Students' Perception towards Master of Business Studies (MBS) Semester System: A Case Study of Nepal Commerce Campus

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Abstract

The study sought to understand and analyze students' perception towards MBS semester system taking a case of Nepal Commerce Campus with regard to (a) academic resources, (b) course organization and planning, (c) physical resources, (d) governance and image, and (e) overall perception of students. It followed descriptive research design with using questionnaire survey instrument. The population of this study comprised all 668 MBS semester students and the sample consisted 246 students selected through random sampling techniques. The survey questionnaire was set in seven sections with 30 questions of various types to collect data. Collected data were analyzed with the help of SPSS software (version 23). The research result revealed that the perception of the students towards all aspects is quite satisfactory except toilets and canteen facilities of Nepal Commerce Campus. The study drew some feedback and suggestions from students for the betterment of the college. It covered those students who were studying MBS semester system since the last five out of 48 month's course cycle therefore it didn't cover the aspects of semester system. It enhances the understanding of stakeholders about the issues of semester system at master's level.

Keywords: *Perception, semester system, resources, evaluation and feedback.*

1. Introduction

Educational system all over the world has never been consistent over the year. Through advancement and exposure to new concepts, educationists investigate possibilities to teach texts in various feasible manners (Mazumdar, 2010). According to Tribus (1994), there are innumerable proposals/suggestions for reforms and changes in educational system and there are infinite number of good ideas and research results. Introduction of semester system can be said to be the product of these investigations. Etymologically the word 'semester' originates from a Latin word 'sementris' which means 'course of six months'. The word 'Se' means Six and 'mentris' means month. So, it literally means 'half of a year' or 'one of the two divisions of an academic year'. However, a semester does not only mean dividing an academic year into two half yearly sessions. It is an innovative approach to teaching-learning process, a new educational culture, which allows greater interaction between teachers and the students (Das, 2015). According to the Dictionary of Education (1981) semester means 'half of the academic years usually 16 to 18 weeks'.

The development of any country depends very much on the quality of education and its process and system. Education is the foundational norm for society as a whole; it is the vehicle that drives or leads the society towards betterment and fulfilment. Universities play a vital role in the development and evolution of societies. They generate new ideas, encourage innovation, educate young minds and contribute to develop dynamic citizens in the country. As a result of the impact of globalization, liberalization and privatization educational system all over the world has been changing drastically for the last few years. Because of the advancement in science and technology and exposure to new concepts and knowledge educationists all over the world have been investigating to find out more innovative and effective system of education. Semester system of education is a product of these investigations (Das, 2015). We find that most of the nations in the world today are following the semester system of education in their higher education. Materializing the scheme of semester system effectively in an environment of poor physical and information resources like Nepal is a challenging task.

The effective and successful implementation of semester system depends upon a number of conditions as stated by Jadoon, Jabeen and Zeba (2012): well-designed curriculum; course coverage within stipulated time; regularity of classes; timely and constructive feedback to students by the teachers; accessibility of teachers to students outside the class; availability of information resources to students such as stat-of-the-art library and computer facilities; highest level of secrecy and confidentiality in examination; transparency in evaluation and grade; timely declaration of semester results etc. Aslam et al. (2012) in their study revealed that semester system is perceived to be most effective way of effectual learning. They revealed that many factors can efficiently enhance student's satisfaction but teachers' efforts and behavior are the main factors which are directly related to the students' satisfaction. According to Brophy (2014) semester has emerged as a response to the demand for individualization in education. The study suggested that the philosophy and objectives of individualization in education may indeed be achieved through the utilization of semester patterns of organization.

Nepal's education system is comparatively less exposed to international market because of two major reasons. First, development of modern education system in Nepal is recent phenomenon, particularly in the second half of twentieth century only. Second, there are serious concerns on the quality of educational systems in Nepal. In the last half century, Nepal witnessed remarkable quantitative growth in educational institutions but the quality of education could not go hand in hand with the quantitative growth. Nepal's education system also critically suffers from lack of innovation and more dependent to imitation, particularly with Indian system of education (Pokharel, n.d).

Universities should aim not only to educate young minds and contribute to make dynamic citizens, but also to generate new ideas and encourage innovation. Tribhuvan University (TU), one of the oldest and largest university of Nepal, has been launching the semester system in general masters' program from the year 2014 at Central Campus in Kirtipur and from the year 2017 at Kathmandu Valley and planning to launch across the country from the year 2018. The semester system is said to keep students on their toes with their progress being regularly and closely monitored.

Compared to the annual system, it helps to keep students busy all year round with an even level of burden instead of allowing them to pile up work towards the end of the year. A semester system permits greater freedom and scope for designing and delivering a variety of courses that the students can pick flexibly from in order to enhance the quality of their learning (Singh & Kuamr, 2016).

It is claimed that implementation of the semester system in TU is to bring about a quantum leap in teaching, research and innovation. Hence the emphasis is given to have more discussion over the following issues:

→   Can the semester system actually serve its purpose if the structure, policies, infrastructure and resources of the university remain the same?

→   Have we done anything to change or even try to change the syllabus and teaching methods to suit the new system?

→   What kind of education system are we trying to establish in this country?

→   How do the students perceive towards the implementation of semester system in the master of business studies under Tribhuvan University?

2.   Objectives and Hypotheses

The purpose of the study is to understand and analyze the students' perception towards MBS semester system with regard to (a) academic resources, (b) course organization and planning, (c) physical resources, (d) governance and image.

Semester system has a specified number of working days which helps in better budgeting of available time and resources. This system does not allow any kind of slackness on the part of teachers and students; as they are fully occupied in teaching and learning process. The curriculum under the semester system has prioritized practical learning and an internal assessment on a regular basis. The system is very much learner centered with greater interaction between students and teachers. The study sets following four hypotheses and their relations have been checked and analyzed.

H1: Academic resources affect students' perception.
H2: Course organization and planning affect students' perception.
H3: Physical resources affect students' perception.
H4: Governance and image affect students' perception.

Therefore, the study model is as follows:

$$Y = \beta_0 + \beta_1 \text{ Acca. Resources} + \beta_2 \text{ Course Org. \& P} + \beta_3 \text{ Phy. Recourses} + \beta_4 \text{ Gov. \& Image} + \varepsilon$$

4.   Methodology

The study followed a case study of Nepal Commerce Campus with descriptive survey design. It delimits to students' perception towards MBS semester system at Nepal Commerce Campus. Therefore, 668 students who are studying in Nepal Commerce Campus at MBS semester system (first batch/first semester) were the population of the study. Without prior notice, a self-administered questionnaire was distributed to the all students on Mangsir 04, 2074 – a regular working day. All together 320 students were participated in the survey, 246 questionnaire were properly filled up and returned. Therefore, 246 students (i.e. 36.82 %) were the sample of the study.

5. Data Presentation and Analysis

The survey questionnaire was set in seven sections with 30 questions of various types. Five questions in section A dealt with demographic information of the respondents; five questions in section B with academic resources; five questions in section C with course organization and planning; five questions in section D with physical resources; five questions in section E with governance and image; two questions in section F with overall perception and three questions in section G with concluding remarks. The 22 questions (6 to 27) were used five point Likert scale from 1 to 5, with 1 strongly disagree/very ineffective, 3 can't say and 5 strongly agree/very effective response. Collected data were analyzed with the help of SPSS software (version 23). The sample size of the study was big in comparison with its population size, therefore Likert data were considered for statistical operations like mean and standard deviation. The questionnaire revealed results for seven major sections, each of that is discussed in detailed as under:

Students' Demographic

The demographic information of the students was designed on the basis of five variables: respondent's education system at bachelor level, bachelor degree, permanent address, province and gender as presented in table 1.

Table 1

Demographic Information the Respondents'

	No of students	Percent
The student who completed his/her bachelor degree from:		
Semester system	57	23.2 %
Annual system	189	76.8 %
Total	246	100.0%
The student whose bachelor degree at:		
Management	242	98.4 %
Humanities	2	0.8 %
Science	1	0.4 %
Information Technology	1	0.4 %
Total	246	100.0 %
Permanent address of the students:		
Inside the Kathmandu Valley	42	17.1 %
Outside the Kathmandu Valley	204	82.9 %
Total	246	100.0 %
The student who came from:		
Province no 1	57	23.2 %
Province no 2	34	13.8 %
Province no 3	90	36.6 %
Province no 4	4	1.6 %
Province no 5	33	13.4 %
Province no 6	6	2.4 %
Province no 7	22	8.9 %
Total	246	100.0 %

Gender of the students:		
Male	107	43.5 %
Female	139	56.5 %
Total	246	100.0 %

The sample showed that more than 75 % students were new for the semester system. Most of the students (more than 98 %) joined MBS semester system who completed their bachelor level in management education. Nepal Commerce Campus got 80 % and more students from outside the Kathmandu Valley. Analyzing outside the Valley only, province 1 fed highest number of students and Province 4 and 6 fed least number of students to NCC. The sample included 43.5 % male and 56.5 % female students.

Academic Resources of NCC

Academic resources of NCC were tested through five questions based on five point Likert scale. The questions were scaled as strongly disagree (SD) = 1, disagree (D) = 2, can't say (C n S) = 3, agree (A) = 4 and strongly agree (SA) = 5. The value of Cronbach's alpha of the questions, $\alpha = 0.747$ which showed the questions were consistent and reliable. Table 2 and table 3 depict the descriptive statistics of the students' perception towards academic resources of NCC.

Table 2

Descriptive Statistics of the Academic Resources of NCC

Total number of respondents, N = 246

Statements		% of responses on:					Descriptive statistics:			
		SD	D	C n S	A	SA	Mean	S. dev.	t-value	p-value
Q6	Faculties of NCC have sufficient experience in their subject matter	2.8 %	10.2 %	13.8 %	62.6 %	10.6 %	3.68	0.898	11.855	0.000
Q7	They have updated knowledge in their subjects.	1.2 %	12.2 %	14.6 %	59.8 %	12.2 %	3.70	0.881	12.376	0.000
Q8	They are capable in handling students' queries.	1.2 %	11.4 %	22.8 %	56.9 %	7.7 %	3.59	0.837	10.967	0.000
Q9	They are following curriculum as per lecture hours prescribed by the syllabus.	1.6 %	16.3 %	11.8 %	57.3 %	13.0 %	3.64	0.958	10.450	0.000
Q10	They are punctual (come on time & leave on time)	8.5 %	18.7 %	13.0 %	46.4 %	13.4 %	3.37	1.181	4.968	0.000
-	Perception towards overall academic resources	-	-	-	-	-	3.594	0.676	13.789	0.000

Table 3

Correlation Matric between Academic Resources of NCC

Total number of respondents, N = 246

Statements		X6	X7	X8	X9	X10
Q6	Faculties of NCC have sufficient experience in their subject matter - X6		0.639** (0.000)	0.495** (0.000)	0.334** (0.000)	0.279** (0.000)
Q7	They have updated knowledge in their subjects - X7			0.503** (0.000)	0.362** (0.000)	0.259** (0.000)
Q8	They are capable in handling students' queries - X8				0.331** (0.000)	0.335** (0.000)
Q9	They are following curriculum as per lecture hours prescribed by the syllabus - X9					0.362** (0.000)
Q10	They are punctual (come on time & leave on time) – X10					

All the statements relating to academic resources were significant and had good mean value (greater than 3). Items correlations were positive and significant at the 0.01 level of significance. Based on these statistics, students were satisfied on the overall academic resources of NCC. However, they made a request to maintain punctuality of the faculty members.

Course Organization and Planning by the Faculties

Course organization and planning by the faculties were tested through five questions based on five point Likert scale. The questions were scaled as very ineffective (VI) = 1, ineffective (I) = 2, can't say (C n S) = 3, effective (E) = 4 and very effective (VE) = 5. The value of Cronbach's alpha of the questions, $\alpha = 0.793$ which showed the questions were consistent and reliable. Table 4 and table 5 depict the students' perception towards course organization and planning.

Table 4

Descriptive Statistics of the Course Organization and Planning of NCC

Total number of respondents, N = 246

Statements		% of responses on:					Descriptive statistics:			
		VI	I	C n S	E	VE	Mean	S.dev.	t-value	p-value
Q11	The faculty's explanation of course requirements	1.6 %	14.6 %	12.6 %	66.7%	4.5 %	3.58	0.852	10.621	0.000
Q12	The faculty's preparation for each class period	2.4 %	16.7 %	19.5 %	56.5%	4.9 %	3.45	0.910	7.708	0.000
Q13	The faculty's command on the subject matter	1.2 %	12.6 %	21.1 %	57.3%	7.8 %	3.58	0.852	10.621	0.000
Q14	The faculty's use of class time	1.6 %	13.8 %	16.3 %	57.7%	10.6%	3.62	0.908	10.671	0.000
Q15	The faculty's way of summarizing/ emphasizing important points in class	4.9 %	16.3 %	17.1 %	53.2%	8.6 %	3.44	1.020	6.816	0.000

Statements	% of responses on:					Descriptive statistics:			
	VI	I	C n S	E	VE	Mean	S.dev.	t-value	p-value
Perception towards overall course organization and planning	-	-	-	-	-	3.533	0.674	12.400	0.000

Table 5

Correlation Matric between Academic Resources of NCC

Total number of respondents, N = 246

	Statements	X11	X12	X13	X14	X15
Q11	The faculty's explanation of course requirements – X11		0.508** (0.000)	0.405** (0.000)	0.339** (0.000)	0.404** (0.000)
Q12	The faculty's preparation for each class period – X12			0.560** (0.000)	0.395** (0.000)	0.349** (0.000)
Q13	The faculty's command on the subject matter – X13				0.550** (0.000)	0.508** (0.000)
Q14	The faculty's use of class time – X14					0.373** (0.000)
Q15	The faculty's way of summarizing/ emphasizing important points in class – X15					

All the statements relating to course organization and planning were significant and had good mean value (greater than 3). Items correlations were positive and significant at the 0.01 level of significance. Students had good perception towards course organization and planning. They had a request on the summarizing/emphasizing important terms and points in the class.

Physical Resources of the NCC

Physical resources of NCC were tested through five questions based on five point Likert scale. The questions were scaled as strongly disagree (SD) = 1, disagree (D) = 2, can't say (C n S) = 3, agree (A) = 4 and strongly agree (SA) = 5. The value of Cronbach's alpha of the questions, $\alpha = 0.602$ which showed respondents had different perception towards physical resources and the questions had acceptable level of consistency and reliability. Table 5 and table 6 depict the students' perception towards physical resources of NCC.

Table 5

Descriptive Statistics of the Physical Resources of NCC

Total number of respondents, N = 246

Statements	% of responses on:					Descriptive statistics:			
	SD	D	C n S	A	SA	Mean	S.dev.	t-value	p-value
Q16 The class rooms are good in size with comfortable furniture	13.0 %	19.5 %	7.3 %	51.6 %	8.6 %	3.23	1.235	2.942	0.004

Statements		% of responses on:					Descriptive statistics:			
		SD	D	C n S	A	SA	Mean	S.dev.	t-value	p-value
Q17	The class rooms have well working computers and projectors	6.5 %	22.4 %	25.6 %	40.6 %	4.9 %	3.15	1.033	2.284	0.023
Q18	NCC has upto date library facility	6.9 %	25.6 %	11.8 %	47.2 %	8.5 %	3.25	1.135	3.425	0.001
Q19	Canteen is neat n clean and provides fresh/hygienic food	17.5 %	19.5 %	39.8 %	21.6 %	1.6 %	2.70	1.045	- 4.456	0.000
Q20	Toilets are sufficient, clean and satisfactory	54.9 %	30.1 %	6.9 %	7.7 %	0.4 %	1.69	0.932	-22.092	0.000
-	Perception towards overall physical resources	-	-	-	-	-	2.804	1.235	- 4.577	0.000

Table 6

Correlation Matric between Physical Resources of NCC

Total number of respondents, N = 246

Statements		X16	X17	X18	X19	X20
Q16	The class rooms are good in size with comfortable furniture – X16		0.388** (0.000)	0.288** (0.000)	0.294** (0.000)	0.237** (0.000)
Q17	The class rooms have well working computers and projectors – X17			0.097 (0.130)	0.250** (0.000)	0.087 (0.173)
Q18	NCC has upto date library facility – X18				0.176** (0.006)	0.182** (0.004)
Q19	Canteen is neat n clean and provides fresh/hygienic food – X19					0.302** (0.000)
Q20	Toilets are sufficient, clean and satisfactory – X20					

The statements relating to class room size and furniture, class room computers and projectors, and library facility had good mean value (greater than 3) whereas the statements relating to canteen and toilets had poor mean value (less than 3). The table 6 showed that all items correlations were positive but there were weak positive insignificant relationship between class room computers and projectors with library and toilets facilities. Students were satisfied with classroom size, working computers and projectors as well as library facility. But they were strongly dissatisfied with toilet facilities and canteen. Around 40 % students were dissatisfied with canteen's food and services. Another 40 % students were not using canteen facilities whereas around 20 % students were satisfied with canteen's services. 85 % students were dissatisfied with NCC's toilets. They had strong request to add toilets and maintain cleanliness.

Governance and Image of the NCC

Governance and image of the NCC were also tested through five questions based on five point Likert scale. The questions were scaled as strongly disagree (SD) = 1,

disagree (D) = 2, can't say (C n S) = 3, agree (A) = 4 and strongly agree (SA) = 5. The value of Cronbach's alpha of the questions, α = 0.781 which showed the questions were consistent and reliable. Table 7 and table 8 depict the students' perception towards governance and image of NCC.

Table 7

Descriptive Statistics of Governance and Image of NCC

Total number of respondents, N = 246

	Statements	% of responses on:					Descriptive statistics:			
		SD	D	C n S	A	SA	Mean	S.dev.	t-value	p-value
Q21	Administrative staff of NCC are cooperative and responsive	6.1 %	19.1%	17.5 %	53.7%	3.6 %	3.30	1.017	4.577	0.000
Q22	Role of the campus chief and program coordinators are supportive	4.1 %	16.7%	32.1 %	43.9%	3.2 %	3.26	0.914	4.393	0.000
Q23	Students' problems are promptly resolved	9.4 %	32.1%	32.9 %	24.0%	1.6 %	2.76	0.974	- 3.797	0.000
Q24	NCC is going to create brand image of MBS Semester System	2.4 %	6.9 %	35.8 %	46.3%	8.6 %	3.52	0.841	9.624	0.000
Q25	I am glad - that I came to this campus	0.8 %	7.3 %	17.1 %	61.4%	13.4%	3.79	0.794	15.660	0.000
-	Perception towards overall governance and image	-	-	-	-	-	3.325	0.666	7.663	0.000

Table 8

Correlation Matric between Governance and Image of NCC

Total number of respondents, N = 246

	Statements	X21	X22	X23	X24	X25
Q21	Administrative staff of NCC are cooperative and responsive – X21		0.414** (0.000)	0.442** (0.000)	0.288** (0.000)	0.395** (0.000)
Q22	Role of the campus chief and program coordinators are supportive – X22			0.526** (0.000)	0.310** (0.000)	0.428** (0.000)
Q23	Students' problems are promptly resolved – X23				0.473** (0.000)	0.412** (0.000)
Q24	NCC is going to create brand image of MBS Semester System – X24					0.521** (0.000)
Q25	I am glad - that I came to this campus – X25					

All the statements relating to governance and image had satisfactory mean value (greater than 3) except solving students' problems promptly. The table 8 showed that all items correlations were positive and significant. Although students' problems were not promptly resolved, they had good perception towards college governance and

image.

Overall perception of the students

Overall perception of the students was tested through two questions based on five point Likert scale. The questions were scaled as strongly disagree (SD) = 1, disagree (D) = 2, can't say (C n S) = 3, agree (A) = 4 and strongly agree (SA) = 5. Table 9 and table 10 present overall perception of the students' towards MBS semester system.

Table 9

Descriptive Statistics of Overall Perception of NCC

Total number of respondents, N = 246

Statements	% of responses on:					Descriptive statistics:			
	SD	D	C n S	A	SA	Mean	S.dev.	t-value	p-value
Q26 MBS semester curriculum provides standard knowledge required for masters level management students.	0.4%	8.1%	12.2%	68.3%	11.0%	3.81	.749	17.028	0.000
Q27 Semester system is an innovative approach to teaching-learning process, a new educational culture, which allows greater interaction between teachers and students	1.6%	7.3%	9.3%	58.2%	23.6%	3.95	0.877	16.945	0.000
- Perception towards overall perception	-	-	-	-	-	3.880	0.678	20.396	0.000

Table 10

Correlation Matric between Overall Perceptions towards MBS Semester System

Total number of respondents, N = 246

Statements	X26	X27	X28	X29	X30
Overall perception towards NCC's academic resources – X26		0.653** (0.000)	0.442** (0.000)	0.481** (0.000)	0.255** (0.000)
Overall perception towards NCC facilities' course organization and planning – X27			0.483** (0.000)	0.524** (0.000)	0.253** (0.000)
Overall perception towards NCC's physical resources – X28				0.565** (0.000)	0.298** (0.000)
Overall perception towards NCC's governance and image – X29					0.400** (0.000)
Overall perception towards MBS semester system – X30					

More than 80 % students had good perception on MBS semester curriculum and teaching-learning process.

Testing Hypotheses

Table 11 showed model summary after running multiple linear regression between overall students' perception (dependent variable) with academic resources, course organization and planning, physical resources, and governance and image (as independent variables). The model summary displayed that the independent variables explained only 17.2 % on overall students' perception towards MBS semester system.

Table 11

Model Summary of Students' Perception b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.414 a	0.172	0.158	0.62103

a. Predictors: (Constant), Academic resources, Course organization and planning, physical resources, governance and image

b. Dependent variable: Overall students' perception

Table 12 explained that the overall model was statistically significant that means all the independent variables – academic resources, course organization and planning, physical resources, governance and image were connected to the overall students' perception – dependent variable.

Table 12

ANOVA a Result of Students' Perception

	Model	Sum of Squares	df	Mean Square	F	Sig.
	Regression	19.265	4	4.816	12.488	0.000 b
1	Residual	92.947	241	.386		
	Total	112.212	245			

a. Dependent variable: Overall students' perception

b. Predictors: (Constant), Academic resources, Course organization and planning, physical resources, governance and image

Table 13

Regression Co-efficient of Overall Students' Perception

Model	Unstandardized Coefficients a		Standardized coefficients	t-value	Sig.	Remarks
	B	Std. Error	Beta			
(Constant)	2.302	0.252		9.145	0.000	-
Academic resources	0.075	0.079	0.075	0.945	0.346	Rejected
1 Course organization & planning	-0.008	0.085	-0.008	-0.096	0.923	Rejected
Physical resources	0.099	0.074	0.099	1.337	0.182	Rejected
Governance and image	0.318	0.079	0.313	4.032	0.000	Accepted

a. Dependent variable: Overall students' perception

Regression equation: $Y = \beta_0 + \beta_1 \ X_1 + \beta_2 \ X_2 + \beta_3 \ X_3 + \beta_4 \ X_4 + \varepsilon$

Regression equation for the study,

$$Y = \beta_0 + \beta_1 \text{ Acca. Resources} + \beta_2 \text{ Course Org. \& P} + \beta_3 \text{ Phy. Recourses} + \beta_4 \text{ Gov. \& Image} + \varepsilon$$

$$Y = 2.302 + 0.075 \text{ A. Resources} - 0.008 \text{ Course Org. \& P} + 0.099 \text{ P. Recourses} + 0.318 \text{ Gov. \& Image} + \varepsilon$$

Interestingly, table 13 showed that students' perception depend upon college governance and image rather than academic resources, course organization and planning, and physical resources. The masters' level students showed negative perception with course organization and planning. They didn't much focus on academic and physical resources.

Students' suggestions and feedback

In the last section of the questionnaire, there were three open ended questions that sought suggestions and feedback from the respondents for the betterment of the program and the campus. In response to the first question 'if you believe that your classroom and other physical facilities of the campus need improvement', they said:

Toilets are insufficient and so dirty. Maintain cleanliness, build some new toilets and arrange regular water facility;
- → Drinking water supply is not enough;
- → Furniture are not comfortable, replace with good one;
- → Classrooms should open on time, clean regularly and provide dustbin for every classroom;
- → Classroom CPU & projector are not working properly and should install antivirus;
- → Sunlight directly affects eyes, so cover with curtains (section A and B);
- → Get distracted by noise from outside;
- → Provide break time for tea and food;
- → Need some extra activities like – field visit, workshops; seminars; games, tours etc.;
- → Maintain and improve garden;
- → Faculties usually comes with poor ink markers without duster;
- → Use thumb machine for students' attendance;
- → Evening class rooms are so dirty; need to clean the classrooms promptly;
- → Library should open on appropriate time, update regularly and start e-library etc.

In response to the second question 'if you believe that your faculties need improvement', they said:
- → Faculties are focusing on theories and lecture method. We want discussions, cases, presentations and real life examples;
- → Most of the faculties are not using projectors, enter into the class lately and leave early – especially on theory subjects;
- → Some faculties should focus on contents rather than unnecessary imaginary story and need to improve teaching methodology;

→ Some faculties need to improve their knowledge to teach on master's level semester class;
→ Managerial communication should be taught in English rather than Nepali and provide relevant reading materials;
→ In some sections, we are not understanding organization behavior and marketing lectures; whereas in others, we have a problem on economics, managerial communication and statistics. Hence, we request the college management to properly diagnose and address the issues;
→ Some faculties are using their own books only, it would be better to use standard text books prescribed by the syllabus;
→ Prior notice should be given by faculties if they are going to be absent;
→ It would better to have dress code for teachers etc.

In response to the third question 'if you have any suggestion/(s) for the betterment of the campus' they said:
→ Administrative staff should use polite language and be cooperative;
→ There is poor coordination between management and students;
→ Notices for the students should be communicated on time;
→ Avoid unnecessary holidays/leave;
→ No of students should be 30 in a class;
→ Reduce fee;
→ Students should be allowed to write either in English or in Nepali in the exam;
→ Arrange some guest lectures;
→ Campus chief/program coordinator should interact with student frequently;
→ College should arrange personality/leadership development program as well as seminars/ workshops etc.

6. Discussion and Conclusions

By comparing construct-wise perception with categorical variables, table 14 depicts students' perception towards overall academic resources, course organization and planning, physical resources, and governance and image of NCC.

Table 14

Comparison of Construct-wise Perception by Categorical Variables

	No of Res.	Academic resources		Course organization and planning		Physical resources		Governance and image	
		Mean	St. dev.	Mean	St. dev.	Mean	St. dev.	Mean	St. dev.
Bachelor degree in:									
Semester system	57	3.681	0.623	3.446	0.712	2.568	0.729	3.242	0.678
Annual system	189	3.568	0.691	3.559	0.661	2.875	0.638	3.350	0.662
Total	246	3.594	0.676	3.533	0.674	2.804	0.671	3.325	0.666
Permanent address:									
Inside the Kathmandu Valley	42	3.300	0.849	3.252	0.826	2.729	0.702	3.186	0.641

	No of Res.	Academic resources		Course organization and planning		Physical resources		Governance and image	
Outside the Kathmandu Valley	204	3.655	0.620	3.590	0.623	2.820	0.657	3.354	0.669
Total	246	3.594	0.676	3.533	0.674	2.804	0.671	3.325	0.666
Gender									
Male	107	3.488	0.714	3.408	0.704	2.701	0.746	3.340	0.694
Female	139	3.676	0.636	3.629	0.635	2.884	0.599	3.391	0.637
Total	246	3.594	0.676	3.533	0.674	2.804	0.671	3.325	0.666

The study found that the students who were from semester system at bachelor level have good perception than the students who were from annual system on the overall academic resources of NCC. On the other hand, the students from the annual system perceived better on course organization and planning, physical resources, and governance and image than the students from the semester system. In the permanent address of the respondents category, the students came from outside the Kathmandu Valley were more satisfied at MBS semester system than the students from the Kathmandu Valley. Similarly, female students' perception in all categories were good than the male students.

The forgoing results and discussion portrayed a detailed picture of how students perceive towards the different aspects of MBS semester system at Nepal Commerce Campus. The result revealed that most of the students perceived semester system is an innovative approached to teaching-learning process, a new educational culture, which allows greater interaction between teachers and students (mean value = 3.95 and standard deviation = 0.877). They were satisfied with NCC's academic resources but were strongly dissatisfied with canteen and toilets facilities. Among the factors analyzed, governance and image had great influential factor on overall perception.

7.   Limitations and Implications

The study included those students who were studying MBS semester system since the last five out of 48 month's course cycle. Therefore, the study didn't cover the aspects of semester like syllabus design and coverage, secrecy and confidentiality in examination; transparency in evaluation and grade; timely declaration of semester results etc. Similarly, the study covered a case of Nepal Commerce Campus. Hence, the most obvious limitation of the study was the generalizeability.

The semester system for higher education program, especially at Tribhuvan University, is at transitional phase. It is expected that the old annual education system is going to be replaced by the semester system with a competent performance. The study enhances the understanding of stakeholders about the issues of semester system at master's level.

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