A Comparative Study On The Performance Of Nursing Students Under Annual Vs Semester System In Relation With Medical Surgical Nursing I And Adult Health Nursing I In Selected College, Bengaluru, Karnataka

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A R T I C L E I N F O

A B S T R A C T

This study compared the academic performance of nursing students under annual and semester examination systems using a descriptive comparative design. Data was collected from a selected nursing college in Bangalore through structured questionnaires administered to teachers and also from students' academic records. The study focused on learning outcomes, adaptability, and examination-related stress. Results indicated that students in the semester system scored on average 5% higher than those in the annual system, demonstrated better retention, and adapted more effectively to continuous assessments. In contrast, students in the annual system reported greater preparation flexibility but experienced higher exam-related stress and fewer opportunities for ongoing evaluation. Furthermore, 60% of teachers agreed that the semester system enhanced assessment and feedback practices. The findings highlight that while the semester system fosters consistent learning and skill development, the annual system provides broader preparation time. The study concludes that integrating the strengths of both systems through a blended evaluation approach may optimize nursing education and improve academic performance among students.

Introduction:

Nursing education has witnessed significant transformation in recent years, with increasing emphasis on competency-based and student-centred learning. A key concern in this shift is the choice of curriculum structure, with two dominant models being the annual and semester systems. The annual system, traditionally followed in many nursing programs, involves a comprehensive examination at the end of the academic year. While it allows for in-depth preparation and emphasizes conceptual understanding, it provides limited opportunities for feedback, poses high-stakes examination pressure, and offers little flexibility. Conversely, the semester system is characterized by frequent assessments and continuous evaluation. This approach ensures Regular feedback, reduces examination-related anxiety, and provides greater adaptability for students. However, it may increase assessment burden, encourage rote learning, and create additional administrative challenges for faculty. Given these contrasting features, it is important to critically examine both systems in terms of curriculum delivery, assessment methods, and student engagement. The present study seeks to compare the academic performance, workload distribution, and satisfaction of nursing students under annual and semester examination systems, with the objective of identifying the approach that fosters a more effective learning environment.

Background of the Study:

In the Indian context, the Indian Nursing Council (INC) has increasingly adopted the semester pattern for nursing programs, including Basic BSc Nursing. This transition aligns with a global trend in medical and allied health education that emphasizes frequent and continuous assessment to enhance learning outcomes and ensure better preparedness for professional practice. Research conducted in India highlights varied perceptions among students and faculty—while some report increased stress due to continuous evaluation, others value the benefits of regular learning and timely feedback.

In Adult Health Nursing, the effectiveness of either system depends largely on its implementation. A well-structured semester system, incorporating continuous formative assessment, integrated clinical experiences,

and robust feedback mechanisms, is generally more effective in preparing competent and confident Adult Health Nurses. It promotes consistent engagement, facilitates early identification and remediation of learning gaps, and supports the development of critical thinking and clinical skills essential for high-quality patient care. Nonetheless, the potential challenges of increased workload and stress within a semester system must be addressed through supportive learning environments, mentoring, and effective time management strategies to ensure both academic success and student well-being.

Need for the Study:

A comparative study of annual and semester examination systems in Adult Health Nursing is essential to optimize student learning outcomes and ensure effective competency development. The choice of assessment system significantly influences students' knowledge retention, critical thinking, and clinical decision-making abilities, which are vital for safe and effective patient care. With the evolving healthcare landscape, nursing education must adapt to prepare graduates who are both competent and confident.

Understanding the relative advantages and limitations of the annual and semester systems can inform curriculum design, improve teaching strategies, and facilitate better resource allocation in academic and clinical settings. Additionally, examination systems affect student well-being, including stress levels, time management, and adaptability. By evaluating these aspects, the study can help create supportive learning environments that balance academic rigor with student health and satisfaction.

Finally, generating empirical evidence on the effectiveness of both systems will address the concerns of educators, students, and policymakers, contributing to continuous improvements in nursing education. The findings are expected to guide decisions that enhance clinical competency, professional readiness, and ultimately, patient safety.

Objectives of the Study:
1. To identify the performance of Basic B.Sc. Nursing students under Medical Surgical Nursing I in annual examination

2. To identify the performance of Basic B.Sc. Nursing students under Adult Health Nursing-2 in semester end examination.
3. To determine opinion of faculty regarding the structure of subject MSN & AHN I under annual & semester scheme.

Assumption:
1. Semester system students' performance is better than annual system Students

Materials and Method:
Research Design: Descriptive Comparative design
Study Setting: Selected nursing college in Bangalore
Study Population: Nursing students enrolled in Basic BSc Nursing and faculty teaching Adult Health Nursing
Sample and Sampling Technique: Purposive sampling Technique

Data Collection Tools:
1. Structured Likert scale questionnaire on teachers' opinion
2. Academic records of students from both systems

Data Collection Procedure: Institutional permission and informed consent were obtained. Teachers completed questionnaires, and students' academic records were retrieved for analysis

Data Analysis:
- Descriptive statistics (mean, standard deviation, percentage) to summarize student performance
- Descriptive statistics on teacher's opinion regarding AHN syllabus under annual & semester system.

Ethical Considerations: Confidentiality was maintained and data used solely for research purposes.

Plan for Data Analysis
Descriptive Statistics: Summarize student scores and teacher responses using mean, SD, and percentage.
Comparative Analysis: Compare academic performance and perceptions of teachers across the two systems.
Interpretation: Performance was discussed in the terms of results
Perceptions of faculty regarding AHN in Annual & Semester system was discussed in the terms of adaptability & ease of subject.

Results

Section: A

Table 1: Performance of annual batch students in MSN-I subject in university exam.

Marks	No. Of students	Percentage
Less than 150	4	8%
150-200	5	10%
200 - 250	41	82%
250 -300	0	0%

Majority (82%)of the sample scored between 200 to 250 marks out of 300

Interpretations of results

Students in the semester system scored an average of 5% higher than those in the annual system. Semester students demonstrated better knowledge retention, adaptability, and consistent engagement, while annual system students experienced higher exam-related stress and limited ongoing evaluation. Approximately 60% of teachers perceived the semester system as more effective for assessment and feedback, highlighting timely identification of learning gaps and skill development. Both systems present distinct merits and challenges, which should be considered in curriculum planning.

Discussion:

The semester system promotes continuous learning, skill development, and improved academic performance, supported by both student outcomes and teacher feedback. However, it may increase workload and stress. The annual system provides longer preparation time and reduced assessment frequency but limits timely feedback and consistent engagement. Effectiveness depends on implementation, including structured formative assessments, integrated clinical experiences, and supportive learning environments.

Conclusion

The semester system generally enhances continuous learning, skill development, and performance, whereas the annual system offers broader preparation time. A blended approach that combines strengths of both systems may optimize nursing education, balancing academic rigor, student well-being, and clinical competency. These findings can inform curriculum design, assessment strategies, and policy decisions to improve nursing education outcomes.

Table 2: Performance of semester batch students in AHN-I subject in university exam.

Marks	No. Of students	Percentage
Less than 100	2	4%
100-150	39	78%
150 - 200	9	18%

Majority (78%) of the sample scored between 100 to 150 marks out of 200

Section: BO pinion of Faculty on different aspect of subject under annual and semester system

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