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RESEARCH ARTICLE

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ATTITUDE OF TEACHERS TOWARDS ANNUAL BASED CURRICULUM AND SEMESTER-BASED CURRICULUM IN SELECTED NURSING COLLEGES AT MANGALURU.

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ABSTRACT

Background: Curriculum effectiveness in nursing education is largely influenced by teachers' attitudes; however, perceptions regarding annual versus semester systems remain unclear. **Aim:** To assess and compare teachers' attitudes toward annual and semester-based curricula in selected nursing colleges in Mangaluru. **Methods:** A descriptive cross-sectional research design was adopted. Using purposive sampling, 176 teachers with at least one year of teaching experience under both systems were selected from five nursing colleges. Data were collected using a researcher-validated 5-point Likert attitude scale (scores 42–63 indicating neutral attitude and ≥ 64 indicating a positive attitude toward the semester system) along with a demographic proforma. Data were analysed using descriptive and inferential statistics. **Results:** The findings revealed that 82.4% of teachers demonstrated a highly favourable attitude toward the semester-based system of education. No statistically significant association was found between teachers' attitudes and any demographic variables; therefore, the null hypothesis was accepted for all variables. **Conclusion:** The majority of nursing teachers favoured the semester-based curriculum. Additionally, no significant association was identified between attitudes and selected demographic or research variables.

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INTRODUCTION

Curriculum design plays a pivotal role in strengthening society and fostering socio-economic development through education. The quality of education largely depends on teachers, who serve as role models and whose attitudes significantly influence the teaching-learning process (Bashir & Safi Ullah, 2024). In nursing education, teachers' attitudes reflect their professional experiences and directly impact student learning outcomes and academic success (Choudhury & Helenpuii, 2023). Nursing, as a skill-oriented profession, requires a dynamic and competency-based curriculum that promotes knowledge generation and practical application. Studies have demonstrated a significant relationship between teachers' attitudes and students' academic performance and professional development (Babawo et al., 2023). Educational philosophies, such as those proposed by John Dewey, emphasize experiential learning, active engagement, and critical thinking, while dialogical approaches highlight the importance of meaningful teacher-student interactions in enhancing learning outcomes (Babawo et al., 2023).

In nursing education, both annual and semester-based curricula are widely practiced. The semester system is characterized by periodic assessments, continuous evaluation, and structured learning schedules, which promote consistent student engagement and timely feedback (Boud, 2000). This system is associated with improved academic performance, enhanced learning outcomes, and better skill acquisition. In contrast, the annual system provides extended time for course completion and flexibility for extracurricular engagement but may lead to delayed feedback, irregular study habits, and reduced knowledge retention (Kumar & Kumar, 2018). The successful implementation of any curriculum reform largely depends on teachers' perceptions, acceptance, and readiness to adapt to change. Teachers play a crucial role in curriculum delivery, evaluation, and ongoing development, making their attitudes a key determinant of educational effectiveness (Paudel, 2019). Research indicates that teachers' self-efficacy and willingness to implement curriculum reforms significantly influence the success of new educational systems (Cerit, 2013).

Additionally, positive teacher attitudes facilitate innovation in teaching strategies and improve the overall quality of education (Morris, 1988). Despite the increasing adoption of semester-based systems in nursing education, teachers often encounter challenges related to curriculum implementation, workload management, and adaptation to new teaching methodologies (Potera & Shala, 2019). Understanding these challenges and perceptions is essential for effective curriculum planning and improvement. Furthermore, teachers' feedback provides valuable insights for curriculum developers to enhance educational strategies and address existing gaps (Aklilu, 2024). In the Indian context, the transition from annual to semester-based curricula, guided by regulatory bodies such as the Indian Nursing Council, represents a significant shift in nursing education aimed at improving academic structure and learning outcomes (Sadanshiv et al., 2023). However, limited evidence exists regarding nursing teachers' attitudes toward these curriculum systems, particularly in the context of implementation and effectiveness. Therefore, the present study was undertaken to assess and compare the attitudes of nursing teachers towards annual-based and semester-based curricula in selected nursing colleges of Mangaluru.

METHODS

Study design: Design of the study was descriptive study.

Study criteria: The participants were selected from 6 different colleges at Mangaluru through purposive sampling, (N = 176). The inclusion criteria was nursing teachers of selected nursing colleges in Mangaluru who are having a minimum of one year experience in teaching both annual-based and semester-based curriculum. The exclusion criteria were: 1) Teachers who are not exposed to any of these curriculum. 2) Teachers those who are having less than one year of experience in teaching both annual and semester-based curriculum. 3) Teachers who are not available at the time of data collection.

Measures: The attitude of teachers towards the curriculum reform were assessed using self structured attitude scale which is developed by investigators, validated by 10 experts and reliability tested using internal consistency Cronbach's Alpha coefficient test. The scale consists of 7 areas and graded using 5 Point Likert scale with 63 and below consider to be positive towards annual system, 64 and above consider to be positive towards semester system.

Procedure: Ethical approval for the study was obtained from the Father Muller Institutional Ethics Committee, and formal permission was secured from the respective institutions prior to data collection. Nursing teachers who met the inclusion criteria were informed about the purpose of the study, and written informed consent was obtained, ensuring confidentiality and voluntary participation. Data were collected using a structured attitude scale to assess teachers' perceptions toward annual- and semester-based curricula. Participants completed the questionnaire within approximately 10–15 minutes. The data collection was carried out over a period of five weeks, from 6 July to 28 July 2025, with minimal disruption to academic activities.

Data analysis: Data were coded and entered into the Statistical Package for the Social Sciences (SPSS) version 23.0 for analysis. The dataset was checked for completeness and consistency prior to analysis. Descriptive statistics, including frequency, percentage, mean and standard deviation were used to summarize demographic variables and attitude scores. Inferential statistics, specifically the chi-square test, were applied to examine the association between attitude levels and selected demographic variables. The level of statistical significance was set at $p \leq 0.05$. The results were presented using tables and figures for clear interpretation.

RESULTS

Sociodemographic results: Sociodemographic results were presented in Table 1.

Table 1. Frequency and percentage distribution of participants profile(N=176)

Variable	Category	n	%
Gender	Female	141	80.1
	Male	35	19.9
Age (Years)	21–30	124	70.5
	31–40	32	18.2
	41 or more	20	11.4
Highest Degree in Nursing	B.Sc. Nursing	92	52.3
	Post-basic B.Sc. Nursing	12	6.8
	Postgraduate Nursing	56	31.8
	Ph.D. in Nursing	16	9.1
Designation	Assistant Lecturer	71	40.3
	Lecturer	53	30.1
	Assistant Professor	19	10.8
	Associate Professor	20	11.4
	Professor	13	7.4
Teaching Experience	Less than 2 years	80	45.5
	2–5 years	53	30.1
	More than 5 years	43	24.4
Department	Foundation of Nursing	28	15.9
	Medical–Surgical Nursing	59	33.5
	Child Health Nursing	19	10.8
	Mental Health Nursing	37	21.0
	Community Health Nursing	19	10.8
	Obstetrics & Gynaecology Nursing	14	8.0
Type of Institute	Government	6	3.4
	Private	121	68.8
	Autonomous	18	10.2
	Deemed to be University	31	17.6

A total of 176 nursing teachers participated in the study. The majority were female (80.7%), with most participants aged between 21–30 years (69.9%), followed by 31–40 years (18.2%) and ≥ 41 years (11.9%). Regarding educational qualification, more than half of the participants held a Bachelor of Science in Nursing degree (52.3%), while 32.4% had completed a Master's degree, 9.1% held a PhD, and 6.3% had a post-basic BSc qualification. In terms of designation, most participants were assistant lecturers (39.9%) and lecturers (30.1%), with smaller proportions comprising assistant/associate professors (11.4% each) and professors (7.4%). Nearly half of the participants had less than two years of teaching experience (44.9%), followed by 2–5 years (30.1%) and more than five years (25%).

Table 2. Mean, Median and SD of

Subscale	Maximum Possible Score	Range (Min–Max)	Mean $\pm$ SD	Median (IQR P _(25–75))
General Perception	15	3 – 15	10.63 $\pm$ 2.58	11 (9 – 12)
Workload & Time Management	15	3 – 15	9.13 $\pm$ 2.05	9 (8 – 10)
Assessment & Evaluation	15	5 – 15	9.82 $\pm$ 1.74	10 (9 – 11)
Curriculum Coverage	15	3 – 15	10.14 $\pm$ 2.09	10 (9 – 12)
Administrative & Institutional Support	15	5 – 15	11.13 $\pm$ 2.06	12 (9 – 12)
Student Engagement & Feedback	15	3 – 15	10.40 $\pm$ 2.21	10 (9 – 12)
Professional Development & Satisfaction	15	3 – 15	11.08 $\pm$ 2.29	12 (9 – 12)
Total	105	36 -100	72.35 $\pm$ 10.23	72 (65 -80)

Table 3. Chi-Square test findings showing the association between the variables

Variable	Category	Favours Annual System (n)	Neutral Towards Both (n)	χ^2 / Fisher's Exact	df	p-value (2-sided)
Gender	Female	22	119	1.96	1	0.16
	Male	9	26			
Age (years)	21–30	18	106	2.77	1	0.09
	31 and above	13	39			
Highest Degree in Nursing	BSc / Post-basic	12	92	6.46	1	0.11
	Postgraduate / PhD	19	53			
Designation	Lecturer & below	21	103	0.13	1	0.71
	Asst. Professor & above	10	42			
Experience (years)	$\leq$ 5 years	22	111	0.43	1	0.511
	> 5 years	9	34			
Department	Clinical Sciences	15	72	0.16	1	0.89
	Non-clinical / Theory	16	73			
Type of Institute	Private	23	98	0.51	1	0.47
	Government / Others	8	47			

Table 4. RII values of each items

Q.no	Items	RII	Interpretation
1	Satisfaction with the semester system	0.710	High
2	Effectiveness of the semester system in enhancing student learning	0.709	High
3	Effectiveness of the semester system in evaluating teacher performance	0.707	High
4	Manageability of workload in the semester system	0.629	High
5	Availability of time to complete the syllabus	0.545	Moderate
6	Ease of planning and delivering lectures	0.651	High
7	Assessment frequency is appropriate	0.700	High
8	Grading under the semester system is fair and transparent	0.642	High
9	Semester-based evaluation helps reduce student stress and improve performance	0.626	High
10	Syllabus is thoroughly covered during the semester	0.697	High
11	Semester system ensures balance between depth and breadth of content	0.689	High
12	Semester system allows flexible pacing of the course	0.645	High
13	Exam scheduling and result processing efficiency	0.729	High
14	Availability of institutional resources and faculty training	0.745	High
15	Coordination between departments during the semester	0.753	High
16	Level of student engagement during classes and clinicals	0.694	High
17	Frequency and usefulness of feedback opportunities	0.690	High
18	Student preparedness and discipline throughout the semester	0.697	High
19	Semester system supports innovative teaching methods	0.740	High
20	I am satisfied with my teaching experience under the semester system	0.740	High
21	The semester system contributes to my research and academic growth	0.738	High

With respect to departmental distribution, the highest proportion of participants were from medical–surgical nursing (33.5%), followed by mental health nursing (21%), foundation of nursing (15.9%), paediatric and community health nursing (10.8% each), and obstetrics and gynaecology nursing (8%). The majority of participants were employed in private institutions (69.3%), while others were from deemed universities (17%), autonomous institutions (10.2%), and government institutions (3.4%).

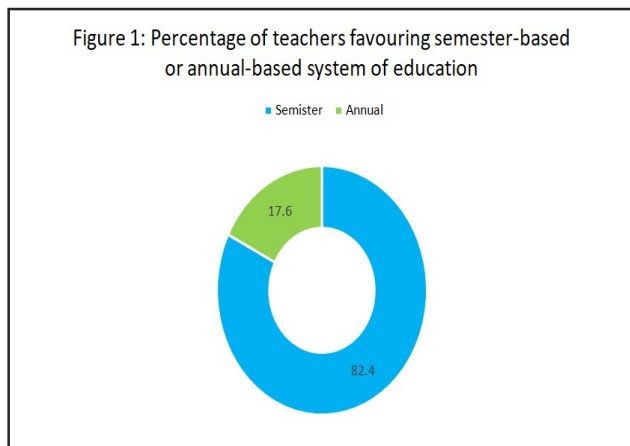
Descriptive results: The descriptive results are summarized in Table 2. The overall mean attitude score was 72.35 $\pm$ 10.23 out of a maximum possible score of 105, with a median of 72, indicating a relatively symmetrical distribution of scores. Among the subscales, administrative and institutional support

(11.13 $\pm$ 2.06) and professional development and satisfaction (11.08 $\pm$ 2.29) demonstrated the highest mean scores. Overall, the findings indicate a generally positive attitude among participants across all subscales.

Association results: Chi-square analysis revealed no statistically significant association between attitude and selected demographic variables, (Table 3) as all p-values were greater than 0.05. The item-wise analysis using relative importance index (RII) showed that most items were rated highly by participants, indicating a generally positive perception of the semester-based curriculum (Table 4 and Figure 1). The RII values ranged from 0.545 to 0.753, reflecting moderate to strong agreement across domains.

DISCUSSION

The present study aimed to assess and compare the attitudes of nursing teachers toward annual- and semester-based curricula in selected nursing colleges of Mangaluru.



The findings revealed a generally positive attitude among participants, with a moderately high overall mean score. Higher scores were observed in domains such as administrative and institutional support and professional development and satisfaction, indicating strong perceived organizational support and professional fulfilment. The demographic characteristics of the participants showed a predominance of female educators and younger age groups, which is consistent with previous studies in nursing education. Similar findings have been reported where the majority of nursing faculty were female with diverse professional experience (Qurtuba&Ullah, 2024). Comparable trends were also observed among nursing faculty in the Indian context, where most educators belonged to younger age groups and held postgraduate qualifications (Babawo et al., 2023). The overall attitude scores in the present study indicate a favourable perception toward curriculum systems, particularly the semester-based approach. These findings are supported by a comparative study conducted in Punjab and Chandigarh, which reported that teachers perceived the semester system as beneficial due to continuous assessment, timely feedback, and improved academic interaction (Gunjan et al., 2024). However, the same study also highlighted that some educators preferred the annual system due to lower administrative demands.

The item-wise analysis in the present study further demonstrated that most components of the semester-based curriculum were rated highly, indicating moderate to strong agreement across domains. This may be attributed to the structured and continuous evaluation system, which promotes active engagement and consistent academic interaction. The present study also found no statistically significant association between attitude and selected demographic variables. Similar findings have been reported in studies assessing nursing faculty attitudes toward e-learning, where no significant association was found between attitude and variables such as age, gender, qualification, and teaching experience (Kumar et al., 2022). Likewise, another study examining nurse educators' attitudes toward curriculum reform reported no significant differences in attitude scores across demographic characteristics (Rahman et al., 2021). Overall, the findings of the present study indicate that nursing teachers have a

favourable perception toward the semester-based curriculum. This positive attitude may facilitate effective implementation of curriculum reforms and contribute to improved teaching quality, enhanced student engagement, and better academic outcomes in nursing education.

Strengths and limitations: This study has several strengths, including a relatively large sample of nursing teachers from multiple institutions and the use of a structured tool assessing multiple domains of attitude, providing a comprehensive understanding of teachers' perceptions toward annual- and semester-based curricula. However, certain limitations should be considered. The study was conducted in selected nursing colleges in Mangaluru, which may limit the generalizability of the findings. The cross-sectional design restricts causal interpretation, and the use of self-reported data may introduce response bias. Additionally, the study included only nursing faculty, excluding perspectives from students and administrators, and was subject to time and resource constraints. Future research may consider larger and more diverse samples, inclusion of multiple stakeholders, and longitudinal designs to assess long-term outcomes. Furthermore, comparative studies evaluating the impact of different curriculum systems on academic performance and learning outcomes, as well as faculty development initiatives to support curriculum implementation, are recommended.

CONCLUSION

The present study aimed to assess and compare the attitudes of nursing teachers toward annual- and semester-based curricula in selected nursing colleges of Mangaluru. The findings revealed a generally positive attitude among teachers, with a favourable perception toward the semester-based curriculum. Higher scores in domains such as administrative support and professional development indicate that educators perceive the semester system as supportive and beneficial for teaching-learning processes. No significant association was found between attitude and selected demographic variables, suggesting a consistent perception across different groups of educators. Overall, the study highlights that the semester-based curriculum is well accepted among nursing faculty and has the potential to enhance teaching effectiveness, student engagement, and academic outcomes. These findings emphasize the need for continued support, faculty development, and effective implementation strategies to maximize the benefits of curriculum reforms in nursing education.

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