



**RESEARCH PAPER**

**Exploring the Impact of Four-Years BS Education Program on Teacher Preparedness and Classroom Performance: A Case Study of Narowal District**

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**ABSTRACT**

The purpose of this research was to assess the efficacy of a four-year Bs Education. program in district Narowal through the experiences and judgments of teacher educators, teachers, and alumni. The rapid change in the global education scenario has also effected Pakistani system of higher education during recent years. The Higher Education Commission transformed the 2-year graduation programs to 4-years in every subject area/discipline including the 4-year BS education program. The change was made to help Pakistani students that they may compete globally. The research used mix-method methodology to conduct this research. The convenience sample of three government universities and two private colleges, comprising public and private ones, was taken. The final semester students and teachers were surveyed of BS education program. 54 teachers and 273 students were included for conducting semi-structured interviews. The analysis was conducted through SPSS version 23. The descriptive data indicated that participants were satisfied overall with teaching strategies on the course; relevance of the course; teachers' knowledge; and timeliness of feedback but were concerned with resources/facilities. The research study recommends that more resources are required for English proficiency, IT skills, and pedagogical training.

**KEYWORDS** BS Education (Honors), Effectiveness, Prospective Teachers

**Introduction**

The current research seeks to shed light on the impact of the Four-Year BS Education Honors Program on teacher preparedness and classroom performance in Narowal district. Thus, the study may help expand the understanding of teacher education efficiency and its implications for the quality of education (Lalani, 2023). Education serves as one of the fundamental bases in the development of any society, while teachers are potent contributors in shaping the future generations. Therefore, it is crucial to maintain the high quality of teacher education programs for proper teaching practices to produce outstanding student learning outcomes (Saeed et al., 2023). However, the Four-Year BS education honors program is considered widely a new induction to teacher preparation that offers a longer duration with a specialized focus on the curriculum that sufficiently prepare to apply a comprehensive knowledge of pedagogy in teaching (Phil, 2021).

Teacher education programs have traditionally relied on a two-year model featuring basic pedagogical preparation, the current state of the educational field requires more rigorous and deep preparation of future teachers to be able to work in diverse classrooms. The Four-Year B.Ed Honors Program is reflective of the new philosophy as it offers a longer time span for participation in a more extensive and teaching-intensive training and frequent reflective and field experiences (Rawat, 2023). There is few available researches on teacher education programs, the existing work is limited to studying how to improve teacher training and measure the effectiveness of traditional programs. However, little information

exists on the efficacy of extended-duration programs, such as the Four-Year B.Ed Honors Program, especially in regional contexts like the Narowal District (Mishal, 2023).

The purpose of this study is to fill this gap in the research by examining the distinctive features and outcomes of the Four-Year B.Ed Honors Program in Narowal District. Through investigating this program's effects on teacher's readiness and classroom outcomes, this study adds to the conversation about the effectiveness of teacher training in general, and also helps frame the future policy and practices which are designed to improve the quality of education (Adhikary, 2023).

Making a decision to explore the Four-Year BS Education Honors Program in Narowal District is preceded by a realization of its potential importance for the further development of the field of education in the region. This study aims to reveal its strengths, weaknesses, and contribution with the goal of creating a knowledge base that can help make well-informed choices when it comes to teacher education to foster better student outcomes (Bhargava, 2023).

### **Literature Review**

The landscape of teacher education has been changing drastically over recent years due to shifting educational paradigms and the growing concern over building classroom effectiveness. Schools are responsible for training competent and professional teachers, which results in the rise of the lengthy and all-encompassing teacher preparation programs. The paper will examine the complex nature of preparedness and performance in the class and lay the emphasis on the vital role of four-year Bachelor of Education programme in studies (Barman et al., 2023).

### **Teacher Preparedness**

Teacher preparedness refers to a wide and diverse set of attributes that provide an educator with the proper information, abilities, and character characteristics to guarantee one's adequate teaching. Darling-Hammond outlines three primary dimensions of teacher preparedness: subject matter knowledge, pedagogical content knowledge, and knowledge of learners and learning processes (Kumar Chakrabarty & Santosh Kumar Behera, 2023). These dimensions show that simply being familiar with the content or activity one teaches does not suffice; one must be equipped to be taught well various learners the content. Teacher preparation needs to be reconceptualized to shift from the attention to technical skills of teaching to reflective practice, inquiry, and lifelong learning as part of ongoing teachers' professional development. The authors call for programs that would allow preservice teachers to learn as they work in authentic teaching situations, closely interact with the mentor teachers, and engage in critical reflection (Gordon et al., 2023).

### **BS Education Program**

BS education programs are a radical deviation from traditional models of teacher preparation due to their extended and specialized nature. Over four years, pre-service teachers complete rigorous coursework, engage in field experiences, and engage in more in-depth study of specific subject areas (Vazir & Meher, 2023). Moreover, there is evidence to suggest that BS education Honors programs may produce more confident, knowledgeable, and effective classroom teachers. Specifically, researchers found that BS education Honor undergraduates were more likely to report feeling adequately prepared to address the demands of the classroom and that they were more knowledgeable about the subjects they taught compared to their traditional teacher preparation counterparts (Ahmed et al., 2023).

### **Classroom Performance**

Ultimately, the mission of teacher preparation is to enhance classroom performance, and thus, student achievement. Extensive research on effective teaching indicates clear

instructional objectives, exciting teaching methods, and real-time assessment processes as critical elements of student achievement. Although considerable evidence supports the connection of teacher preparation and classroom performance, there is very little literature regarding how and what aspects of BS education Honors builds effective teacher. Therefore, the purpose of this study is to evaluate the association between B.Ed honors characteristics and teacher competencies on classroom performance in the Narowal district (Yaqoob et.al, 2021).

Despite the increased interest in BS education Honors programs and their potential to improve teacher readiness and overall performance in the classroom, there is little research into the effectiveness of such initiatives within certain geographical and cultural contexts. Differences in local curricula, teaching principles, and public expectations can significantly affect the efficiency of the teacher training experience. Therefore, it would be beneficial to understand the attempts to execute the four-year pre-service teacher training program in action (Margevica-grinberga et al., 2021). This case study is designed to remedy the identified lack of information by developing in-depth reports on the approach and results of one of the four-year BS Education Honors programs in the Narowal District. Through the research's qualitative and quantitative aspects, it will be possible to evaluate the graduates' readiness for the responsibilities of the classroom and the overall effectiveness of the training in terms of improved instruction and student involvement (Bhargava, 2023).

The review of the literature has covered the issues of teacher preparedness, BS Education Honors programs, and classroom performance as part of current teacher education. Its synthesis might have revealed the need and reasons for the case study to determine the effects of a four-year B.Ed Honors program on teachers' preparedness and performance in the classroom in the Narowal District. This study is expected to provide valuable insights through the investigation and examination of the available information to help ascertain the purpose of effective teacher preparedness and be able to address the goal of place improvements in the education of this area (Barman et al., 2023).

## **Material and Methods**

The research methodology to obtain insights into the effects of the four-year B.Ed Honors program in Narowal District on teacher preparedness and classroom performance is based on the mix research concept. The method of combined quantitative and qualitative research ensures the use of numerical data and the description of the phenomenon under examination and evaluating student perspectives most comprehensively (Kumar Chakrabarty & Santosh Kumar Behera, 2023). The design for this research methodology is as follows:

### **Population**

The population for this study was all enlightening institution's potential teachers here University of Narowal (UON), QAED, AIOU, and two private sector institutions where B.Ed. honors the program has been started.

### **Sample**

The sample of the study Six institutions were selected randomly. For this particular study students  $n = 273$  in the 8<sup>th</sup> semester of B.Ed.(Honors) program and their 54 teachers in each institute and B.Ed. 4 year's graduates  $n = 10$  in colleges were taken as a sample. this study used purposive sampling technique because senior students could better explain the facts of their program.

## Data Collection Tools

The study utilized two questionnaires and one semi-structured interview to assess the teachers' views regarding the effectiveness of the teacher education program. The first questionnaire was designed to evaluate five main aspects of the program: the curriculum, methods of teaching, facilities, teaching practice, and assessment system. Three data collection instruments were chosen due to the research's objectives. The secondary data for this research paper were collected from the HEC research repository, which ensures modern academic perspectives. The study intended to assess the multiple aspects of the teacher education program in a systematic way which would help to obtain the insights necessary for further improvement and development (Gordon et al., 2023).

## A Semi Structured Interview

The research employed a semi-structured interview technique to tap alumni and current bonafide students. Alumni were the primary sample frame, accessed principally via the researchers' social networks, especially onfacebook. This approach was also complemented by a snowball sampling strategy, which helped the researchers trace the runners up. It is imperative that both the former and current participants were utilized to ensure a relatively varied representation of the issue with differing viewpoints and experiences. This would create a full picture ensuring insights could be drawn from individuals with direct interactions with the institution. The combination of the alumni pool and the snowball sampling ensured a rich pool that was tapped to stay extensive and comprehensive (Ahmed et al., 2023).

## Validity and Trustworthiness

A survey questionnaire was developed collaboratively by a consortium of several educational experts who were selected from various university faculties. Due to the vast experience accumulated by the consortium, each statement was scrutinized to minimize ambiguity while at the same time seek to refine vital questions. By closely reviewing the survey, this team of experts provided powerful feedback, much of which was critically needed to adjust and refine several aspects. The disciplined practice of inquiry this consortium performed, etched deeply into the very soul of educational research, underscores both the imperative of precision and the importance of the narrow, clear question (Vazir & Meher, 2023).

## Data Analysis

The novice educators in their last semester of BS Education (Honors) provided the data. Data analysis was done using SPSS version 23. An inferential statistic from the T test of the independent sample was employed to address the study concerns. The potential teacher's impressions were checked using the mean and standard deviation (Safia Yaqoob, 2021).

**Table 1**  
**Comparison of the perception of private and public colleges prospective teachers**

|                   | Sector  | N   | Mean  | SD   | df  | t value | P value |
|-------------------|---------|-----|-------|------|-----|---------|---------|
| Facilities        | Public  | 172 | 50.48 | 9.05 | 269 | -6.28   | 0.000   |
|                   | Private | 101 | 56.85 | 6.12 |     |         |         |
| Time Management   | Public  | 172 | 49.90 | 9.39 | 271 | -7.19   | 0.000   |
|                   | Private | 101 | 56.99 | 4.07 |     |         |         |
| Curriculum        | Public  | 172 | 43.42 | 6.87 | 270 | -6.91   | 0.002   |
|                   | Private | 101 | 49.08 | 5.94 |     |         |         |
| Teaching practice | Public  | 172 | 19.27 | 4.44 |     | -6.13   | 0.000   |
|                   | Private | 101 | 22.14 | 1.98 | 271 |         |         |
| Evaluation        | Public  | 172 | 22.07 | 3.71 |     | -9.78   | 0.000   |

|         |     |       |      |
|---------|-----|-------|------|
| Private | 101 | 26.19 | 2.78 |
|---------|-----|-------|------|

Table 1 above shows that Novice educators in the public and private sectors have different opinions on each of the five characteristics mentioned above. The first aspect is the resources that are available to educators and learners. This component consists of 14 elements, and a score of 70 will be awarded if every response is extremely agreeable. Novice educators in the public and commercial sectors have indicated that they have good scores and that these elements are available to them. However, Novice educators in the private sector are expressing more satisfaction with the department's provision of these amenities.

Effective time management by educators and educational institutions was the second element in Table 1, which relates to teaching and learning. This component consists of 13 questions, and if every responder strongly agreed with every item, a maximum score of 65 might be obtained. Notwithstanding the restrictions, aspiring teachers in the public and private sectors concurred that they had enough resources, but those in the private sector are more pleased with the way the instructors and institution manage their time to promote efficient teaching and learning.

The adequacy of the curriculum for creating high-quality teachers is the third element in Table 1. It has eleven questions, and if every respondent strongly agreed with this aspect, the optimal score would be 55. While aspiring teachers in the public and private sectors concurred that they had adequate resources, the latter group was more focused on developing curricula that work.

Effective teaching and learning practices by instructors and the institution constituted the fourth criterion in Table 1. It comprises five questions, and if every respondent strongly agreed with this aspect, the highest possible score would be 25. Both public and private sector prospective teachers felt that the facilities they have are enough, but prospective teachers from the private sector expressed more satisfaction with the institution's and instructors' ability to manage time effectively for teaching and learning.

The fifth element in the table 1 in order to ensure successful teaching and learning, underwent evaluation and assessment by the teachers and the institution. This component consists of six questions, and if all respondents strongly agreed with this factor, a maximum score of 30 might be obtained. Prospective teachers in the public and private sectors both felt that their facilities are adequate, but those in the private sector are more pleased with the way the instructors and institution manage their time to ensure that students learn and teach effectively.

**Table 2**  
**Comparison of the perception of male and female prospective teachers**

|                   | Gender | N   | Mean  | SD   | df  | t value | P value |
|-------------------|--------|-----|-------|------|-----|---------|---------|
| Facilities        | Male   | 188 | 53.06 | 8.65 | 271 | .585    | 0.908   |
|                   | Female | 85  | 52.39 | 8.63 |     |         |         |
| Time Management   | Male   | 188 | 52.58 | 9.23 | 271 | .150    | 0.147   |
|                   | Female | 85  | 52.41 | 6.87 |     |         |         |
| Curriculum        | Male   | 188 | 45.64 | 7.31 | 271 | .428    | 0.510   |
|                   | Female | 85  | 45.25 | 6.58 |     |         |         |
| Teaching practice | Male   | 188 | 20.29 | 3.21 | 271 | -.282   | 0.341   |
|                   | Female | 85  | 20.44 | 5.29 |     |         |         |
| Evaluation        | Male   | 188 | 23.46 | 4.05 | 271 | -.640   | 0.061   |
|                   | Female | 85  | 23.79 | 3.71 |     |         |         |

Table 2 shows how male and female prospective teachers' opinions differ on five different issues. Table II makes it clear that prospective instructors, male and female, agree on each of the five characteristics. The first aspect was the instructors' and students' access to resources. This component consists of 14 elements, and if all respondents strongly agreed

with this factor, a maximum score of 70 might be obtained. Prospective instructors, both male and female, concurred that they had enough resources.

The second component in Table 2 was the institution's and the instructors' ability to manage their time effectively for both teaching and learning. This component consists of 13 elements, and if all respondents strongly agreed with this factor, a maximum score of 65 might be obtained.

The curriculum's fit for high-quality teacher education was the third criteria in Table 2. This component consists of 11 elements, and if all respondents strongly agreed with this factor, a maximum score of 55 might be obtained. Prospective teachers from the male and female sectors concurred that they had enough resources for an efficient program.

Effective teaching and learning practices by instructors and the institution constituted the fourth component in Table 2. This component consists of five items, and if all respondents strongly agreed with this factor, a maximum score of 25 might be obtained. Prospective instructors who identify as male and female concurred that they had enough resources to engage in successful teaching. The instructors' evaluations and assessments for efficient teaching and learning constituted the fifth component in Table 2. This component consists of six questions, and if all respondents strongly agreed with this factor, a maximum score of 30 might be obtained. Prospective instructors, both male and female, concurred that a fair grading system is necessary for efficient instruction and learning.

Under research questions, the outcomes are prepared. The first study question sought to understand how instructors and students felt about the four-year B.Ed. program and its components. Below are the summaries derived from educators' written responses: Graduates of this research mostly emphasize the need of "providing lasting and usable learning experiences" for students as the key component of effective teaching. In terms of instruction and learning, this program is crucial. Most often, it produces experts or topic specialists.

### **Findings of interviews**

A significant chunk of good teaching is organized by certain participants, who also determine the majority of the teaching strategies employed by educators. "Effective teaching can be regarded as a teaching method in which students actively learn, construct knowledge, make connections between various knowledge parts, and choose a learning goal" is the central topic of this research, which focuses on teaching approaches. Some educators said that it assisted students in applying good teaching strategies in the real world, advising that content be the primary focus of their training, with emphasis on this particular component. "Teachers' self-esteem," wherein 15% of participants discuss their own potential in an intriguing way, shows that after a 4-year program, some individuals were able to test and defeat their abilities as teachers. Participants in the teaching practice identified a few areas of weakness, including "self-discovery," "their ability to teach," "lack of confidence," "decrease interest in education," and "ability to personalize." expressing his skepticism about certain teachers' capacity to instruct kids.

### **Conclusion**

An effective teacher education program is the one that prepares and advances prospective teachers. According to Pittman, there are three elements critical to the factors that determine the quality of such programs, and they include curriculum, professionalism, and instruction. The above-mentioned features are essential in enabling programs to provide valuable education to students and prepare them adequately to become good teachers.

A true teacher education program must include sufficient coursework in areas such as teaching methodology, theory and process balance, and the significance of candidates' professional practice. These sections indicate the high-quality elements of teacher education programs that are used to evaluate educational departments' programs, teach instructors how to evaluate themselves, and make sure the program satisfies the needs of the teacher educator. The four-year B.Ed. program will incorporate some of the most recent developments to make it more dynamic in the field of teacher education.

It is imperative that the teacher education program places a strong emphasis on a more adaptable method of preparing future educators. As a result, teacher education programs must be created to equip aspiring educators with the improved attitudes, behaviors, knowledge, and abilities needed to carry out the complex duties of teaching and learning.

Students in this program responded favorably and expressed their agreement with the following: instructors' knowledge of the subject matter, timely feedback from teachers, program efficacy for behavior modification, and increased conversation abilities. Conversely, the availability of multimedia, internet access, a tidy and clean classroom, and prospective instructors sharing offices were among the collective statements that kids placed lowest on. Nearly all of the assertions that the students could agree on in some way concerned the accessibility of resources. This program has a high dropout rate due to issues with family support, political unpredictability, the economy, and health. Future investigations might include bridging the gap to understanding how teacher self-esteem impacts their ability to teach. Although 15% of participants in this study touched on self-esteem as teachers, little was done to uncover how this affects one's teaching and, in turn, a student's trajectory. It may be valuable to discover how teacher self-esteem influences one's teaching strategies, confidence, efficacy levels as a teacher, and their capability to personalize their instructional programs to suit their students.

### **Recommendations**

- **Enhancement of the Curriculum** It is necessary to review B.Ed programs' curriculum and enhance them properly to meet all teaching methodology, theory, and practice aspects. Educators should be aware of all possible strategies and be educated in knowledge and skills to interact with students, be able to make education easy and interesting, and adapt to various types of classrooms.
- **Professionalism Development:** The B.Ed program should focus on developing professionalism among aspiring teachers. Such education can be provided through coursework and reflective practical experiences stressing the meaning of ethical conduct and the need for continuous professional development .
- **Instructional Quality Improvement:** While the curriculum is good, more can be done to improve the quality of instruction within the B.Ed program. The candidates should particularly be afforded the chance to see experienced educators at work, obtain feedback regarding their teaching style, and engage in learning groups.
- **Integration of Technology:** Given the significance of multimedia and internet resources for contemporary education, the B.Ed program should have technology integrated. It shall lead to better pre-service educators' orientation to the fields above and, in general, shall affect how high-quality teaching and learning in classes are ensured by them .
- **Support systems for students:** The high dropout rate within the program could also be addressed by establishing the support systems. Many learners encounter the lack of family support, economic stability, and health problems. Connecting them to counseling services, financial programs, and each other through community outreach could eliminate these barriers.

- **Continuous Program Evaluation :** There is a need for regular evaluation and feedback to determine the efficacy of the B.Ed program in achieving its goals and meeting the needs of teacher educators and the students. The feedback will support continuous adjustments necessary to keep the program relevant and effective in the teacher education sector.

In sum, the proposed recommendations are directed at reinvigorating the four-year B.Ed Honors Program and increasing its potential for guiding the future educators through modern challenges and circumstances. By giving preference to the curriculum, professionalism cultivation and enhancement, instructional quality introduction and improvement, technology incorporation, student support, and program evaluation, the B.Ed can make its way toward the provision of prospective teachers with the instrumental knowledge, skills, and attitude needed to succeed in their positions and facilitate class performance.



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