

## **Exploring Problems, Faced by B.Ed (1.5 Year) Program Students' during their Stay at Institute of Education and Research, Lahore**

Ummaimah\*, Summiya\*\* and Hafsa\*\*\*

---

### **Abstract**

Universities years are a peak time when students learn to behave as responsible adults and preparing themselves as professionals and rarely have issues with their institutions. The purpose of the study was to explore the various problems and difficulties of B.Ed (1.5 years) program students of Institute of Education and Research, University of the Punjab, Lahore. The study was designed to identify the problems faced by B.Ed students during their 1.5 year degree. Other objectives of the study were to compare the difference of pioneers and junior students' problems and to determine the problems faced by the students on the basis of their graduation degree background (Art/Science) during 1.5 year stay at IER. The research was carried out in positivistic paradigm and descriptive in nature. By using the quantitative research design, survey was conducted. Every student of B.Ed 1.5 year degree program of IER, University of the Punjab, Lahore, were the population of the study. The study sample was comprised of 183 students which was chosen using a census sampling method. By using self-developed questionnaire, researcher found that the majority of B.Ed students' faced academic workload, time management and teachers' punctuality difficulties during their stay at IER. The results of analysis were overall mean,  $M$  of 183 B.Ed students' who faced problems during their stay at IER was 67.032 and the  $SD$  10.719. Further it was also found that pioneers' students faced more problems ( $M = 70.186$ ,  $SD = 11.16$ ) as compared to junior students ( $M = 65.532$ ,  $SD = 2.73$ ). Results shown that Science students have faced almost equal problems ( $M = 67.159$ ,  $SD = 9.53$ ) as compared to Arts students ( $M = 66.915$ ,  $SD = 11.76$ ). The conclusions have been drawn that no significant difference observed with respect to graduation degree/faculties (Science/Arts) of B.Ed students' but noteworthy variation in facing problems by pioneers and juniors session during their 1.5 years stay at Institute of Education and Research. It is recommended to identify causes of the problems in depth faced by higher education students during their stay at the institute.

**Keywords:** B.Ed. 1.5 Year Program, University Problems, Higher Education, University Students, Pioneers.

---

\*Bachelor of Education, Institute of Education and Research, University of the Punjab, Lahore.

Email: ummairahafaqat@yahoo.com

\*\*Lecturer, Department of Education, The Islamia University of Bahawalpur, Bahawalnagar.

Email: summiya.edu@jub.edu.pk

\*\*\*Teacher Trainer, Bright Future International School, Doha, Qatar

## **Introduction**

In a country's growth higher education plays an important role. It is related to human beings' personal, social and cultural elements. Contentment during university life is an essential component of students' overall well-being. University years are basically time duration in which students socialize, groom, plan for professional career and more establish their own standards of living. Higher education is, undoubtedly, a discrete phase from primary, secondary, elementary, and higher secondary education. Higher education is now regarded as a long-term investment that is critical to the state's economic and social growth (Mulvey, 2008).

Higher education institutions are primarily responsible for providing specialized knowledge, expertise and ability for government leadership roles (Khan, Malik & Janjua, 2019). In this regard, responsibility lies on the shoulders of teachers' educators. Teacher educators try their best to introduce the trainee teachers with latest pedagogical skills so that they may practice the same skills while teaching in schools (Cochran Smith, 2005).

The future growth of higher education will be directly influenced by factors such as the unique characteristics of higher education institutions, international students' movement and the instructor's access to the computerized learning endeavors research (Haider, 2008) and scholarship, economic globalization and new challenges of the 21st Century (Nath & Roongta, 2022). The circumstances of each student is exceptional, however almost every university student is facing some challenges at least once during their university years. Many students are not ready to confront the possible obstacles of university life, so they are swamped. (Mulvey, 2008).

The aftermath of such a situation are students taking valuable extra time to try and adjust to this new life. Sooner or later, students become acquainted with university life, but the psychological and emotional preparation for some major problems may be a much better course of action (Mefoh et al., 2017). Furthermore, while all of these factors are realities that students must face, one can gain an advantage if proper preparation is made ahead of time. The issues and challenges faced by university students may affect their academic, social, and life experiences. Few most common problems identified by the literature are enlisted below: 1. Adjustment to New Life 2. Homesickness 3. Academic workload 4. Time Management 5. Makeup Classes 6. Class Bunk 7. Teachers' Punctuality 8. Health/Sickness Conditions 9. Large Group of Students in class 10. Unavailability/less availability of helping material by teachers.

Teacher training is fundamental in the effective learning of students during classroom teaching. It enhances the prospective teachers' professional, collaborative, problem-solving and critical thinking skills for effective teaching (Sossah & Asiedu,

2015). Since 1963, well-reputed teacher training institute of Pakistan, Institute of Education and Research, University of the Punjab, Lahore trained the thousands of prospective teachers who are serving in different sectors of Pakistan.

Institute of Education & Research, University of the Punjab, Lahore is one of the oldest and premier institutions established for the noble cause of producing teachers quite on larger scale. This institute is engaged in providing pre-service and in-service training to teachers and educational administrators. A faculty of 51 experienced teachers is involved in imparting training to approximately one thousand students annually on its campus. The standard of this premier institute has definite impact on the overall educational quality of the country. It is the peculiar status of the institute, that I have selected it for the internship report.

The purpose of this study was to look into the key problems and challenges of students enrolled in the new B.Ed 1.5 Year degree program introduced by IER. The study also aimed to investigate the roles of participants' demographic variables like faculty and batch on their problems in the Institute of Education and Research, University of the Punjab. It will help the institute in solving the problems mentioned by students and in creating better situations for future students. This study will be a beneficial addition to knowledge generation.

Keeping in view the importance of teacher training, IER has introduced specialized degree program for graduate students entitled as B.Ed 1.5 Year Program. It is needed to identify the problems faced by B.Ed students during their 1.5 Year stay at IER for the sake of betterment for future prospective teachers. So keeping in view the demographics gender, session and faculties (Science/Arts) the present study was conducted and stated as Exploring Problems, Faced by B.Ed. (1.5 Year) Program Students during Their Stay at Institute of Education and Research, Lahore.

The objectives of the study were to:

- identify the problems faced by B.Ed students during their 1.5 year degree.
- compare the difference in problems faced by pioneers and junior students during their 1.5 year degree.
- determine the effect of faculty (Science/Arts) studied in their graduation by B.Ed students on problems faced by them during 1.5 year stay at IER.

Taking into account the research objectives, research questions were framed as given below;

- What were the problems faced by B.Ed students during their 1.5 Year degree?
- To what extent pioneers and junior B.Ed students differ in problems during their 1.5 Year degree?
- What is the difference in the problems faced by B.Ed students with respect to their faculty (Science/Arts)?

### **Research Design**

A design is a map of the research's procedures. It addresses research issues, goals, research issues, data gathering, interpretation and findings (Sekaran & Bougie, 2016). The current research was carried out in positivistic paradigm and descriptive in nature. Quantitative research design was used to conduct the study.

### **Population**

A population is a group of individuals who share certain features and satisfy the set of parameters selected by the researcher. The population refers to the entire group of people to whom the study's findings can be applied (Majid, 2018). Every student of B.Ed 1.5 year degree program of Institute of Education and Research, University of the Punjab, Lahore, were the population of the study.

### **Research Sample**

The study sample was comprised of 183 students of B.Ed 1.5 year program and further the students belong to pioneers (2018-2020) and junior (2019-2021) batches of selected degree program at Institute of Education and Research, Lahore. This study's sample was chosen using a census sampling method. Due to the pandemic situation, institute was closed thus, and convenient sampling was used. Direct contact with the students was not possible, so telephonic and email methodologies were used.

### **Research Instrument**

Self-developed Questionnaire was used for data collection. Research instrument was developed by the researchers them self keeping in view the problems faced by university students and review of literature. Questionnaire containing 25 problems, was developed on Likert type scale options; ranging from strongly disagree (SDA), disagree (DA), neutral (N), agree (A), strongly agree (SA), and validity and reliability of the instrument was also ensured.

### **Validity of the Instrument**

Educationists guaranteed face validity to ensure the use of language in the Pakistani context. For the validity, the questionnaire was forwarded to three educational experts of the field to seek the opinion on the questionnaire. The experts A and B were Professors of Education serving as heads of department at renown University of province Punjab and expert C was Associate professor with the area of specialization of research and development. In the light of the opinion of the experts the questionnaire was finalized. The instrument was also share with X students to ensure the understandability and language of the questionnaire.

### **Pilot Testing**

Instrument was pilot tested to test appropriateness of the research instrument prior to the study. The pilot study was carried out on a modest scale with 15 students; 5 male and 10 female and is not be included in the main study.

### **Reliability of the Instrument**

The accuracy and stability of the scores are referred to as reliability. First, an excel spreadsheet was created, and then data were put into SPSS to calculate the reliability score. Cronbach's alpha score for the self-developed instrument was .74.

### **Data Collection**

Data were gathered after assessing the validity and reliability of the instruments. The questionnaires were given out and administrated by the researchers in person. Researcher sent the questionnaire to the respondents through email, Google form and other social platforms. The selected respondents were contacted through telephone, email and social platforms and were requested to fill the questionnaire online. Questionnaire was shared with 220 students, out of which 183 participants responded which took almost 90 days for researcher to collect the data.

### **Data Analysis**

Collected data from students were entered in SPSS. Descriptive and inferential statistics were used to analyse the data. Data was analysed by calculating mean and standard deviation to find out the problems faced by B.Ed Students and independent sample t-test was applied (1) to compare problems on the basis of their graduation degrees' faculty (Art/Science) and (2) to analyze the problems of pioneers in comparison with juniors batch.

### **Findings**

The following is a summary of the study's results based on data analysis:

The overall  $M$  of 183 B.Ed students' who faced problems during their stay at IER is 67.032 and the  $SD$  10.719.

The independent samples t-test was used to evaluate the challenges of pioneers and junior students faced by them during their 1.5 Year stay at IER.  $t$  value (2.796) is significant at  $p.05$  level of significance. As a result, it was found that there is a substantial difference in students' perceptions of the problems they encountered during their 1.5 Year stay at IER. Further it was also concluded that pioneers' students faced more problems ( $M = 70.186$ ,  $SD = 11.16$ ) as compared to junior students ( $M = 65.532$ ,  $SD = 2.73$ ).

Independents sample t-test was applied to compare B.Ed students' problems faced with Science and Arts background. *t-value* (0.153) is not significant at  $p \leq 0.05$  level of significance. Results portray no significant difference between students' perceptions about the problems they faced on the basis of Science and Arts background. It is concluded that Science students have faced almost equal problems ( $M = 67.159$ ,  $SD = 9.53$ ) as compared to Arts students ( $M = 66.915$ ,  $SD = 11.76$ ).

## Discussion

Beginning university is a kin to beginning a new life (Herman et al., 2020). When students go to university, they begin a new journey, one of self-reliance and self-discovery. Although the passage of time at university is a fond memory and a joyful experience for the majority of students; it is not without its challenges (Kahu et al., 2016). The results of the research clarifies that B.Ed students' faced problems during their 1.5 years stay at IER. On the other hand, where this range can be considered satisfactory, the fact that students are facing challenges is indicative that they are over the level of mutual agreement.

Research conducted by Khasyyatillah & Osman (2022) also highlighted that since university or HEI students are enrolled in teacher training programs are taken into account in their terminal training years and ready for the practice in schools, these results lead to the conclusion that, even being at this phase of education, these students experienced difficulties. They do not believe they are capable of handling these issues on their own this raises concerns about our educational system's ability to prepare students in both of these areas. (Hofstein, Eilks, & Bybee, 2011).

According to Mefoh, Nwoke, Chukwuorji, & Chijioke, (2017), when it comes to the level of university education, it can be resolute that socio-cultural taboos associated with the difference between boys and girls in terms of problem-solving skills and freedom of thought may have been lifted. B.Ed students' of pioneers and juniors session have noteworthy dissimilarity in facing problems during their stay at IER as revealed in the findings.

During the research, revealed that students with science background faced same problems during their stay at IER as problems faced by the students with arts background. Subjects provided in science domains are thought to provide a greater emphasis on experimental and problem-solving approach, in comparison of arts domains (Sijmkens, Cock & Laet, 2022). According to Nurita, Hastuti, & Sari (2017) problem-solving abilities of science students are better in comparison with non-science students which was differing from the results of present research.

## Conclusion

The researcher drew significant conclusions regarding B.Ed students' who faced problems during their stay at IER which account for a high range mean value. It can be also be concluded that B.Ed students' of pioneers and juniors session have noteworthy dissimilarity in facing problems as pioneers students' were the first ones in terms of introduction of B.Ed 1.5 Year degree so they have faced more problems than juniors' session. Institute tried to improve the problems faced by pioneer session and facilitate the junior session. Significant mean difference seen across facing problems during stay of pioneers and juniors B.Ed students provide evidence in this regard.

The conclusion has been drawn were surprising, implying that while both students with science and arts backgrounds faced similar types of problems during the learning process. Moreover, students' with science background were far less likely to solve the problems oneself and were equally worried about the difficulties and challenges faced during their stay at institute.

## Recommendations

Future calls for the research related to this area of study are to conduct research on the well-reputed teacher training institutes of Pakistan that are producing teachers at professional level to help the institutes in identifying the causes and solving the problems faced by pre-service and in-service teachers. It is recommended that in-depth research should also be carry out on the upcoming students of B.Ed 1.5 Year program at Institute of Education and Research, University of the Punjab to ensure the provision of solution for students' and empowering them to handle the problems themselves.

## References

- Khan, M. N., Malik, S. A., & Janjua, S. Y. (2019). *Total Quality Management practices and work-related outcomes: A case study of higher education institutions in Pakistan*. *International Journal of Quality & Reliability Management*.
- Cochran-Smith, M. (2005). Teacher educators as researchers: Multiple perspectives. *Teaching and teacher education*, 21(2), 219-225.
- Haider, S. Z. (2008). Challenges in higher education: Special reference to Pakistan and South Asian developing countries. *Nonpartisan education review*, 4(2).
- Herman, N., Jose, M., Katiya, M., Kemp, M., le Roux, N., Swart-Jansen van Vuuren, C., & van der Merwe, C. (2021). 'Entering the world of academia is like starting a new life': a trio of reflections from Health Professionals joining academia as second career academics. *International Journal for Academic Development*, 26(1), 69-81.

- Hofstein, A., Eilks, I., & Bybee, R. (2011) Societal issues and their importance for contemporary science education - a pedagogical justification and the state-of-the-art in Israel, Germany, and the USA. *International Journal of Science and Mathematics Education*, 9(6), 1459-1483.
- Sijmkens, E., De Cock, M., & De Laet, T. (2022). *The Disciplinary Learning Companion: The Impact of Disciplinary and Topic-Specific Reflection on Students' Metacognitive Abilities and Academic Achievement*. In *European Conference on Technology Enhanced Learning* (pp. 354-367). Springer, Cham.
- Kahu, E. R., Nelson, K. J., & Picton, C. (2016). *I'm excited! 'Student expectations prior to starting their first year at university*. University of the Sunshine Coast, Queensland.
- Majid, U. (2018). *Research fundamentals: Study design, population, and sample size*. Undergraduate research in natural and clinical science and technology journal, 2, 1-7.
- Mefoh, P. C., Nwoke, M. B., Chukwuorji, J. C., & Chijioke, A. O. (2017). Effect of cognitive style and gender on adolescents' problem solving ability. *Thinking Skills and Creativity*, 25, 47-52.
- Nath, S., & Roongta, M. J. (2022) *A study on contemporary issues in Higher Education faced by Theindian education system*, in *Education*, 36.
- Mulvey, M. E. (2008). Under-prepared students-A continuing challenge for higher education. *Research and Teaching in Developmental Education*, 24(2), 77-87.
- Nurita, T., Hastuti, P. W., & Sari, D. A. P. (2017). Problem-solving ability of science students in optical wave courses. *Jurnal Pendidikan IPA Indonesia*, 6(2), 341-345.
- Sekaran, U., & Bougie, R. (2016). *Research methods for business: A skill building approach*. Johnwiley & sons.
- Khasyyatillah, I., & Osman, K. (2022). *Use of Instructional Design, Instructional Strategy, and Learning Theory in Mobile Learning Application Development*. In *Learning with Technologies and Technologies in Learning* (pp. 457-484). Springer, Cham.
- Sossah, L., & Asiedu, Y. (2015). *Stress management and resilience in junior and senior nursing students in Ghana*. *European Journal of Research and Reflection in Educational Sciences* Vol, 3(2).