



ORIGINAL CONTRIBUTION

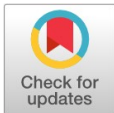
An Investigative Study to Evaluate the Quality of The BS Program at Gomal University and Its Affiliated Colleges Under the Semester System

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Abstract— The study evaluates the quality of Bachelor of Study (BS) program at Gomal University and its affiliated colleges under the semester system by gathering stakeholders' insights. It encompasses various aspects such as program objectives, teaching methods, assessment practices, student research projects/theses and the BS program's rules, regulations and its requirements under the semester system. Participants in the study included deans, department heads and program coordinators from the university's eight faculties and forty-eight departments, along with principals or heads of departments from twenty-seven public sector and thirty-three private affiliated colleges. A reliable and validated research instrument (questionnaire) was utilized to collect data and initially it was distributed among 450 participants. The process of instrument development, other formalities and data collection took about 3 months. A total of 345 duly filled-in questionnaires were used to analyze data and the results reveal that to ensure quality in the BS program through the semester system, teachers may be trained in the areas of research, rules, regulations and requirements of the semester system. Regular, at proper intervals & continuous professional development courses may be launched for the professional grooming of the faculty members and teaching staff of the affiliated colleges to do justice to the semester system. The training areas may include the BS program objectives, teaching methods, assessment, research theses, and the semester system's rules and regulations. The study also gives some valuable suggestions for the future researchers to cover the BS program under the semester systems in all respects.

Index Terms— Quality of the BS program, Semester system, Gomal University, Affiliated colleges

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Introduction

The undergraduate education policy aims to ensure student success by fostering comprehension and use of knowledge, acquisition of professional skills, and embodiment of civic and ethical values. It emphasizes competency-based learning, balancing breadth and depth of education, application of knowledge to real-world challenges, promoting creativity, and designing degrees to meet job market demands while offering further education options for graduates (UGE, 2023). Education is becoming increasingly important in today's world, as it is based on the needs and research of the workforce. Training workshops need to be organized to polish the research and professional skills of teachers and employees to ensure quality in their performance. These also improve the influence and impact of employees in their current jobs. Employees are less likely to leave their current job when engaged in professional development programs (Shiri, Rahman and El-Metwally, Ashraf and Sallinen, Mikael and Pöyry, Marjaana and Härmä, Mikko and Toppinen-Tanner, Salla, 2023). Access to

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higher education has improved in Pakistan, but there is still a significant disparity in educational achievements between different social classes. Educational institutions must take necessary steps to eliminate systemic obstacles in order to achieve academic excellence. A better higher education system can help alleviate poverty, promote mutual respect, and encourage peaceful conflict resolution (Naich, Otho, Ali, & Salman, 2024). Tertiary education is crucial for the progress of society; however, the performance of Pakistan's tertiary education sector has been poor in the past five years due to various challenges and ineffective policies adopted by the authorities. As a result, the sector is facing difficulties in meeting the changing demands of society (A. R. Khan, Khan, & Atta, 2021). It is imperative to keep education policymaking free from political influence to establish a robust education system (Bangash, Khan, et al., 2023). Valtonen et al. (2021) provided valuable insights into the development of appropriate learning environments in higher education. The government bears the responsibility of providing peaceful and conducive environments for the students. I. Khan, Ahmad, and Imran (2024) discussed the problems that need improvement to ensure quality in the semester system of affiliated colleges. The issues include lengthy courses, outdated content, poor assessment systems, lack of teacher training and insufficient monitoring. V. K. Singh and Kumar (2016) spoke on that the semester system focuses on continuous learning and feedback and provides an opportunity to understand the subject in a better way. It provides an interaction of teachers and students. Teachers' training and commitment on the part of teachers and students are required to do justice to the semester system. On the other hand, there are challenges too in the semester system i.e. hectic examination activities, a difficult task to develop a syllabus for each semester, students addicted to ease and carelessness due to too many chances of reappearing in the examinations, a waste of time in the end and the start of next semester, difficulty in covering the course, infrastructure facilities in affiliated colleges do not match, less opportunity to students for extracurricular activities.

The semester system demands devotion and commitment to ensuring quality in the BS program on behalf of all the stakeholders, including university authorities, principals, teachers, and students, for its effectiveness (Zhang & Ahn, 2023). It needs a course file, academic calendar, formation of class, diverse techniques of assessment and methods compared to traditional programs. Quality assurance in any program demands periodic evaluation, review, and approval to maintain process consistency (Dhakal, 2022). The student-teacher ratio and regular teacher training programs are being conducted in all Mizoram colleges, improvements in conveniences such as laboratories, furniture, library resources, and computers are essential to ensure uniform educational standards and providing guidance and counseling services to students is crucial. Similarly, organizing seminars, conferences, workshops, and debates is vital for effectively developing the semester system. Moreover, strengthening the monitoring system and considering teacher feedback while framing syllabi are also recommended and fostering a positive attitude among students is essential. The GPA evaluation system must be transparent to ensure fair and honest evaluation of all students, and the duration of mid and final-term exams should align with their respective weightage (Lalrinsangi, 2023; Zhazira et al., 2024).

Background of the study

The study focuses on the strengths and weaknesses of the Bachelor of Study (BS) programs offered by Gomal University and its affiliated colleges, aiming to keep it on track by collecting input for enrichment and growing a culture of research, job training, and a conducive learning environment. The rationale behind this investigation stems from the distinct nature of the BS program compared to the phased-out conventional master's program, necessitating familiarity among teaching and non-teaching staff with the semester system inherent to the BS curriculum. The study seeks to ensure the alignment of tertiary education with contemporary needs, underscoring the pivotal role of educators in refining the semester system within BS programs. This transition commenced in the academic session 2011-15 with B.Ed Elementary (H) and gradually extended to encompass all programs except Pharmacy, which continues to adhere to an annual schedule. The institution has gradually substituted two-year traditional BA/B.Sc. and MA/M.Sc. degrees with BS programs in all departments and affiliated colleges. Gomal University boasts 08 faculties housing 48 departments, spanning Sciences, Law and Administrative Sciences, Arts and Social Sciences, Engineering and Technology, Pharmacy, Agriculture, and Veterinary and Animal Sciences, and Allied Health Sciences. The university oversees 60 affiliated colleges, comprising 27 public and 33 private sector institutions. Initially, six public sector colleges offered the BS program, while others provided Associate Degree programs; however, the latter has since been phased out in favor of the BS program. In compliance with Gomal University's policies, public sector colleges connected with the university receive financial support from the Higher Education Department (HED), KP (A. Khan, Ishaq, & Shah, 2023). A quantitative study was conducted involving stakeholders from Gomal University and its affiliated colleges, including Deans, Heads of Departments, internal coordinators, faculty members, principals, and faculty members of affiliated colleges. The evaluation covered a wide range of topics, including research projects, instructional strategies, assessment protocols, goals of the BS program, and legal frameworks guiding the BS curriculum.

Research gap

Various researchers have worked on the semester system at university level as well as at college level in all over the world. They have worked on different predictors, mediators, research variables and with different environments of different regions under their research

studies i.e. Nilson (2016), Lalrinsangi (2023), and M. F. Ahmad et al. (2024) suggested for the future researchers to evaluate the quality of BS program. Akhtar and Hashmi (2021) found that the semester system improves student learning but presents challenges in managing exams, presentations, assignments, and time. Gomal University and its affiliated colleges need to be evaluated under the semester system with specific research variables i.e. Objectives of the BS programs, Assessment, Teaching Methodologies, Research Project and Semester System Rules & Regulations. So, the present study was conducted by investigating the views of the key stakeholder's i.e., The faculties' deans, head of departments, coordinators of the BS programs, internal controllers at the university as well as in the affiliated colleges entitled "An investigative study to evaluate the quality of the BS program at Gomal University and its affiliated colleges under the semester system"

Objectives of the study

To find out the views of stakeholders on the quality of the BS program at Gomal University & its affiliated colleges in terms of its objectives, assessment, teaching methodologies, research projects/theses, and rules & regulations of the semester system offered under the semester system.

Research question

- How do stakeholders perceive the quality of the BS program at Gomal University and its affiliated colleges in terms of its objectives, assessment methods, teaching methodologies, research projects/theses, and the rules and regulations of the semester system?

Hypothesis of the study

HA1: The stakeholders view the quality of the BS program at Gomal University and its affiliated colleges as satisfactory, based on program objectives, assessment methods, teaching methodologies, research projects/theses, and the rules and regulations of the semester system.

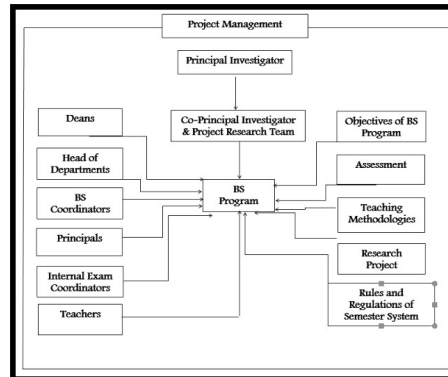


Fig. 1 Research model

The project team's organizational structure, study participants, and assessed factors are depicted in Figure 1. A Ph.D. scholar, an MPhil scholar, a co-principal investigator, a B.Ed. student, and a research assistant make up the project team. The respondents—deans, department heads, BS coordinators, principals, internal exam coordinators, and teachers—are shown on the left side of the diagram. The goals of the BS program, instructional strategies, evaluation techniques, research projects, and the guidelines for the semester system are all included on the diagram's right side.

Literature Review

The typical completion ranges for the BS program spans from 120 to 144 credit hours, with a usual semester load falling between 15 to 18 credit hours. However, the university has the option to allow up to 21 credit hours per semester for programs with particular demands, as long as the total doesn't surpass 144 credit hours for a singular major. Mandatory set of 30 credit hours, to be completed within the first four semesters. Minimum of 72 credit hours dedicated to courses specific to the main field of study. Interdisciplinary/Allied Courses are of mandatory nature with minimum of 12 credit hours, applicable to all programs except Associate Degrees, where the credit hours may vary. Some Associate Degrees may not have any interdisciplinary or allied courses. An important aspect of coursework, which helps to complement the primary major, involves completing a minimum of 12 credit hours. Programs can be designed in several formats, such

as a standalone major, a major with one minor, a major with two minors, or even double majors without any minor. If you opt for a standalone major, you will need to complete at least 120 credit hours, which includes field experience/internship and a capstone project. If you opt for a standalone major, you must complete at least 120 credit hours, including field experience/internship and a capstone project. General Education Courses encompass 30 credit hours, major courses require a minimum of 72 credit hours, and Interdisciplinary/Allied Courses consist of at least 12 credit hours. Field Experience/Internship and Capstone Project each account for 03 credit hours. The Undergraduate Education Policy aims to foster comprehension and application of knowledge develop professional skills; cultivate civic and ethical values, to emphasizes competency-based learning, balancing breadth and depth of education, encouraging the application of knowledge to real-world challenges, promoting creativity and designing degrees to meet job market demands plus offering further education options for graduates. (UGE, 2023). Majeed (2024) advises universities to enhance the Semester system's standing concerning learning outcomes and course content by implementing strategies that foster creativity, problem-solving skills, and practical application, aligning with students' professional aspirations. Moreover, it emphasizes the importance of providing adequate physical facilities, including audio-visual aids and labs, and suggests seeking financial support for effective implementation. Faculty members are encouraged to adopt modern teaching methodologies and prioritize the use of technology. Assessment procedures should be improved to better reflect course objectives. Additionally, the research process should be purposeful to cultivate a meaningful research culture within universities.

Bista (2016) has suggested that modern techniques should replace traditional ones. The semester system has several benefits for students, such as being in close proximity to teachers, attending regular classes, submitting assignments on time, and scoring a GPA. Enhancement is still required in several areas, including addressing negativity, optimizing the use of ICT and audiovisual aids, improving maintenance practices, refining hostel management, strengthening coordination, and fostering better teacher linkages were examined.

Bakhsh, Naz, et al. (2021) reported that students showed a positive attitude towards the prevailing practices of the semester system in public sector universities of Khyber Pakhtunkhwa, Pakistan. However, they also pointed out some observations, such as difficulties in completing courses on time, problems with the regularity of classes, teachers' favoritism in assessment, and no proper lesson planning for teaching in the semester system. Li (2023) supports creativity, innovation, and entrepreneurship in the university and its affiliated colleges. The university and college teachers should adopt effective strategies, teaching methodologies, and innovative curriculum designs, and implement extracurricular activities, mentorship programs, and partnerships with industry and local communities. This will help graduates tackle the challenges of the modern economy and drive sustainable economic growth. The semester system divides the academic year into two semesters, with the first typically running in the fall and the second in the spring. This arrangement allows for efficient resource allocation, a balanced distribution of courses and assessments, and consistent evaluation structures to track students' progress. The system's primary goal is to enhance students' knowledge, skills, and attitudes by providing them with a structured framework for learning and development. Several factors are crucial for a semester system to be effective, such as a meticulously designed curriculum, relevant content, consistent class schedules, constructive and continuous feedback, readily available teachers for consultation, and access to resources, confidential assessments, transparent grading, and prompt announcement of results. The curriculum is usually split evenly to avoid overwhelming students with the workload, providing flexibility in course options. Regular attendance is mandatory, and the classroom is the hub of academic engagement.

J. Singh (2015) discovered that students hold varied opinions about the semester system. Although it focuses on the student and is credit-based, a detailed schedule, calendar, and timely results are essential for effective implementation. Regular attendance for classes and exams is expected. Evaluations are fair, and the system aims to promote student growth. Pokharel (2018) reports that semester exams are meant to evaluate students' learning comprehensively, continuously, and in-depth. The challenges of implementing a semester system present opportunities for innovative assessment methods, as identified by (Matlakala, Mgutshini, Greeff, & Chetty, 2019). However, the duration of teaching and learning must be carefully considered. Munnawar and Awan (2019) acknowledge the benefits of the semester system for student-teacher interaction but raise concerns about delayed grievance resolution and dissatisfaction with assessment criteria. Zhang and Ahn (2023) study on predicting at-risk students at the Open University in the UK found improved prediction accuracy using identical semester code course data. Dahal (2018) reported student satisfaction with the semester system overall but highlighted issues with facilities like toilets and canteens. Das (2019) demonstrated the effectiveness of the flipped classroom method in enhancing learning processes and student satisfaction. Kalita (2017) found that using identical semester course data significantly improves prediction accuracy. The National Educational Policy emphasizes the crucial role of the educational evaluation system in shaping the quality of higher education. Despite the excellent infrastructure facilities in many public universities, there are still concerns about the academic abilities of their faculty and the assessment methods they use. Discrepancies and gaps persist in the current examination processes across different universities. The national education policy further highlights the variability in university study plans and examination procedures. Although universities have established standards and principles for semester examination systems for regular students, faculty members from diverse disciplines do not consistently adhere to these norms for impartially assessing students' accomplishments (GOP, 2017; Sandybayev, Mohamed, & Ahmadi, 2020).

Methodology

The research methodology employed aims to evaluate the BS program of Gomal University and its affiliated colleges by soliciting feedback from key stakeholders through a questionnaire covering critical indicators such as program objectives, teaching methodologies, assessment methods, research projects, and program regulations. The questionnaire underwent thorough development and validation, initially piloted with 50 respondents to ensure reliability. Data collection utilized both personal administration and Google forms to target Gomal University, its sub-campuses, and affiliated colleges, ensuring a substantial sample size for analysis. The study’s respondents were Deans of Faculties, Head of Departments, BS coordinators, internal controllers of Gomal University and principals, and teachers of the affiliated colleges who showed their views about key indicators including objectives of the BS program, teaching methodologies, assessment, research project, and rules and regulations of the BS program. The instrument development, data collection process and the other related formalities were finalized in about 3 months.

Description of the research tool

The research instrument comprised a demographic part and a study variable section. The demographic factors include gender, designation, age, qualifications, and experience. At the same time, the study variables include program objectives (9 items), teaching methodologies (10 items), assessment (16 items), research projects (14 items), and semester system regulations (31 items), amounting to a total of 80 items. The program objectives were intricately aligned with established policies and accomplishments. The program aimed to enhance academic performance, offer career prospects, meet the demands of the job market, and maintain cost-effectiveness. It also sought to connect the potential of young individuals, advocating for the program's continuation. The 2nd study variable, i.e., teaching methodologies, covers instructors of the BS program who employed diverse strategies to foster an optimal learning atmosphere. They utilize practical illustrations and audio-visual aids, reiterate instructional content as needed, and prioritize assisting slower learners. Timely feedback, semester-based assessments, and a balance between objective and subjective questions were integral to the program's assessment framework. Moreover, instructors incorporate varied assessment techniques spanning cognitive, affective, and psychomotor domains, often employing oral assessments in BS program sessions. The fourth is the research project/research thesis, followed by semester regulations sections shared correlated items. Respondents evaluated all items using a five-point Likert scale, ranging from strongly disagree to agree strongly. Additionally, space was allocated at the questionnaire's conclusion for suggestions to enhance the BS program.

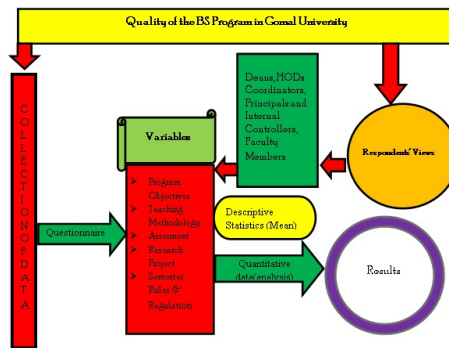


Fig. 2 Conceptual framework of the study

Results

Table I
Mean’s range interpretive scale (Valerio, 2015) to show range of mean

Scale	Mean Range	Description
5	4.20 – 5.00	Very much affected
4	3.40 – 4.19	Much affected
3	2.60 – 3.39	Moderately affected
2	1.80 – 2.59	Slightly affected
1	1.0 – 1.79	Not affected

Table II
Descriptive statistics about the dependent/research variables

Factors	N	Minimum	Maximum	Mean	Std. Deviation
Objectives of the BS Program	345	1.00	5.00	3.7372	.73790
Teaching Methodologies	345	1.20	5.00	3.8557	.79835
Assessment	345	1.19	5.00	3.7120	.68356
Research Project/Thesis/Dissertation	345	1.36	4.00	2.3116	.36421
Rules & Regulations	345	1.47	3.94	2.2764	.31410

Objectives of the BS program

The mean score of 3.7372 suggests that the BS programs are effectively fulfilling their intended objectives. These objectives could include equipping students with essential skills and knowledge in their respective fields, fostering critical thinking abilities, and preparing them for future career pursuits. The attainment of these objectives indicates the quality and relevance of the curriculum and instructional practices.

Teaching methodologies

The mean score of 3.8557 indicates that the teaching methodologies employed within the university and its affiliated colleges are highly effective. Educators are using a variety of pedagogical approaches that cater to diverse learning styles, ensuring that students receive a well-rounded and engaging educational experience. Instructors are also adept at communicating complex concepts in a manner that is understandable and accessible to students, ultimately enhancing their academic achievement.

Assessment

The mean score of 3.7120 reflects a high level of satisfaction with the assessment practices in place. This includes various evaluation methods such as exams, assignments, quizzes, and grading systems. The effectiveness of these assessment strategies indicates that they are aligned with the learning objectives of the courses and provide meaningful feedback to students on their progress. Moreover, the fair and transparent nature of the assessment processes fosters a sense of trust and accountability within the academic community.

Research project/thesis

The mean score of 2.3116 suggests that there is room for improvement in this area. However, efforts are being made to engage students in research activities. Enhancing the quality of research projects and theses can involve providing additional support and resources for students, encouraging interdisciplinary collaboration, and fostering a culture of inquiry and innovation within the academic environment. By elevating the standard of research output, Gomal University and its affiliated colleges can contribute more significantly to the advancement of knowledge in their respective fields.

Rules, regulations & requirement

The mean score of 2.2764 indicates that there is a need to enhance awareness and compliance with the semester system regarding its rules, regulations & requirements i.e., Initiatives such as conducting orientation sessions for students and faculty members, implementing clearer communication channels for disseminating information about rules and policies, and strengthening enforcement mechanisms can help foster a culture of respect for rules and regulations. By doing so, the university can create a more conducive learning and working environment for all stakeholders involved. Overall there are areas for improvement; the overall findings indicate that Gomal University and its affiliated colleges are on a positive route towards achieving their academic goals and fostering a vibrant learning community.

Discussion

The teachers need to update their knowledge about their semester rules, regulations, and its requirements and improve their research supervision skills to ensure the quality of academics. The teachers also need to polish their other areas to do justice to the semester system of the BS program. The study indicates a pressing need for teachers to receive training in the regulations and procedures governing semester systems and key research areas. Additionally, they may require training to stay abreast of the objectives of the BS program, teaching strategies, assessment techniques, research project methodologies, and the specific rules and regulations governing the program. The responses from open-ended items also underscore the importance of implementing a professional development program. This program

holds the potential to significantly enhance understanding of semester-related rules, regulations, and requirements, thereby improving the overall quality of education. Moreover, the study reveals that university faculty, particularly staff at affiliated colleges, would benefit from further training in curriculum development, instructional methods, assessment practices, and research areas. There are noticeable disparities in how programs are administered between Gomal University and its affiliated public and private sector colleges. The results suggest uniformity may be adopted regarding curriculum, academic calendar, and all other formalities from admission procedure to conduction of exams. The respondents pointed out various problems, i.e., courses' lengthiness, the need to update the curriculum to global needs, the availability of well-equipped laboratories, the availability of relevant books in the libraries, the need for improvement in the assessment system; teachers may be trained for proper implementation of semester system, research skills of teachers of colleges are not so polished as the majority of them are of 16 years education. The study suggests ensuring proper semester system implementation to ensure quality education. The teachers should develop a curriculum for their subjects, get it approved by the relevant bodies, and be need-oriented. It should address the needs of the students and better prepare them for future goals. The university authorities should monitor the newly implemented curriculum through visits and effective feedback. Close coordination needs to be maintained among university administration, various departments, and affiliated colleges to bring at par the various factors of the BS program under a semester system and to ensure uniformity. M. F. Ahmad et al. (2024) discussed almost the same problems that need improvement to ensure quality in the semester system of affiliated colleges. Nilson (2016) suggested that the university should enhance student amenities and effectively manage faculty spaces for studying and evaluating student work. Lalrinsangi (2023) agrees that the student-teacher ratio needs to be improved and that regular training sessions for educators should be implemented across all colleges in Mizoram. Upgrading facilities such as computers, library resources, furniture, and laboratories is essential to ensure uniform educational standards. Additionally, it is crucial to provide students with access to guidance and counseling services and to organize various events like seminars, conferences, workshops, and debates to foster the effective implementation of the semester system. Students should be encouraged to engage in co-curricular activities to enhance their writing skills and cultivate a positive mindset. The study recommends hosting professional development workshops focused on teaching methodologies and research competencies for faculty members of Gomal University and its affiliated colleges, particularly in the context of the semester system. It draws from previous literature and guidelines set forth by the Higher Education Commission (HEC), emphasizing the importance of faculty members having a comprehensive understanding of the objectives of the BS program, teaching methods applicable to the semester system, assessment practices, research project protocols, and the relevant rules and regulations. K. Z. Ahmad and Bakar (2003) support the study's results, indicating that continuous training availability and motivation influence organizational commitment, a supportive environment, and employees' commitment to their jobs. Karki (2016) also worked on the same area and concluded that most teachers and students have a positive approach to internal assessment in the semester system. However, the implementation process has some deficiencies, including teachers' passive attitude to the real status of the semester, no proper conduction of exams/tests on time, no proper operational, academic calendar, no proper incentives to teachers for their hard work in the semester system, and sometimes teachers do not take the internal tests, exams, and quizzes as seriously as they take them in the final exams of the annual system. Uzun and Ertok (2020) concluded that students are not satisfied with the summative assessment system, and the study proposes a system that may promote teachers' creative skills. These findings align with previous studies of (Dhakal, 2022; Rahman, 2013). The results show that faculty members at Gomal University and its affiliated colleges lack knowledge of the program's rules and regulations. This is consistent with previous studies of (Lamsal, 2018; Matlakala, Kallon, Simelane, & Mashinini, 2019). Although faculty members have some understanding of the BS program's objectives, assessments, and teaching methodologies, further training is necessary to ensure a complete and thorough understanding. These findings are consistent with prior research on the subject by Bista (2016); Munnawar and Awan (2019); J. Singh (2015). In his doctoral study Majeed (2024) reported that stakeholders generally agree that the semester system effectively develops various student skills and abilities, but satisfaction levels vary. While course content meets standards, rushed coverage affects depth of understanding and is rated moderately effective. Despite the emphasis on physical resources, financial constraints lead to moderate provision. Teaching methodologies are important, but more faculty competency is needed for effectiveness. Assessment practices are acknowledged but marred by concerns of bias and favoritism, rated moderately effective. Consensus exists on learning outcomes, but views diverge on other aspects across universities and genders; perceptions of semester system effectiveness are similar.

Conclusion

The study aimed to keep the BS program on track under the semester system at Gomal University and its affiliated colleges. Its results reveal a dire need for a continuous professional development program to be launched for the faculty members of Gomal University and the teaching staff of the affiliated colleges for their professional grooming. The program's quality can be improved by updating the research and teaching skills of the teachers; the teachers may also be trained about the BS program's rules, regulations, and requirements. It is important to provide training opportunities for faculty members to improve their skills in research, teaching, and assessment, and also to keep them up-to-date with the rules, regulations, and prerequisites of the BS program. The recent revisions to the Graduate Policy of

Education (GPE) and Undergraduate Policy (UGP) have created a need for workshops to update university faculty members and college teaching staff on the revised policies and research methodologies. Allocating funds for these workshops should be a priority.

Managerial and academic implication

It has been suggested in the literature that there is some research work available on the study variables, but it is limited in scope. Therefore, this study aims to provide a more comprehensive understanding of the study variables, including the objectives of the BS program, teaching methodologies, assessment procedures, research projects/thesis, and rules and regulations. This study assists the management and teaching staff at Gomal University and affiliated colleges in conducting exams, delivering lectures, and supervising students during exams. It may also enhance the understanding of the management and teaching staff regarding the objectives of the BS program and its rules and regulations.

Recommendations

The study concludes to organize professional development workshops/courses for enhancing the research skills and methodology of faculty members and keep them updated on the current rules, regulations, and requirements of the semester. The university may take it important and allocate extra budget for conducting training workshops for the positional grooming of the faculty members for maintaining the quality of academic programs. The staff of affiliated colleges may be engaged in the professional development program on a priority basis to achieve the desired objectives of the BS program.

Suggestions for further research

The study aims to collect perspectives from Deans, Heads of Departments, faculty members, and principals within Gomal University and its affiliated colleges. Future studies may incorporate student viewpoints which will indicate recognition of the importance of considering the experiences and opinions of those directly impacted by educational practices. Private universities and colleges in future studies could offer valuable comparative insights, allowing for a broader understanding of the educational landscape and potential differences between public and private institutions. This will broaden its scope and contribute to enriching the body of knowledge in the field of education and inform policy and practice decisions.

Ethical consideration of the study

Research ethics require the voluntary, informed, and safe participation of respondents. They may participate willingly, fully informed of risks and benefits, and in a safe environment. This maintains scientific integrity, human rights, and societal cooperation. The researchers sought permission from Deans, heads, and teachers before collecting data. The collected data was solely used for research and the female teachers observed purdah, female research assistants were hired to collect data. Informed consent was obtained from all participants, and data was not collected from any college or department teacher without their prior consent.

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