachers of the Autonomous Institution than the teachers of Madras University departments and the latter would perceive the Semester System more favourably than the teachers of Affiliated Colleges."

The subjects of this investigation constituted 380 teachers from Affiliated Colleges, 45 teachers from University Departments and 75 teachers from Autonomous Institutions. Their mean score for the different components of the Semester System and the significance of the mean difference between the scores of Affiliated College teachers and University Department teachers, and University Department teachers and Autonomous Institution teachers and Affiliated College teachers and Autonomous Institution teachers were computed for the 'desirable' and 'feasible' perception scores separately as given in Table Nos.4.4 and 4.5 respectively.

PERCEPTIONS ABOUT THE DESIRABILITY OF SEMESTER SYSTEM -
A COMPARATIVE STUDY

Autonomous Institutions Vs. Affiliated Colleges

The teachers of the Autonomous Institutions have generally scored higher than the teachers of Affiliated colleges in their perceptions about the desirability of the semester components except in regard to 'class strength' in which the Affiliated College teachers have scored higher. In all these cases the mean difference in scores noticed is significant, that is, at .01 level of significance. An average of the mean scores of the semester components of the Autonomous Institutions is also higher than that of Affiliated Colleges.

Fig. 4.2 THE MEAN DECIPHERABLE PERCEPTION SCORES OF TEACHERS OF AFFILIATED COLLEGES, UNIVERSITY DEPARTMENTS AND AUTONOMOUS INSTITUTIONS COMPARED.....

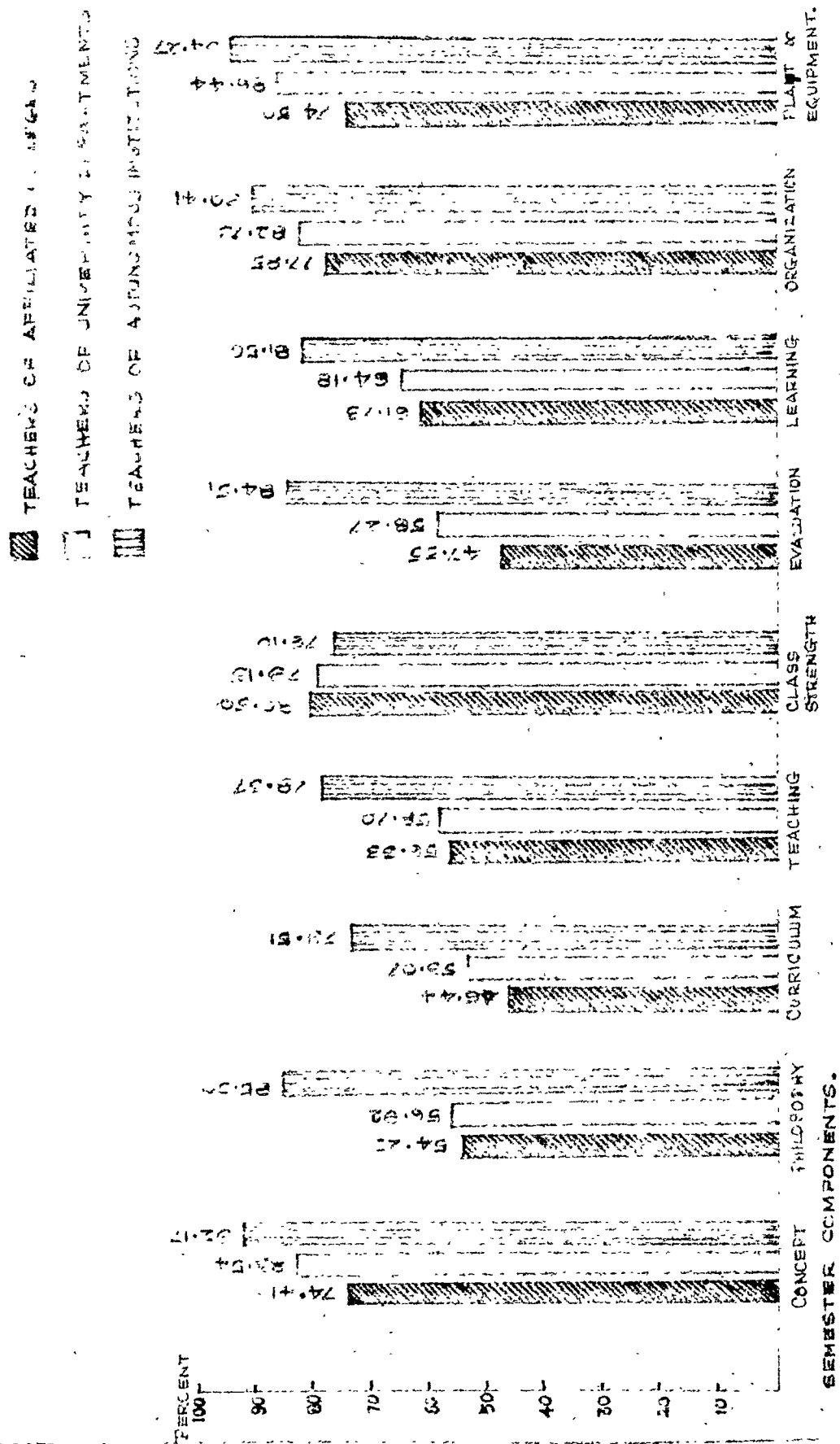


Table 4.4 : Mean 'desirable' perception scores of the teachers of Affiliated Colleges, University Departments and Autonomous Institutions on the Semester Components

Semester System Components	Mean Score in Percent			Mean difference in scores between		
	Affiliated College (N=380)	University Depts. (N=45)	Autonomous Institutions (N=75)	A+B	B+C	A+C
	(S.D. given within brackets)			(C.R. given within brackets)		
Concepts	74.41 (12.7)	83.54 (10.1)	92.17 (7.1)	9.13 (5.64)	8.63 (5.10)	17.00 (16.35)
Philosophy	54.23 (15.7)	56.92 (8.8)	85.50 (7.5)	2.69 (1.71)*	28.58 (17.53)	31.27 (25.42)
Curriculum	46.44 (16.4)	53.07 (9.6)	73.51 (8.3)	6.63 (4.02)	20.44 (11.68)	27.07 (23.13)
Teaching	56.33 (14.4)	58.70 (8.6)	78.37 (6.5)	2.37 (1.56)*	19.67 (12.53)	22.04 (20.41)
Class Strength	80.50 (11.6)	79.13 (10.4)	76.10 (8.1)	1.37 (.85)*	3.03 (1.73)*	4.40 (3.96)
Evaluation	47.55 (15.9)	58.27 (12.3)	84.51 (8.9)	10.72 (5.44)	26.24 (12.58)	36.96 (28.00)
Learning	61.73 (13.4)	64.18 (9.5)	81.50 (7.8)	2.45 (1.50)*	17.32 (9.89)	19.77 (17.34)
Organization	77.85 (15.7)	82.73 (8.9)	90.41 (10.6)	4.88 (3.21)	7.68 (2.25)	12.56 (8.60)
Plant and equipment	74.50 (18.8)	86.44 (7.2)	94.27 (6.1)	11.94 (8.40)	7.83 (6.28)	19.77 (16.47)
Average of Means	68.27	73.20	87.26			

*Not significant at .05 level.

(N.B.: Vide- Fig. 4.2)

Fig.4.3. The mean feasible perception scores of teachers of affiliated colleges, university departments and autonomous institutions compared.....

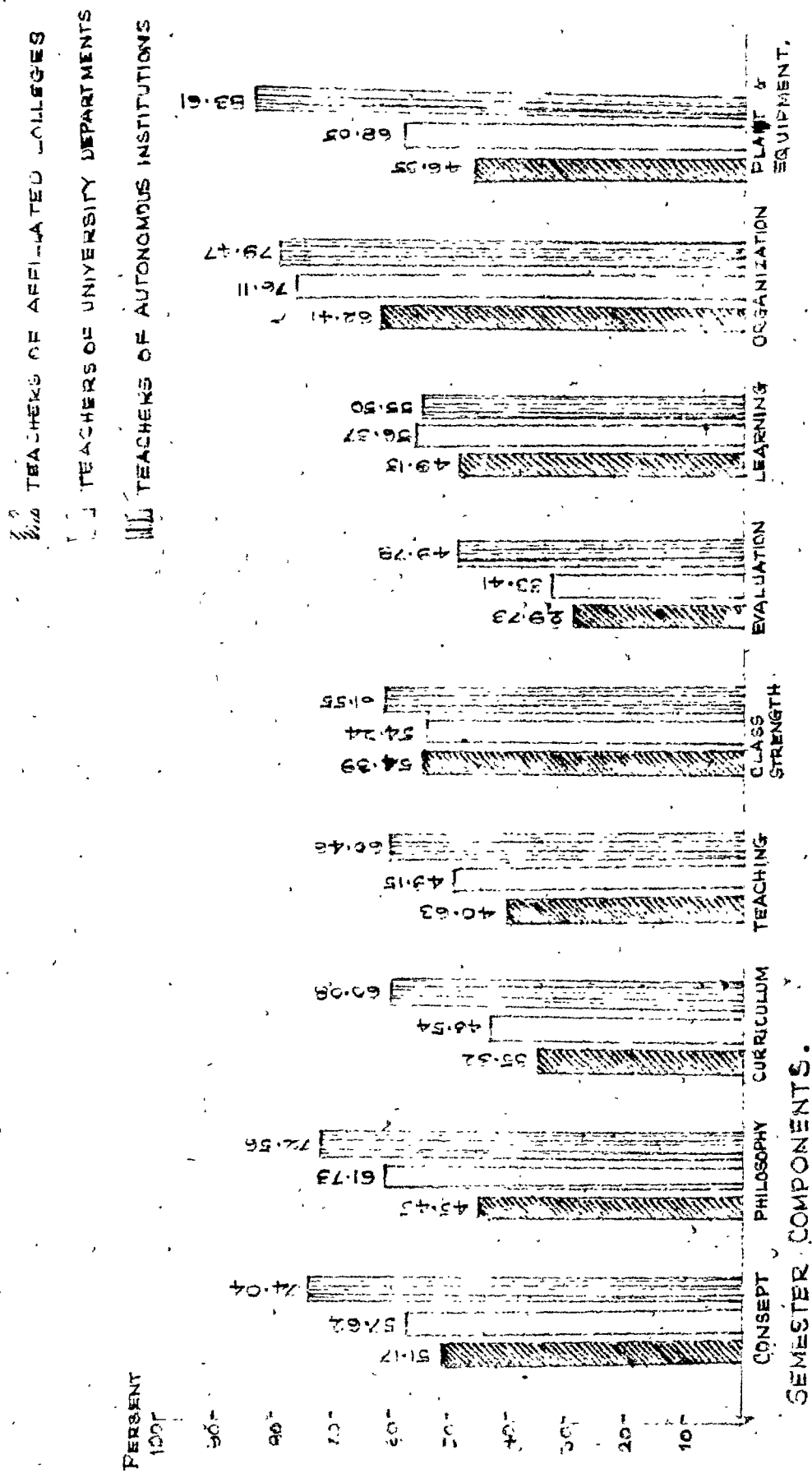


Table 4.5 : Mean 'Feasible' perception scores of the teachers of Affiliated colleges, University Departments and Autonomous Institutions on the Semester Components

Semester System Components	Mean Score in Percent			Mean difference in Scores between		
	A Affiliated college (N=380)	B University depts. (N=45)	C Autonomous Institutions (N=75)	A&B	B&C	A&C
	(SD given with brackets)			(CR given within brackets)		
Concept	51.17 (15.1)	57.62 (12.8)	74.04 (11.6)	6.45 (3.14)	16.42 (7.04)	22.87 (14.75)
Philosophy	45.45 (14.6)	61.73 (7.1)	72.56 (12.1)	16.28 (12.52)	10.83 (6.18)	27.11 (17.15)
Curriculum	35.32 (12.1)	43.54 (7.4)	60.08 (9.1)	8.22 (6.47)	16.54 (10.88)	24.76 (20.29)
Teaching	40.63 (13.6)	49.15 (10.3)	60.46 (10.3)	8.52 (5.04)	11.31 (5.82)	19.83 (14.36)
Class Strength	54.39 (14.8)	54.24 (7.6)	61.55 (10.9)	0.15 (0.11)*	7.31 (4.32)	7.16 (4.19)
Evaluation	29.73 (17.8)	33.41 (13.4)	49.78 (12.6)	3.68 (2.73)	16.37 (6.62)	20.05 (11.72)
Learning	49.15 (13.9)	56.37 (8.1)	55.50 (8.4)	7.22 (5.16)	0.87 (.56)*	6.35 (5.29)
Organization	62.41 (11.4)	76.11 (10.5)	79.47 (11.1)	13.69 (8.39)	3.36 (1.66)	17.06 (12.09)
Plant of Equipment	46.55 (20.6)	68.05 (8.3)	83.61 (7.6)	21.50 (13.19)	15.56 (10.23)	37.06 (27.05)
Average	49.89	58.80	67.08			

*Not significant at .05 level

(Vide Fig. 4.3)

Autonomous Institutions Vs. University Departments

Here again, the teachers of Autonomous Institutions have scored higher than the teachers of the University Departments in their perceptions of the semester components under the 'desirable' dimension except in the case of 'class strength' in which the teachers of the University Departments exhibit a slightly higher score, the mean difference of which, however, is not significant enough, but in all the other cases it is true and very significant. On an average the teachers of the Autonomous Institutions are found to have much higher perception scores than those of the University Departments.

University Departments Vs Affiliated Colleges

The teachers of the University Departments have been found to have higher perception scores than the teachers of Affiliated Colleges in all the components of the Semester System except in the case of 'class strength' in which the Affiliated college teachers show a slightly higher score but the mean difference in this regard is not significant enough. As for the other components some of them show significant mean difference in scores between these two college communities, and some others none.

The components in which there is true and significant

mean difference in perception scores in favour of University teachers are

1. Concept
2. Curriculum
3. Evaluation
4. Organization
- and 5. Plant and Equipment.

The components in where there is no true and significant mean difference at .05 level of significance are

1. Philosophy
2. Teaching
3. Class strength
- and 4. Learning.

On an average the teachers of the University Departments have scored higher than those of the Affiliated Colleges.

PERCEPTIONS ABOUT THE FEASIBILITY OF SEMESTER SYSTEM -

A COMPARATIVE STUDY

Autonomous Institutions Vs Affiliated Colleges

In respect of the perception scores of the teachers of the Autonomous Institutions regarding the feasibility of the Semester System, it was found that they have consistently

scored higher than the teachers of the Affiliated Colleges in all the semesters components including 'class strength' in which the teachers of Affiliated Colleges have significantly higher score under 'desirable' dimension. The difference in mean scores between these two teaching communities has been very significant in all the semester components in favour of the teachers of the Autonomous Institutions.

Autonomous Institutions Vs University Departments

Here again the teachers of the Autonomous Institutions show significantly higher perception scores compared to that of the teachers of the University Departments in all the semester components except in respect of 'learning' wherein the University teachers appear to score higher but the mean difference in scores in this regard has not been significant enough.

University Departments Vs Affiliated Colleges

The teachers of the University Departments have scored higher than the teachers of the Affiliated colleges in 'class strength' but it is of negligible proportion (at less than .05 level of significance). In all the other components the difference in the mean scores in favour of the teachers of the University Department is significant at .01 level.

Findings :

1. The teachers of the Autonomous Institutions exhibit correspondingly a more favourable attitude towards the desirability of Semester System compared to the teachers of the Affiliated Colleges and University Departments.

2. As between the teachers of University Departments and Affiliated Colleges, the former show a more favourable perception about the desirability of Semester System but this is not found to be significant in 4 out of 5 semester components studied. The gap in perceptions between these two teaching communities is not so significant as that between the university teachers and those of the Autonomous Institution.

3. As a significant exception, the teachers of the Affiliated Colleges are found to have a more favourable attitude compared to the teachers of Autonomous Institutions in perceiving the desirability of 'class-strength' as a component of the Semester System but when it comes to feasibility the teachers of Affiliated colleges exhibit a less positive attitude compared to the other teaching communities.

4. In regard to the teacher's perceptions of the feasibility of the Semester System, the teachers of the Autonomous Institutions stand significantly higher than the teachers of

University Departments and Affiliated colleges with the teachers of the University Departments taking an intermediate position,

5. Though the gap in perceptions about the feasibility of Semester System is generally very significant between the above said teaching communities, the gap in respect of the Semester Component 'learning' is not significant enough between the University teachers and Autonomous Institution teachers, and it is also true of 'class strength' between University teachers and Affiliated college teachers.

In general the teachers of the Autonomous Institutions perceive the desirability and feasibility of adopting Semester System more favourably than the teachers of the University Departments and the latter perceive the same more favourably than the teachers of Affiliated colleges. The hypothesis is thus confirmed.

Perceptions of teachers of Affiliated Colleges, University Departments and Autonomous Institutions Compared Semester Component-wise.

HYPOTHESIS IV

"The perceptions of the teaching communities of the Affiliated colleges, University Departments, and Autonomous

Institutions about the desirability and feasibility of Semester System would show lack of agreement in most of its components studied."

The perceptions of the three type of the teaching communities about the desirability and feasibility of the semester components were studied by ranking the components on the basis of their respective scores and by taking the rank position of 4.5 as the median for the 9 semester components. The ranking of the semester components are shown separately for the Affiliated colleges, University Departments, and Autonomous Institutions in Table 4.6 to 4.11.

Table 4.6 : Semester Components ranked on the basis of the
'desirable' perception scores of Affiliated
college teachers given in Table 4.4

Semester System components	Mean difference between scores	C.R.	Level of signifi- cance	Rank
1. Class Strength	--	--	--	1
and	2.65	2.78	0.01	
2. Organization	--	--	--	2
and	3.35	2.76	0.01	
3. Plant & Equipment	--	--	--	3.5
and	0.09	0.07	Less than .05	
4. Concept	--	--	--	3.5
and	12.68	13.48	0.01	
5. Learning	--	--	--	5
and	5.4	5.74	0.01	
6. Teaching	--	--	--	6.5
and	2.1	1.92	Less than 0.05	
7. Philosophy	--	--	--	6.5
and	6.68	5.75	0.01	
8. Evaluation	--	--	--	8.5
and	1.11	1.02	Less than 0.05	
9. Curriculum	--	--	--	8.5

Table 4.7 : Semester Components ranked on the basis of
'desirable' perception scores of University
teachers given in Table 4.4

Semester System Components	Mean difference between scores	C.R.	Level of signifi- cance	Rank
1. Plant & Equipment	---	---	---	2.5
and	2.90	1.60	Less than .05	
2. Concept	---	---	---	2.5
and	0.81	0.41	Less than .05	
3. Organization	---	---	---	2.5
and	3.60	1.77	.05	
4. Class Strength	---	---	---	2.5
and	14.95	7.15	.01	
5. Learning	---	---	---	5
and	5.48	2.74	.01	
6. Teaching	---	---	---	7
and	0.48	0.22	Less than .05	
7. Evaluation	---	---	---	7
and	1.35	0.60	Less than .05	
8. Philosophy	---	---	---	7
and	3.85	1.98	.05	
9. Curriculum	---	---	---	9

Table 4.8 : Semester Components ranked on the basis of
'desirable' perception scores of the teachers of
Autonomous Institutions given in Table 4.4

Semester System Components	Mean difference between scores	C.R.	Less of signifi- cance	Rank
1. Plant & Equipment and	-- 2.1	-- 1.94	-- Less than .05	2
2. Concept and	-- 1.78	-- 1.18	-- Less than .05	2
3. Organization and	-- 4.91	-- 3.12	-- .01	2
4. Philosophy and	-- 0.99	-- 0.73	-- Less than .05	4.5
5. Evaluation and	-- 3.01	-- 2.16	-- .05	4.5
6. Learning and	-- 3.13	-- 2.57	-- .05	6
7. Teaching and	-- 2.27	-- 1.89	-- Less than .05	7.5
8. Class Strength and	-- 2.59	-- 1.99	-- .05	7.5
9. Curriculum	--	--	--	9

Table 4.9 : Semester components ranked on the basis of the
'feasible' perception scores of Affiliated
College Teachers given in Table 4.5

Semester System Components	Mean difference between scores	C.R.	Level of signifi- cance	Rank
1. Organization	---	--	--	1
and	8.02	8.35	.01	
2. Class Strength	--	--	--	2
and	3.22	2.95	.01	
3. Concept	--	--	--	3.5
and	2.02	1.92	Less than .05	
4. Learning	--	--	--	3.5
and	2.60	2.03	.05	
5. Plant and Equipment	--	--	--	5
and	1.10	0.84	Less than .05	
6. Philosophy	--	--	--	5
and	4.82	4.73	.01	
7. Teaching	--	--	--	7
and	5.31	5.64	.01	
8. Curriculum	--	--	--	8
and	5.59	5.08	.01	
9. Evaluation	--	--	--	9

Table 4.10 : Semester components ranked on the basis of the 'feasible' perception scores of the University teachers given in Table 4.5

Semester System Components	Mean difference between scores	C.R.	Level of significance	Rank
1. Organization	--	--	--	1
and	8.06	4.05	.01	
2. Plant & Equipment	--	--	--	2
and	6.32	3.87	.01	
3. Philosophy	--	--	--	4.5
and	4.11	1.88	Less than .05	
4. Concept	--	--	--	4.5
and	0.25	0.11	Less than .05	
5. Learning	--	--	--	4.5
and	2.13	1.33	Less than .05	
6. Class strength	--	--	--	4.5
and	5.09	2.66	.01	
7. Teaching	--	--	--	7
and	5.61	2.96	.01	
8. Curriculum	--	--	--	8
and	10.13	4.44	.01	
9. Evaluation	--	--	--	9

Table 4.11 : Semester Components ranked on the basis of the 'feasible' perception scores of the teachers of Autonomous Institutions given in Table 4.5

Semester System components	Mean difference between scores	C.R.	Level of significance	Rank
1. Plant & Equipment	--	--	--	1
and	4.14	2.67	.01	
2. Organization	--	--	--	2
and	5.43	2.93	.01	
3. Concept	--	--	--	3.5
and	1.48	0.74	Less than .05	
4. Philosophy	--	--	--	3.5
and	11.01	5.85	.01	
5. Class Strength	--	--	--	6
and	1.09	0.63	Less than 0.5	
6. Teaching	--	--	--	6
and	0.38	0.24	Less than .05	
7. Curriculum	--	--	--	6
and	4.58	3.20	.01	
8. Learning	--	--	--	8
and	5.72	3.26	.01	
9. Evaluation	--	--	--	9

An abstract of the ranked positions of the semester components above or below the median indicating the teachers' opinion more favourable or less favourable is tabulated below :

The College Teaching Community's Perception of Semester Components

Rank	Affiliated colleges	University Departments	Autonomous Institutions
<u>'DESIRABLE' PERCEPTIONS</u>			
Above median (more favourable)	1.Class strength, 2.Organization, 3.Plant & Equipment, 4.Concept.	1.Plant & Equipment, 2.Concept 3.Organization, 4.Class Strength	1.Plant & equipment, 2.Concept, 3.Organization, 4.Philosophy, 5.Evaluation.
Below median (less favourable)	1.Learning 2.Teaching 3.Philosophy 4.Evaluation 5.Curriculum (Vide Table 4.6)	1.Learning 2.Teaching 3.Evaluation 4.Philosophy 5.Curriculum (Vide Table 4.7)	1.Learning 2.Teaching 3.Class Strength 4.Curriculum (Vide Table 4.8)
<u>'FEASIBLE' PERCEPTIONS</u>			
Above median (more favourable)	1.Organization 2.Class strength 3.Concept 4.Learning	1.Organization 2.Plant & equipment 3.Philosophy 4.Concept 5.Learning 6.Class Strength	1.Plant & Equipment 2.Organization 3.Concept 4.Philosophy
Below median (less favourable)	1.Plant and equipment 2.Teaching 3.Teaching 4.Curriculum 5.Evaluation (Vide Table 4.9)	1.Teaching 2.Curriculum 3.Evaluation (Vide Table 4.10)	1.Class strength 2.Teaching 3.Curriculum 4.Learning 5.Evaluation (Vide Table 4.11)

A further abstraction from the above tables would bring out the semester components in which the teachers of the Affiliated Colleges, University Departments and Autonomous Institutions have unanimity of opinion as to their more positive or less positive nature in regard to desirability and feasibility.

1. More desirable semester components :

- (a) Organization
- (b) Plant and Equipment
- (c) Concept

2. More Feasible semester components :

- (a) Organization
- (b) Concept

3. Less desirable semester components

- (a) Learning
- (b) Teaching
- (c) Curriculum

4. Less feasible semester components

- (a) Teaching
- (b) Curriculum
- (c) Evaluation

FINDINGS :

Components of Semester System in which there is no identity of views.

"Class-Strength :

The teachers of the Affiliated Colleges and University Departments perceive 'class-strength' as desirable and feasible. On the other hand the teachers of the Autonomous Institutions perceive it as only desirable but less feasible.

"Evaluation"

'Evaluation' as a semester component is perceived as less desirable and less feasible by the teachers of Affiliated colleges and University Departments whereas the same is perceived as desirable but less feasible by the teachers of the Autonomous Institutions.

"Plant and Equipment", and "Philosophy"

The teachers of the Autonomous Institutions and University Departments are indetical in perceiving 'plant and equipment' and 'philosophy' as both desirable and feasible. The Affiliated college teachers, however, perceive 'plant and equipment' as desirable but less feasible and as for 'philosophy' they perceive it as both less desirable and feasible.

"Learning"

'Learning' is perceived by the teachers of the Affiliated colleges and University Departments as feasible but less desirable. The same component, however, is perceived as less desirable and less feasible by the teachers of Autonomous Institutions.

Components in which there is identity of view

All the three above said teaching communities are found to be identical in perceiving

(a) 'Concept' and 'Organization' as both desirable and feasible, and

(b) 'Teaching' and 'Curriculum' as less desirable and less feasible.

Summing up, in regard to more than half the components of the Semester System visualised in this study, the teaching communities of the above mentioned three types of institutions have been found to be divided in their opinion about the desirability and feasibility of the Semester System, thus confirming the hypothesis.

As a whole the teachers of the University Department show agreement with those of the Affiliated colleges in more Semester components than they do with the teachers of Autonomous Institutions. It is also noteworthy that inspite of

institutional differences there have been identity of views among the three teaching communities in four of the nine components of the Semester System.

4.4 AN ANALYSIS OF PERCEPTIONS FACULTY-WISE

Faculties differ in their academic calendar requirements. Professional faculties might like to complete their courses semester-wise whereas Arts and Science faculties might like to have prolonged sessions which might not very well fit into semester pattern. In order to study this aspect a working hypothesis was proposed as follows :

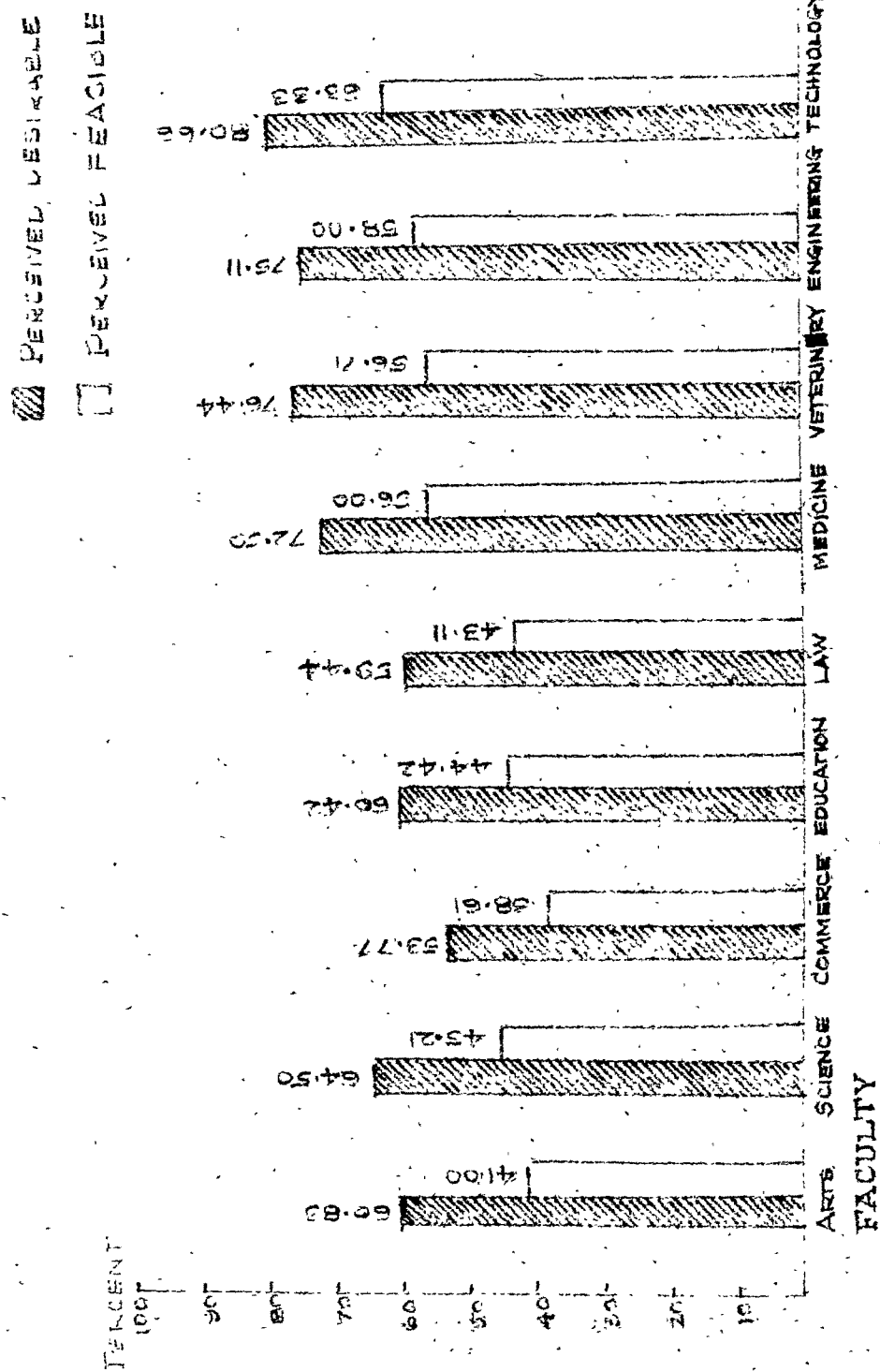
HYPOTHESIS V :

"The members of professional faculties would perceive the adoption of Semester System more favourably than those of non-professional faculties",

The teaching communities which formed the subjects of this investigation were classified according to their faculties as follows :

- | | |
|--------------|----------------|
| 1. Arts | 6. Medicine |
| 2. Science | 7. Veterinary |
| 3. Commerce | 8. Engineering |
| 4. Education | 9. Technology |
| 5. Law | |

FIG. 4.4. PERCEPTION SCORES OF FACULTIES COMPARED



An analysis of their perception scores as made out in Table 4.12 shows that all the faculties consider the Semester System more feasible than desirable. A ranking of the 9

Table 4.12 : Perception scores of Faculties on 'Desirable' and 'Feasible' dimensions of Semester System

Faculty	No.of respon- dents	Mean score in percent		Mean Diffe- rence	C.R.	Level of signifi- cance
		Desira- ble	Feasi- ble			
Arts	122	60.83 (15.9)	41.00 (10.2)	19.83	11.6	.01
Science	90	64.50 (13.4)	45.21 (13.7)	19.29	8.4	.01
Commerce	43	53.77 (8.5)	38.61 (7.0)	15.16	8.9	.01
Education	40	60.42 (5.8)	44.42 (6.9)	16.00	11.51	.01
Law	15	59.44 (8.1)	43.11 (6.6)	16.33	6.06	.01
Medicine	65	72.50 (7.7)	56.00 (6.0)	16.50	13.6	.01
Veterinary	30	76.44 (7.8)	56.71 (5.5)	19.73	10.17	.01
Engineering	30	75.11 (5.6)	58.00 (5.0)	17.11	12.5	.01
Technology	65	80.66	63.33	17.33	1.47	.01

S.D. given within brackets

(Vide Fig. 4.4)

faculties studied (vide Tables 4.13 and 4.14) on the basis of their scores in the 'desirable' and 'feasible' dimensions of the Semester System and fixing their levels of perceptions taking the rank 4.5 as median, would show that faculties of Technology, Engineering, Veterinary and Medicine fall above the median, and Science, Education, Law, Arts and Commerce fall below the median for both the desirability and feasibility aspects. It is noteworthy that the faculty of Technology takes the top place in the ranking and its position is very significantly higher (i.e. at .01 level) compared to other faculties in both 'desirable' and 'feasible' perceptions.

Findings

It is, therefore, evident that

(1) the members of the different faculties studied without an exception feel that the Semester System is more desirable than feasible.

(2) the members of the applied science faculties namely Technology, Engineering, Veterinary, and Medicine exhibit a positive attitude towards the desirability and feasibility of Semester System whereas the members of the faculties of Science, Education, Law, Arts and commerce exhibit less positive attitude. Except the faculties of Education and Law, the other professional faculties which are applied science

faculties perceive the Semester System positively desirable and feasible. The non-professional faculties as a whole exhibit a less favourable attitude towards semester system. The hypothesis, therefore, is only partly confirmed.

Table 4.13 : Faculties ranked on the basis of 'desirable' perception scores given in Table 4.11.

Faculties in Descending order of scores	Mean difference in scores between successive ranks	Critical Ratio	Level of signifi- cance	Rank
1. Technology and	-- 5.33	-- 3.30	-- .01	1
2. Engineering and	-- 1.29	-- 0.94	-- Below .05	3
3. Veterinary and	-- 0.71	-- 0.57	-- Below .05	3
4. Medicine and	-- 10.79	-- 6.64	-- .01	3
5. Science and	-- 0.79	-- 0.44	-- Below .05	5
6. Education and	-- 1.31	-- 0.65	-- Below .05	7.5
7. Law and	-- 2.11	-- 1.09	-- Below .05	7.5
8. Arts and	-- 2.39	-- 1.70	-- Below .05	7.5
9. Commerce				

Table 4.14 : Faculties ranked on the basis of the 'Feasible' Perception scores given in Table 4.12

Faculties in descending order	Mean difference in scores	Critical Ratio	Level of significance	Rank
1. Technology	--	--	--	1
and	4.22	2.61	.01	
2. Veterinary	--	--	--	3
and	1.33	0.75	Below .05	
3. Engineering	--	--	--	3
and	2.61	1.85	Below .05	
4. Medicine	--	--	--	3
and	8.00	7.10	.01	
5. Science	--	--	--	5
and	3.67	2.44	.05	
6. Arts	--	--	--	7
and	0.41	0.24	Below .05	
7. Education	--	--	--	7
and	0.98	0.43	Below .05	
8. Law	--	--	--	7
and	5.67	2.29	.05	
9. Commerce	--	--	--	9

4.5 AN ANALYSIS OF THE PERCEPTIONS OF EDUCATIONAL ADMINISTRATORS HEADS OF COLLEGES AND TEACHING STAFF

The decision regarding the introduction of Semester System was taken at the top level and the teaching communities which are to implement it had by and large little to do with the decision-making process so much so there is bound to be perceptible divergence in the way in which educational administrators and teachers at different levels perceive the desirability and feasibility of adopting Semester System in Colleges. The educational administrators at the top level may view the Semester System more favourably than the others. Based on this assumption the following hypothesis was formulated.

HYPOTHESIS VI :

"The educational administrators of the University of Madras, the Directorate of Education and the Autonomous Institutions would perceive the adoption of Semester System more favourably than the Heads of Colleges and of the departments and the teaching staff".

The data presented in Table 4.15 show that there is no significant difference between the 'desirable' and 'feasible' perception scores of the Educational Administrators. As for the Heads of Departments and teachers, the difference in scores

Fig. 4.5. PERCEPTION SCORES OF EDUCATIONAL ADMINISTRATORS AND TEACHERS OF VARIOUS CATEGORIES COMPARED.

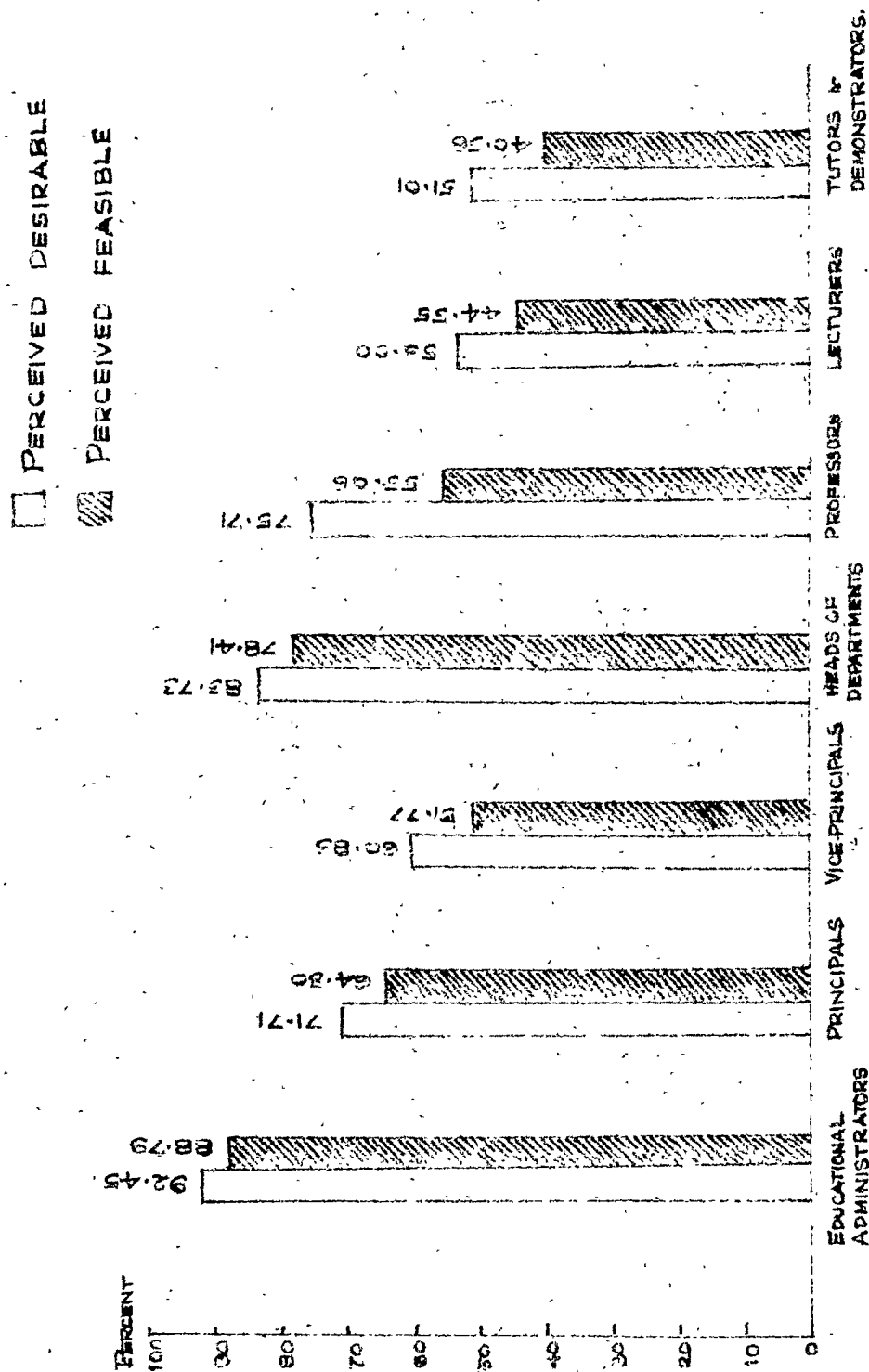


Table 4.15 : Comparison of 'desirable' and 'feasible' perception scores of educational administrators and teachers of various categories

Academic status	No. of responding (N=510)	Mean scores in per cent		Mean difference	C.R.	Level of significance
		Desirable	Feasible			
Educational Administrators	10	92.45 (9.3)	88.79 (5.0)	3.66	1.75	Less than .05
Principals	8	71.71 (5.2)	64.30 (7.0)	7.41	4.72	.05
Vice-Principals	12	60.83 (6.7)	51.77 (8.3)	9.06	4.84	.01
Heads of Departments	79	83.73 (11.5)	78.41 (8.1)	5.32	3.36	.01
Professors	65	75.71 (10.2)	55.06 (11.1)	20.65	6.66	.01
Lecturers	286	53.00 (13.4)	44.55 (16.3)	8.45	2.40	.01
Tutors and Demonstrators	50	51.01 (11.2)	40.56 (12.3)	10.45	4.50	.01

S.D. given within brackets

between these two perceptual dimensions of Semester system is very significant, the mean difference being at .01 level of significance.

Dividing the 7 categories of educational administrators

and teachers given above into two groups on the basis of their median rank of 3.5 in their 'desirable' and 'feasible' perceptions as shown in Table 4.16 and 4.17 would indicate that

Table 4.16 : Educational administrators and teachers ranked status-wise on the basis of their 'desirable' perception scores given in Table 4.15.

Administrative and Academic Status arranged according to scores	Mean difference in scores	C.R.	Level of significance	Rank
1. Educational Administrators and	-- 8.72	-- 4.66	-- .01	1
2. Heads of Departments and	-- 8.02	-- 4.45	-- .01	2
3. Professors and	-- 4.00	-- 1.79	-- Less than .05	3.5
4. Principals and	-- 10.88	-- 4.12	-- .01	3.5
5. Vice-Principals and	-- 7.83	-- 3.80	-- .01	5
6. Lecturers and	-- 1.99	-- 1.12	-- Less than .05	6.5
7. Tutors and Demonstrators	--	--	--	6.5

Table 4.17 : Educational administrators and teachers ranked status-wise on the basis of their 'feasible' perception scores given in Table 4.15

Administrative and Academic status arranged according to scores	Mean difference in scores	C.R.	Level of significance	Rank
1. Educational Administrators and	-- 10.38	-- 5.67	-- .01	1
2. Heads of Departments and	-- 14.11	-- 13.73	-- .01	2
3. Professors and	-- 0.76	-- 0.28	-- Less than .05	3
4. Principals and	-- 2.53	-- 0.82	-- Less than .05	4.5
5. Vice-Principals and	-- 7.22	-- 3.61	-- .01	4.5
6. Lecturers and	-- 3.99	-- 3.83	-- .01	6
7. Tutors and Demonstrators	--	--	--	7

(a) in 'desirable' perceptions, the Educational Administrators, Heads of Departments, Professors, and Principals fall above the median rank, and vice-principals, lecturers, and Tutors and Demonstrators fall below it, and

(b) in 'feasible' perceptions, the Educational Administrators and Heads of Departments above fall above the median rank and the others fall below it.

Findings :

This leads us to the conclusion that -

1. the Educational Administrators are significantly more positive about the adoption of Semester System compared to others and they also consider it equally desirable and feasible
2. the Heads of Departments also exhibit significantly positive views about semester system but they consider it more desirable than feasible
3. the Professors, Principals, and Vice-Principals are positive only about the desirability of the Semester System but not so in respect of the feasibility of it.
4. The Lecturers, and the Tutors and Demonstrators are less positive about the desirability and feasibility of the Semester System.

The top educational administrators of the university of Madras, the Directorate of Collegiate Education and the Autonomous Institutions consider the Semester System equally desirable and feasible and they show significantly a positive attitude towards its adoption compared to the Heads of Colleges and Departmental Heads and the teaching staff.

The hypothesis, therefore, stands confirmed.

4.6 THE INFLUENCE OF BIOGRAPHICAL FACTORS ON THE PERCEPTION OF THE COLLEGE TEACHERS

Change over to a new pattern of academic calendar as is the case with the introduction of Semester System is likely to be reacted differently by individual teachers depending upon their biographical backgrounds such as age, sex, and qualification. From the point of view of psychology, however, change of attitude or ideas is marked during the growing stages of an individual, that is, when the individual is young but is not marked in the case of adults. Since the teachers who constitute the teaching communities of this investigation are adults and enlightened and are in the same vocation, it is assumed that their ideas about the desirability and feasibility of semester system would not show any true and significant difference on the basis of biographical aspects.

So in order to find out whether or not biographical aspects are deciding factors in ones perception of the Semester System the following working hypothesis has been proposed :

HYPOTHESIS VII :

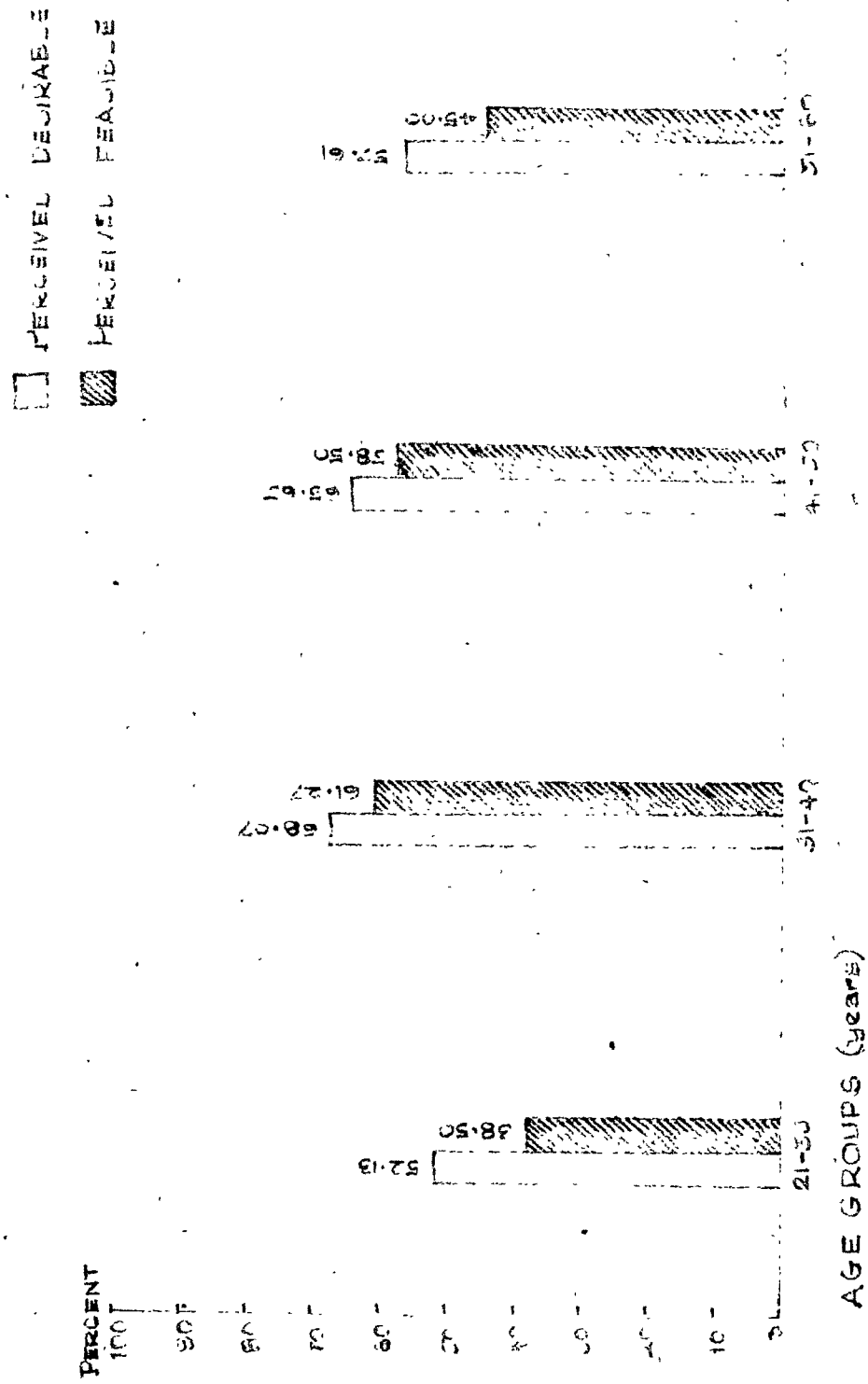
"The College teaching communities in Madras show no true and significant difference in their perception of the desirability and feasibility of the Semester System on the basis of biographical factors, (a) age (b) sex (c) academic qualifications^{and} (d) teaching experience."

Age and Semester Perceptions :

In order to study the 'perceptions' of the teaching communities age-wise, the teachers were grouped into four groups, viz., (1) 'young', 20-30 years, (2) 'Middle', 31-40 years, (3) 'Upper Middle', 41-50 years and (4) 'Old', 51-60 years.

The perception scores of the different age groups are given in Table 4.18. It shows that all the groups have higher scores in 'desirable' perceptions than in 'feasible' perceptions, the mean difference in scores being at .01 level of significance. The four age groups ranked on the basis of their perception scores show (vide Tables 4.16 and 4.17) that the 'middle' and 'Upper Middle' age groups fall above the median

Fig.4.c. PERCEPTION SCORES OF DIFFERENT AGE GROUPS COMPARED



rank of 2 and 'old' and 'young' groups fall below it both in respect of 'desirable' and 'feasible' perceptions. The mean difference in scores between ranks was significant at .01 level.

Table 4.18 : Scores of different age groups in 'desirable' and 'feasible' perceptions

Sl. No.	Age-Group	Nos.	Mean Score in per cent		Mean difference	C.R.	Level of Significance
			Desi- rable	Fea- sible			
1.	20-30 yrs. (young)	110	52.13 (9.2)	38.50 (10.1)	13.63	14.19	.01
2.	31-40 yrs. (middle)	229	68.07 (11.1)	61.27 (8.2)	6.8	7.47	.01
3.	41-50 yrs. (upper middle)	133	65.65 (10.7)	58.50 (9.2)	7.15	9.05	.01
4.	51-60 yrs. (old)	28	57.61 (5.0)	45.00 (8.3)	12.61	8.03	.01

S.D. given within brackets

(Vide - Fig. 4.6)

Table 4.19 : Age-groups ranked on the basis of their
'desirable' perception scores given in Table 4.18

Age-group	Mean difference in scores bet- ween groups	C.R.	Level of signifi- cance	Rank
1. 31-40 yrs (middle)	--	--	--	1
and	2.42	2.05	.05	
2. 41-50 yrs. (upper middle)	--	--	--	2
and	8.04	6.05	.01	
3. 51-60 years (old)	--	--	--	3
and	5.48	4.25	.01	
4. 20-30 years (young)	--	--	--	4

Table 4.20 : Age-groups ranked on the basis of their 'feasible'
perception scores given in Table 4.18.

Age-group	Mean difference in scores bet- ween group	C.R.	Level of signifi- cance	Rank
1. 31-40 yrs. (middle)	--	--	--	1
and	2.77	3.01	.01	
2. 41-50 yrs. (upper middle)	--	--	--	2
and	13.50	7.71	.01	
3. 51-60 yrs. (old)	--	--	--	3
and	6.50	3.53	.01	
4. 20-30 yrs (Young)	--	--	--	4

Findings

(1) Age group-wise the teaching community in Madras consider the Semester System more desirable than feasible.

(2) The "Middle" and "Upper Middle" age groups have significantly positive perceptions about the desirability and feasibility of semester system.

(3) The 'old' and the 'young' age groups have less favourable perceptions about both the desirability and feasibility of Semester System.

Inference Age is a factor that has significant influence on the teachers' perception about the desirability and feasibility of Semester System.

PERCEPTION STUDY OF MEN AND WOMEN TEACHERS

The teaching community studied for their semester perceptions consisted of 148 women and 352 men teachers.

The perception scores of the teaching community sex-wise show very significant mean difference at .01 level between their 'desirable' and 'feasible' perceptions, the 'desirable' being higher for both men and women. A comparison of the scores of men and women indicates that there is no significant difference between them in respect of their 'desirable' perceptions but there is very significant

Fig:4.7. PERCEPTION SCORES OF MEN AND WOMEN TEACHERS COMPARED

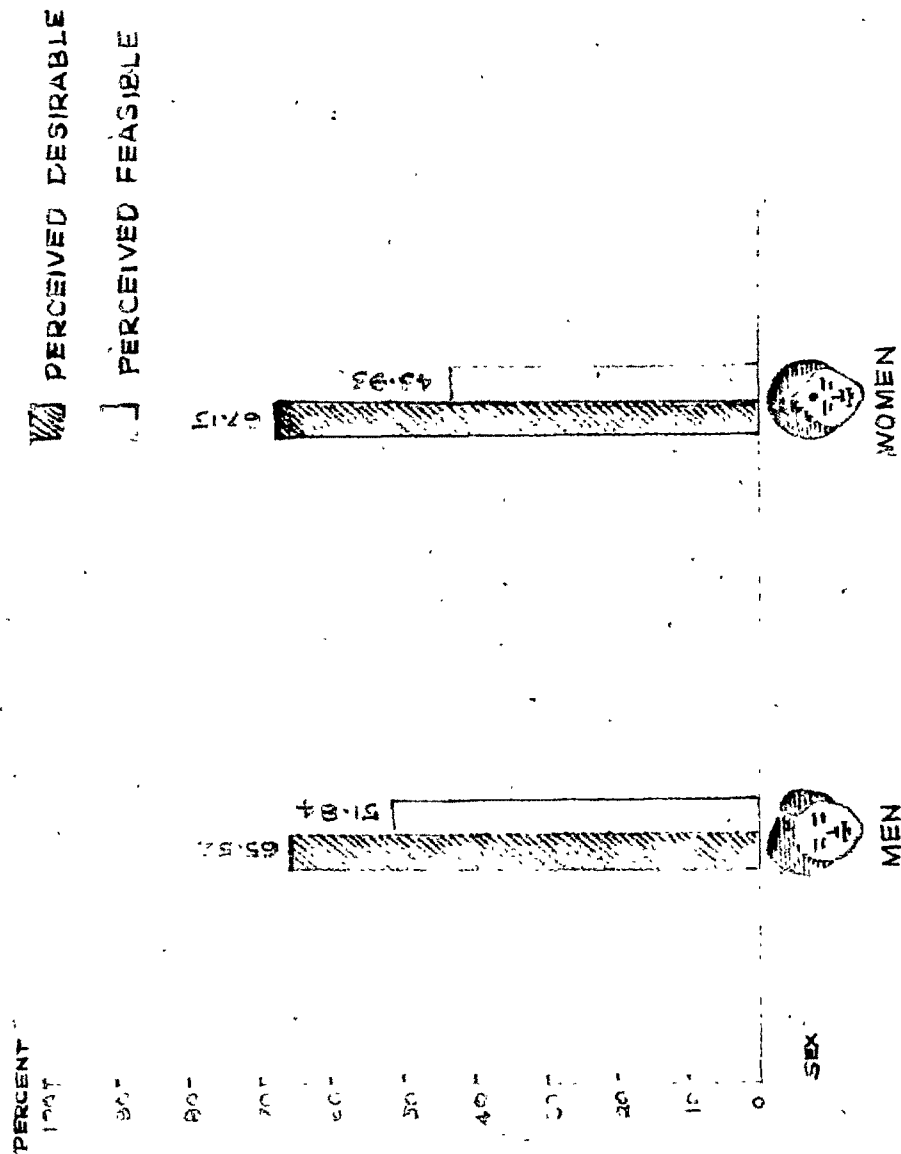


Table 4.21 : 'Desirable' and 'Feasible' perception scores of women and men teachers

Sex	No.	Mean score in percent		Mean difference in scores	C.R.	Level of significance
		Desirable	Feasible			
Women	148	67.15 (7.5)	43.93 (8.6)	23.23	24.71	.01
Men	352	65.52 (12.8)	51.84 (13.2)	13.68	13.95	.01
Mean difference in scores between women and men						
		1.63	7.92			
C.R.						
		1.77	7.92			
Level of significance						
		Less than .05	.01			

S.D. given within brackets

(Vide - Fig. 4.7)

difference between them in respect of their 'feasible' perceptions, the men being higher with their scores.

Findings :

It is, therefore, evident that both the men and women teachers consider Semester System more desirable than feasible and sex-wise there is no significant difference in the teachers' perceptions about the 'desirability' of Semester System but the men seem to have significantly a positive attitude towards the feasibility of semester system.

Sex as a factor shows its influence only on the 'feasible' perceptions but not on the 'desirable' perceptions of the college teachers.

PERCEPTION STUDY ON THE BASIS OF ACADEMIC QUALIFICATIONS

The teaching community under study consisted of subjects who possessed academic qualifications in terms of Master's Degree (academic), Professional Degree and Ph.D. (or research) degree. All the three categories of teachers showed significant difference between their 'desirable' perception scores and 'feasible' perception scores in favour of the former, the significance of difference being at .01 level for all the groups (Table 4.22).

Ranking of the three categories of teachers according to their perception scores (Tables 4.23 and 4.24) fixing rank 1.5 as the median would show that the professional degree holders alone fall above the median both in their 'desirable' and 'feasible' perceptions of the Semester System.

The significance of mean difference between the scores of ranks is also found to be at .01 level in all cases both in the 'feasible' and 'feasible' perceptions of teachers.

Fig. 4.3. PERCEPTION SCORES OF TEACHERS COMPARED
ON THE BASIS OF THEIR ACADEMIC QUALIFICATION.

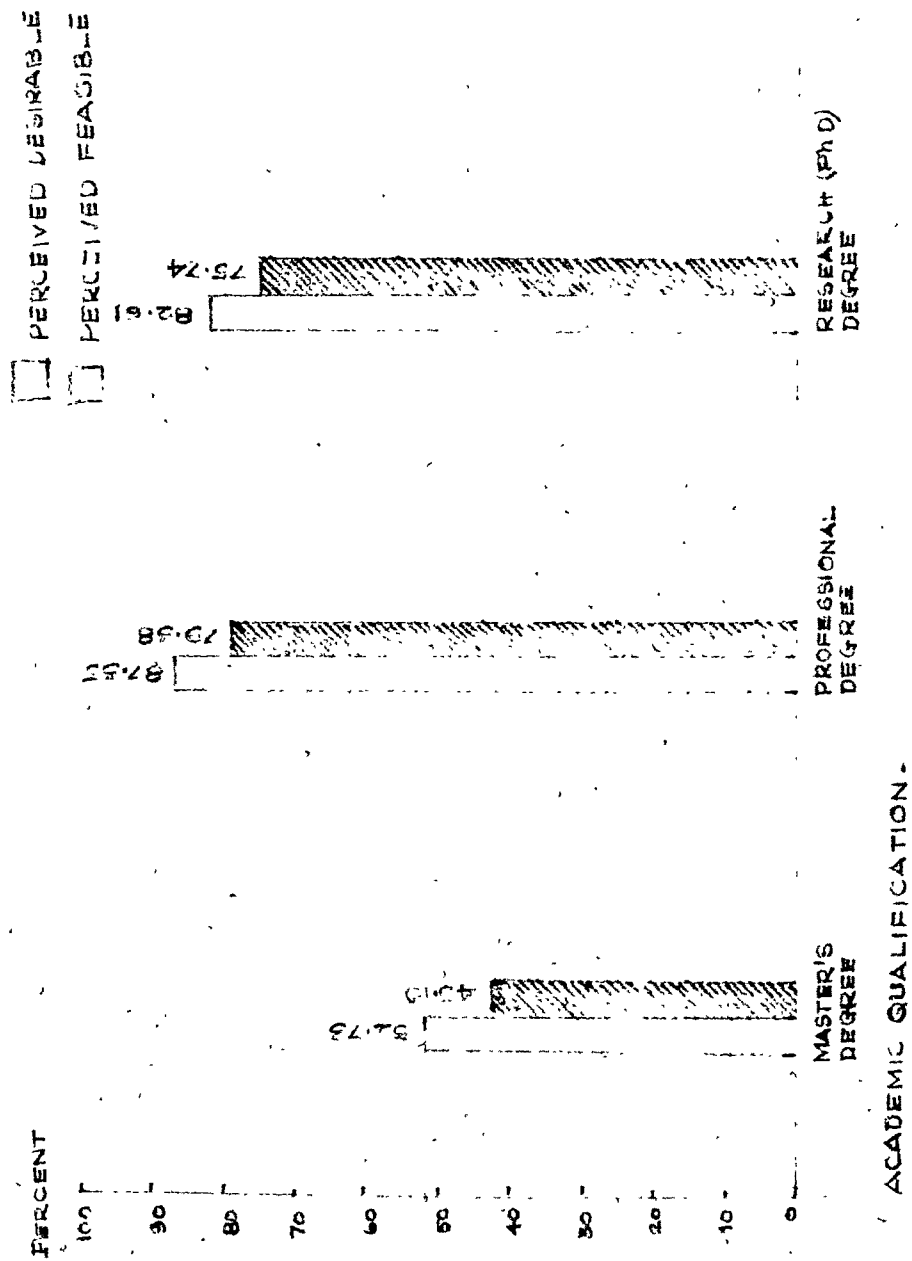


Table 4.22 : A Comparison of the 'desirable' and 'feasible' perception scores of teachers on the basis of academic qualification

Academic qualifications	No. responding	Mean scores in per cent		Mean difference	C.R.	Level of significance
		Desirability	Feasibility			
Master's Degree	227	52.73 (14.1)	43.10 (17.8)	9.63	6.01	.01
Professional Degree	215	87.35 (7.3)	79.38 (8.2)	7.97	10.62	.01
Research (Ph.D.) Degree	58	82.61 (3.6)	75.74 (4.1)	6.87	9.41	.01

S.D. given within brackets
(Vide- Fig. 4.8)

Table 4.23 : Ranking of teachers academic qualification-wise for their 'desirable' perception on the basis of marks given in Table 4.22

Academic Qualification	Mean difference in score	C.R.	Level of significance	Rank
1. Professional Degree	--	--	--	1
and	4.74	6.78	.01	
2. Research Degree	--	--	--	2
and	29.88	25.53	.01	
3. Master's Degree	--	--	--	3

Table 4.24 : Ranking of teachers academic qualification-wise for their 'feasible' perception on the basis of marks given in Table 4.22

Academic Qualifications	Mean difference in scores	C.R.	Level of significance	Rank
1. Professional degree	--	--	--	1
and	3.64	4.72	.01	
2. Research Degree	--	--	--	2
and	32.64	25.11	.01	
3. Master's Degree	--	--	--	3

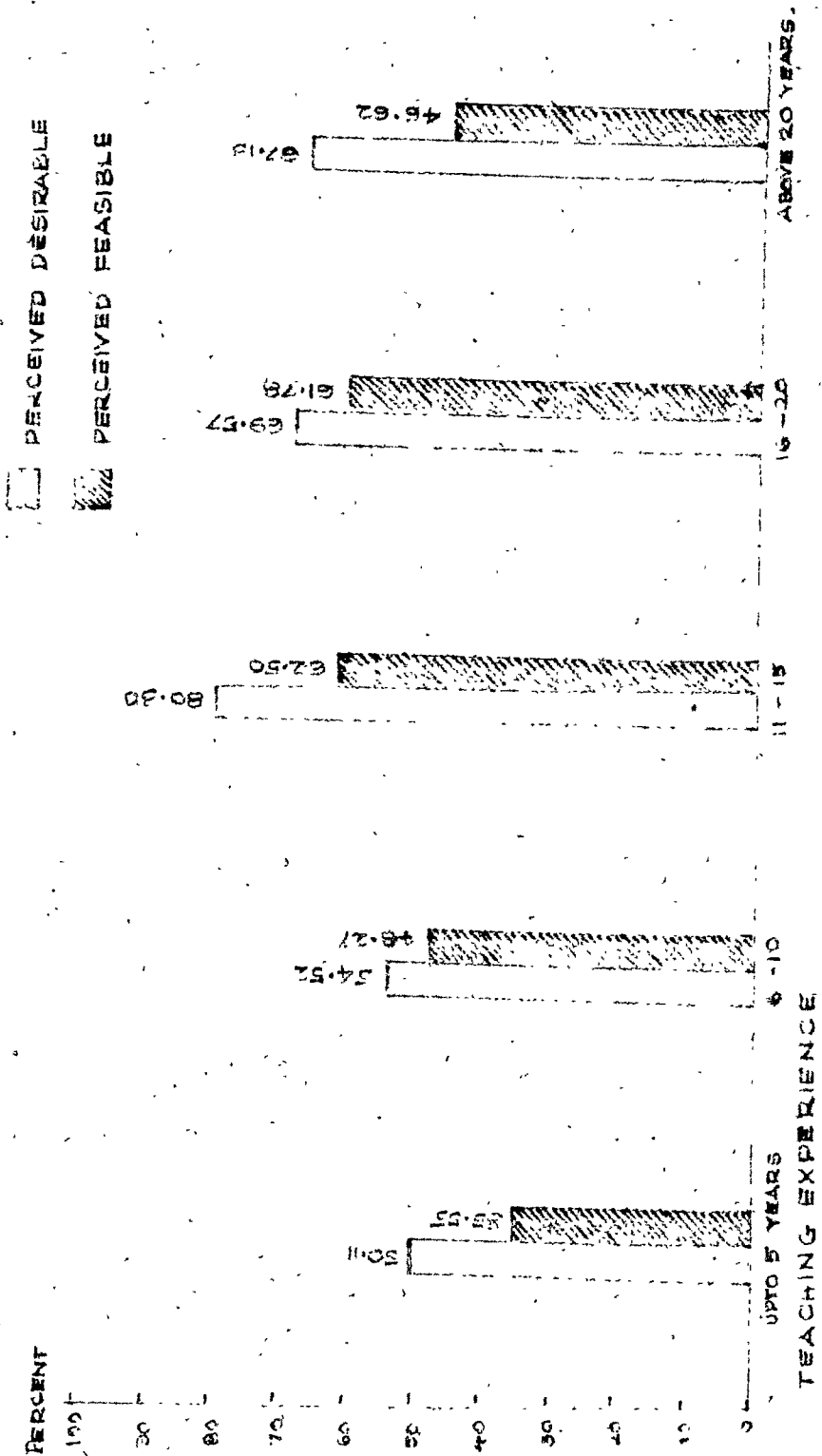
It could, therefore, be aduced that -

(1) qualification-wise also the teachers think that the Semestery System is more desirable than feasible.

(2) The Professional Degree holders are more positive in their perceptions about the desirability and feasibility of Semester System compared to the Master's Degree holders and Ph.D. Degree holders.

(3) Academic qualification as a factor seems to have definite influence on the perception of teachers about the desirability and feasibility of semester system.

Fig 4.9. PERCEPTION SCORES OF TEACHERS COMPARED ON THE BASIS OF THEIR TEACHING EXPERIENCE.



TEACHING EXPERIENCE AND TEACHERS' SEMESTER PERCEPTIONS

In studying the perception of the teaching community teaching-experience-wise, the teachers were grouped into 5 categories, i.e., teachers upto 5 years experience, 6 to 10 years, 11 to 15 years, 16 to 20 years and above 20 years. It was found that in all the categories, the teachers had significantly higher scores in the semester dimensions in favour of 'desirable' compared to 'feasible' (vide Table 4.25).

Table 4.25 : A comparison of 'desirable' and 'feasible' perception scores on the basis of teaching experience

Teaching experience (groups)	No. responding	Mean score in per cent		Mean difference	C.R.	Level of significance
		Desirability	Feasibility			
1. Upto 5 yrs. (Lower)	94	50.11 (8.8)	35.55 (11.2)	14.56	9.97	.01
2. 6-10 yrs. (Lower Middle)	146	54.52 (9.5)	48.27 (10.6)	6.24	5.20	.01
3. 11-15 yrs. (Middle)	116	80.30 (6.6)	62.50 (7.7)	17.8	19.34	.01
4. 16-20 yrs. (Upper Middle)	89	69.57 (6.1)	61.78 (8.1)	7.79	7.41	.01
5. 20 yrs. and above (High)	55	67.13 (5.5)	46.62 (6.2)	20.51	17.68	.01

S.D. given within brackets

(Vide- Fig. 4.9)

Findings :

When the perception scores are ranked (Table 4.26 and 4.27) for the five categories and the rank of 2.5 taken as the median for purposes classification, it is found that the Middle (11-15 years) and Upper Middle (16-20 years) experience group are found to have a more favourable attitude towards both the desirability and feasibility of the semester system. The High, Lower, and Lower middle groups exhibit less favourable attitude towards the Semester System. The difference in scores between each group is significant in the 'desirable' perception dimension but it is not so far the 'feasible' perception dimension. This indicates that teaching experience is an influencing factor in the teachers' perception of the desirability of Semester System.

Table 4.26 : Ranking of teachers according to their teaching experience on the basis of their 'desirable' perception scores given in Table 4.25.

Teaching Experience (groups)	Mean difference in scores	C.R.	Level of signifi- cance	Rank
1. 11-15 yrs (Middle) and	-- 10.73	-- 12.05	-- .01	1
2. 16-20 yrs.(Upper middle) and	-- 2.44	-- 2.49	-- .05	2
3. 20 yrs and above and	-- 12.61	-- 9.7	-- .01	3
4. 6-10 yrs (Lower Middle) and	-- 4.41	-- 3.68	-- .01	4
5. 5 years and less	--	--	--	5

Table 4.27 : Ranking of teachers according to their teaching experience on the basis of their 'feasible' perception scores given in Table 4.25.

Teaching Experience (groups)	Mean difference in score	C.R.	Level of signifi- cance	Rank
1. 11-15 yrs.(Middle) and	-- 0.71	-- 0.63	-- Less than .05	1
2. 16-20 yrs.(Upper Middle) and	-- 13.51	-- 10.89	-- .01	1
3. 6-10 yrs.(Lower Middle) and	-- 1.65	-- 1.36	-- Less than .05	3
4. 20 yrs. and above and	-- 11.07	-- 7.79	-- .01	3
5. 5 yrs. and less (lower)	--	--	--	5

Overall Findings on biographical variables

Age, sex, academic qualification, and teaching experience are found to be influencing factors in the college teachers' perception of the desirability of Semester System.

In regard to the teachers' perception of the feasibility of the Semester System, sex and teaching experience are not found to be influencing factors whereas the other said factors are. In so far as the teachers' perceptions are found to be influenced by the biographical factors studied by and large, the hypothesis could be taken as rejected.

4.7 INTERRELATIONSHIP BETWEEN THE COMPONENTS OF THE SEMESTER SYSTEM

The components of the Semester System visualised in this study are likely to have varying degrees of relationship in the perceptual field of the college teaching community. The components may stand out as related to each other or independent of each other in an overall perspective. In this regard the components of the semester system could be assumed to show positive correlation among themselves within the dimensions, "desirability" and "feasibility" in view of the obvious interrelationship between the components. Similarly, in so far as one's ideas about the feasibility of a proposition is known normally to depend on one's ideas about its desirability, it could be safely proposed that there would exist concomitant relationship between one's perceptions of the identical components in the parallel dimensions of 'desirability' and 'feasibility' of the Semester System envisaged in the study. When it comes to the problems of introducing Semester System, it could be assumed that one is likely to perceive them as serious if one has a negative attitude towards the feasibility and desirability of the Semester System and vice-versa, and this type of relationship may show itself in the form of negative correlation between the teaching community's perception of the components of

Semester System on one hand and that of problems of introducing Semester System on the other. Based on these assumptions, hypotheses have been formulated to study the interrelationship between the various components of the Semester System perceptions visualised in this study. For purposes of verification of the hypotheses which follows, appropriate correlation matrices were computed with the mean perception scores of the teaching communities of 28 colleges taken for study.

The statistical significance of the correlation coefficient was fixed at .37 with N-2 degree of freedom at .05 level of significance (Garrett, H.E., p.201, Table 25).

HYPOTHESIS VIII :

"The perceptions of the college teaching communities about the various components of Semester System are interrelated within the respective dimensions, 'desirable' and 'feasible'."

In order to verify the hypothesis a 19 x 19 Correlation Matrix was computed (vide Table 4.28).

Table 4.28 : 19 x 19 Correlation Matrix for the components of the Semester System Perceptions

[illegible]

Components of the correlation matrix.

1. Concept	"Desirable"	10. Concept	"Feasible"
2. Philosophy	"	11. Philosophy	"
3. Curriculum	"	12. Curriculum	"
4. Teaching	"	13. Teaching	"
5. Class Strength	"	14. Class strength	"
6. Evaluation	"	15. Evaluation	"
7. Learning	"	16. Learning	"
8. Organization	"	17. Organization	"
9. Plant and Equipment	"	18. Plant and Equipment	"

19. Problems.

The data show that there is significant positive correlation among 8 of the 9 components under the 'desirable' perception. The only component that does not correlate with the other components is 'class strength'. Under the 'feasible' perception the same set of components again show significant positive correlation but 'class strength' again standing out uncorrelated with this difference, that is, under 'desirable' perceptions, "class strength" does not correlate with any other component but under 'feasible' perceptions it correlates with 'evaluation'. However, in view of the large measure of intercorrelation shown by the components within the respective perceptual dimensions, 'desirable' and 'feasible', the hypothesis could be taken as confirmed.

Here the resultant findings are :

- (1) The college teaching communities perceive concept, philosophy, curriculum, teaching, evaluation, harning, organization and plant and equipment as interrelated within the respective perceptual dimensions of the desirability and feasibility of Semester System.
- (2) 'Class Strength' is perceived as unrelated to other components under the 'desirable' perceptions, and
- (3) 'Class strength' is perceived as related to 'evaluation' only but not to other components under the 'feasible' perceptions.

HYPOTHESIS IX :

"The perceptions of the college teaching communities about the adoption of Semester System would show positive correlation between identical components of the 'desirable' and 'feasible' dimensions of the same".

It is evident from the correlation matrix in Table 4.28 that identical components in the parallel dimension 'desirable' and 'feasible' show positive correlation to a significant extent in all cases except in the case of "class strength". As 8 out of the 9 components listed have shown positive correlation, it could be taken that there is overwhelming evidence in support of the hypothesis and hence it is confirmed.

The accruing findings are :

(1) The college teaching communities' perceptions regarding the desirability and feasibility of adopting Semester System are positively related. Thus, the more a teaching community perceives a component of Semester System desirable, the more it perceives the component feasible. Similarly, the less a teaching community perceives a component desirable, the less it perceives it feasible.

(2) While positive relationship is found among all the other identical components of the 'desirable' and feasible dimensions, the component "class strength" does not show such a reciprocal relationship.

HYPOTHESIS X_{III} :

"The perceptions of the college teaching communities about the desirability and feasibility of adopting Semester System would show inverse relationship with their perceptions of the problems of adopting Semester System."

A study of the relevant figures in the correlation matrix in Table 4.28 would show that of the 9 components of 'desirable' perceptions 4 are observed to have significant negative correlation with 'problems' dimension. The components

are 'curriculum', 'teaching', 'evaluation', and 'plant and equipment'. Likewise for the 'feasible' perceptions significant negative correlation is noticed in 5 out of the 9 components, viz., 'Concept', 'philosophy', 'teaching', 'evaluation', and 'plant and equipment'.

Components in which significant negative correlation is noticed in both the 'desirable' and 'feasible' perception dimensions are 'teaching', 'evaluation', and 'plant and equipment'.

The components which do not show significant correlation, either positive or negative, with 'problems' perception are 'concept' 'class strength', and 'organization' under 'desirable', perceptions, 'class strength' and 'learning' under 'feasible' perceptions.

The Findings :

(1) The college teaching communities which formed the subjects of the study tend to perceive by and large more problems if they perceive the semester system less desirable and less feasible, and less problems if they find the Semester System more desirable and more feasible. The investigator has interpreted such inverse relationship as indicative of uncritical and biased attitude towards the problems of adopting Semester System.

(2) In certain components, however, the teaching communities are found to perceive more and more problems as they perceive the semester system more and more feasible or desirable and vice-versa. Such positive relationship is interpreted here as indicative of critical and unbiased attitude towards the problems of adopting Semester System. The following components are found to come under this category :

- (a) desirability of 'philosophy' and 'learning'
- and (b) feasibility of 'curriculum' and 'organization'.

(3) The college teaching communities do not seem to perceive any problem in respect of -

- (a) desirability of 'concept', 'class strength' and 'organization' and
- (b) feasibility of 'class strength' and 'learning'.

4.8 PERCEPTIONS OF TEACHERS ABOUT SEMESTER SYSTEM AND THE INSTITUTIONAL FACTORS - INTRODUCTION

In this investigation it is regarded that certain institutional factors of the colleges like Institutional Climate, Leadership Behaviour of the Principal, Teacher Morale, and 'Dogmatism' of the staff could influence the perceptions of the teaching communities about the desirability and feasibility of adopting semester system in their colleges. In order to analyse the relationship that might exist between them, the variables were classified into their categories as described in the earlier chapters. Correlation matrices were also computed between the dimensions of the independent variables, that is, the institutional factors, and the components of the dependent variable, that is, the perceptions of teachers about the Semester System to ascertain whether or not there was any relationship between them.

A summary of the classification of the variables of the study is given in Table 4.29. The basic data used for arriving at the classified categories of the variables are given in Appendices, in No.4.

Table 4.29 : Classified Categories of the Variables of the study

Variable	Categories	No. of colleges	
		Numbers	in %
1. Semester System Perception			
Desirable	Good	5	18
	Average	17	61
	Poor	6	21
Feasible	Good	4	14
	Average	19	68
	Poor	5	18
Problem	Much	6	21
	Moderate	16	57
	Less	6	21
2. Institutional Climate			
	Open	11	39
	Intermediate	11	39
	Closed	6	21
3. Leadership Behaviour of Principal			
	HH(High Initiating structure and high consideration)	10	36
	HL(High initiating structure and low consideration)	8	29
	LH (low initiating structure and high consideration)	4	14
	LL (low initiating structure and low consideration)	6	21

...cont.

Table 4.29 (continue)

Variable	Categories	No. of Colleges	
		Numbers	in %
4. Teacher Morale	High	5	18
	Moderate	16	57
	Low	7	25
5. Dogmatism of Teachers	High	5	18
	Moderate	13	46
	Low	10	36

As for Institutional climate, most of the colleges display Open or Intermediate climate there being 39 per cent of colleges under each of these categories of climate. The closed climate categories constitute only 21 per cent.

The predominant leadership behaviour pattern perceived by the teaching communities in their principals is the HH pattern which is high in 'initiating structure' and 'Consideration'. Next in order comes the HL pattern with its high 'initiating structure' and 'low' consideration. This is followed by LL pattern and LH pattern respectively. The corresponding percentages in terms of colleges for these leadership pattern in order are 36, 29, 21 and 14.

In regard to Teacher Morale, most of the colleges,

that is, 57 per cent evidence only moderate morale among their teachers. High morale is seen in 18 per cent of the colleges and the rest, that is, 25 per cent manifest low morale.

The 'dogmatism' displayed by the teaching communities in most of the colleges is moderate which is so in 46 per cent of the colleges. In 18 per cent of them it is high and in 36 per cent it is less in extent.

It is, therefore, evident that the college teaching communities in Madras belong to the average category in respect of their perceptions about the desirability and feasibility of adopting Semester System in their colleges and the problems associated with it. The respective percentages in this regard in terms of colleges is 61, 68, and 57. The colleges where the teaching communities perceive the desirability of adopting Semester System as good constitute only 18 per cent and those under the same category in respect of feasibility of Semester System, 14 per cent. The colleges where the teaching communities have 'poor' perception as to the desirability of semester system come to 21 per cent and the corresponding figure for the 'feasible' perception is 18 per cent. The problem of adopting Semester System is felt acutely in 21 per cent of colleges and an

equal number do not feel it much. On the whole the college teaching communities in 50 per cent of colleges show an average trend in their perception of the desirability and feasibility of introducing the Semester System and the problems associated with it.

4.9 SEMESTER SYSTEM PERCEPTIONS AND INSTITUTIONAL CLIMATE - A CORRELATIONAL STUDY

HYPOTHESIS XI :

"The type of institutional climate prevailing in colleges would have significant relationships ^{to} /way in which the respective teaching communities perceive the desirability and feasibility of adopting semester system and the problems associated with it."

Here the colleges were classified into open, intermediate, and closed institutional climate categories and the perceptions of the teaching communities of the colleges into good, average, and poor in the "desirable" and "feasible" dimensions of Semester System and much, moderate and less in the "problems" dimension of the same. Then a correlational study of each of the Semester System dimension was made separately with the institutional climate using chi-square test. The contingency tables 4.30 to 4.32 give the combined

distribution of the respective pairs of categorised variables studied for their relationship and are self-explanatory.

Table 4.30 : Comparison of the college teaching communities' perceptions about desirability of Semester System and Institutional Climate in 28 colleges

Perceptions about DESIRABILITY of Semester System	Institutional Climate			Total
	Open	Intermediate	Closed	
Good	(2.0) 2	(2.0) 2	(1.1) 1	5
Average	(6.7) 6	(6.7) 6	(3.6) 5	17
Poor	(2.4) 3	(2.4) 3	(1.3) 0	6
Total	11	11	6	28

Figures within brackets are expected frequencies and those outside, observed frequencies for each cell.

$$\chi^2 = 2.29 \quad df = 4 \quad P \text{ is less than } .05$$

Hence χ^2 is not significant at .05 level.

Table 4.31 : Comparison of the College teaching communities' perceptions about the feasibility of Semester System and Institutional Climate in 28 colleges

Perceptions about the FEASIBILITY of Semester System	Institutional Climate			Total
	Open	Intermediate	Closed	
Good	(1.6) 2	(1.6) 1	(0.9) 1	4
Average	(7.5) 7	(7.5) 8	(4.1) 4	19
Poor	(2.0) 2	(2.0) 2	(1.1) 1	5
Total	11	11	6	28

Figures within brackets are expected frequencies and those outside, observed frequencies for each cell.

$\chi^2 = .372$ df=4 P lies between 1.00 and .95. Hence the χ^2 is not significant at .05 level.

Table 4.32 : Comparison of the college teaching communities' perception about the problems of adopting Semester System and Institutional Climate.

Perceptions about the PROBLEMS of Semester System	Institutional Climate			Total
	Open	Intermediate	Closed	
Much	(2.4) 2	(2.4) 3	(1.3) 1	6
Moderate	(6.3) 6	(6.3) 6	(3.4) 4	16
Less	(2.4) 3	(2.4) 2	(1.3) 1	6
Total	11	11	6	28

$\chi^2 = 1.27$ df=4. The χ^2 is not significant at .05 level.

Findings :

The Chi-square tests show that x^2 is not significant at .05 level in the comparative studies of institutional typologies with nature of perceptions in respect of the 'desirable', feasible', and 'problem' dimensions of Semester System. Hence it is concluded that types of institutional climate prevailing in a college do not have any significant relationship to the way in which the teaching communities perceive the Semester System. The hypothesis, therefore, is not accepted.

HYPOTHESIS XII :

"There would be significant linear relationship between the dimensions of institutional climate and the various components of the Semester System as perceived by the teaching community."

In order to verify the hypothesis a 12x19 (vide Table 4.33) Correlation Matrix was computed with the mean scores of 28 colleges in the 12 dimensions of the Institutional climate and the 19 components of the Semester System. As stated in the earlier sections, a correlation coefficient of .37 (at .05 level of significance) and above was taken as significant relationship and if 50 per cent of the

Table 4.33 : Correlation Matrix computed for 12 dimensions of Institutional Climate and 19 components of Semester System (N=28)

	1	2	3	4	5	6	7	8	9	10	11	12			
A	.006	.23	.16	.05	-.03	-.09	.35	-.09	.12	.14	.14	.07	A	Concept	(D)
B	-.29	-.37*	.11	.36	-.18	-.35	.45*	.22	.25	.24	.26	.40*	B	Philosophy	(D)
C	-.21	-.51*	.18	.32	-.23	-.31	.52*	.12	.24	.36	.25	.47*	C	Curriculum	(D)
D	.21	-.33	.04	.39*	-.24	.36	.50*	.06	.33	.24	.20	.43**	D	Teaching	(D)
E	.11	.09	-.16	.09	.21	-.10	.09	-.12	.07	-.25	-.31	.00	E	Class Strength	(D)
F	-.19	.34	.12	.20	-.06	-.28	.40*	.03	.14	.18	.16	.18	F	Evaluation	(D)
G	.24	.45*	.04	.42*	.35	-.33	.50*	.03	.44*	.11	.13	.42*	G	Learning	(D)
H	.09	-.11	.05	.06	.00	-.07	.19	.16	.14	.16	.00	.05	H	Organization	(D)
I	.00	.05	.09	.18	-.08	.13	.27	.10	.03	.27	.22	.25	I	Plant & Equipment	(D)
a	-.40*	-.62*	.13	.35	.27	-.37*	.54*	-.06	.19	.33	.17	.43*	a	Concept	(F)
b	-.29	-.38*	.23	.44*	-.27	-.37*	.54*	.21	.24	.23	.34	.34	b	Philosophy	(F)
c	.21	-.52*	.27	.40*	.34	-.37*	.53*	.21	.32	.37*	.35	.55*	c	Curriculum	(F)
d	-.21	-.34	.20	.30	-.14	-.45*	.55*	.14	.19	.18	.21	.36	d	Teaching	(F)
e	.17	.09	.13	.26	-.45*	-.20	.24	-.06	.01	.27	.11	.27	e	Class strength	(F)
f	-.21	-.32	.08	.37*	.27	-.19	.48*	.10	.09	.41*	.27	.39*	f	Evaluation	(F)
g	-.29	-.43*	.21	.34	-.30	-.39*	.53*	.16	.36	.24	.15	.46*	g	Learning	(F)
h	-.23	-.16	.07	.17	.22	.24	.21	.14	-.27	.00	.07	.21	h	Organization	(F)
i	-.16	-.30	.18	.22	-.15	-.40*	.40*	.03	.27	.17	.19	.30	i	Plant & Equipment	(F)
j	-.27	.43*	-.44*	-.45*	.49*	-.46*	-.06	-.28	-.27	.34	-.58*	.42*	j	Problems	(F)

* Indicates significant relationship. (D) Desirable perception, (F) Feasible perception.

1. Disengagement, 2. Hindrance, 3. Esprit, 4. Intimacy, 5. Aloofness, 6. Production Emphasis, 7. Thrust, 8. Consideration, 9. Organizational Structure, 10. Human relations, 11. Communication 12. Freedom and Democratization.

**Table 4.34 : Components of Semester System perceptions
correlating with institutional climate dimensions**

Sl. No.	Institutional Climate dimensions	Semester System perception Correlating Components of			Total	In %
		A Desira- ble (N=9)	B Feasible (N=9)	C Problems (N=1)		
1.	Disengagement (Closed)	Nil	Concept(-)	Nil	1	5
2.	Hindrance (Closed)	Philosophy(-) Curriculum(-) Learning (-)	Concept(-) Philosophy(-) Curriculum(-) Learning (-)	Problem(+)	8	42
3.	Esprit (Open)	nil	nil	Problem(-)	1	5
4.	Intimacy (open)	Teaching(+) Learning(+)	Philosophy(+) Curriculum(+) Evaluation(+)	Problem(-)	6	32
5.	Aloofness (Closed)	nil	Class strength(+) Class strength(-)	Problem(-)	2	11
6.	Production Emphasis (Closed)	Nil	Concept(-) Philosophy(-) Curriculum(-) Teaching(-) Learning(-) Plant and equipment(-)	Problem(-)	7	37
7.	Thrust (Open)	Philosophy(+) Curriculum(+) Teaching(+) Evaluation(+) Learning(+)	Concept(+) Philosophy(+) Curriculum(+) Teaching(+) Evaluation(+) Learning(+) Plant and equipment(+)	nil	12	63

cont....

Note: (+) = Positive Correlation
(-) = Negative Correlation

Table 4.34 (contd.)

Sl. No.	Institutional Climate dimensions	Semester System perception Correlating Components of			Total	In %
		A Desira- ble (N=9)	B Feasible (N=9)	C Problems (N=1)		
8.	Consideration	nil	nil	nil	-	-
9.	Organizational Learning(-) Structure (Closed)		nil	nil	1	5
10.	Human Relations (Open)	nil	Curriculum(+) Evaluation(+)	nil	2	11
11.	Communica- tion(open)	nil	nil	problem(-)	1	5
12.	Freedom and democratiza- tion(Open)	Philosophy(+) Curriculum(+) Teaching(+) Learning(+)	Concept(+) Curriculum(+) Evaluation(+) Learning(+)	Problem(-)	9	47
Total		15	28	7	50	
Total in %		14	26	58	22	

correlates in the matrix shows significant correlation coefficient, it is taken as an indication of significant linear relationship between the dimensions of the Institutional Climate and the various components of the Semester System as perceived by the teaching community.

Taking the correlation matrix of Institutional climate and Semester System perceptions as a whole, out of the total correlates of 228 (19x12), only 50, that is, 22 per cent shows significant correlation coefficient (vide Table 4.34).

Dimension-wise analysis shows that institutional climate dimensions and 'problems' perceptions of Semester System correlate significantly 58 per cent of times whereas it is only 14 per cent and 26 per cent with the 'desirable' and 'feasible' perception components of semester system.

The frequency of significant linear correlation that the Institutional Climate dimensions shows with the 'desirable' perception components of the semester system is as follows :

<u>Open Climate dimensions</u>		<u>Closed Climate dimensions</u>	
Thrust	56% positively	Hindrance	33% negatively
Freedom & Democrati- zation	44% positively	Organiza- tional Structure	11% negatively
Intimacy	22% positively		

Similarly the frequency of significant linear correlation the climate dimensions are seen to make with 'feasible' perception components of Semester System is :

<u>Open climate dimensions</u>		<u>Closed climate dimensions</u>	
Thrust	78% positively	Production Emphasis	67% negatively
Freedom & democratization	4% positively	Hindrance	44% negatively
Human relations	22% positively	Disengagement	11% negatively
Intimacy	33% positively	Aloofness	11% negatively

The institutional climate dimensions that correlate significantly with 'problems' perceptions of Semester System and their frequencies are :

<u>Open climate dimensions</u>		<u>Closed climate components</u>	
Intimacy	100% negatively	Hindrance	100% positively
Communication	100% negatively	Aloofness	100% positively
Freedom & democratization	100% negatively	Production Emphasis	100% positively
Esprit	100% negatively		

A study of the number of times the components of the 'desirable' and 'feasible' perceptions of Semester System correlating significantly with climate dimensions would give the following figures.

<u>Components</u>	% Correlating with Climate dimensions	
	<u>"desirable"</u>	<u>"feasible"</u>
	(%)	(%)
Concept	nil	33
Philosophy	25	33
Curriculum	25	50
Teaching	25	17
Class strength	nil	17
Evaluation	8	33
Learning	42	33
Organization	nil	nil
Plant and Equipment	nil	17

The 'feasible' perception of the 'curriculum' component is found to correlate significantly with the climate dimension, the largest number of times and it was also the only one to do so 50% of times. Its correlation coefficient in this respect showed inverse relationship to 'hindrence' and 'production emphasis', and positive relationship to 'intimacy', 'thrust', 'human relations', and 'freedom and democratization',

Findings :

It is found that there does exist linear relationship between the dimensions of institutional climate and the

components of the Semester System entity-wise but the extent of which is not significant enough.

Of the three dimensions of desirability, feasibility, and problems of adopting Semester System, the 'problems' alone shows significant linear relationship to institutional climate dimensions.

From the point of view of problems of adopting Semester System, it has been found that existence of 'hindrance', 'aloofness', and 'production emphasis' and the lack of 'freedom and democratization', 'intimacy', 'esprit' and 'communication' in the institutional climate of the colleges studied have been perceived by the teaching communities as contributive factors to problems perceived by the teachers.

'Thrust' as an open climate dimension has been found to be an important factor influencing the perceptions of the teaching communities about the desirability and feasibility of adopting semester system. The more 'thrust' there is in the institutional climate of the colleges studied, the more favourably do the teaching communities perceive the desirability and feasibility of Semester System.

Likewise, 'production emphasis', a closed climate dimension, is found to be an important factor in the

institutional climate of the college studied, which tend to influence the perceptions of the college teaching communities adversely about the feasibility of Semester System.

Of all the Semester System perception components, the 'feasible' perception of 'curriculum' alone shows significant relationship to institutional climate. It has been found that the teaching communities' perception on this component is positively influenced by 'intimacy', 'thrust', 'human relations' and 'freedom and democratization' and negatively by 'hindrance' and 'production emphasis' in the institutional climate of the colleges studied.

In so far as that the linear relationship between the dimensions of institutional climate and the components of the Semester System observed is not significant, the hypothesis stands unconfirmed.

4.10 SEMESTER SYSTEM PERCEPTIONS AND TEACHER MORALE - A CORRELATIONAL STUDY

In this section the relationship between Teacher Morale and the perceptions of the college teaching communities about Semester System would be studied with reference to the hypotheses propounded in this connection.

HYPOTHESIS XIII :

"The extent of teacher morale prevailing in colleges would be significantly related to the way in which the respective teaching communities perceive the desirability and feasibility of adopting semester system, and the problems associated with it."

In verifying the hypothesis the teaching communities were classified into those of high, moderate, or low teacher morale by placing their mean teacher morale score on a stanine scale (vide Appendix). Out of the 28 colleges studied the teaching communities of 5 colleges exhibited high morale, 16 moderate morale, and 7 low morale. A combined distribution of the teacher morale categories, and the college teaching communities' perception categories on the desirability, feasibility and problems of Semester System are given in Tables 4.35, 4.36 and 4.37 respectively and the Chi-square test applied.

Table 4.35 : Comparison of the college teaching communities' perceptions about the desirability of Semester System and the teacher morale

Perceptions about DESIRABILITY of Semester System	Teacher Morale			Total
	High	Moderate	Low	
Good	(0.9) 3	(2.9) 2	(1.3) 0	5
Average	(3.0) 1	(9.7) 11	(4.3) 5	17
Poor	(1.1) 1	(3.4) 3	(1.5) 2	6
Total	5	16	7	28

$\chi^2 = 8.36$ df = 4 P lies between .10 and .05, hence χ^2 not significant.

Table 4.36 : Comparison of the college teaching communities' about the perceptions of the feasibility of Semester System and Teacher Morale

Perceptions about FEASIBILITY of Semester System	Teacher Morale			Total
	High	Moderate	Low	
Good	(1.7) 2	(2.3) 2	(1.0) 0	4
Average	(3.4) 3	(10.9) 10	(4.8) 6	19
Poor	(0.9) 0	(2.9) 4	(1.3) 1	5
Total	5	16	7	28

$\chi^2 = 2.95$ df = 4 P lies between .70 and .50 hence χ^2 is not significant.

Table 4.37 : Comparison of the college teaching communities' perceptions about the problems of adopting Semester System and Teacher Morale

Perceptions about PROBLEMS of Semester System	Teacher Morale			Total
	High	Moderate	Low	
Much	(1.1) 0	(3.4) 4	(1.5) 2	6
Moderate	(2.9) 3	(9.1) 10	(4.0) 3	16
Little	(1.1) 2	(3.4) 2	(1.5) 2	6
Total	5	16	7	28

$\chi^2 = 3.2$ df=4 P lies between .70 and .50 hence χ^2 not significant.

It is evident from the above analysis that category-wise 'teacher morale' do not show any significant relationship with the perceptions of the college teachers about the desirability, feasibility, and problems of Semester System.

HYPOTHESIS XIV :

"There would be significant linear relationship between the dimensions of Teacher Morale and the various components of the Semester System as perceived by the college teaching communities."

The correlation matrix was worked out with the mean scores of 28 colleges in ^{the} 8 dimensions of Teacher Morale and the 19 components of the Semester System (vide Table 4.38). It could be seen from the matrix that out of the total of 152 correlates only 57 show significant correlation coefficient at or above .05 level of significance, which being 38 per cent of the total. The break up of the figure showing significant correlation for the 'desirable', 'feasible' and 'problems' dimensions of Semester System are 40 per cent, 38 per cent, and 13 per cent respectively (vide Table 4.39).

Taking dimension-wise, the teacher morale dimensions which correlate significantly with 50 per cent or more components of Semester System under each of desirability, feasibility, and problems of Semester System are given in Table 4.39 and an abstract of the same is as follows :

<u>'desirable'</u> <u>perception</u>	<u>'Feasible'</u> <u>perception</u>	<u>'Problems'</u> <u>perception</u>
Teacher welfare	Teacher welfare	Cohesion
Relations	Relations	(negative correlation)
Joh Satisfaction	Joh Satisfaction	
Security	Security	
Need satisfaction (All positive correlation)	(All positive correlation)	

Similarly the components of Semester System which show a significant correlation coefficient with 50 per cent or more of the dimensions of Teacher morale are abstracted from Table 4.39 and given below.

Philosophy - 'desirable' and 'feasible' perceptions

Curriculum - 'desirable' and 'feasible' perceptions

Teaching - 'desirable' and 'feasible' perceptions

Evaluation - Only 'desirable' perception

Learning - Only 'desirable' perception

Plant and

Equipment - only 'feasible' perception

(All positive correlations)

Table 4.38 : Correlation matrix computed for 8 dimensions of Teacher Morale and 19 components of Semester System (N=28)

	1	2	3	4	5	6	7	8	Semester System Perception Components
A	.25	-.00	.32	.35	.00	.43*	.20	.21	A. Concept (E)
B	.55*	.14	.45*	.52*	.05	.43*	.44*	.25	B. Philosophy (D)
C	.41*	.15	.43*	.55*	.06	.40*	.49*	.20	C. Curriculum (D)
D	.51*	.29	.53*	.45*	.06	.38*	.43*	.26	D. Teaching (D)
E	.07	.29	-.16	.06	-.20	.20	.05	-.06	E. Class strength (D)
F	.51*	.24	.45*	.45*	.12	.50*	.37*	.22	F. Evaluation (D)
G	.39*	.27	.51*	.40*	.20	.37*	.44*	.41*	G. Learning (D)
H	.15	.02	.36	.30	-.03	.41*	.28	.24	H. Organization (D)
I	.49*	.11	.31	.27	-.05	.23	.24	-.01	I. Plant and Equipment. (D)
a	.39*	.02	.26	.40*	-.02	.17	.22	.05	a. Concept (F)
b	.56*	.25	.53*	.52*	.18	.47*	.45*	.24	b. Philosophy (F)
c	.58*	.26	.48*	.52*	.11	.41*	.49*	.26	c. Curriculum (F)
d	.36	.26	.49*	.57*	.18	.51*	.50*	.62*	d. Teaching (F)
e	-.01	.26	.22	.13	.12	-.07	.08	.12	e. Class strength (F)
f	.37*	.08	.23	.22	-.15	.14	.18	-.06	f. Evaluation (F)
g	.38*	.22	.39*	.31	.05	.26	.31	.18	g. Learning (F)
h	.30	.02	.33	.19	-.12	.38*	.17	.19	h. Organization (F)
i	.42*	.28	.61*	.63*	.17	.62*	.58*	.39*	i. Plant and Equipment (F)
j	-.14	-.29	.33	-.06	-.29	-.26	-.15	-.47*	J. Problems

* indicates significant relationship (D) Desirable perception, (F) Feasible perception.

Teacher Morale dimensions : 1. Teacher-Welfare, 2. Condition of work, 3. Relations, 4. Job Satisfaction, 5. Administration, 6. Security, 7. Need satisfaction, 8. Cohesion.

Table 4.38 : Components of Semester System perceptions
correlating with teacher morale dimensions

Sl. Teacher No. Morale Dimensions	Semester System Perceptions correlating components of			Total (N=19)	in %
	'Desirable' (N=9)	'Feasible' (N=9)	'Problems' (N=1)		
1. Teacher- welfare	Philosophy curriculum Teaching Evaluation Learning Plant & Equipment (6)	Concept Philosophy Curriculum Evaluation Learning Plant & Equipment (6)	nil	12	63.00
2. Condition of work	nil	nil	nil	-	-
3. Relations	Philosophy Curriculum Teaching Evaluation Learning (5)	Philosophy Curriculum Teaching Learning Plant & Equipment (5)	nil	10	53.00
4. Job Satisfaction	Philosophy Curriculum Teaching Evaluation Learning (5)	Concept Philosophy Curriculum Teaching Plant & Equipment (5)	nil	10	53.00
5. Administra- tion	nil	nil	nil	-	-
6. Security	Concept Philosophy Curriculum Teaching Evaluation Organization (7)	Philosophy Curriculum Teaching Organization Plant & Equipment (5)	nil	12	63.00

cont...

Table 4.39 (contd.)

Sl. No.	Teacher Morale Dimensions	Semester System Perceptions Correlating Components of			Total (N=19)	In %
		'Desirable' (N=9)	'Feasible' (N=9)	'Problems' (N=1)		
7.	Need satisfaction	Philosophy Curriculum Teaching Learning Evaluation (5)	Philosophy Curriculum Teaching Plant and Equipment (4)	nil	9	47.00
8.	Cohesion	Learning (1)	Teaching Plant and Equipment (2)	Problems (negatively correlated) (1)	4	21.00
Total		29	27	1	57	
In per cent		40	38	13	38	

Findings :

The components of Teacher Morale namely 'Teacher Welfare', 'Relations', 'Job Satisfaction', 'Security' and 'Need Satisfaction' positively influence the perceptions of the college teachers about the 'philosophy', 'Curriculum', 'Evaluation', Learning, 'Teaching' and 'Plant and Equipment' in respect of their adoption in a Semester System.

Lack of 'Cohesion' is perceived as a contributive factor for problems perceived by the teacher in adopting Semester System.

The linear relationship observed between the dimensions of the Teacher Morale and the Components of the Semester System is partial and not significant enough. The hypothesis, therefore, is not confirmed.

4.11 SEMESTER SYSTEM PERCEPTIONS AND LEADERSHIP BEHAVIOUR - A CORRELATIONAL STUDY

In this section the relationship between Leadership Behaviour and the perceptions of the college teaching communities about the Semester System would be analysed with reference to hypotheses XV and XVI.

HYPOTHESIS XV :

"The pattern of Leadership Behaviour perceived by the teaching communities in their principals would have significant relationship to their perceptions of the desirability and feasibility of adopting Semester System, and the problems associated with it."

In this respect the teaching communities were classified into the four patterns of Leadership Behaviour namely High initiating structure and High Consideration (HH), High initiating structure and Low Consideration (HL), Low initiating structure and High Consideration (LH), and Low initiating

structure and Low consideration (LL) as per the procedure described in the earlier sections. The combined distributions of the Leadership behaviour patterns, and the categorised Semester System perceptions for the dimensions 'desirable', 'feasible' and 'problems' in regard to the 28 college teaching communities of this investigation are given in Tables 4.40, 4.41 and 4.42 respectively with the Chi-Square test applied in each case.

Table 4.40 : Comparison of the College teaching communities' perceptions about the desirability of Semester System and Leadership Behaviour of principals

Perceptions of Desirability of Semester System	Leadership Behaviour Pattern				Total
	HH	HL	LH	LL	
Good	(1.8) 3	(1.4) 2	(.7) 0	(1.1) 0	5
Average	(6.1) 6	(4.9) 5	(2.4) 3	(3.6) 3	17
Poor	(2.1) 1	(1.7) 1	(.9) 1	(1.3) 3	6
Total	10	8	4	6	28

$\chi^2 = 6.89$; $df = 6$ Plies between .50 and .30
Hence χ^2 not significant.

Table 4.41 : Comparison of the college teaching communities' perceptions about the feasibility of Semester System and the Leadership behaviour of principals

Perceptions of Feasibility of Semester System	Leadership Behaviour Pattern				Total
	HH	HL	LH	LL	
Good	(1.4) 1	(1.1) 3	(.6) 0	(.9) 0	4
Average	(6.8) 9	(5.4) 4	(2.7) 3	(4.1) 3	19
Poor	(1.8) 0	(1.4) 1	(.7) 1	(1.1) 3	5
Total	10	8	4	6	28

$\chi^2 = 12.06$ df = 6 P lies between .10 and .05

Hence χ^2 is not significant.

Table 4.42 : Comparison of the College teaching communities perceptions about the problems of adopting Semester System and the Leadership behaviour of principals

Perceptions about the problems of Semester System	Leadership Behaviour Pattern				Total
	HH	HL	LH	LL	
Much	(2.1) 0	(1.7) 1	(.86) 1	(1.1) 4	6
Moderate	(5.7) 8	(4.6) 3	(2.9) 3	(2.9) 2	16
Little	(2.1) 2	(1.7) 4	(1.1) 0	(1.1) 0	6
Total	10	8	4	6	28

$\chi^2 = 15.61$ df = 6 p lies beyond .01

Hence χ^2 is very significant.

Findings :

It is found that the leadership behaviour patterns envisaged in this study do not show any significant relationship to the perceptions of college teachers about the desirability and feasibility of Semester System. However, in regard to teachers' perception of 'problems' of introducing Semester Systems, the leadership behaviour patterns do show significant relationship.

Since two of the three dimensions of the Semester System studied do not show any significant relationship to the leadership behaviour patterns, the hypothesis is taken as not confirmed.

HYPOTHESIS XVI :

"There would be significant linear relationship between the dimensions of the leadership behaviour and the components of the Semester System as perceived by college teaching communities."

A 19x2 correlation matrix was worked out with the mean scores of the 28 college teaching communities for the 2 dimensions of the leadership behaviour namely 'Initiating Structure' and 'Consideration', and the 19 components of the Semester System perception of teachers (vide Table 4.43).

It could be seen from the matrix that the 'Initiating Structure' correlate significantly with 15 out of the 19 components of the Semester System perception making the frequency of significant linear correlation coefficient 79 per cent. As for 'consideration' none of the components of the Semester System perception shows significant correlation coefficient except the dimension 'problems' in which case the correlation coefficient is significant but negative.

Table 4.43 : Correlation Matrix of 2 dimensions of Leadership behaviour and 19 components of Semester System (N=28)

Semester System Components	Leadership Behaviour Dimensions	
	Initiating Structure	Consideration
1. Concept - (Desirable)	.56*	.05
2. Philosophy (Desirable)	.68*	.17
3. Curriculum (Desirable)	.70*	.09
4. Teaching (Desirable)	.64*	.20
5. Class Strength (Desirable)	.03	-.17
6. Evaluation (Desirable)	.65*	.02
7. Learning (Desirable)	.53*	.08
8. Organization(Desirable)	.39*	.08
9. Plant of Equipment(")	.41*	.24
10. Concept(Feasible)	.50*	-.08

cont...

Table 4.43 (contd.)

Semester System Components	Leadership Behaviour Dimensions	
	Initiating Structure	Consideration
11. Philosophy (Feasible)	.75*	.05
12. Curriculum (Feasible)	.70*	.24
13. Teaching (Feasible)	.72*	.08
14. Class Strength (Feasible)	.10	.04
15. Evaluation (Feasible)	.32	.14
16. Learning (Feasible)	.53*	.29
17. Organization (Feasible)	.49*	.04
18. Plant & Equipment (")	.76*	.03 ^v
19. Problems	.06	-.73*
Frequency of significant correlates	15	1
The same in percentage	79	5

* denotes significant coefficient of correlation.

It is to be noted, however, that out of the 38 correlates in the correlation matrix only 16 show significant coefficient of correlation, all positive. The frequency of linear correlation thus obtained comes to only 42 per cent of the total. Since it is less than a frequency of 50 per cent arbitrarily fixed as the norm, linear relationship between

Leadership Behaviour dimensions and the Semester System perceptions of teacher is taken as not significant.

Findings :

(1) The perceptions of the college teaching communities as to the desirability and feasibility of Semester System are influenced by the 'initiating structure' dimension of the Leadership Behaviour of the Principals or Heads of Institutions.

(2) The college teaching communities perceive problems in the adoption of Semester System where there is lack of 'consideration' in the Leadership Behaviour of Principals or Heads of Institutions.

Since the linear correlation between the dimensions of Leadership Behaviour and the components of Semester System perceptions is not significant enough as per the norm fixed, the hypothesis is taken as not confirmed.

4.12 SEMESTER SYSTEM PERCEPTIONS AND DOGMATISM -

A CORRELATIONAL STUDY

This section describes a correlational study undertaken to ascertain relationship if any between the perceptions of the college teaching communities about the

Semester System, and 'Dogmatism' as per hypotheses XVII and XVIII proposed in this regard.

HYPOTHESIS XVII:

"The extent of dogmatism in a college teaching community would have significant relationship to its perception of the desirability and feasibility of adopting Semester System and the problems associated with it."

The extent of dogmatism prevailing in the 26 college teaching communities taken for the study was categorised as 'High', 'Moderate' and 'Low' on a stanine scale according to the procedure described in the earlier sections. The combined distributions of dogmatism and the categorized Semester System perceptions for the dimensions 'desirable', 'feasible' and 'problems' are given in Table 4.44, 4.45 and 4.46 respectively with the Chi-square test applied in each case.

Findings :

It is found that 'dogmatism' shows no significant relationship to the teachers' perception of the desirability of Semester System but it does show very significant relationship to the teachers' perceptions about the feasibility of Semester System and the problem associated with it. The hypothesis, therefore, is accepted.

Table 4.44 : Comparison of the College teaching communities' perceptions about the desirability of Semester System and 'dogmatism'

Perceptions about Desirability of Semester System	Dogmatism			Total
	High	Moderate	Low	
Good	(.9) 1	(2.3) 1	(1.8) 3	5
Average	(3.0) 3	(7.9) 8	(6.1) 6	17
Poor	(1.1) 1	(2.9) 4	(2.1) 1	6
Total	5	13	10	28

$\chi^2 = 2.55$ df = 4 P lies between .70 and .50
Hence χ^2 is not significant.

Table 4.45 : Comparison of the College teaching communities' perceptions about the feasibility of Semester System and 'dogmatism'.

Perceptions about Feasibility of Semester System	Dogmatism			Total
	High	Moderate	Low	
Good	(.7) 0	(1.9) 0	(1.4) 4	4
Average	(3.4) 5	(8.8) 8	(6.8) 6	19
Poor	(.9) 0	(2.3) 5	(1.8) 0	5
Total	5	13	10	28

$\chi^2 = 16.24$ df = 4 P lies beyond .01
Hence χ^2 is very significant.

Table 4.46 : Comparison of the College teaching communities' perceptions of the problems of adopting Semester System and 'dogmatism'.

Perceptions about Problems of Semester System	Dogmatism			Total
	High	Moderate	Low	
Much	(1.1) 1	(2.8) 5	(2.1) 0	6
Moderate	(2.9) 4	(7.4) 8	(5.7) 4	16
Little	(1.1) 0	(2.8) 0	(2.1) 6	6
Total	5	13	10	28

$\chi^2 = 23.46$ $df = 4$ P lies beyond .01

Hence χ^2 very significant.

Table 4.47 : Correlation matrix of Dogmatism and 19 components of Semester System perception

Semester System Perception components		Dogmatism
1. Concept	(D)	-.07
2. Philosophy	(D)	-.23
3. Curriculum	(D)	.18
4. Teaching	(D)	-.19
5. Class strength	(D)	-.03
6. Evaluation	(D)	-.10
7. Learning	(D)	-.17
8. Organization	(D)	.40

cont...

Table 4.47 (contd.)

Semester System Perception components			Dogmatism
9.	Plant & Equipment	(D)	-.08
10.	Concept	(D)	-.41
11.	Philosophy	(F)	-.13
12.	Curriculum	(F)	-.27
13.	Teaching	(F)	.10
14.	Class Strength	(F)	.17
15.	Evaluation	(F)	-.19
16.	Learning	(F)	-.13
17.	Organization	(F)	-.34
18.	Plant & Equipment	(F)	-.19
19.	Problems		.00

D = Desirability
F = Feasibility

HYPOTHESIS XVIII :

"There would be significant linear relationship between the dogmatism of a college teaching community and the components of the Semester System as perceived by the community."

A 19x1 correlation matrix was worked out with the mean dogmatism score of the sample of 28 college teaching communi-

ties taken for the study and the 19 components of the Semester System perception of teachers (vide Table 4.47). It could be seen from the matrix that none of the variables correlate significantly.

Findings :

There exists no significant linear relationship between dogmatism and the components of the Semester System perceptions of teachers.

The hypothesis, therefore, stands rejected.

4.13 CONCLUSION

The above sections deal with an analysis of the data and the conclusions drawn from them. The findings relate to the perceptions of the college teaching communities about the desirability and feasibility of Semester System and the influence of the biographical and institutional background of the teachers, if any, on their perception. A further analysis of the data is done through factor analysis to determine the basic dimensions in the overall perceptions of college teachers visualised in this study as treated in the following chapter.