

## Challenges Faced by Postgraduate Students: A Case Study of a Private University in Pakistan

Farhana Yasmin<sup>1</sup>, Muhammad Saeed<sup>2</sup>, Naseer Ahmad<sup>3</sup>

### Abstract

---

This case study explores the challenges faced by Postgraduate students at a private sector university in Lahore. It is an attempt to come up with a model for challenges faced by the students using Grounded Theory Approach. It fills the gap in the studies regarding challenges faced by postgraduate students at university level in Pakistan. The research questions focus on the challenges faced by the university students to pursue their educational degrees. The sample of the study included 15 students of final semester at the Department of English Language and Literature in a private university in Lahore, Pakistan. The instrument of the study was semi-structured interview of the students. The qualitative data was analysed using open, axial and selective coding. Four dimensional challenges emerged as major themes: (a) Dispositional (b) Situational, (c) Institutional, and (d) Academic. These challenges were categorized into further sub-themes. The findings of the study show that these challenges are barriers in students' academic achievements. They need to be addressed rationally to improve students' academic performance. Some recommendations are forwarded for the related authorities to address these challenges to facilitate the students. The research recommends a mixed methods study on the topic in future.

---

**Keywords:** Academic challenges, Dispositional challenges, Institutional challenges, Grounded Theory approach, Situational challenges.

### Introduction

The world has become a global village and developments in all the fields of life have changed the trends and styles. It is the need of hour to groom 21<sup>st</sup> century students as versatile individuals, equipped with all the skills and attributes besides updated knowledge to keep pace with the ever changing world. It is important to facilitate the university students in all the possible ways by developing strategies to synthesize the characteristics that would align with the university's mission to develop professionals for a better world. University life is very crucial for students for its multiple dimensions. Students get an exposure of life in different ways at personal, academic and administrative level and they face many challenges. The mission statements of almost all the higher educational institutions claim that universities and colleges seek to provide excellent teaching and a high quality learning environment. However, the rules are not implemented due to certain barriers at various levels especially, administrative, academic and financial. There has been a tremendous increase in the enrollment of Post graduate programmes at private and public universities of Pakistan over the last decade.

---

<sup>1</sup>Assistant Professor, Department of English Language & Literature, Lahore Garrison University, Lahore, Pakistan, farhanayasmin069@gmail.com

<sup>2</sup>Associate Professor, Chairman, Department of Educational Research and Evaluation, Institute of Education and Research (IER), University of the Punjab, Lahore, Pakistan, drsaeed1961@hotmail.com

<sup>3</sup>Senior Lecturer, Department of English Language & Literature, Lahore Garrison University, Lahore, Pakistan, naseerahmad@lgu.edu.pk

The semester system includes eight semesters whereas each semester comprises of six course works including research (optional) in the final semester. It is a hard fact that the students of English do not exhibit required proficiency in English after the completion of their degree programmes. Incompetence in English language is a burning issue in the perspectives of status enjoyed by English language speakers. There are multiple factors which cause incompetence in English speaking skills of the individuals in spite of studying English as a subject in schools, colleges and universities for many years. The students face humiliation when they are required to demonstrate their competence in the subjects at the time of job hiring or during the job.

### **Literature Review**

Review of the literature brings into light various challenges faced by the university students at personal, academic and administrative levels. It is inevitable for the university students to tackle these problems smartly to be successful at individual level presently and at professional level in future. Numerous researchers have forwarded their models, theories and philosophies to identify the problems confronted by university students and their impact on their academic performance with the aim of addressing the challenges for students' better future prospects. Cross (1981) however, has identified three obstacles to adult learning which are applicable to the university students as well. She has mentioned: Situational barriers, Institutional barriers and Dispositional barriers. Potter and Alderman (1992), however supplemented one more obstacle -Academic barrier, which is regarded as the fourth barrier. Situational barriers are related to circumstantial settings that hinder adult learners' capability of learning (MacKeracher, Suart & Potter, 2006). The situational barriers comprise personal challenges and they are related to various tasks and activities at personal level-family, children and domestic responsibilities etc. These barriers are particularly faced by married learners.

Institutional barriers entail restrictions concerning procedures that institutions use to plan, deliver and implement learning activities (MacKeracher, Suart & Potter, 2006). It is considered that these barriers do not take into account adult learners' concerns and apprehensions. The institutional barriers include the problems related to financial support for learners to manage resources for learning activities; pay tuition fee, lack of support services at times, consideration of prior learning and academic credentials. Dispositional barriers, also known as attitudinal barriers are related to learners' feelings and perceptions of their capabilities to complete learning activities. The dispositional barriers take account of inferiority complexes like low self-esteem, comparatively over-age, exertion, overburden, bad health, not simple, incompetence in communication skills etc. (MacKeracher, Suart & Potter, 2006). Academic barriers are related to the skills that are indispensable to successful learning. They are based on the hurdles related to academics i.e. literacy, computer-related skills, information processing, reflective approach, written communication skills, assignments, assessments and examinations. Moreover, academic skills like written expression and oral expression that are not grasped and practiced in early years and adolescence persist as problems for adult learners.

The literature review revealed two more problems as Pedagogical barriers and Employment training barriers. Pedagogical barriers are related to the hindrances due to instructors whereas employment barriers are related skills required for employment. Carp, Peterson & and Roelfs (1973) have described some barriers in the order of importance: cost, limited time, refusing to attend school for full-time, home responsibilities, job responsibilities and the amount of time to finish the programme. Some studies in United Kingdom have proposed that situational and institutional barriers are major constraints to adult learning. It was also revealed the cost of tuition, learning materials and self-finances as major factors (Buchler, Castle, Osman & Walters, 2007).

The challenges to the university students are rather more intense in under developed and developing countries as compared to the developed countries. In Pakistan, the university students face very serious challenges due to multiple factors including infrastructure, instructors' competence, administration, funds, access to IT, shortage of resources etc. Siddiqi (2012) emphasized that "there are many shortcomings in these educational systems that cause a lot of problems to the students adopting them".

### **Statement of the Problem**

It is obligatory to groom the university students as dynamic and potential individuals by providing them with the best possible facilities so they not only become refined, cultured and valuable members of the nation but they are also able to practise and implement the knowledge and skills in their professional life effectively. To achieve the target, it is inevitable to explore the challenges faced by Postgraduate students. Further, these problems are required to be addressed to educate the students as professionals.

### **Significance of the Study**

The study explores the challenges confronted by Postgraduate students at a private university in an urban locality of Lahore district. These challenges need to be addressed to make the students proficient in English language by developing their understanding and imparting them required skills. It is anticipated that the findings of the study may prove a drive for further investigation in English language teaching to resolve the problems confronted by the university students. The students will groom individually as well as professionally in the global perspective. The findings of the study may be beneficial for the teachers teaching various courses to the students of Postgraduate programme of the sampled university. These may be useful for the policy makers and course designers and other such academicians at university level.

### **Objective of the Study**

The following objectives guided the study:

1. To explore the challenges encountered by Postgraduate students in the pursuit of their degrees.
2. To find out the ways to address these challenges to enhance the academic achievements of the students.

### **Research Questions**

1. What challenges do Postgraduate students encounter in the pursuit of their degrees?
2. How can these challenges be addressed to enhance the academic achievements of the students?

### **Limitations of the Study**

Though present research is a contribution in the field of English Language Teaching in Pakistan, however it has some limitations. This is a case study. The population size is limited, so the findings of the study may not be generalized beyond this institute. It is restricted in nature due to time constraints as well. However, the students' in-depth interviews are the strengths of the study as they reveal not only the genuine and true challenges faced by Postgraduate students but also the hindrances posed by these challenges for the completion of their degree.

### **Research Methodology**

The study falls in qualitative paradigm to collect the data for the research titled "Challenges Faced by Postgraduate Students: A Case Study in Private University in Pakistan". It is a case study and exploratory in nature, which is the strength of a qualitative research. In this study, the researchers used semi-structured interviews to collect the data.

### **Subjects of the study**

The subjects of the study were 15 female students enrolled in MA English Language and Literature class, final semester at a private sector university in an urban area in Lahore district.

### **Sample of the study**

The researchers employed purposive sampling as the main concern in the qualitative research is to select the participants who would provide the best information for the research. The data was collected from all the 15 female students enrolled in MA English Language and Literature class, final semester at a private sector university in an urban area in Lahore district.

### **Instrument**

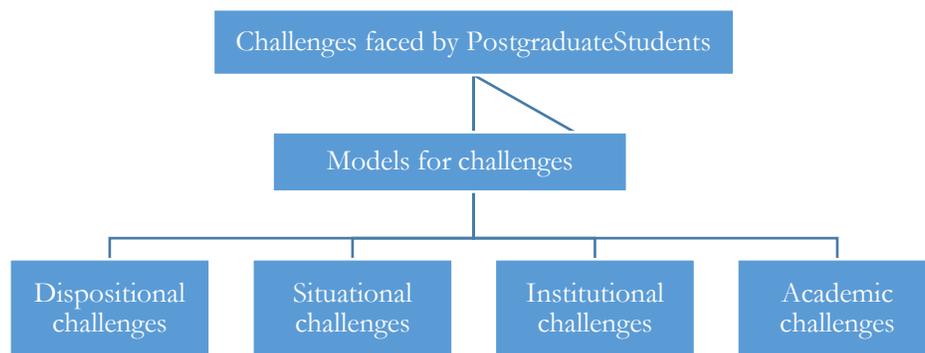
The tool of the study was semi-structured interviews from the participants of the study. Interviews as a tool of the study provide a deeper understanding of social phenomena in comparison to what is obtained from quantitative methods like questionnaires (Silverman, 2000). Two students were selected from the target population for collecting pilot data. The semi-structured interview questions were designed in English, considering the participants' enrollment in English department. The interview protocol (Appendix A) focused on the questions regarding the barriers in understanding and practising the concepts taught in courses, instructors' support to overcome educational drawbacks, time management for completing the given tasks, redesigning courses in the global perspective, teachers' roles in students' learning behaviour, effect of peer pressure on students' educational performance, instructors' motivation to participate in curricular and co-curricular activities, use of resources in the classrooms, library facilities and need of Computer Assisted Teaching and Learning to improve students' competence.

The results of pilot study were used to assess the research methodology. The designed research questions were found appropriate to address the research problem. It brought into light some problems which were addressed to conduct the research effectively. The pilot study revealed the problem of communication in English, faced by the students of English language as a barrier to get first hand genuine information from them (participants). Some students were not able to answer fluently and comfortably in English. So there was a code switching from English to Urdu (native language) and vice versa to elicit in-depth information without making English language a barrier in oral expression till the point of saturation. The code switching was a deviation from the planned interview design, which was primarily planned to be conducted in English. The data from pilot study was used to develop codes for developing themes.

Research alignment is very important as it makes research coherent, harmonious and logical. The factors which contributed for the research alignment were research objectives, research questions, instrument of the study and data analysis. The coordination of these factors contributed to the strength of the research. Following ethical codes are an integral part of any research. The researchers adhered the code of conduct while conducting the research to manage any ethical issues. The consent was sought from the participants by Consent Forms. The researchers ensured confidentiality to the participants regarding collection of the information while interviews and the use of data solely for the research purpose. The researchers showed the transcribed data to the respective participants to ensure the use of information correctly to interpret the findings.

### Discussion of Results

The data was analyzed by employing Grounded Theory Approach. The grounded theory approach was feasible for this study as the experiences shared by the participants were exclusive and there was no predetermined hypothesis for the gathered data. Corbin and Strauss (1998) emphasized that a researcher does not begin a project with a preconceived theory in mind. Rather, the researcher begins with an area of study and allows the theory to emerge from the data. It implies that an in-depth analysis of the data is followed by a thorough processing and the researcher's thoughts and impressions emerge in the form of theoretical concepts. The collected data of the interviews were analysed manually as the number of participants was small. The data were transcribed for objectivity. Some notes were written to prepare a coding scheme. The concepts and themes were developed from the raw data by using the constant comparative method and the coding paradigms of the grounded theory approach, that is, open, axial, and selective coding (Ary, Jacobs, Razavieh, & Sorensen, 2010). The participants' statements were considered as the basic units of meaning. To develop categories, the units with the same coding were collected for open coding. Various concepts and categories emerged concerning challenges faced by the participants. Then core categories were developed by making the connections among the different (sub) categories by applying the axial coding. Further, some categories were integrated in selective coding to create a model for factors challenging Postgraduate students. Finally, a model was developed with the emerged themes, and the various codes under each theme were determined. A framework was developed from the data analysis based on the challenges confronted by the participants of the study at their university. The themes emerged during the data collection were classified under four perspectives. The diagram in the following shows the framework that emerged from the analysis.



**Figure 1: Model for Challenges faced by Postgraduate students**

## 1. Dispositional Challenges

Dispositional challenges were identified as the biggest problems in the case study. Cross (1981) pointed out that these challenges are related to the attitudes and self-perceptions about one-self as a learner. They include students' perceptions and emotions related to their academic activities. The participants of the study showed their concern and anxiety regarding cognitive skills, pressure of assignments and presentations on time, low grades in exams, rivalry and grouping and fear of isolation and neglect. In this regard, MacKeracher, Stuart and Potter, (2006) pointed out some attitudinal challenges in a study which include low self-esteem, negative attitudes about being an adult learner, too busy, too tired, too sick, not smart enough, being not rich enough, don't have enough time, don't need any more education, don't have adequate language skills, and not interested. One of the interviewees showed apprehension for low cognitive skills; as she expressed, *"sometimes I am so worried that -- mm ----- I—I do not understand some concepts easily like other class-fellows who understand better and quicker than me. I spend too much time in understanding new ideas"*. Another expressed apprehensions regarding pressure of meeting deadlines of assignments and presentations during the semester: u----- I am always under pressure. u---- I don't know how to complete assignments on time. After all I have to complete the work of all subjects. I don't know how to prepare good presentations in short time. And -u----I'm not confident to give presentation. Another participant expressed anxiety regarding low grades or CGPA in exams; as she said, *"Ab-----It is very shameful to get low grade-- CGPA in exams. The class-fellows ignore and misbehave. u ----- parents are angry that I am wasting the money and time"*. One of participants stated unease regarding rivalry and grouping in the class; *"Ab-I am very afraid that some class-fellows are jealous and they are always saying negative things about me. They are grouping and confusing me. I cannot focus on study due to their behaviour"*. One of the participants showed his fear of isolation; as he remarked;

Oh---mm--I don't have friends in the class. Other class-fellows have friends and they enjoy free time together. They play games and chat together. If I try to join them, they ignore me and insult me.—mm--- student X comments and laughs on me that "you have no friend."

## 2. Situational Challenges

Cross (1981) pointed out that the situational challenges arise from one's situation or environment at a given point. These challenges hamper a learner's ability to access and pursue learning opportunities (MacKeracher, Stuart & Potter, 2006). The participants of the study confronted three challenges which include financial, family and time management challenges.

One of the participants of the study showed her concern for financial problem. She shared her views as, *"I depend on my elder brother---m-- for all expenses since my father passed away. He is married and—mm-- it is difficult for him to fulfill all expenses. I am depressed and don't know how to handle the situation"*. Another participant of the study talked about various responsibilities at home- family issues and lack of moral support, as she pointed out; Um--- I have a joint family set up. There are a lot of things going on all the time. I cannot plan things because I have to cooperate with the family members. There is no privacy. Sometimes I have to attend guests during tests or exams. One of the participants mentioned time management as a major point of concern. She said that;

Uh----- it is difficult to do all things on time. If I complete one thing, other is left. Due to travelling from the university to home and lack of facilities, a lot of time is wasted. It is embarrassing that no one is satisfied with my performance- parents, teachers, and friends. It is difficult to prepare tests, assignments and presentations of all the courses at the same time.

## 3. Institutional Challenges

Cross (1981) pointed out that these challenges arise from those practices and procedures that discourage adults from participating in organized learning activities. Institutional barriers consist of limitations regarding methods institutions use to design, deliver and administer learning activities (MacKeracher, Stuart & Potter, 2006). The participants of the study identified four major institutional challenges including Examination related problems, Resources, IT facilities and Infrastructure. These four challenges are main themes which have further subthemes. The first major theme 'Examination related problems' is subcategorized as relative marking, mistakes in result and late result. While showing his concern on Examination related problems one of the participants of the study described;

Uh--- it is very irritating that students are awarded CGPA according to relative marking system. Sometimes the GPA is less even after getting good marks. The result sheets have errors which cause confusion and frustration among students. We are distracted from studies and waste our time visiting the examination cell for correction in the result. Besides, the result is declared late which make us stressed.

The second major theme 'Resources' is subcategorized as printing and photocopy facility. The university students are required to get computer prints and photocopies throughout their academic programmes. In this regard, one of the students emphasized;

Ah--- there is only one photocopier and printing shop in the university. --m--The students are forced to get computer prints and photocopies on market rates, whereas this facility is provided on cheaper rates to the students by the university administration. Our time is wasted as we have to wait for our turn for getting even a few photocopies.

The third major theme 'IT facilities' is subcategorized as language laboratory and multimedia facility. Information Technology has made the world a global village. Access to information technology is indispensable for success in 21<sup>st</sup> century as it is the fastest mean to access latest information in the minimum time. One of the participants expressed; Multimedia is a part of the classrooms in the universities for quick and latest information. We are provided with the facility on request and then it takes some time to fix it in class. So it is difficult to arrange for it every time we need it, especially when we have consecutive classes. Another student complained that, *"I am a student of English department but I cannot speak in English well. If we get a chance to practice in language laboratory, we can improve English. There must be some arrangement in the computer laboratory for practice"*.

The fourth theme 'Infrastructure' is subcategorized as common room, sick room and hostel. Infrastructure is one of the basic facilities to survive and thrive. One of the students protested; *"you know-- students stay in the university for seven to eight hours. There is no common room to relax or pray during university timing. There is no sick room in case someone is unwell"*. Another one pointed out the hostel facility as a challenge in the university. She expressed her anxiety as, *"Um--- university hostel has capacity for only fifty students. Facilities of generator, internet and meal are not provided"*.

### Academic Challenges

Academic challenges are related to the factors that are crucial to the process of teaching and learning. They include problems in teaching and learning oral expression and written expression, computer-related skills, critical and reflective skills, examinations and tests. The participants of the study have identified three main themes- instructors' role, poor communication skills and curriculum in the study. Literature review has also identified two barriers which are pedagogical and employment training. Pedagogical barriers are due to instructors, facilitators and administrators' lack of understanding about learner-centered teaching, active learning, different learning style (MacKeracher, Suart & Potter, 2006).

One of the students stated concern for instructors' attitude and its effect on their study. She said; *"the instructors are good and teach well. But one instructor is very strict and students don't understand the concepts well. Another instructor teaches well but ---u---irregular"*. Another student showed unease for poor communication skills in English, she remarked, *"everyone expects fluent English from me because I am doing MA English. But we are taught theories and concepts. There is no focus on the development of skills"*. Likewise, one of another student mentioned unease for curriculum of MA English. She said; *"Ua---the curriculum is based on theory. It has very little part for practice. We don't learn well because we don't apply theory"*.

An analysis of the findings of the study in the light of literature review reveals the fact that the challenges explored by this study are almost identical with the three barriers- Situational, Institutional and Dispositional as identified by Cross (1981), and Academic barrier as identified by Potter and Alderman (1992) in their studies respectively. The findings of the study are substantiated by the findings of the previous studies on the same problem, though in different areas of the study and in different contexts. The intensity of these challenges vary in these studies due to different contexts, however they exist at different levels. Moreover some subthemes based on Dispositional challenges and Situational challenges vary from the subthemes of the same category emerged in the previous studies as mentioned in the literature review due to the different contexts. Whereas some subthemes based on Institutional challenges and Academic challenges overlap with the subthemes of the same category in the previous mentioned studies.

## Conclusion

Life in itself is a challenge. It is a journey with ups and downs. However, flexible attitude and adjustments in routine life practises make the life worth living even in odd circumstances. The university students confront various challenges throughout their academic career. These challenges are dispositional, situational, institutional and academic. These challenges affect students learning directly or indirectly. It is mandatory to address the challenges to be successful at academic, professional, social and personal levels.

In this study, the challenges faced by Postgraduate students at university were identified by conducting Grounded theory approach. The themes emerged during the data collection were classified under four perspectives- financial, institutional, dispositional and situational which were further categorized into subthemes. The 'Dispositional challenges' were categorised into subthemes- cognitive skills, pressure of assignments and presentations on time, low grades in exams, rivalry and grouping and fear of isolation and neglect. The 'Situational challenges', were divided into three subthemes- financial, family and time management challenges. The 'Institutional challenges' were classified into four major themes- Examination related problems, Resources, IT facilities and Infrastructure. These four challenges have further subthemes. The 'Academic challenges' were divided into three main themes- instructors' role, poor communication skills and curriculum in the study.

Almost all the researchers have a consensus that it is the need of the day to address these challenges at the respective levels to make the universities centres of learning in the true sense. Although these challenges may not have a direct relation to the role of university administrator, it is required to understand the students' fears, concerns, and challenges. The institutions' administration need to take initiatives for resolving the problems faced by students.

## Recommendations

There are some recommendations for the Higher Education Commission, university administration, policy makers and academics to cope with the challenges that are emerged by deploying Grounded theory as an inductive approach.

1. An annual survey should be conducted by the concerning authorities to identify the challenges faced by the students and necessary measures to be taken to address the challenges to provide a congenial learning environment.
2. A Students' Counseling Centre should be established in the universities to guide and advise students regarding their challenges- personal, institutional, academic etc.
3. There should be workshops, seminars and lectures organized for the students to teach and motivate them to develop adaptability in them. They should develop reflective skills and endeavor to find solutions to their problems independently.
4. The subject coordinators and the instructors are supposed to be flexible and considerate to a certain limit with the students regarding their assignments and presentations on the due dates.
5. The students' parents or guardians should be invited with the students on a preplanned Orientation Day in the beginning of the session for the important briefing about the students study life and their responsibilities.
6. More scholarships should be awarded to the students, to cope with the financial challenges.
7. The language workshops should be conducted for students to improve their oral English language skills.
8. The researchers, academics and scholars need to conduct further follow-up studies to explore the university students' challenges and their impact on the studies along with possible solutions.
9. The research recommends a mixed methods study on the topic in future.

## References

- Ary, D., Jacobs, L. C., Razavieh, A., & Sorensen, C. K. (2010). *Introduction to research in education* (8th ed.). Belmont, CA: Wadsworth.
- Baharudin, S. N. A., Murad, M., & Mat, N. H. H. (2013, October 10). Challenges of adult learners: A case study of full time postgraduates students. *Procedia- Social and Behavioral Sciences*, Vol. 90, pp. 77-781.  
<http://dx.doi.org/10.1016/j.sbspro.2013.07.151>

- Buchler, M., Castle, J., Osman, R., & Walters, S. (2007). Equity, Access and Success: Adult Learners in Public Higher Education. World Wide Web. Retrieved on 21.2.2017 from [https://www.researchgate.net/profile/Shirley\\_Walters/publication/249644857\\_EQUITY\\_ACCESS\\_AND\\_SUCCESS\\_ADULT\\_LEARNERS\\_IN\\_PUBLIC\\_HIGHER\\_EDUCATION/links/5424713a0cf26120b7a7546c.pdf](https://www.researchgate.net/profile/Shirley_Walters/publication/249644857_EQUITY_ACCESS_AND_SUCCESS_ADULT_LEARNERS_IN_PUBLIC_HIGHER_EDUCATION/links/5424713a0cf26120b7a7546c.pdf)
- Carp, A., Peterson, R., & Roelfs, P. (1973). Learning interests and experiences of adult Americans. Educational Testing Service, Berkeley, Calif. Carneje Corp. of New York, N.Y.: Educational Foundation of America, Westport, Conn.ERIC.Retrieved on 21.2.2017 from <http://files.eric.ed.gov/fulltext/ED097421.pdf>
- Corbin, J., & Strauss, A. (2008). Basics of qualitative research: Techniques and procedures for developing Grounded Theory (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Cross, K. P. (1981). Adults as learners. San Francisco: Jossey-Bass.
- MacKeracher, D., Suart, T., & Potter, J. (2006). State of the field report: Barriers to participation in adult learning. World Wide Web. Retrieved on 16.12.2016 from <http://www.cclcca.ca/pdfs/AdLKC/stateofthefieldreports/BarrierstoParticipation.pdf>
- Potter, J. & Alderman, T. E. (1992). A profile of adult learners at the University of New Brunswick. Fredericton, NB: University of New Brunswick, Department of Extension and Summer Session.
- Siddiqi, A. R. (2012, May 3). Some of the problems faced by students in Pakistan. Say People: Starting from science and ending nowhere----. Retrieved on March 5, 2017 from <http://saypeople.com/2012/05/03/some-of-the-problems-faced-by-students-in-pakistan/>
- Silverman, D. (2000). Doing qualitative research. London: Sage Publications.
- University of Massachusetts Amherst. (2000). Ten challenges facing the University of Massachusetts Amherst – A Report for President Bulger and the Board of Trustees. Amherst, MA 01003. Retrieved on 28th January, 2017 from <file:///C:/Users/Inspiron/Desktop/PhD%20IERSony/New%20folder/1.%20Qualitative%20Research/Research%20proposal/Ten%20Challenges%20Facing%20the%20University%20of%20Massachusetts.html>

## Appendix A

### Students' Interview Protocol

1. Please introduce yourself.
2. What is the strength of your class?
3. Do you comprehend and practice the concepts of your courses with ease? If “No”, what are the barriers in understanding and practising these concepts?
4. In what way your instructors facilitate and support you to overcome your educational drawbacks?
5. Are you able to manage the given quizzes, assignments, presentations etc. of each course simultaneously within the time limit? If “No”, what are the problems in this regard?
6. Why do you think the courses need to be redesigned to teach you the required skills according to your needs in the global perspective?
7. How do teachers' roles affect students' learning behaviour?
8. In what way peer pressure affects students' educational performance?
9. To what extent your instructors and institution motivate and encourage you to participate in curricular and co-curricular activities?
10. What resources are used during the lectures in the class to elaborate the text and practise skills?
11. Are you satisfied with the provision of the facilities in the library of the university? If “No”, what are your concerns?
12. How does Computer Assisted Teaching and Learning assist students to integrate skills to improve students' competence?
13. What other problems are confronted by you during your stay in the university?
14. Any suggestions to face the challenges and resolve the problems related to teaching and learning at your university.