

Effective Implementation of Semester System in Colleges: A Case Study of the Affiliated Colleges with the University of Malakand

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Abstract



This research aimed to investigate the measures required for the effective implementation of a semester system for undergraduate education in graduate and post-graduate colleges affiliated with the University of Malakand. The study mainly focused on physical requirements (lecture rooms, laboratories, library), human resource requirements (faculty members, staff), issues in the curriculum, and major issues in the assessment system from the perspectives of teachers of public sector colleges affiliated with the University of Malakand. A mixed-method research design was used for data collection. First, qualitative data was collected, and analyzed through thematic analysis, and then a questionnaire was developed for quantitative data analysis. The findings of the study showed that there were several issues in the implementation of the semester system in the affiliated colleges. These included lengthy courses, outdated content, irrelevant content, lack of space such as classrooms, science labs, etc, need for curriculum improvement, poor assessment system, lack of training for teachers, and lack of regular monitoring from management and the university side. Based on the results it is suggested that the implementation of the semester system in the colleges needs to be reviewed and improved for the affiliated colleges and to ensure quality education.

Keywords: Semester System, Implementation, Affiliated Colleges, Malakand Division

Introduction

Higher education is considered an engine for the socio-economic uplift of any nation. Pakistan, being a member of the Comity of the nation, has also focused on higher education (Murataza & Hui, 2021). It has brought significant changes in the structure of its higher education, as it has been a major concern of all stakeholders since the inception of Pakistan (Khan, Mustafa & Nawaz, 2021). The first educational conference held in 1947 emphasized the right sort of education for the nation (First Educational Conference, 1947). The Government of Pakistan established the University Grant Commission (UGC) (Raza, Farooq, Ahmad & Anwar, 2019). The main aim of UGC was to maintain the standard of education and establish a uniform policy all over the country (Government of Pakistan, 1973, 1974). The results of the commission were not satisfactory, therefore, in 2002, the government established the Higher Education Commission (HEC) with more powers as compared to UGC. HEC paved the way to revitalize invigorate, support, legalize, standardize, sponsor, and make functional the endeavors undertaken by the various respective intuitions quiescent culture into mobile and active gestures (Ullah, Ajmal & Rehman, 2011). After the 18th amendment, the responsibility of education was also devolved to the provinces and since then the provinces along with HEC have been striving for higher education. The semester system has been implemented in all the affiliated colleges with the University of Malakand.

The colleges teach the curriculum developed by the University, 60% of assessment is conducted by the University; transcripts and degrees are also issued by the University. Therefore, there is a strong influence of the University on the affiliated colleges. The university and government need to be informed about the problems of the affiliated colleges so that suitable measures are taken for quality education in colleges. Research has not been conducted on the issues in the affiliated colleges, and measures required for the effective implementation of the semester system in the affiliated colleges. Pakistan introduced 4-year undergraduate degree programs in different disciplines,

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all one-year or 2-year degree program programs have been phased out. There is a great increase in the number of universities within in a few years. There are more than 200 universities in the country and 30 of them are there in KP. The rate of participation in higher education has gone from 4% in 2002 to 10% in 2017 (Ministry of Education policy, 2017).

The government of Pakistan has facilitated teachers and students. Teachers are given scholarships to improve their qualifications, students are facilitated through scholarships, online libraries, loans, and laptop schemes (Fazal, Khan & Majoka, 2014). All these measures, the value of education, the social status attached to higher education, and the demands of the job market have attracted people towards higher education (Hoodbhoy, 2009). Education is no longer limited to the elite class, everyone graduating from higher secondary school or college, wants to be admitted to university (Dilshad & Iqbal, 2010). The new system, the number of students in classes, and comparatively young learners in universities have created a new situation that needs proper investigation (Illahi & Zaka, 2015).

The quality of graduates assessed through the semester system lacks the necessary knowledge, skills, and attitude (Zubair, Haidar & Dilshad, 2011). A question arises as to why the system is failing to give the required quality graduates to the nation. So, this is a question of immense importance to be investigated and once the problem is investigated the solution will not be difficult. Some students join universities after getting higher secondary certificates (HSSC), and others go to affiliated colleges to get BS degrees (Molina, Fatima, Ho, Melo, Wilichowski & Pushparatnam, 2020). The degrees are awarded by the universities, but the students get instructions in colleges. In most cases, universities are better equipped with human and physical resources, and colleges lack the necessary human and physical resources for running many undergraduate programs, and this seriously affects the quality of graduates (Habib, Khalil, Khan & Zahid, 2021).

It has been observed that in many cases there are issues between the affiliated colleges and universities that need serious attention from the quarters concerned and researchers (Memon, Joubish & Khuram, 2010). It is also worth mentioning that many universities do not have a system in place for sorting out the issues in affiliated colleges, helping them out, and guiding them in academic matters (Hoodbhoy, 2009). The real problem lies in the fact that the issues have not been investigated by experts in the field. This study focuses on the issues in the implementation of the semester system in colleges, affiliated with the University of Malakand and suggests suitable measures for the solution of these issues for the improvement of the semester system in affiliated colleges of the University in particular and colleges in the province in general.

Problem Statement

A semester system for undergraduate studies has been initiated in almost all colleges of Khyber-Pakhtunkhwa, Pakistan. Before this, the colleges were offering 2-year bachelor's and master's degrees. BS program through a semester system needs a new method of assessment, more human and material resources, and teaching-learning processes. The researchers had an opportunity to interact with about 60 faculty members during a training held on 13-14th January 2021 at the Department of Education, University of Malakand. The researchers came to know about the problems of affiliated colleges with the University of Malakand. It was deemed necessary to further investigate the problems, highlight the problem, and recommend suitable actions for the solution of the problems to the University, and the government of Pakistan. It is pertinent to mention that without proper investigation of the problems from the perspectives of the stakeholders, durable and effective solutions cannot be sorted out. Hence, this research aims to investigate the problems of the semester system for undergraduate education in graduate and post-graduate public colleges affiliated with the University of Malakand, Dir Lower.

Scope of the study

This research investigated the problems of implementation of the new semester system faced by the affiliated colleges for boys and girls with the University of Malakand.

Objectives of the study were to:

1. explore issues in the curriculum from the perspectives of teachers of public sector colleges affiliated with the University of Malakand.
2. explore issues in the assessment system from the perspectives of teachers of public sector colleges affiliated with the University of Malakand.

3. investigate the physical requirements (lecture rooms, laboratories, library) for undergraduate studies in the public sector colleges affiliated with the University of Malakand
4. find out the human resource requirements (faculty members, staff) for undergraduate studies in the public sector colleges affiliated with the university of Malakand
5. explore the perspectives of public sector college teachers for making the semester system more effective in the affiliated colleges with the University of Malakand
6. explore professional development areas from the perspectives of public sector colleges teachers.

Research Questions

The following were the main research questions of this study.

7. What are the issues in the curriculum from the perspectives of teachers of public sector colleges affiliated with the University of Malakand?
8. What are the issues in the assessment system from the perspectives of teachers of public sector colleges affiliated with the University of Malakand?
9. What are the physical requirements (lecture rooms, laboratories, library) for undergraduate studies in the public sector colleges affiliated with the University of Malakand?
10. What are the human resource requirements (faculty members, staff) for undergraduate studies in the public sector colleges affiliated with the University of Malakand?
11. What are the perspectives of public sector college teachers for making the semester system more effective in the affiliated colleges with the University of Malakand?
12. What are the perspectives of public sector teachers about the professional development areas from the perspectives of public sector colleges of Malakand?

Research Methodology

This mixed-method research study was conducted using the following methods and procedures as mentioned below.

Research Design

A mixed research method design was used for data collection. First, the researcher collected data through focus group discussion, followed by quantitative data. The latter was collected through a questionnaire.

Population

There are a total of 22 public sector general colleges affiliated with the University of Malakand. All the teachers (male and female) of the public sector general colleges affiliated with the University of Malakand formed the population of the study. A total of ten colleges, 04 women's colleges, and 06 boys' degree colleges were randomly selected, and there were 411 faculty members.

Sampling

Mainly the population was divided into 2 main strata: faculty in boys and girls colleges, from each strata data were collected. Focus group discussion was held in 03 male and 03 female colleges. Then, a questionnaire was developed based on the qualitative data. The total target population in the general colleges was 411, and 20% was chosen as per the LR Gay formula for the sake of quantitative data collection. However, quantitative data were collected from 89 individuals.

Data Collection

The researchers collected 2 types of data from the participants, quantitative data, and qualitative data. A questionnaire was developed for quantitative data to collect information about the human and physical resources required for the successful running of the programs. These questionnaires were filled out by the faculty members. The focus group discussions were held randomly in all the selected boys' and girls colleges about the objectives of the study for data collection.

Ethical consideration

All ethical consideration was taken care of, for instance, the researchers were asked for permission from the heads of the colleges and teachers for data collection. Data collected were used for research purposes, and the names of the participants were not shown in any publication, the words, 'affiliated colleges with a public sector university', were used in the publications. Girls students and teachers observed purdah in the affiliated colleges for girls, therefore female research assistants were recruited for interviews and data collection. Informed consents were obtained from all the participants, and data were not collected from any college or teacher without the consent of the college/participants concerned. A statement of consent was duly included in the research report.

Data analysis

The analysis of data consists of two phases: qualitative data analysis and quantitative data analysis. The collected data were analyzed using descriptive and inferential statistical techniques, mean, standard deviation, and percentages. The qualitative data was analyzed using the thematic analysis technique.

Results

The major results of this research study are presented below.

Table 1. Demographic Data

S #	Variable	Frequency	Percentage %
1	Gender		
	Male	63	70.78%
	Female	26	29.21%
2	Designation		
	Lecturer	52	58.43%
	Assistant professor	21	23.6%
	Associate professor	15	16.85%
	Professor	01	0.89%
3	Discipline /Faculty		
	Social sciences	21	23.6%
	Humanities	22	24.72%
	Biological sciences	23	25.84%
	Physical sciences	23	25.84%

Table 1 shows that out of the total respondents, 63(70.78%) were male and 26 (29.21%) were female teachers. In terms of designation 52 (58.43%) were lecturers, 21 (23.6%) were assistant professors, 15 (16.85%) were associate professors and only one percent was a professor. In terms of discipline /faculty 21 (23.6%) were from social sciences, 22 (24.72%) were from humanities, 23 (25.84%) were from biological sciences and 23 (25.84%) were from physical sciences faculty.

Qualitative data

The qualitative data was analyzed based on the thematic analysis technique. This section presents an analysis based on the following two research objectives.

Research objective 4. To explore the perspectives of public sector college teachers for making the semester system more effective in the affiliated colleges with the University of Malakand.

Research objective 5. To explore professional development areas from the perspectives of public sector college teachers.

Analysis of Qualitative Data

During the interview, the following questions were asked from the participants:

1. Are you satisfied with the curriculum of your subject? If not, why? What are your suggestions?
2. What are your other suggestions for making the semester system more effective in affiliated colleges?

Based on analysis of data using the thematic analysis technique, the following 5 themes were identified:

1. Issues in curriculum: lengthy course, outdated and irrelevant content,
2. Lack of facilities, rooms, laboratories, internet, and library
3. Issues related to the assessment system,
4. Need for improvement in quality education,
5. Training and regular monitoring by the college and the University

Theme 1. Issues in Curriculum: Lengthy Course, Out Dated and Irrelevant Content

During the interview, the respondents replied that the course content of the subjects was too lengthy. They could not prepare for it. Some of them said that they were ready to do the course. They were satisfied with the course. The majority of the teachers narrated that the course was outdated and did not meet their requirements.

One of the teachers said, " *It's outdated. The university is not interested in updating the curriculum*".

Courses of general education are designed for all the departments, and there will be some departments where students might not have studied the course after Matriculation. In that case, the

students will be able to understand the courses. For instance, a teacher from the Mathematics department in one of the colleges said:

I am not at all satisfied with the course content of Mathematics I (minor course). It is so lengthy and difficult, and students of Islamiyat, Pashto, and Urdu can't understand it. I approached the HOD of the Mathematics department so many times but had no results.

It means that there is no proper assessment of the previous knowledge of the students before developing a course for them. The students of certain departments will not be able to pick up courses designed for all the departments. It is a serious matter and needs consideration.

Explaining the issue the teachers replied that the content was irrelevant. According to some of the teachers, in English literature majority of the course contents were irrelevant to our culture; they are too much for the limited time available; uniformity between the university and the affiliated colleges is needed. One teacher in the English department said:

I am teaching English I and II in other departments, there is no English department due to.....the syllabus contents are not clear, they are vague and absurd. The old syllabus was clear but the new one is not clear.

A participant from the Zoology department explained that the curriculum mostly contains outdated content and the content required for a zoology specialist is missing. The teachers further narrated that some very much-needed subjects were not part of the curriculum.

One of the teachers explained and suggested that the issue in his words was that some of the content in the curriculum courses was too lengthy. The courses should be revised as soon as possible. As a whole, few of the respondents were overall satisfied. One of the teachers suggested that “*some subject's contents need extra credit hours*”.

The teachers at the affiliated colleges also pointed out the curriculum is outdated, it needs to be updated, the world has changed, and there are a lot of changes in the subjects, and they should be included. The curriculum development process needs to be followed in the true spirit.

The respondents were highly critical of the curriculum content relevancy. They replied unanimously that they were not satisfied with the curriculum at all. They thought that the curriculum was not fulfilling the day-to-day needs of society.

One of the teachers said "No, not satisfied. Some of the courses that are most needed are not included; some are misplaced.

According to them, the content of the courses was mostly irrelevant. It was not appropriate for the content of some of the courses to be below inter-level inter-level. The respondents thought that the curriculum was outdated, and not focused on giving practical skills to the students that can enable them to find jobs in the market.

One of the teachers shared his opinion in the following words "I am satisfied but some courses need to be kept in early semester while some in later because one course provides a base for the next one".

Another teacher pointed out that there should be a proper order of courses so that one course might help another course in the understanding of the courses. For instance, one teacher said:

some courses are to be shuffled and re-ordered e.g. physical chemistry of the semester should be shifted to 3rd semester (should interchange with inorganic chemistry) because physical chemistry is mostly involved in maths, while maths is taught in 2nd and 3rd semesters. So students face lots of difficulties in physical chemistry.

The teachers replied that the courses had not been updated since 2013. In their view, most of the courses were wrongly sequenced. They narrated that they were not given the liberty to choose from optional subjects. Hence, they suggested that there should be courses like philosophy and logic.

It was concluded from the discussion that the course was too lengthy and vague, and they are not updated. Some of the teachers need more time to cover the content. The level of different students has not been considered. Before the courses are designed, there may be an analysis of the matriculation courses and courses at the intermediate level so that such courses are framed just above the current level and the students can learn. The teachers also suggested that the teachers from the colleges may be involved in the curriculum development.

Theme 2. Lack of Space, Laboratories, and Access to the Internet

Given the respondents, the undergraduate programs are lacking in many areas. The main problem was that there was a lack of rooms, space, a library, and other such facilities for multiple classes.

One of the teachers said:

Research projects shouldn't be added to the curricula of affiliated colleges as there's a lack of proper facilities and space for conducting research and laboratory and the students are not able to conduct their research.

The teachers replied that *"there was a lack of rooms and lack of laboratories for the conducting research and experiments.* Overall, the teachers were less satisfied with the space availability and resources in the colleges. According to them, there were no proper facilities in the affiliated colleges. The teachers are overloaded, they have to teach more than 12 credit hours, and they have to do clerical work as well. Some teachers also opined that the college's administration also allows students to take the examination without fulfilling the 75% attendance. So in such a situation, things are not going well.

Theme 3 Issues in the Assessment System

The teachers replied that they were not satisfied with the current assessment system in colleges. They opined that they teach the course, and should assess their students, and it is the spirit of the semester system. May teachers said:

We teach our subjects, and you prepare their final paper, so why not prepare it for students?

Also, teachers were not satisfied with the conduction of the examination. They wanted that there should be strict invigilation during examinations. Some teachers allow cheating in the examination, and there are likes and dislikes in the examination system.

They were of the view that there were malpractices in examination. Most of the teachers were not happy with the system of assessment. They said that assessment was very poor in colleges. They looked unsatisfied because of the malpractices in both external and internal exams.

"no, I'm not fully satisfied because there is a lack of professionalism in assessment", similarly, another teacher said,

"The exams are made to assess the cramming ability of the students and exams are mostly conducted with 80-90% of students cheating from here and there."

The interviews with the teachers indicated that they were not fully satisfied with the system of examination in the colleges. The system encourages rote learning and cheating. They were of the view that due to locality the proper assessment was compromised and students got degrees without any development. As a teacher said in the discussion:

I am not satisfied because the teachers hired for exam duty are mostly from nearby villages and primary teachers so they can't stand against cheating. It would be better if the final supervisory staff is sent directly from the university or put the cameras in examination halls.

Some teachers said that curriculum, assessment, and available time should be looked into for quality education. In the current situation, the courses are not covered properly. It needs more time for good results. For instance, a teacher said:

Courses are lengthy and semester time is not always enough, the paper setting needs improvement because papers are not properly designed, for example in the previous semester in my subject 4 long questions were given to be attempted in a single question.

The teachers were of the view that there was a lack of equality between university students and college students in annual examinations in paper pattern. Therefore, there was a crucial need to provide ongoing training to the teachers.

During the interview, the teachers suggested that there should be quizzes, and presentations should be given an extra two weeks from 16 weeks.

Most of them were not satisfied and suggested that the university and affiliated colleges' exams should be held on the same dates and papers, and college teachers should be allowed to conduct exams at the university.

The majority of the teachers thought that the colleges must be given degree awarding status as they said this would help solve the problem to some extent. The teachers further suggested that the university should regularly monitor the available faculty and laboratory situation at the college and then decide whether the college qualifies for BS or not. They were very critical of the assessment,

they opined that the assessment was not fair, there were malpractices, and the current assessment cannot produce quality graduates.

Theme 4. Lack of Regular Monitoring

During the interviews, most of the respondents suggested that the current system of monitoring was outdated. They were not satisfied with the absolute and conventional monitoring system.

According to one of the teachers, " The big problem lies in the supervisory staff conducting the exam".

The system of monitoring was too relaxed and the students were not disciplined in many things which according to them needed to be changed immediately.

The teachers further suggested that the colleges must be given full authority to change their programs and procedures for conducting the day-to-day activities in a more rationalized way.

All should be made accountable to the prevailing rules of the colleges. They suggested that the government must arrange training to improve the supervisory and monitoring skills of the teachers for the permanent faculties and also for visiting faculties.

One of the teachers suggested that a "strict exam system, assignment, quizzes, and presentations must be taken seriously.

During the interviews, the teachers suggested that the teachers should be given training on monitoring and give them choices in book selection semester-wise.

One of the teachers said that "more focus should be on research and more resource allocation for practical work during the monitoring of the program activities".

The teachers also said that some colleges do not meet the requirement for certain disciplines to be affiliated with the University, however, they have been given affiliation. They suggested that the University should look into the matter and that affiliation may be given once a college meets the basic requirements. They said:

The University should regularly monitor the available faculty and laboratory situation at the college and then decide whether the college qualifies for BS or not.

All the teachers in colleges were in favor of a strict examination system, assignments, quiz and suggested that the presentations must be taken seriously. According to them, this will help the college administration to properly monitor academic activities on a day-to-day basis.

Theme 05 Ensuring Quality in Semester System

a. Empowering the College Teachers

The college teachers were asked how quality in colleges may be ensured. They gave a comprehensive response. They said that college teachers may also be given a chance to set the final examination papers in the semester system, and these papers may be administered at the university as well. Thus, the college teachers will become more confident and feel honored. The colleges should be given degree awarding status; it would solve many problems, as the essence of the semester is that the teacher is responsible for teaching as well as for the assessment. He will assess the way he thinks may assess real learning. They will have more confidence and feel empowered.

b. Revisiting the Curriculum

The participants pointed out that the curriculum needs to be updated, made practical, and market-oriented. The current one is a typical curriculum, and cannot produce market-oriented persons, for instance, participants said:

The curriculum is outdated, and not focused on giving practical skills to the students that can enable them to find jobs in the market. Secondly, the curriculum lacks coherence, it is haphazardly organized.

Most of the teachers opined that the curriculum of many subjects is not properly and prudently developed. The courses of different semesters are not linked, therefore, there are difficulties in understanding the subjects. The curriculum is a thoughtful activity, but the current one seems to be developed within a short time, as one participant emphasized the coherence and linkages of the course throughout the 8 semesters;

.. the courses aren't interlinked with those of other semesters. Some courses are so bulky that are impossible to cover within due timeFurthermore, they aren't to the level of students.

c. Faculty and Infrastructure

Faculty plays a pivotal role in quality education. During the interviews I came to know that most of the faculty is oriented to the annual system, and they have not been trained in the semester

system, hence they need proper training and understanding of the system. Moreover, the system is run by the visiting faculty, there should be permanent faculty who may give their best to the college for quality education. The teachers also pinpointed the shortage of required infrastructure. For instance, one faculty member in a college said:

A well-established infrastructure is the need of the hour at the affiliated colleges. Shortage of Regular faculty should be overcome. The college faculty has not grown with the evolution of the semester system their thoughts and behavior are still conventional which is a huge obstacle in the way of fruitful outcomes from the semester system

d. Better Coordination between the University and Affiliated Colleges

There is a need for proper coordination between the university and colleges, in many cases, the faculty members are not clear about the instructions issued by the university. So, they emphasized on the well-established coordination.

e. Weakness in Reading Comprehension

The faculty members also pointed out that most of the students are weak in English and have poor background knowledge, they are unable to pick up the courses in the colleges. And they cannot express themselves, they need to be given some coaching in reading and writing in English so their power of comprehension is improved, and they can learn in classes. They said:

The first two or three semesters should be arranged for the English language needs of the students and be focused only on giving them skills to understand, comprehend, and also express their knowledge.....students cannot express what they understand due to their weakness in the English language.

d. Fairness in the Examination and Grading

Our system is examination and grade-oriented. Most of the students work on the days of examination and they work to get good grades. Any issue in the examination and grade affects the students. There should be fair grading. They did speak highly of awarding grades to the students. One teacher said that he was not satisfied

Students are graded based on personal biases. Leniency is shown to avoid criticism. Grade inflation is at its peak.

Some of the teachers are also informed that there are many subjects taught in the semester system, but they lack depth and width. They also, as said earlier, of lack of fairness and cheating in the examination. They were critical that this would ruin the semester.

Too many subjects with no deep learning. Up to date, Assessment is lacking transparency, and cheating in the examination has become a norm.

So to sum up, the colleges have issues, some of them are internal and others are related with the University. Colleges and universities need to sit together and solve the issues with mutual consultation. Many issues may be solved without involving any financial liabilities, only will for betterment, mechanisms, and dedication are needed.

Quantitative data

The quantitative data was analyzed based on descriptive statistical techniques. This section presents an analysis based on the following three research objectives.

Research Objective 1. To explore issues in the curriculum from the perspectives of teachers of public sector colleges affiliated with the University of Malakand.

Research Objective 2. To explore issues in the assessment system from the perspectives of teachers of public sector colleges affiliated with the University of Malakand.

Research Objective 3. To investigate the physical requirements (lecture rooms, laboratories, library) for undergraduate studies in the public sector colleges affiliated with the University of Malakand

Research Objective 4. To find out the human resource requirements (faculty members, staff) for undergraduate studies in the public sector colleges affiliated with the University of Malakand

Quantitative Data analysis

The quantitative data was analyzed based on mean, standard deviation, frequencies, and percentages statistics.

Table 2. Perceptions about the effectiveness of semester implementation

S #	Statements	Not sure	Agree	Neutral	Disagree	Strongly disagree
1	Courses in my subject are challenging for the students.	12	38	00	25	14

2	I am satisfied with the present curriculum of the semester system	10	27	00	37	15
3	The curriculum fulfills the academic needs of the students.	12	29	00	37	11
4	Courses are comprehensive.	06	28	00	45	10
5	Courses are developed on the previous knowledge of the students.	20	24	07	26	12
6	Most of the students are capable of understanding the course I teach.	14	20	03	37	16
7	I can easily cover my course within the stipulated time.	16	24	03	33	13
8	The university declares the semester results of the affiliated colleges on time.	12	21	05	33	15
9	My students are satisfied with the 60 % assessment of the University.	10	24	06	40	09
10	There is proper coordination between the college and the University about the paper pattern.	11	33	02	37	16
11	The external examiners properly conduct the examination.	15	33	07	23	11
12	60 -40 % division of assessment between the university and affiliated colleges is appropriate.	16	25	04	32	12
13	The overall process of assessment is appropriate.	13	20	03	36	17
14	Classrooms are available for all the subjects in the semester.	14	20	05	39	11
15	Laboratories have enough instruments for practical work (Only for Science subjects).	10	23	03	38	15
16	I answered the questions of this survey carefully.	00	00	00	60	29
17	An adequate number of books and journals are available for the students in the library	13	23	04	34	15
18	Computer and Internet facilities are available to the students.	11	25	00	44	09
19	Classrooms have Audio-visual aids.	07	20	04	45	13
20	You have been given training about the spirit of the semester system.	10	19	04	46	10
21	The teachers in my department are punctual in their classes.	12	32	02	29	14
22	You are available to the students after class time.	12	36	04	26	11
23	Teachers understand the spirit of the semester system.	10	37	02	27	13
24	Teachers have been given training on the semester system.	14	21	05	39	10
25	There is enough coordination between the university and affiliated colleges.	10	32	06	28	14
26	The assessment system needs improvement.	15	40	04	21	09
27	Courses of my subject have updated content.	16	20	03	39	11
28	A required number of permanent faculty is available at the college.	11	28	05	35	10
29	Proper classrooms are available for the teaching and learning purposes at the college.	10	19	02	45	13
30	In-service training on teaching	13	37	05	23	11

	methods for teachers is needed.					
31	Teachers have the required skills for developing valid test items.	10	22	03	38	16
32	Teachers can make the best use of the available ICT tools for teaching and learning.	11	35	03	26	14
33	Training on developing proper assignments is required.	12	42	02	20	12

Table 2 indicated that the majority of the respondents (38 out of 89) stated that the courses were challenging for them. The majority of them (37 out of 89) said that they were not satisfied with the curriculum. Similarly, a great number (37 out of 89) replied that the curriculum did not meet their requirements. Almost (45 out of 89) stated that the course was not comprehensive. A fair number of them (26 out of 89) disagreed that the courses were developed based on the previous knowledge of the students. The majority of the teachers (37 out of 89) disagreed that most of the students were capable of understanding the course they taught. Most of the teachers (33 out of 89) disagreed that they could easily cover their courses within the stipulated time. The majority of them (33 out of 89) disagreed that the university declared the semester results of the affiliated colleges on time. Most of the teachers (40 out of 89) disagreed that their students were satisfied with the 60 % assessment of the University. Equally great number (37 out of 89) disagreed that there is proper coordination between the college and the University about the paper pattern. Conversely, most of them (33 out of 89) agreed that the external examiners properly conducted the examination. Most of them (32 out of 89) disagreed that 60 -40 % division of assessment between the university and affiliated colleges was appropriate. The majority of the teachers (36 out of 89) disagreed that the overall process of assessment was appropriate. Almost a great number (39 out of 89) disagreed that the classrooms were available for all the subjects in the semester. In the same way (39 out of 89) disagreed that laboratories had enough instruments for practical work for science subjects. A great number of teachers (34 out of 89) disagreed that an adequate number of books and journals were available for the students in the library. A large number of teachers (44 out of 89) disagreed that computer and internet facilities were available to the students. Most of them (45 out of 89) disagreed that classrooms had Audio-visual aids. The majority of them (46 out of 89) disagreed that they had been given training about the spirit of the semester system. A fair number (32 out of 89) agreed that teachers of their departments were punctual in their classes. A fair number of them (36 out of 89) also agreed that they were available to the students after class time. Most of the teachers (37 out of 89) agreed that teachers understand the spirit of the semester system. The majority of the teachers (39 out of 89) disagreed that teachers have been given training on the semester system. A large number of the teachers (32 out of 89) disagreed that there was enough coordination between the university and affiliated colleges. Most of the teachers (40 out of 89) agreed that the assessment system needed improvement. Most of the teachers (39 out of 89) disagreed that courses of their subjects have updated content. The majority of the teachers (35 out of 89) disagreed that the required number of permanent faculty was available at the college. The majority of them (45 out of 89) disagreed that proper classrooms were available for teaching and learning purposes at the college. Contrarily, most of them (37 out of 89) agreed that in-service training on teaching methods for teachers was needed. Most of them (38 out of 89) disagreed that teachers had the required skills for developing valid test items. Similarly, a number (35 out of 89) agreed that teachers can make the best use of the available ICT tools for teaching and learning. In the same way, most of them (42 out of 89) agreed that training on developing proper assignments was required.

Research objective 1. To explore issues in the curriculum from the perspectives of teachers of public sector colleges affiliated with the University of Malakand.

Table 2. Perceptions about issues in curriculum implementation

S #	Statements	Number	Skewness	Kurtosis	Mean	SD
1	Courses in my subject are challenging for the students.	89	-.081	-2.034	1.52	.502
2	I am satisfied with the present curriculum of the semester system	89	1.749	5.447	1.66	.728
3	The curriculum fulfills the academic needs of the students.	89	1.621	6.876	1.75	.657
4	Courses are comprehensive.	89	.621	1.592	1.57	.555

5	Courses are developed on the previous knowledge of the students.	89	1.076	2.117	1.84	.721
6	Most of the students are capable of understanding the course I teach.	89	1.624	3.468	1.74	.824
7	I can easily cover my course within the stipulated time.	89	1.506	2.881	1.77	.839
8	The university declares the semester results of the affiliated colleges on time.	89	.391	1.699	1.64	.542
9	Courses of my subject have updated content.	89	2.009	5.366	2.03	.891
10	Teachers can make the best use of the available ICT tools for teaching and learning.	89	-.204	-1.999	1.55	.500

Table 2 indicated that the mean scores ranging from (1.84 to 2.03) of all the items for (curriculum implementation in the colleges) are below the threshold value of 3.00. This means that the teachers were not satisfied with the statements.

Based on this current analysis of the data, it can be inferred that teachers strongly disagreed that the curriculum for the semester system was properly being implemented in the colleges affiliated with the University of Malakand.

Research Objective 2. To explore issues in the assessment system from the perspectives of teachers of public sector colleges affiliated with the University of Malakand.

Table 3. Perceptions about Issues in the Assessment System

S #	Statements	Number	Skewness	Kurtosis	Mean	SD
1	My students are satisfied with the 60 % assessment of the University.	89	1-.917	1.412	2.67	1.067
2	There is proper coordination between the college and the University about the paper pattern.	89	1-.819	2.221	2.62	1.063
3	The external examiners properly conduct the examination.	89	-.925	2.402	2.78	1.075
4	60 -40 % division of assessment between the university and affiliated colleges is appropriate.	89	-.788	2.061	2.70	1.111
5	The overall process of assessment is appropriate.	89	2-.727	1.010	2.61	1.091
6	The assessment system needs improvement.	89	1-.655	-2.122	2.64	1.077
7	Teachers have the required skills for developing valid test items.	89	1-.714	3.130	2.67	1.048

Table 3 indicated that the mean scores ranging from (2.61 to 2.71) of all the items for (assessment methods in the colleges) are below the threshold value of 3.00. This means that the students were not satisfied with the statements.

Based on this current analysis of the data, it can be inferred that they strongly disagreed that there was a proper system of assessment for the implementation of semester systems in the colleges affiliated with the University of Malakand.

Research objective 3. To investigate the physical requirements (lecture rooms, laboratories, and library) for undergraduate studies in the public sector colleges affiliated with the University of Malakand

Table 4. Perceptions about physical requirements

S #	Statements	Number	Skewness	Kurtosis	Mean	SD
1	Classrooms are available for all the subjects in the semester.	89	.812	-.435	2.33	1.118
2	Laboratories have enough instruments for practical work (Only for Science subjects).	89	.803	-.471	2.33	1.207
3	I answered the questions of this survey carefully.	89	1.500	1.771	2.13	1.114
4	An adequate number of books and journals are available for the students in the library	89	1.389	2.665	2.03	.768
5	Computer and Internet facilities are	89	1.559	2.668	2.00	1.013

	available to the students.					
6	Classrooms have Audio-visual aids.	89	.725	-.790	2.48	1.320
7	Proper classrooms are available for teaching and learning purposes at the college.	89	1.301	1.297	2.03	1.025

Table 4 indicated that the mean scores ranging from (2.00 to 2.33) of all the items for (physical requirements in the colleges) are below the threshold value of 3.00. This means that the students were not satisfied with the majority of the statements.

Based on this current analysis of the data, it can be inferred that they strongly disagreed that the semester system was proper physical facilities were available for implementation of the semester system in the colleges affiliated with the University of Malakand.

Research objective 4. To find out the human resource requirements (faculty members, staff) for the undergraduate.

Table 5. Perceptions about human resource requirements

S #	Statements	Number	Skewness	Kurtosis	Mean	SD
1	You have been given training about the spirit of the semester system.	89	1.214	2.100	1.88	.791
2	The teachers in my department are punctual in their classes.	89	-.315	-2.003	2.58	.501
3	You are available to the students after class time.	89	1.869	5.220	1.43	.636
4	Teachers understand the spirit of the semester system.	89	.772	-.774	2.25	1.296
5	Teachers have been given training on the semester system.	89	-.315	-2.003	1.58	.501
6	There is enough coordination between the university and affiliated colleges.	89	-1.705	2.241	2.05	1.197
7	A required number of permanent faculty is available at the college.	89	1.683	3.059	1.55	.783
8	In-service training on teaching methods for teachers is needed.	89	2.110	6.616	1.68	.829
9	Training on developing proper assignments is required.	89	1.210	1.793	1.72	.784

Table 5 indicates that the mean scores ranging from (1.43 to 2.58) of all the items for (human resources in colleges) are below the threshold value of 3.00. This means that the students were not satisfied with most of the statements.

Based on this current analysis of the data, it can be inferred that they strongly disagreed that proper human resources were available for the implementation of the semester system in the colleges affiliated with the University of Malakand.

Conclusion

Based on the findings of the study it is concluded that there were several issues faced by students and teachers related to semester system implementation in the colleges affiliated with the University of Malakand. These issues were too many lengthy courses, outdated curriculum content, irrelevant curriculum content, lack of space such as classrooms for sitting, lack of need for curriculum improvement, poor assessment system, lack of training for teachers about implementation of the new semester system, and lack of regular monitoring of the newly implemented curriculum in the colleges affiliated with the university of Malakand.

Suggestions for improvement

Based on the above-mentioned results of this current study, it is suggested that the implementation of the new semester system in the affiliated colleges needs to be properly reviewed and facilities in terms of classrooms, laboratories, and spaces be provided for teaching and learning. It is also suggested the newly implemented semester system must be reviewed rigorously, updated, and improved for the affiliated colleges to ensure quality education. The curriculum developers should make the semester curriculum more updated and need-oriented. It should address the needs of the students and better prepare them for future goals. The university authorities should conduct proper monitoring of the newly implemented curriculum through visits and effective feedback. There should be proper coordination between the colleges and the university. Proper training needs to be provided to the

teachers of the affiliated colleges about the implementation of the newly implemented semester system.

Future implications of the study

This current research study has the following multiple future implications:

Since, the semester system for undergraduate studies has been initiated in almost all colleges of Khyber-Pakhtunkhwa, Pakistan., before this the affiliated colleges were offering 2-year bachelor and master degrees. BS program through a semester system needs a new method of assessment, more human and material resources, and teaching-learning processes. The study will have an impact on teaching teaching-learning process. The University and Higher Education Commission of Pakistan will come to know about the resources required, the professional development needs of the faculty, and the perspectives of teachers on curriculum. The University of Malakand will have a deeper understanding of the issues of the colleges, and think about solutions to the problems, and consequently, overall development in education will take place. This research investigates the human and material resources of the affiliated colleges for running the affiliated colleges. The higher education department will come to know about the ground realities of these colleges. This information will enable higher education to plan for uplifting the condition of affiliated colleges. The study will enable the universities and colleges to sort out issues in the process of affiliation. This would save time and energy of personnel involved in the process.

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