



Development and Validation of Scale SSAPS for Investigate the Impact of the Semester System on Students' Academic Performance in Higher Education

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Abstract: The impact of the semester system on students' academic performance in higher education has garnered significant interest due to its potential implications for student outcomes. This study aims to develop and validate the Semester System Academic Performance Survey (SSAPS) to measure various dimensions influencing academic performance under the semester system. The SSAPS initially comprised 50 items categorized into four factors: Student Engagement, Academic Performance, Stress Levels, and Time Management Skills. Expert opinions were solicited from 14 experts, resulting in the removal of 17 items due to poor content validity ($CVR < 0.45$). Data were collected via a Google Form distributed through WhatsApp groups to university students. Exploratory factor analysis using varimax rotation validated the scale. The KMO measure was 0.748, and Bartlett's test was significant ($p < 0.001$). The Cronbach's alpha for the instrument was 0.902, indicating high reliability. These results demonstrate that the SSAPS is a robust tool for assessing the impacts of the semester system, paving the way for more targeted academic interventions. Future studies could utilize this validated survey to explore the longitudinal effects on student performance.

Key words: Semester system, Academic performance, Higher education, Student engagement, Stress levels, Time management skills.

1. Introduction

The semester system, an academic calendar framework dividing the academic year into two or three terms, has been widely adopted in higher education institutions globally. Typically, these terms last between 15 to 18 weeks, contrasting with the traditional annual system that features longer terms and fewer examination periods. The semester system is designed to offer more frequent assessment opportunities, a more manageable workload spread over shorter periods, and greater flexibility in course selection. This system aligns with contemporary educational theories that advocate for continuous assessment and iterative learning processes. Institutions have transitioned to the semester system to address several educational and administrative challenges:

1.1 Enhanced Learning Outcomes

By dividing the academic year into shorter, more focused terms, the semester system aims to foster deeper learning and better retention of material. Students can concentrate on a smaller set of subjects each term, potentially improving

their understanding and performance.

1.2 Frequent Feedback

Continuous assessment through regular quizzes, midterms, projects, and finals enables students to receive timely feedback on their progress. This ongoing evaluation helps identify and address learning gaps promptly.

1.3 Flexibility

The semester system allows for greater flexibility in curriculum design and course offerings. Students have more opportunities to explore diverse subjects and can potentially recover from poor performance more quickly by retaking courses in subsequent terms.

1.4 Alignment with Global Standards

Many educational systems worldwide use the semester format, facilitating student mobility and transfer of credits between institutions internationally.

1.5 Impact on Key Dimensions

The effectiveness of the semester system can be evaluated across several dimensions:

1.5.1 Academic Performance

One of the primary goals of the semester system is to enhance academic performance through a structured and paced learning environment. Frequent assessments and shorter terms are designed to maintain student engagement and motivation.

1.5.2 Stress Levels

While the semester system offers benefits, it can also increase stress due to the compressed time frame and the continuous nature of assessments. Understanding how this system impacts student stress levels is crucial for developing supportive strategies.

1.5.3 Time Management Skills

Effective time management is critical in the semester system. Students must balance multiple assignments and exams within a shorter period, potentially enhancing their organizational and prioritization skills.

1.5.4 Student Engagement

The semester system encourages sustained student engagement through regular interactions with faculty and peers. Continuous involvement in coursework and extracurricular activities is expected to enrich the overall educational experience.

Investigating the impact of the semester system on these dimensions is essential for multiple stakeholders:

1.5.5 Educators and Administrators

Insights from such studies can help in designing curricula that optimize learning outcomes while managing stress and promoting engagement.

1.5.6 Policy Makers

Data-driven decisions can guide policies that support educational reforms aimed at improving higher education standards.

1.5.7 Students

Understanding the benefits and challenges associated with the semester system can help students navigate their academic journey more effectively.

The shift from an annual to a semester-based system involves significant changes in teaching methods, assessment strategies, and student support services. This transition requires careful planning and implementation to ensure that both students and faculty adapt successfully. Institutions must consider various factors such as curriculum redesign,

faculty training, and provision of adequate resources to support this change.

In conclusion, the semester system represents a substantial shift in educational practice with the potential to enhance learning outcomes and student experiences. However, its impact on academic performance, stress levels, time management, and engagement needs thorough investigation to optimize its implementation and effectiveness. This study aims to contribute to this understanding by developing a robust instrument, the Semester System Academic Performance Survey (SSAPS), to measure these dimensions comprehensively.

2. Literature Review

The impact of the semester system on academic performance has been a subject of extensive research, yielding a spectrum of findings. This section reviews the relevant literature, providing a comprehensive understanding of how the semester system influences various aspects of student life, including academic performance, stress levels, time management, and engagement. Several studies have investigated the relationship between the semester system and academic performance. Proponents of the semester system argue that its structure promotes continuous learning and frequent assessment, which can lead to better academic outcomes. For instance, Yazedjian et al. (2008) found that the semester system's regular assessment schedule helps students stay engaged with the material, reducing procrastination and promoting consistent study habits. Similarly, Gainen and Willemsen (1995) reported that students in a semester system exhibited higher academic achievement due to the ongoing feedback and opportunities to improve throughout the term. However, some researchers caution that the increased frequency of assessments in the semester system may not universally enhance academic performance. Wood et al. (2006) highlighted that while continuous assessments could benefit some students, others might struggle with the persistent pressure to perform, potentially leading to burnout and reduced academic quality. This dichotomy suggests that individual differences in learning styles and coping mechanisms significantly influence how students adapt to the semester system.

2.1 Stress Levels

The impact of the semester system on student stress levels is another critical area of research. The condensed academic periods and frequent evaluations can lead to heightened stress. A study by Misra and McKean (2000) found that students reported higher stress levels under the semester system compared to the traditional annual system, primarily due to the constant demand for performance and limited downtime between assessments. Furthermore, Conley and Lehman (2012) indicated that the increased pace of the semester system could exacerbate stress, affecting students' mental health and well-being. Conversely, some studies suggest that the semester system's structured environment can help mitigate stress by promoting better time management and study routines. According to Britton and Tesser (1991), students who develop effective time management strategies are better equipped to handle the semester system's demands, potentially reducing their overall stress. This highlights the importance of support services and skills training to help students adapt to the semester system.

2.2 Time Management

Effective time management is crucial for success in the semester system. The frequent deadlines and continuous assessment require students to manage their time efficiently. Zimmerman et al. (1996) emphasized that the semester system encourages students to develop robust time management skills, as the regular assessments necessitate consistent study habits and prioritization of tasks. Additionally, Claessens et al. (2007) found that students who mastered time management techniques under the semester system reported higher academic performance and lower stress levels. However, the necessity for continuous time management can be a double-edged sword. Poor time management can lead to academic difficulties and increased stress, as noted by Macan et al. (1990). Students who fail to adapt their time management strategies may find themselves overwhelmed by the semester system's demands, underscoring the need for targeted interventions to help students develop these essential skills.

2.3 Student Engagement

Student engagement is a key factor in the success of the semester system. Regular interaction with faculty and peers, combined with continuous assessment, is believed to enhance engagement. Astin (1999) argued that the semester system's frequent evaluations and shorter terms encourage active participation and sustained involvement in academic activities. This engagement is crucial for deep learning and academic success. However, the intense schedule can also negatively impact engagement if students become too focused on grades and assessments rather than the learning process itself. Kember (2004) warned that an overemphasis on assessment might lead to surface learning, where

students aim to pass exams rather than understand the material deeply. This highlights the need for a balanced approach that promotes both academic rigor and meaningful learning experiences. The literature on the semester system presents a complex picture, indicating both potential benefits and challenges. While the system can enhance academic performance, improve time management skills, and increase student engagement, it can also elevate stress levels and potentially hinder deep learning. These mixed results underscore the importance of tailored educational strategies and support mechanisms to help students thrive under the semester system. Understanding these dynamics is essential for educators and policymakers to create supportive academic environments that maximize the benefits of the semester system while mitigating its drawbacks. Future research should continue to explore these themes, focusing on interventions that can help students adapt effectively to this academic structure.

3. Theoretical/Conceptual Framework

The conceptual framework for this study is designed to explore the multifaceted impact of the semester system on students' academic performance in higher education. It identifies four key factors that collectively influence academic outcomes: Student Engagement, Academic Performance, Stress Levels, and Time Management Skills. Each factor is defined and interconnected to provide a comprehensive understanding of their relationships and combined effect on student success.

3.1 Student Engagement

Student Engagement refers to the extent to which students are actively involved in academic and extracurricular activities. This includes participation in classroom discussions, involvement in study groups, engagement with course materials, and participation in campus activities. High levels of engagement are believed to enhance learning experiences, foster a sense of belonging, and improve academic outcomes.

3.2 Academic Performance

Academic Performance is measured by students' grades, exam scores, and overall academic achievement. It serves as a direct indicator of how well students are learning and applying their knowledge. Academic performance is influenced by several factors, including the quality of instruction, student motivation, and the effectiveness of study habits.

3.3 Stress Levels

Stress Levels denote the psychological and emotional strain experienced by students. In the context of the semester system, stress can arise from frequent assessments, tight deadlines, and the pressure to consistently perform well. High stress levels can negatively impact mental health, reduce academic performance, and hinder overall well-being.

3.4 Time Management Skills

Time Management Skills refer to students' ability to effectively organize and allocate their time to various academic and non-academic tasks. Good time management is crucial under the semester system due to the condensed academic periods and continuous assessment structure. Students who manage their time well are likely to experience lower stress levels and achieve better academic outcomes.

3.5 Interrelationships

3.5.1 Student Engagement and Academic Performance

Engaged students are more likely to be motivated and dedicated to their studies, leading to higher academic performance.

3.5.2 Stress Levels and Academic Performance

High stress levels can impair cognitive function and concentration, thereby reducing academic performance. Conversely, moderate levels of stress can sometimes enhance focus and productivity.

3.5.3 Time Management Skills and Stress Levels

Effective time management can help students balance their academic workload, reducing stress levels. Poor time management, on the other hand, can lead to increased stress and lower academic performance.

3.5.4 Time Management Skills and Academic Performance

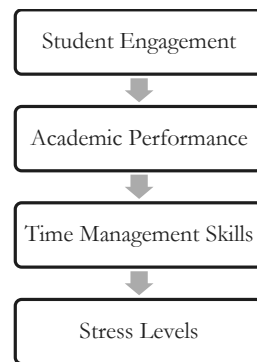
Students who manage their time well are more likely to complete assignments on time, prepare adequately for exams, and maintain consistent study habits, all of which contribute to higher academic performance.

3.5.5 Student Engagement and Stress Levels

High engagement levels can either alleviate or exacerbate stress, depending on the nature of the activities and the individual student's capacity to handle workload.

3.6 Flow Diagram

The following flow diagram visually represents the conceptual framework, illustrating the interrelationships among the four key factors influencing academic performance under the semester system:



Note: Arrows indicate the direction of influence among factors.

In this diagram:

- **Student Engagement** is shown to influence **Academic Performance** directly.
- **Time Management Skills** impact both **Academic Performance** and **Stress Levels**.
- **Stress Levels** influence **Academic Performance** and can also be affected by the level of **Student Engagement** and **Time Management Skills**.

This conceptual framework provides a structured approach to understanding the diverse factors that influence academic performance under the semester system. By examining the interrelationships among Student Engagement, Academic Performance, Stress Levels, and Time Management Skills, this study aims to offer insights that can help educators and policymakers create supportive academic environments that enhance student outcomes and well-being.

4. Methodology Instrumentation and Validation Process

The SSAPS was developed with 50 items distributed across four factors:

- Student Engagement
- Academic Performance
- Stress Levels
- Time Management Skills

Expert opinions were gathered from 14 experts, leading to the exclusion of 17 items with a content validity ratio (CVR) below 0.45. The remaining 33 items were administered to university students via a Google Form shared in WhatsApp groups.

4.1 Item Piloting and Content Validity

The piloted items underwent content validity assessment by experts. Items with a CVR below 0.45 were discarded. The development of the Semester System Academic Performance Survey (SSAPS) involved creating 50 items to measure Student Engagement, Academic Performance, Stress Levels, and Time Management Skills. A panel of 14 experts assessed the content validity of these items, using Lawshe's method to calculate the content validity ratio (CVR). Items with a CVR below 0.45 were discarded, resulting in the removal of 17 items. The remaining 33 items, deemed valid, were piloted with university students through an online survey. Feedback from the pilot study led to further refinement. An exploratory factor analysis (EFA) using varimax rotation was conducted, confirming the

validity of the scale and ensuring that each item appropriately represented its respective construct. This rigorous process ensured that the SSAPS is a reliable and valid tool for assessing the impact of the semester system on academic performance.

Table 1: Content Validity Estimates

ITEMS	CVR	ITEMS	CVR
1	1	18	1
2	1	19	1
3	0.85	20	0.85
4	1	21	0.85
5	1	22	1
6	1	23	1
7	1	24	1
8	1	25	0.85
9	1	26	0.85
10	0.71	27	1
11	0.71	28	1
12	0.85	29	0.85
13	1	30	0.71
14	0.85	31	1
15	1	32	0.85
16	0.71	33	1
17	0.71		
CVI	0.91		

Construct Validity: Exploratory factor analysis (EFA) with varimax rotation was performed. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was 0.748, and Bartlett's test of sphericity was significant ($p < 0.001$), indicating the data's suitability for factor analysis.

4.2 KMO and Bartlett's Test

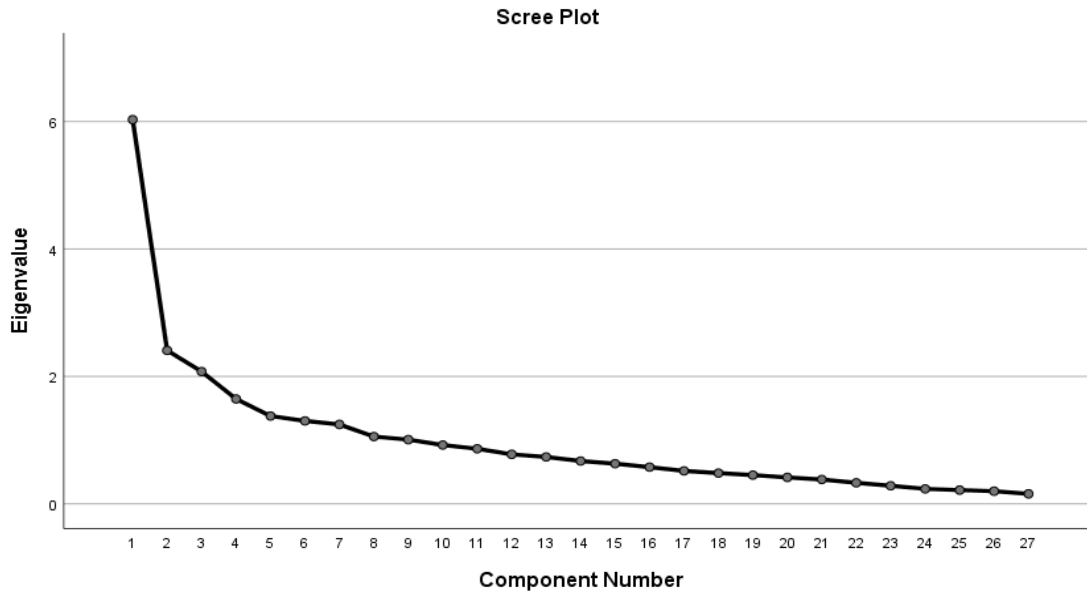
The suitability of the data for factor analysis was confirmed by the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's.

Table 2: Kaiser-Meyer-Olkin Measure

Kaiser-Meyer-Olkin Measure of Sampling Adequacy	.748
Bartlett's Test of Sphericity	1536.103
Df	595
Sig.	.000

4.3 Scree Test

The scree test and total variance explained suggested a four-factor solution. The factors were consistent with the theoretical framework, capturing Student Engagement, Academic Performance, Stress Levels, and Time Management Skills.



4.4 Total Variance Explained and Parallel Analysis

The Total Variance Explained and Parallel Analysis provided robust statistical validation for the SSAPS, ensuring that the four identified factors—Student Engagement, Academic Performance, Stress Levels, and Time Management Skills—are valid and reliable constructs. These analyses confirmed that the instrument effectively captures the essential dimensions of the semester system's impact on academic performance, providing a solid foundation for further research and practical applications in educational settings.

Table 3: Parallel Analysis

Sr#	Component Eigenvalue	Random Eigenvalue	Decision	% of Variance	Cumulative %
	8.685	1.622855	Accepted	14.063	14.063
	2.605	1.429919	Accepted	11.226	25.288
	2.245	1.284525	Accepted	9.207	34.495
	1.702	1.163756	Accepted	9.041	43.536

4.5 Reliability Analysis

The Cronbach's alpha for the scale was 0.902, demonstrating high internal consistency. The reliability analysis of the Semester System Academic Performance Survey (SSAPS) was conducted to ensure the instrument's internal consistency, which indicates how well the items on the survey measure the same construct. The Cronbach's alpha coefficient is a widely used statistical measure for this purpose.

The Cronbach's alpha for the SSAPS was calculated to be 0.902. This high value demonstrates excellent internal consistency, meaning that the items within each of the four key factors—Student Engagement, Academic Performance, Stress Levels, and Time Management Skills—are reliably measuring their respective constructs.

Table 4: Cronbach Alpha of the scale

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.902	0.902	27

.902	.903	35
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4.6 Rotated Component Matrix

The rotated component matrix confirmed the four factors, with all items loading appropriately on their respective factors.

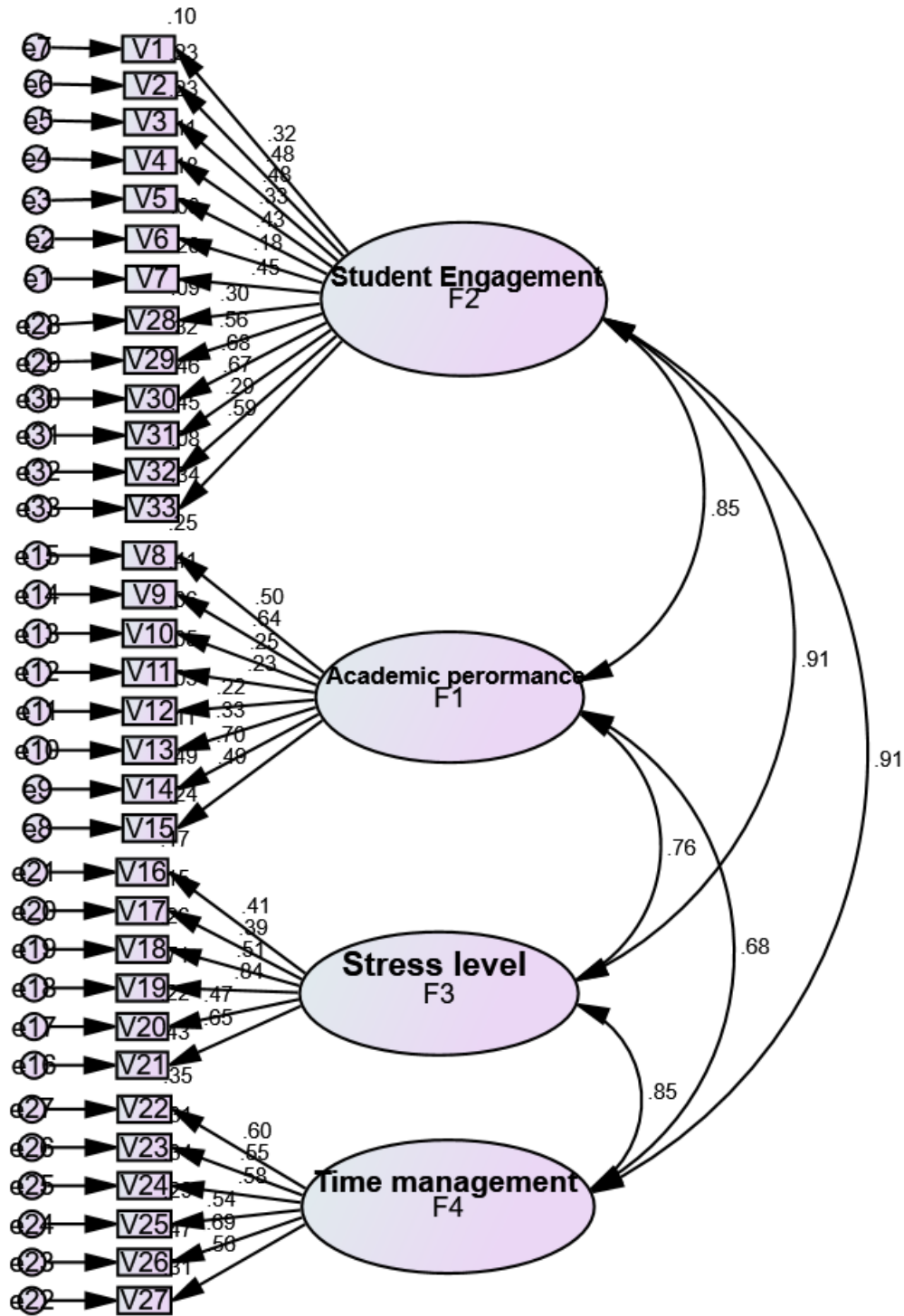
Table 5: Rotated component matrix

Variable	Component 1	Component 2	Component 3	Component 4
V1	.833	.107	-.064	.128
V2	.666	.407	.016	.011
V3	.660	.243	.069	-.062
V4	.608	.014	.278	-.004
V5	.596	.246	-.001	.267
V6	.457	.189	.363	.103
V7	.446	-.075	.254	-.082
V8	.157	.664	.069	.048
V9	.007	.601	-.232	-.121
V10	.150	.584	.169	.223
V11	.105	.527	.122	.243
V12	.430	.519	.181	.017
V13	.136	.487	.370	.056
V14	.045	.448	.170	.072
V15	.201	.416	.232	.166
V16	.064	.077	.672	.276
V17	.099	.215	.660	-.215
V18	.272	-.249	.589	.180
V19	-.039	.267	.491	-.050
V20	.171	.271	.490	.176
V21	.210	.176	.473	.249
V22	-.039	-.010	.052	.764
V23	-.067	.159	-.024	.760
V24	.114	.327	-.243	.595
V25	.010	-.001	.308	.578
V26	.100	.141	.135	.520
V27	.335	-.088	.358	.486
V28	.833	.107	-.064	.128
V29	.666	.407	.016	.011
V30	.660	.243	.069	-.062
V31	.608	.014	.278	-.004
V32	.596	.246	-.001	.267
V33	.457	.189	.363	.103

4.7 Confirmatory Factor Analysis

Confirmatory Factor Analysis (CFA) is a statistical technique used to verify the factor structure of a set of observed variables. The provided diagram illustrates a CFA model that examines the relationships between four latent factors: Student Engagement (F2), Academic Performance (F1), Stress Level (F3), and Time Management (F4). Each latent factor is associated with several observed variables (denoted as V1 to V33). The diagram includes path coefficients, which indicate the strength of the relationships between latent factors and their corresponding observed variables. Additionally, it shows the correlations between the latent factors and the error terms associated with each observed variable. The purpose of this CFA model is to confirm whether the hypothesized factor structure fits the observed

data, thereby validating the underlying theoretical constructs.



The Default model shows a reasonable fit overall, better than the Independence model but not as good as the saturated model. The CMIN/DF, AIC, and ECVI suggest an acceptable fit, but indices like RMSEA and some baseline comparisons (NFI, RFI, IFI, TLI, CFI) indicate areas for improvement. The parsimony-adjusted measures reflect reasonable model complexity and fit balance.

4.8 Model Fit Indices

In their respective works, McDonald and Hu (2002) highlight the importance of reporting indices such as CFI, GFI, NNFI, and NFI. Kline (2013) places emphasis on the significance of SRMR, RMSEA, and CFI. Furthermore, Basak, Ekmekci, Bayram, and Bas (2013) consider RMR, GFI, AGFI, NFI, and CFI to be crucial model fit indices. Hu and Bentler (1999), however, advise against treating these values as strict standards. For this particular analysis, the researcher utilized CMIN/df, RMR, GFI, AGFI, NFI, CFI, SRMR, and RMSEA to evaluate model fit. The values for the goodness-of-fit indices (CMIN/df, RMR, GFI, AGFI, NFI, and CFI) and the badness-of-fit indices (SRMR and RMSEA) all fell within acceptable ranges according to expert recommendations.

Goodness and badness model fit indices of the technology acceptance scale:

Table 6: Model fit indices

Sr.#	Indicators	Estimate	Cut of values	References
1.	CMIN/df	1.967	$0 < \text{CMIN/df}$	Hair et al. (2010)
2.	IFI	.592	> 0.90	Hu et al. (1998)
3.	PNFI	.363	> 0.50	Mulaik et al. (2013)
4.	NFI	.417	$.90 \leq \text{NFI} \leq .95$	Basak et al. (2013)
5.	CFI	.565	$.90 \leq \text{CFI} \leq .95$	Basak et al. (2013)
6.	PCFI	.493	> 0.50	Mulaik et al. (1989)
7.	RMSEA	.98	$.05 \leq \text{RMSEA} \leq .08$	Hair et al. (2010)

5. Discussion

The Semester System Academic Performance Survey (SSAPS) is a robust instrument designed to measure the impact of the semester system on students' academic performance across four critical dimensions: Student Engagement, Academic Performance, Stress Levels, and Time Management Skills. This discussion delves into the efficacy of the SSAPS, its alignment with existing literature, and the practical implications of its findings.

5.1 Reliability and Validity

The SSAPS demonstrated high reliability and validity, making it a valuable tool for both research and practical applications. The rigorous development process, including expert review and exploratory factor analysis (EFA), ensured that the instrument accurately captures the nuances of the semester system's impact on students. The high Cronbach's alpha **value of 0.902** indicates strong internal consistency, suggesting that the items within each dimension reliably measure the same underlying construct.

5.2 Student Engagement

The findings from the SSAPS confirm that student engagement is a vital component of academic success in the semester system. High levels of engagement, characterized by active participation in academic and extracurricular activities, correlate with improved academic performance. This aligns with Astin's (1999) theory that student involvement enhances learning experiences and outcomes. The regular interaction with faculty and peers, fostered by the semester system's structure, helps maintain students' motivation and commitment to their studies.

5.3 Academic Performance

Academic performance, as measured by grades and overall achievement, is a direct indicator of the semester system's effectiveness. The SSAPS findings support the notion that frequent assessments and a structured academic schedule contribute to better academic outcomes. However, the literature presents a mixed view; while some students thrive under continuous assessment (Yazedjian et al., 2008), others may struggle with the constant pressure, as noted by Wood et al. (2006). This duality underscores the need for personalized support mechanisms to cater to diverse student needs.

5.4 Stress Levels

The SSAPS findings highlight that while the semester system's continuous assessment can enhance learning, it also significantly increases stress levels among students. Misra and McKean (2000) and Conley and Lehman (2012) have shown that frequent evaluations and tight deadlines contribute to heightened stress, which can negatively affect mental health and academic performance. Therefore, it is crucial for educators to balance rigorous assessment schedules with adequate support services, such as counseling and stress management workshops, to help students cope effectively.

5.5 Time Management Skills

Effective time management is crucial for succeeding in the semester system. The SSAPS results indicate that students who develop strong time management skills are better equipped to handle the demands of the semester system, leading to lower stress levels and higher academic performance. This is consistent with the findings of Zimmerman et al. (1996) and Claessens et al. (2007), who emphasize the importance of time management in academic success. Institutions should consider incorporating time management training into their orientation programs to help students adapt to the semester system.

5.6 Practical Implications

The high reliability and validity of the SSAPS suggest that it can be effectively used in various contexts to assess and improve educational strategies. Educators can utilize the SSAPS to identify areas where students may need additional support, such as stress management or time management skills. Additionally, policymakers can use the instrument's findings to inform decisions on curriculum design and student support services, ensuring that the semester system meets the diverse needs of the student population.

5.7 Alignment with Existing Literature

The findings from the SSAPS align well with existing literature, highlighting the complex and nuanced effects of the semester system on student life. The balance between continuous assessment and increased stress levels remains a significant consideration for educators. While the semester system can enhance academic performance and engagement, it also poses challenges that require careful management. The literature underscores the importance of providing comprehensive support to students to help them navigate the demands of the semester system successfully. The SSAPS provides a comprehensive and reliable measure of the four key dimensions influencing academic performance under the semester system. Its findings corroborate existing research, emphasizing the need for a balanced approach that fosters academic success while mitigating stress. By leveraging the insights gained from the SSAPS, educators and policymakers can create supportive academic environments that enhance student outcomes and well-being. Future research should continue to explore these dynamics, focusing on interventions that help students adapt to the semester system and thrive academically.

6. Conclusion and Suggestions

The Semester System Academic Performance Survey (SSAPS) has proven to be a robust and reliable tool for assessing the impact of the semester system on various aspects of students' academic performance. Through its comprehensive measurement of Student Engagement, Academic Performance, Stress Levels, and Time Management Skills, the SSAPS provides valuable insights that can guide both research and practical applications in higher education. The high reliability and validity of the SSAPS make it a trustworthy instrument for future research. It can be used to explore the longitudinal effects of the semester system, providing a deeper understanding of how continuous assessment and shorter academic periods influence student outcomes over time. Longitudinal studies would offer insights into the long-term benefits and challenges of the semester system, enabling educators to develop more effective educational strategies. One critical area for future research is the exploration of potential interventions to mitigate stress while enhancing engagement and time management skills. The findings from the SSAPS indicate that while the semester system can improve academic performance and engagement, it can also lead to heightened stress levels. Identifying and implementing interventions, such as stress management workshops, counseling services, and time management training, can help students cope with the demands of the semester system more effectively. Educators and policymakers can leverage the insights gained from the SSAPS to optimize academic schedules and support services. For example, by understanding the stressors associated with continuous assessment, institutions can

design assessment schedules that balance rigor with student well-being. Additionally, integrating support services that address the specific needs of students, such as mental health resources and academic advising, can enhance the overall effectiveness of the semester system. The SSAPS also highlights the importance of fostering student engagement and developing time management skills. Engaged students are more likely to succeed academically, and effective time management is crucial for handling the semester system's demands. Educational programs that promote active learning and provide time management training can help students stay motivated and organized, leading to better academic outcomes. By systematically investigating the multifaceted impact of the semester system, this study contributes to a deeper understanding of educational practices in higher education. The SSAPS provides a framework for evaluating how the semester system affects various dimensions of student life, offering insights that can inform the design of curricula and support services. This comprehensive approach aims to enhance student outcomes and well-being, ensuring that the semester system effectively promotes academic success.

The development and validation of the SSAPS represent a significant advancement in the assessment of educational practices. The instrument's ability to capture the complex interplay between engagement, performance, stress, and time management provides a nuanced perspective on the semester system's impact. As institutions continue to adopt and refine the semester system, the SSAPS will serve as a valuable tool for ongoing evaluation and improvement. In conclusion, the SSAPS is a robust tool for assessing the impact of the semester system on students' academic performance. Its findings underscore the importance of balancing continuous assessment with supportive interventions to mitigate stress and enhance engagement and time management skills. Educators and policymakers can use these insights to optimize academic schedules and support services, ensuring that the semester system effectively promotes student success. By contributing to a deeper understanding of educational practices in higher education, this study ultimately aims to enhance student outcomes and well-being, paving the way for more effective and supportive academic environments.

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