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## ROLE OF B.ED. HONS (4 YEARS) AND B.ED. (2 YEARS) TEACHERS TO STRENGTHEN THE ECONOMY OF GLOBALIZED SOCIETY: A COMPARATIVE STUDY

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### **Safia Yaqoob**

Lecturer,  
Department of Education (UCDMJ), LUAWMS,  
Balochistan, Pakistan  
Email: [sufigul5@gmail.com](mailto:sufigul5@gmail.com)

### **Khalida Naaz**

Lecturer  
Department of Education, SBK Women University,  
Balochistan, Pakistan  
Email: [Khannaaz142@gmail.com](mailto:Khannaaz142@gmail.com)

### **Afroz Riaz**

Assistant Professor  
Department of Botany, SBK Women University,  
Balochistan, Pakistan  
Email: [rais\\_botany@yahoo.com](mailto:rais_botany@yahoo.com)

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### **ABSTRACT**

*The B.Ed. program plays an important role in the continuous professional development of teachers in Government Girls High Schools, this study was designed to compare the subject knowledge and impact of B.Ed. (2 years) graduates and B.Ed. Hons (4 years) Government teacher education system, The trained teachers are assert for country which give good and quality education to students which can become good citizen and more effective employees to strengthen the economics of country and play effective role for economic of globalization society. The population of the study included 27 Government girls' high schools in District Quetta of Baluchistan. 15 Government girls' high schools of B.Ed. (2 years) 75 teachers were selected through random sampling. 10 Government girls high schools of B.Ed. Hon's (4 years) 15 teachers through purposes' sampling, the number of B.Ed. Hon's (4 years) teachers are less and therefore their sampling has been reduced. The data has been collected through in-depth interviews from 75 teachers of B.Ed (2 years) and 15 teachers of B.Ed. Hons (4 years) Government education system. The study checked that B.Ed.*

*Hons (4 years) graduates had more subject knowledge and effective as compared to B.Ed. (2 years) graduates. It is suggested that the graduates as well as the teacher educators need to update their knowledge and work for continuous professional development.*

## **KEYWORDS**

*Comparison, Strengthen, Assert, Economic, globalization society, Citizen, B.Ed. Hon's, Professional development, Knowledge, Effectiveness*

## **INTRODUCTION**

Teaching is a professional procedure, for the reason that the teachers serve up the civilization as leaders, educators and administrators; therefore educated teachers' needs a set of useful activities and fulfillment of different roles like as a mentors, innovators, researchers and planner. B.Ed hons program is very effective, in Baluchistan very less people done B.Ed hons program. Government needs to extend B.Ed hons program in all over the province, Baluchistan Government should focus said program and grant scholarship all over universities. A school plays out a huge capacity of giving taking in encounters to direct understudies from obliviousness to the light throughout information. The input feature who assumes a significant part in school to achieve this change among understudies is instructor, (Haswell, 2005) so as to the educator is the main component in some instructive program and the expressed commitment of educators shows that instructors' readiness know how to upgrade their part in showing knowledge measure at instructive establishments.

furthermore according to V. J. T. b. Richardson & education, 2003 basically relies on a essential feature of the instructor. In any case, we know how to say that instructors schooling base on the hypothesis, the educators are constantly made, not conceived (Rizvi & Lingard, 2009). B.Ed hons program is incredible and lively instructor schooling and preparing programs in universal point of view, educator training developments should configuration programs that can help planned instructors with seeing extremely the speculations of educating. adapt especially in their public and communal settings, during manner to assurance the ability. The researcher observed the pedagogical skills, psychological, philosophy and curriculum are very strong and effective of B.Ed hons, their method of teaching is more knowledgeable, this study was mix method, qualitative and quantitative.

## **LITERATURE REVIEW**

The focal point of new program is to plan imminent teachers for additional student

focused climate, and use movement based instructing in the study hall. It is significant for forthcoming teacher to acquire satisfactory understanding into the movement based instructing procedures through their learning on mentor preparing foundations and perception of mentor instructors' activities in the homeroom. Powerful execution of latest projects necessitates that the mentor instructors happen in to job models for the forthcoming teachers since they need to complete the developments into the homeroom culture. It is perceived that in some pre-administration plan, it is eventually the mentor instructors who are contribute straightforwardly toward the advancement of the proper educating practices in the forthcoming teachers (Akbar, Akhtar, & Research, 2013).

B.Ed. hons course done of 4 years program of education, there are many subjects integrated B.Ed hons program, particularly curriculum and instruction, functional English, philosophy, teaching of English, computer education educational psychology, leadership and management, guidance and counseling and teaching of science. Educational program the bunch of encounters and exercises intended and large improvement of students (Al-Zoubi & Rahman, 2015) subsequently, the instructors ought to be educated to improve the learning openings for the students in the classrooms. Various pedagogical skills similarly indirect technique direct method, inquiry based approach, drills, project method, micro coaching, team training, and cooperative learning, therefore a instructor's competency to be judged through the style of questions. Also is approach in advanced into the students (Halai, 2011).

It is for the most part concurred by advocates in the playing field of instructor preparing, that educator apprentice's convictions on educating, training, and tutoring are profound established in their background. In such manner, (Richards, 2010) distinguished three types of encounters that are thought to convince the extension of convictions about educating: individual experience, insight with tutoring and guidance, and involvement in proper information.

### **Individual development through education**

Individual experience thought-out incorporate parts of existence that set off the development of a perspective; convictions on person corresponding to other people; mutual understandings with relationship among tutoring and culture, different types of person, genealogical, illuminating interpretation, sexual category, geographic area, and strict foundation, racial and financial milieu may all influence an individual's convictions to might likewise influence figuring out how to instruct and educating.

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### **Teaching practicum**

Involvement in teaching and guidance is regularly connected to (Chapman, 1983) contention of the practicum experiences those forthcoming instructors with intrinsic conviction on the idea, nature of educating their personal learning encounters as learners. The statement within (Nespor, 1987), consideration of rambling memory particular contends that basic scene in an individual's school life can assist with forming one's convictions about educating and learning. Involvement in conventional information, depend on (V. J. H. o. r. o. t. e. Richardson, 1996) their view points of act have been supported within a meeting of researchers as significant and appropriate. Second sorts of official information are purposely compelling in figure out which are educates: the information on school subjects and official educational information. Information on topic, in mix with understandings of how Students gain proficiency with the topic, structures this is shamble of educational stuff information (Shulman, 1987) Involvement in educational information ordinarily starts in pre-administration instructor training projects and searching of the school treaning.

It is additionally gotten that if a central conviction is contorted; dissimilar convictions indoor first conviction structure is influenced. Similarly has been accounted for that "conviction directory identified with one's personality ability to be self aware are a higher priority, others hand " (Rokeach, 1974). Investigation of mentor's convictions, homeroom perform has been concentrated in various manners throughout the long term. (P. Richardson & McIntyre, 1996) in their survey of the writing, have recognized eminent movements that have occurred in the investigation of tutor's convictions with practice. Noticed us in early examination going on teacher's convictions had regularly from a concept of the connection among convictions and practice as a straightforward, direct causal one. Such exploration ordinarily looked to set up a circumstances and logical results association among convictions with study hall conduct to figure prophetic markers of instructor viability.

Behind investigations recommend that the association among convictions and actions is intuitive and active in life, convictions thought out the drive activities; and encounters may prompt changes in convictions (Stol, 2018), (Thomson, Henderson, & Holland, 2003) places that the exploration firmly recommends by the connection among convictions and practice is logic.

### **Teachers' training through pedagogical skills**

The most fact that it is part recommended by convictions of educator learners are most likely going to contact their teaching in the study hall, here is small exploration that looks to explain explicit parts of thought. Various investigations and examinations of

exploration nearby (Beswick, 2010); (G. Borg, Kärner, Buxton, Armstrong, & Merwe, 2003) have remarked on the holes in the exploration and ideas have been offered for future examination.

### **Concepts / styles of teaching learning**

These ideas include in B.Ed hon': (a) the utilization of approaches that could work with top to bottom examinations and understandings of teacher trainee's convictions and homeroom activities; (b) study hall observation of educator learners in depended on settings, thereby educator trainee's convictions and practices done by inspected in genuine study hall settings; (c) investigation of instructor learners in the primary years after the consummation of their preparation. In rundown, this request looked to make up for the shortcoming in the chivalrous the idea of the affiliation (assuming any) among instructor trainee's convictions and homeroom practice. It didn't expect a fundamental connection between instructor trainee's convictions on preparing and knowledge and their exhibition in the study hall. It likewise recognized that different contributory variables, other than convictions, may impact the homeroom practice of instructor students. The investigation was planned so some other arising components might be considered in the setting in which they emerged. A broad audit of the writing on the convictions of entering instructor up-and-comers completed by Brook hart and Freeman uncovered assured examples in the exploration plans. These scholars noticed that there were not many longitudinal examinations it is noticed similar students during their educator preparing. The audit distinguished different significant weaknesses in the exploration, it was an overemphasis on learning procedure. By far most of the investigations considered by the review utilize a review survey through -pencil questionnaire (Stuart & Thurlow, 2000).

### **Fruitful activities with their students**

On the bases of; (a) more indoors and out door investigations of teacher trainee's convictions, and suggested the exploitation of subjective strategies and related analyses by the possible prompt, additional, bits of knowledge addicted to the convictions detained by educator understudies over the span of instructor produce; (b) start to end inspections of the association among the convictions as well as activities in the classroom with their instructor and students. Convictions with reference to schools, educators, instructing and learning are reflection into assume a significant element in what students realize in instructor preparing programs. They move toward their training in the homeroom. In this way, it is important that we focus better on the convictions of instructor students. Convictions about instructing and learning are exceptionally compelling to scientists as a result of the effect they appear to have on what students realize in instructor preparing programs and who they move toward their

homeroom practice afterward (S. J. L. t. Borg, 2003) (Roberts & DelVecchio, 2000). Investigation was intended to survey the instructive convictions and abilities of forthcoming educators included factors are well thought-out in the setting which there are two of them created. Exploration Methodology It is an illustrative and blended strategy (objective and subjective) research has useful importance and possible arrangements since response of the examination questions will be useful for trained teachers (PTs, TEs, CTs and B.Ed. hons) and compelling execution of changed educating practicum. Moreover, it is an examining investigation to decide and how assured educational convictions and informative abilities are created throughout practicum encounters in forthcoming educators. The exploration is semi exploratory in which getting pre-test, post test design was utilized.

### **Difficulties of classroom environment faced by teachers and students**

Schools are viewed as student focused on the off chance that they advance two significant characteristics; (a) societies of mindful, learning, modify and combined effort and (b) comprehensive, individual and adaptable practices that esteem and exploit variety among understudies and staff. Fundamental highlights of the best classroom climate incorporate (a) an all around provided, well-de-marked space, (b) an ordinary day by day normal, (c) solid parent-instructor correspondence, (d) solid showing strategies and collaboration among instructors, and (e) a fluctuated educational plan, language encounters, and proficiency encounters. To carry out the ideal classroom climate, schools should join an assortment of systems including the, powerful plan of classroom space, research-based materials, bring home materials, and student focused environment. Effective execution of understudy focused learning expects upgrades to the learning climate that educators and educational program engineers should incorporate into existing educational plans (Ayub, Khan, & Research, 2013).

### **Quality of good teachers**

Educator training programs should be pragmatic and movement based on the grounds that an instructor needs to perform various jobs, for example, a curriculum developer, designer, planner, guide, manager, innovator, counselor, organizer of co-curricular activities, researcher, what's more, a specialist organization for the local area and guardians. In addition, the understudy teacher should expand their insight and they should buckle down for their expert turn of events. To expand the adequacy of instructor training programs (Education, 1959).

### **RESEARCH OBJECTIVES**

1. To compare subject knowledge of teachers who graduated from B.Ed. hons and

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B.Ed. two years program in education department.

2. To extent the change in pedagogical methods of teaching idea come by teaching practicum experience along with B.Ed. (Hon's) and B.Ed. two years graduate teachers
3. To measure the B.Ed. (Hon's) teachers are more effective philosophical and psychological prospective then B.Ed. two year's program teachers.

### **RESEARCH QUESTIONS**

1. How to compare subject knowledge of teachers who graduated from B.Ed. hons and B.Ed. two years program in education department?
2. What extent the change in pedagogical methods of teaching idea come by teaching practicum experience along with B.Ed. (Hon's) and B.Ed. two years graduate teachers?
3. How to measure the B.Ed. hons teachers are more effective philosophical and psychological prospective then B.Ed. two year's program teachers?

### **RESEARCH METHODOLOGY**

#### **Research design**

This study used the mix methods approach, qualitative and quantitative in nature, qualitative data collected through in- depth interview protocol and quantitative data was collected through percentage.

#### **Sample of the Study**

The population of the research included 27 Government girls' high schools in District Quetta of Baluchistan. 15 Government girls' high schools of B.Ed. (2 years) 75 teachers were selected through random sampling. 10 Government girls high schools of B.Ed. Hon's (4 years) 15 teachers through purposes' sampling, the number of B.Ed. Hon's (4 years) teachers were less and therefore their sampling has been reduced. The data has been collected through in-depth interviews from 75 teachers of B.Ed. (2 years) and 15 teachers of B.Ed. Hon's (4 years) Government education system.

#### **Data Collection Procedures**

The data collected through 27 Government girls' high schools in District Quetta of Baluchistan. 15 Government girls' high schools of B.Ed. (2 years) 75 teachers were selected through random sampling. 10 Government girls' high schools of B.Ed. Hon's (4 years) 15 teachers through purposes' sampling.

#### **Data analysis**

This was a mixed method approach. Qualitative data conducted by interview and quantitative data was organized to test of the subject knowledge of the B.Ed. hons teachers and B.Ed. 2 years program teachers, through percentages calculated.

## RESULTS & DISCUSSION

Following data conducted through B.Ed. Horn's (4 years) and B.Ed. (2 years') teachers program.

**Table 1: Circulation of questionnaire Respondent B.Ed hors and B.Ed 2 years teachers related to Curriculum**

Items	% of correct response by 4 years B.Ed. Honr's	% of correct response by 2 years B.Ed.
1. What dose curriculum mean?	75.00	35.00
2.What is the old viewpoint about curriculum	85.00	45.00
3.How many elements are there in the curriculum	71.71	20.00
4. What challenges dose the current curriculum face in achieving its objectives?	70.00	15.00
(N=90)		

The above mentioned chart indicates that the majority of the tutors of B.Ed hors replied the queries properly. There is a great variance amid B.Ed hors and B.Ed program, B.Ed hors educators have extra topic awareness about the part of course as compare to B.Ed tutors.

**Table 2: Circulation of questionnaire respondent B.Ed hors and B.Ed 2 years teachers related to teaching methodology**

Items	% of correct response by 4 years B.Ed Hor's	% of correct response by 2 years B.Ed
1. What does Pedagogy mean?	75.00	45.00
2. How many steps do a lesson planer have?	85.00	55.00
3. Which is the method whose steps are like same Inquiry method?	75.71	47.00
4. What is the basic purpose of cooperating learning?	70.00	45.00
(N=90)		

Looking at the table above, it seems that B.Ed. honr's teachers have answered all questions correctly because they knew what teaching pedagogy was and how the method of teaching could applies in proper way. But B.Ed 2 years program teacher was found to be lacking in teaching methodology.

**Table 3: Circulation of questionnaire respondent B.Ed hors and B.Ed 2 years teachers related to philosophy of education**

Items	% of correct response by 4 years B.Ed Hor's	% of correct response by 2 years B.Ed
1. What language does the word philosophy come from?	80.00	45.00
2. What is the purpose of education according to realism?	85.00	55.00
3. What is Epistemology?	80.00	50.00
4. What is axiology?	75.00	45.00
(N=90)		

According to this table, B.Ed. honr's teachers are very good knowledge about philosophy and they know the aim of education if the compare to the B.Ed 2 years program teachers.

**Table 4: Circulation of questionnaire respondent B.Ed. Hons and B.Ed. 2 years teachers related to educational psychology**

Items	% of correct response by 4 years B.Ed Hor's	% of correct response by 2 years B.Ed
1. Educational psychology, is the branch of psychology?	85.00	55.00
2. What does the term Intelligence theory?	90.00	60.00
3. What did Sikener present?	85.00	50.00
4. Who was Piaget's theory of cogitative development	70.00	50.00
(N=90)		

The above mentioned table displays that majority of B.Ed. honr's tutors replied the

questions properly. Hence, it is determined that B.Ed. honr's have additional topic information in the extent of Learning Attitude as related to B.Ed. 2 years tutors learning method. It reveals that result of the B.Ed. honr's is further helpful than B.Ed. 2 years tutors.

**Table 5: Circulation of questionnaire respondent % of correct response by 2 years B.Ed hons and % of correct response by 2 years B.Ed 2 years gradated teachers related to English grammar**

Items	% of correct response by 4 years B.ed Hor's	% of correct response by 2 years B.Ed
1. What is Occasionally?	85.00	85.00
2. Change the following into passive voice. I am Going to school.	90.00	90.00
3. Change the following into interrogative. (she came.)	85.00	80.00
4. Change the following to indirect narration. They said, "we will work hard".	70.00	60.00
(N=90)		

The above mentioned chart appearances that both B.Ed hons & B.Ed 2 years package tutors have the same reactions almost grades of adjective and judgments; though, majority of the tutors of B.Ed hons replied the queries properly. Hence, B.Ed hons tutors have further subject information almost English Grammar as related to B.Ed 2 year's tutors.

#### **Comparison of B.Ed hons and B.Ed 2 years program teachers**

This research observed, to compare subject knowledge of B.Ed hons and B.Ed 2 years program of teacher education. Different researches conducted to explain the effectiveness and deficiencies of B.Ed hons and B.Ed 2 year's program teachers, but B.Ed hons teachers are more knowledgeable and effective compare to B.Ed 2 years program teachers.

#### **A good teacher should know the pedagogical skills**

Pedagogical plays a very important role in a good teacher, because teacher has to go the classroom to teach, and that teacher can do a good lesson planning but this feature

is found in most B.Ed hon's program teachers, therefore; teachers know what status they need to make a lesson plan and how can manage a effective classroom

### **Educational psychology has a very vital role to play to be a good teacher**

Through educational psychology teachers would teach a child and observe his intelligence, thus teachers can teach and learn through his own interest. An effective teacher is psychologically understands the stages of the students and learn them in the same way so at the end of the study, B.Ed hon's teachers are most capable versus B.Ed 2 years program teachers.

### **B.Ed. hon's and B.Ed. 2 year's program teachers compare in English subject**

According to research, B.Ed hon's and B.Ed 2 years program teachers both have same knowledge in English subject, grammar structure was very good, the translation was also very fluent, it was appreciate able that both of them have excellent knowledge in this subject.

### **CONCLUSION**

At the end of this study, it is learnt that B.Ed hon's program teachers are much better vs B.Ed 2 years program teacher, because in four years program teachers study more, they are more work harder and capable, their concept and knowledge are also more clear in whereas B.Ed in 2 years program, so that government must focus on B.Ed hon's program. In Baluchistan there are less opportunity to do B.Ed hon's program, it is 4 years program and expensive too, many teachers and students can't afford this B.Ed hon's program, very less people doing B.Ed hon's program. Government needs to extend B.Ed hon's program in all over the province, Baluchistan Government should focus said program and may allocate fund and grant scholarship all over universities of Baluchistan.

### **RECOMMENDATIONS**

On the bases of conclusion following valuable recommendations were made:

This research has shown that the B.Ed hon's teachers have proved better vs B.Ed 2 years program teachers, so universities should implement the B.Ed hon's program, and also it is the duty of government of Baluchistan and education department to implement B.Ed hon's program, to get good result. Hence, it is suggested, the universities of Baluchistan may follow the standardized practicum method and should create a proper environment to execute. The government should provide scholarship to needy students so that they get admission in universities.

The Institute Learning Sectors of the provinces would also appropriate a identical

scheme of education class to enable the particular universities and associated tutors teaching organizations to increase the excellence of learning so tutors get further worth of teaching, similar they would offer same learning to their scholars.

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