2026
ICORE
13th International Conference on Research in Education
November 17-19, 2026



ABSTRACT BOOK

13TH

INTERNATIONAL CONFERENCE ON RESEARCH IN EDUCATION

Theme: Reimagining Education for a Changing World

November 17-19, 2026

Organized by

Institute of Education and Research

University of the Punjab, Lahore, Pakistan

13TH INTERNATIONAL CONFERENCE ON RESEARCH IN EDUCATION

ICORE 2026
13th International Conference on Research in Education
November 17-19, 2026

Theme
Reimagining Education for a Changing World

Abstract Book

Conference Chief Patron
Prof. Dr. Muhammad Ali *(T.I., S.I.)*
Vice Chancellor, University of the Punjab

Conference Patron
Prof. Dr. Muhammad Shahid Farooq
Dean, Faculty of Education, University of the Punjab

Conference Chair
Prof. Dr. Abdul Qayyum Chaudhry
Director, Institute of Education and Research

Institute of Education and Research
University of the Punjab Quaid-e-Azam Campus, Lahore-Pakistan
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ON RESEARCH IN EDUCATION

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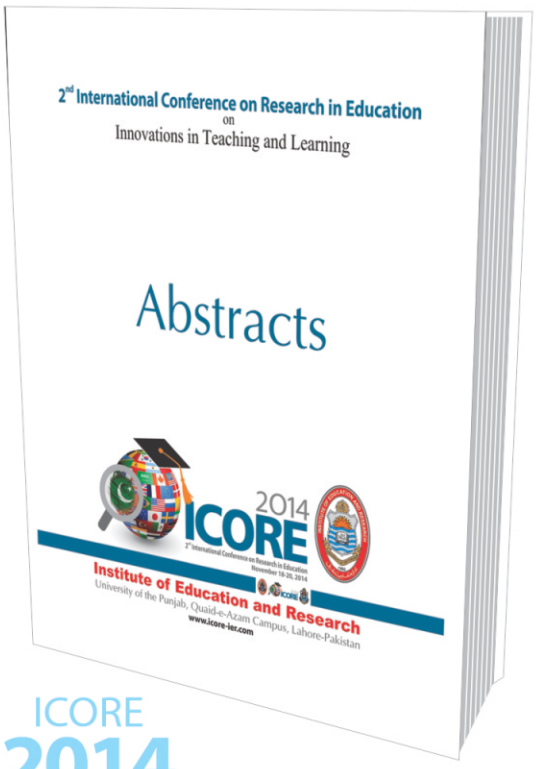
INSTITUTE OF EDUCATION AND RESEARCH
UNIVERSITY OF THE PUNJAB, LAHORE - PAKISTAN

The Institute of Education and Research (IER) is located at Quaid-e-Azam Campus, University of the Punjab, Lahore. The institute was established in September 1960 in cooperation with the School of Education, Indiana University, USA. It is the pioneer Institute in Pakistan for advanced studies in the field of education. The major aim of the institute is to provide advance teacher training. The institute has conducted several researches in collaboration with UNICEF, World Bank, Asian Development Bank, UNESCO, USAID, GTZ, AUSTaid, HEC, DSD, Government of the Punjab, and Government of Pakistan. It is a matter of honour for the institute that it has contributed a lot to the nation building by conducting national and international conferences, seminars, workshops, round table discussions, and symposia. The institute has provided thousands of trained teachers to the country at all levels. Many new departments and programs have been added to the institute since its inception. The enrolment rate in the institute has increased manifold. Curricula of various programmes of the institute are revised and updated regularly. Institute is also serving the nation by providing consultancy and expert advice to various national and international organizations in the field of education.





GLIMPSES of Previous ICOREs (2014-2024)



ICORE
2014



Welcome by Conference Patron

Prof. Dr. Mujahid Kamran
Vice Chancellor
University of the Punjab,
Lahore - Pakistan

Its a great privilege for me to welcome guests, participants and contributors to 2nd International conference on Research in Education (ICORE 2014) on "Innovations in Teaching and Learning" organized by Institute of Education and Research, University of the Punjab, Lahore. I congratulate Prof. Dr. Mumtaz Akhtar, Conference Chair and Dr. Muhammad Shahid Farooq, Conference Secretary for organizing this fabulous conference at Institute of Education and Research, University of the Punjab. This conference will provide opportunities to the participants to share their ideas and information related to innovations in teaching and learning at various levels of education from pre-school education to PhD level education. It will develop insight and understanding of the participants in the field of education. It will also provide opportunities to know the new trends in teaching and learning in global perspective.

I am sure this program will contribute to the improvement of teaching and learning process in educational institutes of Pakistan. It will also open up new horizons for research in this field. I hope IER will continue to organize such programs for nation building and international cooperation for the improvement of quality of education and research in this field.

I am thankful to the conference organizers for providing me the opportunity to be part of the galaxy of educators, researchers and educational planners from all over Pakistan and abroad.

Welcome by Conference Chair

Prof. Dr. Mumtaz Akhter
Ph.D. Edu. (Pb), Post Doc. (UK), M.A. Edu.
Director IER & Dean Faculty of Education
University of the Punjab, Lahore-Pakistan



I am very much privileged to welcome you all to the 2nd International Conference on Research in Education (ICORE) with the theme "Innovations in Teaching and Learning" organized by Institute of Education and Research, University of the Punjab, Lahore-Pakistan. I feel no hesitation to proclaim that the attractive acronym of the conference ICORE is the creation of Dr. Muhammad Shahid Farooq Conference Secretary. This honour goes to him as he voluntarily spent a lot of his time in a quite systematic and smart way for the quality and success of this event.

Institute of Education and Research enjoys its high status of being premier seat of higher learning in the field of Education in Pakistan. In future ICORE will also become a permanent feature and identity of the institute for providing leadership to the nation in the domain of teaching and research.

The conference is aimed at providing a platform to researchers, academicians and learners to share their experiences and knowledge in order to improve quality of education. This forum will help to provide opportunity to learn from researches from various countries around the globe and to learn lessons in order to resolve educational problems in local context. I hope you will take advantage of this opportunity and contribute, through presentations, discussions and interaction, for development of new ideas and dimensions in education and research.

I admit that success of the conference will depend on the healthy participation from presenters and participants. I would like to thank distinguished keynote speakers for coming here and sharing their knowledge and experience. I take this opportunity to thank all team members who did an excellent job of translating the idea into reality. I would also extend my gratitude to reviewers who worked hard to select best papers that fit with this conference. I would also thank from the core of heart to the guests from other universities and administrative organizations who specially spared time from their busy schedules to grace this occasion.

On behalf of the faculty, students, and employees of IER, I thank you all for contributing to the success of this conference.

Wishing you a comfortable and enjoyable stay in the wonderful city of Lahore.



Welcome by Conference Secretary

Dr. Muhammad Shahid Farooq
Assistant Professor
Ph.D. Edul. Sc. (France), Ph.D. Special Edu. (Pb), Post Doc. (France)
M. Ed (Gold Medalist), M.A. (Economics), DFL (France)

It is a matter of immense pleasure for me to welcome you in the historic city of Lahore to join us at 2nd International Conference on Research in Education (ICORE 2014) organized by Institute of Education and Research, University of the Punjab Lahore, Pakistan with the theme "Innovations in Teaching and Learning". I bow my head to Almighty Allah (SWT) who gave me the idea of ICORE and bequeathed me with strength, ability, and astuteness for organizing this landmark learning opportunity. Due to His incalculable blessings this dream turned into such a matchless, lively, grand, historic and enthusiastic international event in the history of University of the Punjab, Lahore-Pakistan.

Today the world academia is much more concerned with the improvement of teaching learning process to ensure the quality of education. This conference serves as a forum for international academicians, educators, experts and researchers for sharing their experiences and practices in different cultural perspectives for the improvement of teaching and learning. This forum will help in providing the opportunity to learn from researches from various countries around the globe and to learn in order to resolve educational problems in local context.

This conference will be a great opportunity for researchers, teachers' educators, teachers, practitioners, social scientists, students and professionals around the world for presentation and sharing of research based knowledge, experiences, new advancements, empirical results and innovations in the field of education. The presenters will share their work on wide range of topics addressing educational problems and their solutions.

ICORE organizing committee welcomed papers relating to 46 strands and received 423 research papers from national and international researchers which were peer reviewed and 308 papers got acceptance for presentation. Papers were also received from China, Philippine, USA, UK, UAE, KSA, Germany, Malaysia, Australia, Nigeria, India, Bangladesh and Jammu & Kashmir.

ICORE's highlights will be reflected from the Four international and Four national keynote speakers. This event will contribute towards the achievement of national and international educational goals and targets. It will also be an opportunity to offer policy guidelines for the national and international policy makers.

I am all appreciation to the ICORE Advisory Committee for their valuable suggestions and all the faculty members for their support and cooperation. My thanks are also for my students who spent a lot of time with great commitment and patience for the success of this conference.

It is privilege for me to pay my special gratitude to the chief guest of this conference, Prof. Dr. Mujahid Kamran, Vice Chancellor, University of the Punjab, Lahore for munificent patronage, and sparing his valuable time to celebrate this event.



ICORE
2015



Welcome by Conference Patron

Prof. Dr. Mujahid Kamran
Vice Chancellor
University of the Punjab,
Lahore - Pakistan

It is my great pleasure to welcome you, in a distinguished body of academics, researchers, practitioners ; participants, of 3rd international conference on research in education (ICORE 2015) organized by Institute of Education and Research, University of the Punjab. I congratulate Prof. Dr. Mumtaz Akhtar Conference Chair and Prof. Dr. Rafaqat Ali Akbar conference secretary for organizing this excellent conference at Institute of Education and Research, University of the Punjab. This 3rd International Conference on Research in Education ICORE2015 is an opportunity to the participants and scholars to share their intellectual ideas and scientific results related to variety of aspects of education and innovations in teaching and learning at various levels. Research not only acknowledges its own context but also recognizes wider translations of contexts with its social, cultural and political similarities and differences. This conference will build and promotes free and open dialogue and critical discussion and also provide opportunity to learn from researches in order to understand educational problems in local and international context. I hope you will take advantage of this opportunity and contribute through presentations, discussions and interaction for development of new ideas and dimensions in education.

I hope Institute of Education and Research along with international cooperation will continue to organize such programmes for nation building and for the improvement of quality of education and research in this field. I would like to express my sincere appreciation to all of you for your contributions and participation in the 3rd international Conference. It is indeed a great pleasure for me to be a part of this galaxy of educators, researchers and educational planners from all over Pakistan and abroad. Before concluding, let me congratulate again the Director of the Institute of Education and Research who will serve as conference Chair, Conference Secretary and organizers of this fabulous Conference, and wish that it will become a mutually enlightening and enriching experience for all involved in this conference.

Welcome by Conference Chair



Prof. Dr. Mumtaz Akhter
Ph.D. Edu. (Pb), Post Doc. (UK), M.A. Edu.
Director IER & Dean Faculty of Education
University of the Punjab, Lahore-Pakistan

I feel honored and privileged to welcome you in 3rd international conference on research in education (ICORE 2015) organized by Institute of Education and Research, University of the Punjab Pakistan. I appreciate Prof. Dr. Rafaqat Ali Akbar conference secretary for his tremendous efforts in organizing this excellent academic event at Institute of Education and Research. He worked day and night to bring this international conference dream into reality.

ICORE 2015 is 3rd International Conference on Research in Education and has become a permanent yearly feature of Institute of Education and Research. This institute is famous for providing excellent leaning and teaching environment to the prospective teachers and scholars. It has become an icon of high standard teacher education and great centre of personality building. This conference will further enhance its value in the Education system of Pakistan.

The conference will provide forum to national and international scholars to unfold realities of education and research, raise awareness about educational issues and offer solutions to solve these issues. This is the forum where academicians and educationist share their scholarly thoughts on education and research. The articles and research papers presentations will open new venues for intellectual discussions and provide opportunities to the participants to learn from each other. I am really proud to be the part of this prestigious event of learning activity.

I would like to thank the distinguish key note speakers for taking time out from busy schedule and provide us the opportunity to share their intellectual thoughts. I pay my gratitude to the ICORE 2015 team for their hard work and making this event a success. I would like to thank the reviewers who put their expert efforts to select best papers for the conference. I also like to thank our national and international guests for sparing their valuable time for this conference.

Finally on behalf of faculty, students and employees of Institute of Education and Research, I thank all of you for participation in the success of this conference. I wish you pleasant and enjoyable stay in historic city of Lahore.



Welcome by Conference Secretary

Prof. Dr. Rafaqat Ali Akbar
Ph.D. Edu. (Arid), Post Doc. (UK),
Chairman, Department of Elementary Education
University of the Punjab Lahore- Pakistan

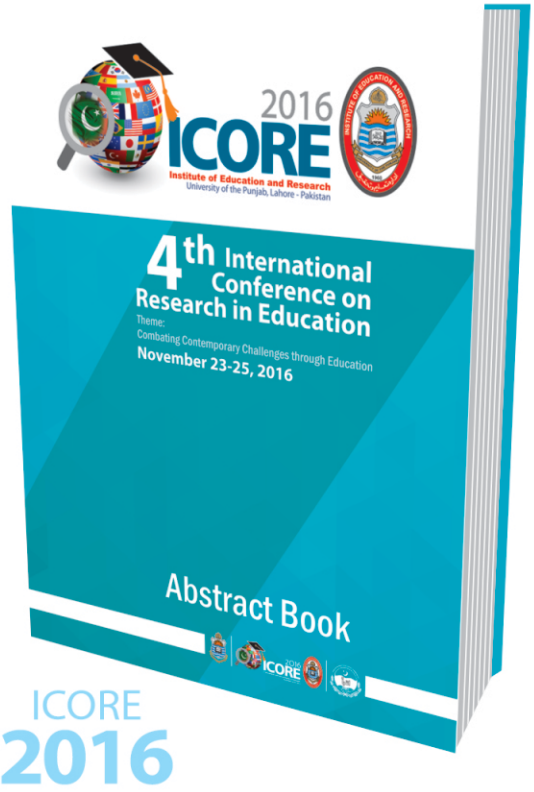
Distinguished Delegates, Ladies and Gentlemen it gives me great pleasure to extend to you all, a very warm welcome to the 3rd International Conference on Research in Education ICORE 2015 and to say how grateful we are to Vice chancellor who has accepted our invitation to be the Patron of this international conference. It is an appropriate time to renew contacts and discuss problems of mutual interest for improvement of quality of education with delegates from national and international universities.

It is gratifying to note that the programme of the conference covers a wide range of very interesting topics of teaching and learning. The response to ICORE 2015 was overwhelming. We received a large number of papers from all over the world, which were peer reviewed and the committee selectedthe papers for presentation.The themes under which papers are going to be presented are: Teacher Education, Educational Assessment, Curriculum, Special Education, ICT in Education, Science Education, Inclusive Education, Distance Education, Contemporary Trends in Education, Educational Administration, ELT and Educational Psychology.

Teaching and learning process in education is improving throughout the world due to efforts by academicians, scholars and researchers. Today this conference will benefit from the experts and researchers as they will share their knowledge and experience about teaching and learning. The presenters and participants will discuss new advancement in the field of education. This conference also provides the opportunity for national and international researchers to gain knowledge through participation in healthy discussions which will be useful to achieve various educational goals.

I would like to pay my heartiest gratitude to the ICORE 2015 Advisory Committee; Prof. Dr. Muhammad Saeed Akhtar, Prof. Dr. Abid Hussain Ch, Prof. Dr. Rizwan Akram Rana and members of organizing committee, volunteers students and employees for their great cooperation and contribution to make this event more successful. I wish you all every success in your deliberations and a very pleasant stay in Lahore.

I also extend my thanks and best wishes to all the delegates travelling from abroad and across the country for their participation, presentations and sharing their research findings. I hope you will find your stay a memorable, enjoyable and full of academic and social exchange.





Welcome Message

Prof. Mujahid Kamran, PhD
Conference Patron
Vice Chancellor, University of the Punjab

On behalf of the University of the Punjab, I feel great delight in saying welcome to all dignitaries, national and international keynote speakers, presenters, professionals, academicians, M.Phil and PhD scholars, and students who are going to make 4th International Conference on Research in Education (ICORE 2016) an historic and memorable event in the history of Institute of Education and Research, University of the Punjab, Lahore, Pakistan. The conference theme "Combating Contemporary Challenges through Education" is reflective of the vision and dynamic approach of the leaders and faculty members of this institute who have always been striving hard for developing research culture, producing outstanding students, and going ahead in international collaboration and sharing of knowledge.

It is worth appreciating that the scope of ICORE 2016 has been widened through including other areas and disciplines of Social Sciences. It will, definitely, prove a milestone in strengthening the ties among researchers from other fields of Social Sciences through sharing the research findings of their respective fields, collaborating with conference delegates, exploring ways of building bridges, and creating think tanks. I hope ICORE 2016 will open new avenues of research to combat contemporary challenges and issues through education.

I extend warmest greetings to honourable foreign and national guests who are going to grace this great occasion with their valuable contributions and presence. I do hope that they will, certainly, enjoy their stay in the historical city of Lahore. Wishing you a safe journey, a comfortable stay in the old and traditional city of Lahore, and pleasant moments in the University of the Punjab, Lahore, Pakistan!

I hope that conference participants will certainly enjoy their stay in Lahore which is one of the oldest cities in the world. I do expect that conference deliberations and proceedings will assists us come up with workable solutions to the issues and challenges posed by contemporary global situation in the field of education and research.

Welcome Message



Prof. Mumtaz Akhter, PhD
Conference Chair
Director, Institute of Education and Research
Dean, Faculty of Education

It is a matter of great honor and immense pleasure for me to welcome you to the 4th International Conference on Research in Education (ICORE 2016) . The conference theme " Combating Contemporary Challenges through Education" invites academicians, teacher educaters, educational planners and policy makers, scholars, experts and researchers to ponder and contemplate on diversified issues and challenges in the form of terrorism, extremism, corruption, natural disasters, intolerance etc. which are prevalent over the globe in general and in Pakistan in particular. The substantial purpose of the conference is to gather academia to identifying these issues and challenges and finding approaches, methods, and techniques to combat them for paving ways to conduct research in education in a healthy and conducive environment.

The ICORE 2016 hosting institution is Institute of Education and Research (IER), University of the Punjab which has been providing quality training in teacher education and research since 1960. The graduates of IER are serving in a wide range of settings nationally and internationally and earning pride for us. University of the Punjab was established in 1882 and is the largest and oldest university in Pakistan. The conference venue is Quaid-e-Azam Campus, University of the Punjab, which is famous for its lush green plantation and unique location by the bank of enchanting Lahore Canal. It is the most beautiful and wide of its five campuses in Lahore, Gujranwala, Jhelum, and Khanispur. University of the Punjab is performing its leading role in the promotion of research culture and in the development of educational facilities for all masses.

Lahore city is the capital of Punjab province and is one of the oldest and largest cities of Pakistan. It is popular for its historical places, Mughal heritage, customs, traditions and hospitality. This city will attract your attention for being a captivating amalgamation of old and new. I believe that ICORE 2016 will not only provide a platform to share a diverse variety of stimulating scientific findings but also an exemplary opportunity to national and international delegates both professionals and students to develop future intereactions and collaborations.

Welcome Message



Prof. Abid Hussain Ch. Ph.D
Conference Secretary
Chairman, Department of Secondary Education, IER

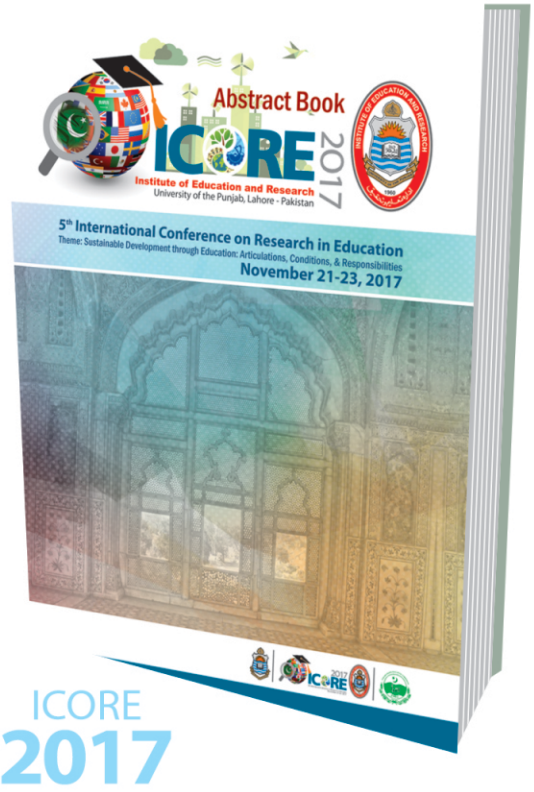
On behalf of Organizing Committee, I, from the very core of my heart, welcome you all on the propitious event of 4th International Conference on Research in Education (ICORE 2016). This conference is the occasion for which we have all been working diligently. A large number of scientific sessions, keynote addresses, plenary sessions, panel discussions, and pre and post conference workshops have been planned to make this conference highly productive and research oriented. An array of national and international speakers will also be enhancing the worth of conference with their expertise in their relevant fields.

The 4th International Conference on Research in Education (ICORE 2016) is highly needed this time when there is reluctance in conducting major academic activities due to the security threats. We, under the leadership of Prof. Dr. Mujahid Kamran, Vice Chancellor, University of the Punjab, are trying our level best to promote research culture and enhance university ranking globally by holding such great events as ICORE 2016.

Institute of Education and Research (IER), University of the Punjab is playing its leading role in providing training to prospective teachers, conducting lectures and workshops, inviting experts of national and international repute, holding seminars, and national and international conferences to produce quality teachers and researchers which will, ultimately, make a mark and be a source of inspiration and pride for the whole nation.

I hope that conference participants will certainly enjoy their stay in Lahore which is one of the oldest cities in the world. I do expect that conference deliberations and proceedings will assist us come up with workable solutions to the issues and challenges posed by contemporary global situation in the field of education and research.

Wishing you a happy and comfortable journey to Lahore in pleasant November, 2016!



Welcome Message



Prof. Zaffar Mueen Nasar, PhD
Conference Patron
Vice Chancellor, University of the Punjab

On behalf of the University of the Punjab, I welcome to all the dignitaries, national and international delegates, keynote speakers, presenters, research scholars and students to the 5th International Conference on Research in Education, ICORE 2017 in the historic city of Lahore.

Sustainable development is one of the major goal of MDGs. Theme of the conference *"Sustainable Development through Education: Articulations, Conditions & Responsibilities"* delivers a message not only to the teachers' community but also for policy makers to assume their responsibility towards achieving this goal. I congratulate the team ICORE 2017 and the faculty members of the institute for their vision and foresight towards the role of education in near future.

I am glad to learn that more than 300 national and international delegates are in attendance in this conference. I extend my warm welcome to the foreign delegates of Australia, Malaysia, UAE, Saudi Arabia and Nigeria. Likewise our national delegates representing all the federating units of country, ranging from coastal areas of Sind and Baluchistan to the valleys of Swat, Gilgitand AJK, are welcomed from the core of my heart. The platform of this conference will serve to levitate an image of Pakistan,that is more positive, more sustained. I would like to welcome each of you and wish the very best in your deliberations. Your presence is the strength of our conference and University of the Punjab feels honored to host our distinguished guest scholars. I hope that the participation in the conference will be remembered as a pleasant memory.

Finally, I would like to commend Conference organizing committee ICORE 2017for their efforts in developing such a stimulating and interesting conference programme. I expect that conference will bring some workable solutions as well as a roadmap to achieve the objective of 'Sustainable Pakistan'.

Pakistan Zindabad

Welcome Message



Prof. Rafaqat Ali Akbar, PhD
Conference Chair
Director, Institute of Education and Research (IER)

It is with great pleasure that I extend my warmest welcome and best wishes to all participants of 5th International conference on Research in Education, ICORE 2017. The theme of the conference *"Sustainable Development through Education: Articulations, Conditions & Responsibilities"* has gathered the attention of a wide array of teaching learning community representing all areas of the country and all levels of education. The participation of our honorable guests in various roles like experts, professionals, presenters, researchers and academicians has colored the autumn season in spring. I welcome you all from the core of my heart. I sincerely hope that the dialogue generated at the conference will lead to the implementation of ideas and improvements in the field of education.

With its vibrant heritage, the Institute of Education & Research is positioned in the center of Lahore, the city of culture. Since its inception in 1960 in University of the Punjab, as the pioneer teacher training institute in the country, the institute is on its way to achieving the milestones towards quality teacher education & research. Much has been achieved and much more has to be. The institute has earned the name in producing eminent scholars and providing an opportunity to thousands of students earning an economical quality teacher education at university level. The institute offers a living laboratory for educators and researchers to explore and adopt the most successful techniques of instruction and innovative research methodologies. Our graduates are at forefront in the education system and are greatly contributing in the development of the country.

This conference is extremely significant and provides a wonderful opportunity to fellow educators, research scholars and professionals. I am sure that efforts here will further the developments in the field of education that are more responsive to the demands of a sustainable country in every walk of life and more aligned with the global standards. We look forward to engaging with all of you to produce a deep, thoughtful set of works that guide our shared

endeavor of taking Pakistan to the height of glory.

Welcome Message



Prof. Rizwan Akram Rana, PhD
Conference Secretary
Chairman, Department of Science Education, IER

On behalf of organizing committee, I feel honored to welcome all the worthy guests, distinguished delegates, learned scholars, enthusiastic participants and motivated students to this auspicious event of 5th International Conference on Research in Education. From the conception of the theme of the conference to the manifestation of the event, there is a coordinated chain of efforts, from the Chief Patron to our dedicated volunteers, to make this event a platform where you find yourselves more comfortable and more vocal to share your researches, experiences and potentials. I aspire and wish that all this positive energy be channelized to a productive outcome. To achieve the objective, more than 300 concurrent sessions, keynote addresses of national and international speakers, virtual sessions, focused group discussions and pre & post conference workshops have been organized in well-equipped venues.

This year the message disseminated through the theme of the conference *"Sustainable Development through Education: Articulations, Conditions & Responsibilities"* is welcomed by the researchers and presenters from all over the country. More than 300 research papers, authored and co –authored by over 1000 scholars have been included in the conference after an extensive blind peer review. The selected full length papers will be gone through a double blind peer review process for publication in the special conference editions in journals of the institute. The conference thus will add to the existing body of knowledge in relevant perspective.

We, the leaders in education assume the responsibility to instill this consciousness through this conference. The need of time is that all the participants through negotiations and discussions come up with feasible solutions so that we make Pakistan and this world a better lived place through education reforms. I thank you all for being here and wish you an enjoyable stay and safe journey.

I would like to extend my gratitude to the conference patron, conference chair, and advisory committee, organizing committee, faculty members of the institute, support staff and highly dedicated volunteers. Without their continuous efforts, the dream of the event couldn't come true.



ICORE
2018

Conference Patron: Prof. Dr. Niaz Ahmad Akhtar

Vice Chancellor, University of the Punjab, Lahore



Reaching the unreached, marginalized and underserved populations is at the top agenda for the world communities for ensuring peace, harmony and prosperity in the world. Inclusion of children who are out of school and retention of children at risk of dropping out of school, and achieving quality education for all, including the unreached and unprivileged populations, with an improved quality of teaching learning process (educators, learning resources, curriculum, learners) and learning outcomes are the challenges faced by developing nations like Pakistan. These objectives are hard to achieve without sound research and appropriate teacher preparation to meet these challenges. It is a matter of great pleasure to see the Institute of Education and Research organizing its 6thInternational Conference in the form of ICORE 2018 during November 20-22, 2018 on a very special theme "Reaching the Unreached through Quality Education". I congratulate the institute for organizing this conference. I hope this conference will provide you with an opportunity to meet and interact with an assorted range of professionals and experts of the field where all will be able to listen, to learn, to educate, and to exchange ideas with their colleagues. This international conference will provide a great prospect to meet with speakers and innovators in the field of education and research. I could see the amount of efforts put in by the conference organizing committee, and all our colleagues in organizing this conference in this Institute. I complement IER for organizing such an important conference here in University of the Punjab.

Conference Chair: Prof. Dr. Rafaqat Ali Akbar

Director, Institute of Education and Research, University of the Punjab, Lahore



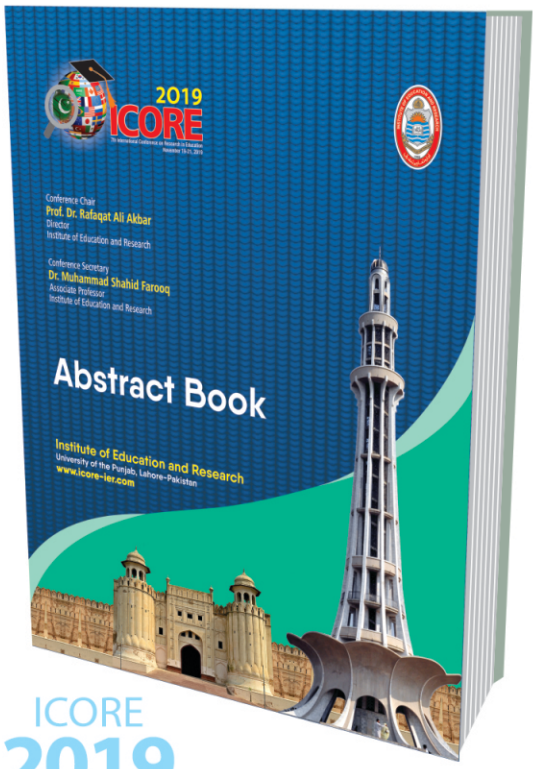
World is very much sensitized to bring prosperity, peace and harmony for individuals' enjoyable life by eradicating illiteracy and barriers in the way of accessible educational opportunities through reaching the unreached. It is a pleasure to welcome you to the 6th International Conference on Research in Education ICORE 2018. Over the past 6 years, ICORE has grown to be a wonderful international event in the field of Education. It attracts scholars, researchers, and practitioners in the field from all over the world. As a Conference chair of ICORE 2018, I am aware of the fact that the success of the conference depends ultimately on efforts of many people who worked with us in planning, organizing and arrangements. ICORE has become an international forum for discussion on recent advances, inspiring ideas and challenges emerging in the field of education. The conference provides an international environment for researchers and practitioners in the broad areas of education quality, multi-cultural society, curriculum design, and innovations to enhance learning. I am confident that this conference will pave a way to quality and access themes across the range of topics to discuss and think differently by communicating together. We can learn from each other's experiences . I wish for your valuable and enjoyable stay at Lahore.

Conference Secretary: Dr. Muhammad Shahid Farooq

Associate Professor, Institute of Education and Research, University of the Punjab, Lahore



Provision of equitable and sustainable barrier free educational environment is commitment of the world communities by focusing on inclusiveness and ensuring participation of school age children through reaching the unreached children living in deprived urban and rural settings. On behalf of Organizing Committee of ICORE 2018, I take great pride and privilege to welcome all delegates of 6th International Conference on Research in Education ICORE 2018. This scientific activity has become a mega event and a prestigious platform for experts, teachers, teacher educators, researchers, practitioners and policy makers. It has become a new and highly efficient forum for national and international researchers for sharing their contributions and innovations. Every year IER welcomes hundreds of the speakers and thousands of the participants across the country as well as from abroad. This year as previous years many more are expected as speakers and participants. I am confident enough that all participants will immensely benefit from this activity. ICORE organizing committee received 305 papers and after blind peer review 215 papers were given acceptance for presentation in the conference. The international guests in this event are from US, UK, France, Sweden, Australia, Philippine, Malaysia, UAE, South Korea , New Zeeland, Mauritius. Four pre conference workshops are arranged on “Partial Least Squares Structure Equation Modeling (PLS – SEM) using Smart PLS 3”, “Why and How Qualitative Research, “Conceptualizing Good Research Project, and “Silent Learners in e-Learning Environment”, by the national and international experts. I am looking forward to a highly interesting and valuable discourse, stimulating deliberations , and encounter with many new colleagues and opportunity of their addition in this wonderful bunch of scholars.





Message from the Conference Chair

Prof. Dr. Niaz Ahmad Akhtar (SI)
Vice Chancellor
University of the Punjab, Lahore-Pakistan

Quality education without quality teaching and quality teaching without quality teachers seems unachievable goal in 21st century. Advanced nations have transformed the preparation of teachers by using latest technologies and techniques through informed decisions. Due to globalization and digital integrative environment, developing world is encountering many challenges in teacher education and research. It is essential to make research as an active component of education. Institute of Education and Research is playing its role to lead this discipline in the country. I am happy and appreciate that IER is organizing different activities for advancement of this discipline throughout the year. International Conference on Research in Education (ICORE 2019); a hall mark event in the country is playing a very significant role in creating opportunities for scholars to share their knowledge, inspiring ideas, innovative thoughts, and recent advances for development in the field of teaching and learning on an international platform. I am sure this conference will contribute in the development of teaching and learning process to meet the challenges of 21st century. It is a great privilege and pleasure to welcome International and national delegates, keynote speakers, participants, presenters, guests and other contributors of 7th ICORE with the theme "Teacher education: 21st century challenges". I enthusiastically acknowledge efforts of Conference Chair Prof. Dr. Rafaqat Ali Akbar and Conference Secretary Dr. Muhammad Shahid Farooq, Members of Organizing Committee and their team for holding such a marvelous and lively event for Pakistani Scholars.

I am optimistic that 7th edition of ICORE will provide wide opportunities of mutual interaction, listening and exchange of ideas with international and national distinguished speakers, experts, educators, professionals and learners for improving their teaching and research skills. Seven Pre and post conference workshops under the direction of international and national resource persons will be a great learning experience for novice scholars and professionals. The recommendations of this conference may serve as a beacon of hope for the policy makers.

Message from the Conference Chair



Prof. Dr. Rafaqat Ali Akbar
Director
Institute of Education and Research
University of the Punjab, Lahore-Pakistan

Advanced nations are always demanding towards high quality teaching and learning opportunities for young learners. Teachers are expected not only to have a high level of latest subject matter but also with handsome pedagogical skills. Teacher education is a very noble task for developing future teachers by equipping them with knowledge and skills that in turn leads to improved learning of learners. Institute of Education and Research feels its responsibility to introduce new ideas and initiatives in the discipline of teaching and learning. It is my responsibility to welcome all international and national delegates, presenters and enthusiastic participants gracing the 7th International Conference on Research in Education (ICORE 2019). I believe we have selected a very demanding theme for the three days conference; Teacher Education: 21st Century Challenges. The aim of these deliberations is to provide a platform for researchers, academicians and professionals to present their recent research work and to explore future trends in various areas of teacher education. This wonderful event is enriched with keynote speeches of invited international and national experts and plenty of technical papers by local researchers from different universities of the country. Moreover, there are seven pre and post conference workshops making this event more enjoyable and full of learning prospects. As a conference chair of ICORE 2019, I know that the success of the conference depends ultimately on many people who have worked with us in planning and organizing both the program and supporting social arrangements. In particular, we thank the Conference Patron Prof. Dr. Niaz Ahmed Akhtar Vice Chancellor University of the Punjab Lahore-Pakistan for his generous support and encouragement in making this event a success. Thanks to conference organizing committee for its wise advice and brilliant suggestions in organizing the program; the technical Committee for their thorough and timely reviewing of the papers, other committees and our team for untiring efforts across the year. Recognition should go to the Conference Secretary and his team who have all worked extremely hard for the details of important aspects of the conference programs and social activities. I am sure that scholarly recommendations of this conference will lay down new trends in teacher education in the country. I wish you all a very enjoyable stay at Lahore.

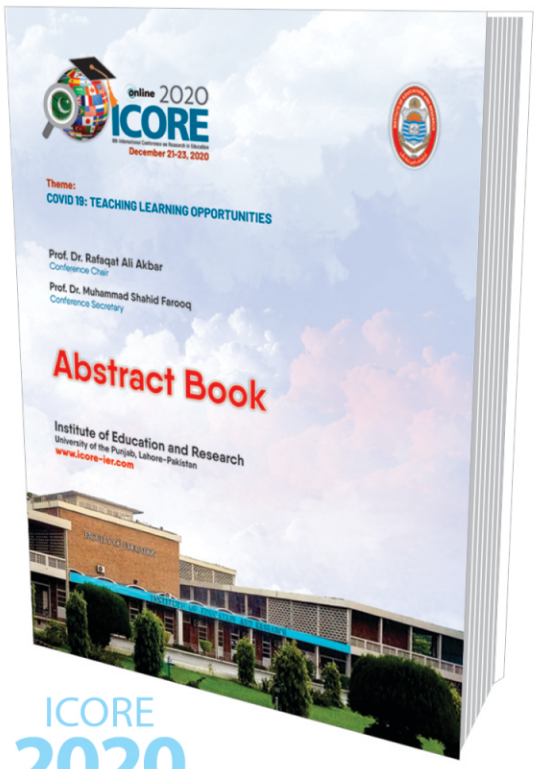
Message from the Conference Secretary



Dr. Muhammad Shahid Farooq
Associate Professor
Institute of Education and Research
University of the Punjab, Lahore-Pakistan

Quality teachers are always leading from front the struggle for improving learners' quality of learning in all times and spaces. They feel it as their prime responsibility in developing creative and innovative environment for learning. They need to remain always updated in terms of professional knowledge and skills for producing critical thinking, creativity, problem solving skills and commitment to future in young learners. In this century the advanced as well as developing nations are striving to produce quality skillful teachers in all areas and for all levels. This motivates the teachers to be engaged in self regulated continuous professional development activities for coping the 21st century challenges. Institute of Education and Research being the premier and lead institute in teacher education felt this responsibility and planed a wonderful activity for gathering international and national scholars, professionals, experts and scientists on a global platform for sharing 21st century challenges faced by teacher education. Experts from UK, USA, KSA, Hong Kong, New Zealand, Australia, Sweden, Philippines, Ireland, France, Turkey, and Pakistan will make this conference memorable by sharing their research and experiences on teacher education. Being a Conference Secretary I am heartily thankful to all international and national keynote speakers, presenters, participants, members of organizing committee and volunteers in making this event fabulous opportunity for exchange of ideas, knowledge and dialogues. I hope this event will be the breathtaking and gratifying experience for all of us. ICORE organizing committee received 236 papers and Technical committee selected 116 after rigorous blind review process. For more learning experiences seven pre and post conference workshops are arranged under the guidance of national and international resource persons. Bookfair, Art & Craft exhibition, and City tour will definitely add more in the worth, beauty and attraction of ICORE 2019. I am looking forward to welcome esteemed chief guests, international keynote speakers, national invited speakers, presenters, educators, professionals, scholars and participants for making this event memorable. I am thankful to everyone who has contributed for the success of this fantastic event.

Looking forward to see you all in this superb event and historic city of Lahore.



MESSAGE FROM THE CONFERENCE PATRON



Today, the world is crashing through a health crisis COVID 19, a pandemic which restricts humans to stay at home, limiting the movement, stopping the helm of life. Either professional or personal life, social or economic, the disease has the potential to control each community of Globe. Dozens of people who are front-line warriors, especially doctors, paramedical staff, scientists, protect the human lives, always on duties who affected the most and still can't stay at home.

In the same way, the future of the country is in the hands of educationists, they are also dealing with challenges like uncertainty, vulnerable teaching-learning process, scared circumstances, and unpredictable communication, threaten the quality of the education sector, shaking the International agenda of Sustainable Development Goals as well as quarantining the education fraternity indoors. Universities, colleges, and schools are seeking another mode of education delivery. Pakistan's Intelligentsia, especially the University of the Punjab, responded swiftly to the pandemic crisis with the help of technology and saved the academic future of the youth by modifying teaching mode into online interventions.

Education plays a dynamic role in uplifting the nations. The quality of teaching and learning determines the goal orientation of the system. In the context of Covid-19, all nations are facing new challenges in educating learners. The intensity of these challenges is more critical in Pakistani context. It is the need of the day to explore and explain the phenomena related to teaching and learning in current situation on the basis of sound research.

Institute of Education and Research (IER) is playing its leading role in improving the quality of teaching. In continuation to its sound traditions, IER is going to organize 8th International Conference on Research in Education. This will be a unique opportunity for researchers and practitioners to share their research work on innovative strategies, opportunities, and challenges related to teaching and learning in Covid-19 situation. This conference will also be a unique platform for local as well as international participants to discuss and present their ideas. On behalf of the University of the Punjab, I welcome all dignitaries, national and international delegates, keynote speakers, presenters, research scholars, and students to this online conference. In this conference, we can span space and, to a certain extent, time in order to engage with each other in the ideas about teaching and learning opportunities.

I appreciate the dedicated efforts of conference Co-Patron Prof. Dr. Abid Hussain Ch., Conference Chair Prof. Dr. Rafaqat Ali Akbar, Conference Secretary Prof. Dr. Muhammad Shahid Farooq, Members of Organizing Committees and their teams for organizing this wonderful event according to the need of the day.

I am sure that the conference will be productive and resulted with sound recommendations by the local and international researchers and practitioners. All the research scholars, practitioners, policy makers and professionals will get benefit from the recommendations of this great event.

Prof. Dr. Niaz Ahmad Akhtar (SI)
Vice Chancellor
University of the Punjab, Lahore-Pakistan

MESSAGE FROM THE CONFERENCE CHAIR



The Zoonotic COVID 19 has shutdown human lives badly. The future education' systems scheme, the long-run well-being of learners, upcoming academic entrepreneurs' identities, social and economic growth agents, and intellectual capital all are affected by this virus. As educationists, it is our professional obligation and commitment to develop our educational infrastructure with rigorous digital literacy curricula and equip teachers having new teaching-learning competencies, and personal and professional attributes to deal with the mental health of learners in this deteriorated state of crisis. Consequently, as compared to the past, nowadays, there is a massive need to reinvent education into reflective pedagogical practices. A technology-based professional development is a prerequisite to digitalize our institutions from traditional face-to-face manner to lifelong sustainable virtual entities which can rapidly respond to the uncertain scenario. Teaching community is facing giant challenges such as opaque speculative online assessment, unproductive outcomes, episodic Internet facilities and online pedagogy choice.

Education plays a fundamental contributing role in the development of a country.Teachers increase productivity and creativity among students. A blend of command on content knowledge and effectiveness of pedagogical strategies assures the high quality teaching and learning. Multi-dimensional aspects related to effective teaching and learning remain under discussion of experts and researchers. Conferences are one of the best platform to share the research findings of experts, researchers and practitioners of different fields.

It is my great pleasure to welcome you, as Director and Conference Chair In 8th International Conference on Research in Education (ICORE 2020). This International Conference on Education fits with the mission of IER to produce quality teachers as well as improve scholarship and educational practice. In this conference, there will be a plenty of opportunities for collaboration and sharing mutual ideas related to conference theme and allied areas. We will all benefit from our combined participation at this conference.

This International Conference seeks to provide some answers and explore the processes, actions, challenges and outcomes of teaching and learning. We are also targeting to build connections between local and International stakeholders to think and contribute in resolving the teaching- learning issues.

I am highly thankful to Conference Patron Prof. Dr. Niaz Ahmad Akhtar, and Co-Patron Prof. Dr. Abid Hussain Ch. for their kind support and guidance. I also appreciate Conference Secretary Prof. Dr. Muhammad Shahid Farooq and members of various Organizing Committees on rigorous efforts to make this event more successful and valuable for all stakeholders. Have a good time.

Prof. Dr. Rafaqat Ali Akbar
Director,
Institute of Education and Research
University of the Punjab, Lahore-Pakistan

MESSAGE FROM THE CONFERENCE SECRETARY



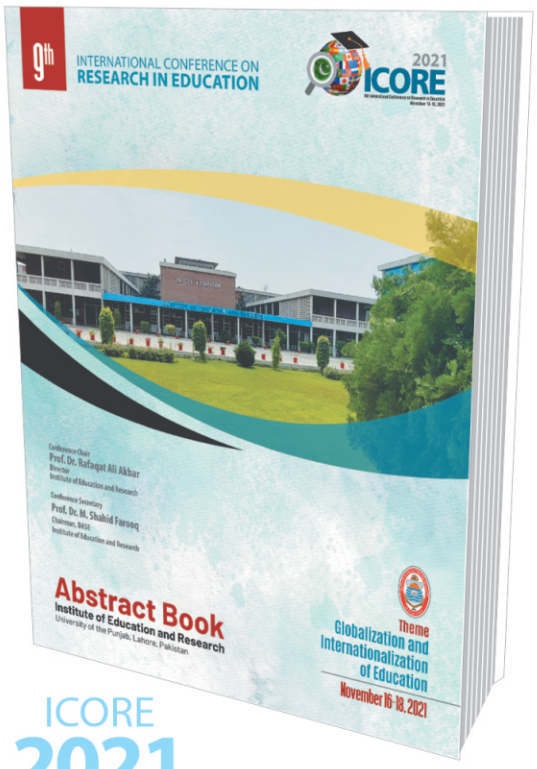
COVID 19 flashes dominated with the breakneck reflection of hybrid challenges and opportunities in the lifecycle of humanities. The world is suffering from pandemic fatigue, which raised the death toll rate, trembling economies, destroying social activities, and hitting mindfulness at the workplace, even pausing the spiritual and religious rituals. As well, the hasty escalation of pandemic has pressurized the education sector and its stakeholders by disconcerting learning opportunities, disruptive psychological behaviors of students, risky decisions to stop dropouts, health problems, financial constraints to disinfecting measures, and the challenge of reopening the institutes. Moreover, there is time to redefine the notion of Lifelong learning in this calamity and train educators accordingly. Provision of equitable and sustainable barrier free educational during the COVID-19, pandemic has created the largest disruption of education systems in the history of the world. Communities are focusing on ensuring participation of students through online learning system.

By maintaining the sound tradition to promote culture of research and theory driven practices, as a Conference Secretary on behalf of the organizing committees, I welcome you at 8th International Conference on Research in Education (ICORE 2020). In view of current scenario, theme of this year conference is COVID 19: Teaching Learning Opportunities. This theme will cater all relevant aspects of teachers as well as learners. This conference will help to move forward to explore challenges regarding teaching and learning and to provide solutions to address these challenges. I am looking forward to see a large number of researchers, practitioners, field experts, and scholars to join us at 8th International Conference on Research in Education (ICORE 2020). Every year ICORE welcomes hundreds of the speakers and thousands of the participants across the country as well as from abroad. I extend warmest greetings to honorable international and national guests who are going to grace this great occasion with their valuable contributions.

It is worth appreciating that the scope of ICORE 2020 has been widened through including other areas and disciplines of Social Sciences. It will, definitely, prove a milestone in strengthening the ties among researchers from field of Social sciences through sharing the research findings of their respective fields, collaboration with conference delegates, exploring ways of building bridges , and creating think tanks. I hope ICORE 2020 is open new avenues of research to explore teaching learning opportunities during this pandemic situation. This year conference mode will be online. Key note speakers (10) for this conference have joined us from US, UK, Canada, Australia, China, Turkey, Sweden and Philippine.

On behalf of the organizing committee of ICORE 2020, I take great pride and privilege to welcome all national and international delegates in 8th International Conference on Research in Education (ICORE 2020). It has become a renowned and quality efficient forum for national and international researchers for sharing their contributions and innovations. I have great gratitude to Conference Patron Prof. Dr. Niaz Ahmad Akhtar, Co-Patron Prof. Dr. Abid Hussain Ch., and Conference Chair Prof. Dr. Rafaqat Ali Akbar for their trust and kind patronage, and my worthy colleagues and students for their unprecedented cooperation in making this event a reality. I wish you all the best.

Prof. Dr. Muhammad Shahid Farooq
Chairman, Department of Advanced Studies in Education
Institute of Education and Research,
University of the Punjab, Lahore-Pakistan



ICORE
2021



MESSAGE
CONFERENCE PATRON

The globe has witnessed the merciless pandemic situation recently. The scars of COVID-19 can be seen in all walks of life. Higher education has also faced this dilemma. It gives me immense pleasure to patron this iconic conference. Institute of Education and Research (IER) has been consistent in providing opportunity for researchers worldwide to share and discuss the global academic scenarios. Nevertheless, digital technologies and then usage in these tough times has made even a common man understand the meaning of globalization. Globalization and Internationalization of Education has emerged as a need of the hour. Education sector has passed the pandemic tests with flying colors. It has come up with innovations in education starting with online classes, online assessments, designing curriculum for digital platforms to webinars, online seminars, and conferences.

The new modes of teaching have been learnt and embraced by the schools, colleges and universities to achieve the educational millennium goals. Grooming of teachers in the right direction and with the appropriate skills have been one of the factorsin dragging educational organizations out of this pandemic. IER has always played its role in teachers' capacity building exceptionally well.IER is going to organize 9th International Conference on Research in Education to celebrate the intellect and expertise in the field. Stepping out of quarantine with more IT skills, scholars will share their research.

I appreciate the dedicated efforts of Conference Co-patron Prof. Dr. Abid Hussain Ch., Conference Chair Prof. Dr. Rafaqat Ali Akbar, Conference Secretary Prof. Dr. Muhammad Shahid Farooq, and members of organizing committees and their teams for organizing this wonderful event.

Prof. Dr. Niaz Ahmad Akhtar (SI)
Vice Chancellor
University of the Punjab, Lahore-Pakistan



MESSAGE
CONFERENCE CHAIR

The globalization and internationalization of education is constantly stimulating our thinking paradigm. The said trend has boosted the emerging flow of ideas, values, culture, experiences, and services around the globe. Over the last eight years, International Conference on Research in Education (ICORE) is providing an ample opportunity for all of us to share intense developed experiences and enriched global exposure with each other. As a conference chair, I am sure that this platform will be very supportive in order to exchange international and global trends of education with our conference fellows. IER has been able to contribute to research and development in the field of education. The international speakers and participants have always been an important essence of this sparking event. 9th International Conference on Research in Education will also be displaying international intellectuals to share their research contributions. The recommendations of this conference can be helpful to dig out ground realities and tailoring out solutions for our local educational challenges.

It is my great pleasure to welcome you, as Director and Conference Chair in 9th International Conference on Research in Education (ICORE 2021). I am highly thankful to Conference Patron Prof. Dr. Niaz Ahmad Akhtar, and Co-Patron Prof. Dr. Abid Hussain Ch. for their kind support and guidance. I also appreciate Conference Secretary Prof. Dr. Muhammad Shahid Farooq and members of various Organizing Committees. At the end, I am really grateful to all of you to grace this blooming occasion with your presence.

Prof. Dr. Rafaqat Ali Akbar
Director
Institute of Education and Research
University of the Punjab, Lahore-Pakistan



MESSAGE
CONFERENCE SECRETARY

Globalization of education provide opportunities for sharing of intellect, human, technical, financial and material resources across the globe. It also helps international communities for exchange of knowledge, cultural values and services. Internationalization of education is to integrate all resources and services for a global purpose to accommodate masses across the boundaries. Globalization and internationalization of education is making us pace out of the worsts, caused by COVID-19 pandemic. The faced challenges are catered by the innovations in technologies. Teaching innovations and technology has been learnt and taught by Institute of Education and Research through the best practices possible. The Institute of Education and Research standing by its traditions has opened the doors for national and international scholars through 9th International Conference on Research in Education. The inclusion of academic research cultures always results fruitful. Internationalconferences are always a positive venture for academic fraternity. ICORE has taken this lead that papers only on the conference themes are accepted. In compliance to this principle, a number of papers have been accepted for presentations under the conference themes and subthemes. International Keynote Speakers from US, UK, Sweden, Canada, Australia and Turkey are presenting in this conference. Honourable Vice Chancellors from different universities across the country are expected to speak at this august forum. A galaxy of educational administrators, experts, educationists, practitioners, professional and novice researchers are expected to attend this mega research event. We have been fortunate enough to welcome scholars from every nook of the globe.

As a Conference Secretary I have the privilege to welcome all national and international delegates in 9th International Conference on Research in Education (ICORE 2021). It has become a brand and highly dignified forum for national and international researchers for sharing their contributions and innovations. I express heartily gratitude to Conference Patron Prof. Dr. Niaz Ahmad Akhtar, Co-Patron Prof. Dr. Abid Hussain Ch., and Conference Chair Prof. Dr. Rafaqat Ali Akbar for their trust. I also thank my respected colleagues and students for their cooperation in putting this event up. Hope you will have best intellectual experience!

Prof. Dr. Muhammad Shahid Farooq
Chairman
Department of Advanced Studies in Education
Institute of Education and Research
University of the Punjab, Lahore-Pakistan



ICORE
2022

CONFERENCE PATRON



The need for Innovation in education encourages students, teachers, and researchers to research, explore, and use all the tools to uncover new avenues. We need a different way of looking at problems and their solutions. It also improves research and education because it compels students to use a higher level of thinking to solve complex problems. For all this innovation, we also need to move from conventional to innovative ways of teaching. The transformation of traditional to modern teaching methods focuses on a student-centered active learning approach. Doing so aims to be more effective for learners to create a thriving learning environment with a stress-free, worry-free, more relaxed, and comfortable classroom.

The veneer of 10th International Conference on Research in Education (ICORE 2022) is over whelming in my heart when as a host and Conference Patron, I welcome my fraternity, researchers, scholars, professionals and students with their splendid work, from all over the world, either Internationally or Nationally. The Institute of Education and Research, University of the Punjab, takes this pride to consistently flourish the pitch of dynamic ideas and opportunities every year. The theme "Transforming Teaching for 21st Century Needs" is an additional benefit to integrate these ideas into workable solutions on this exclusive platform of ICORE 2022. I highly appreciate the Conference Chair, Prof. Dr. Rafaqat Ali Akbar, Director IER; Conference Secretary, Prof. Dr. Muhammad Shahid Farooq, Chairman DASE; and faculty members of the institute for their wonderful efforts in holding a world class conference on this theme. This conference will be a very vibrant forum for potential and effective group learning. Kudos to all guests, keynote speakers, academic leaders, academia, staff, scholars, professional, students, and alumni for their sensational presence.

I hope the participants of this conference will enjoy the great hospitality of the Institute of Education and Research at University of the Punjab, Lahore.

Professor Dr. Asghar Zaidi
Vice Chancellor
University of the Punjab, Lahore-Pakistan

CONFERENCE CHAIR



Transformation of the new modern teaching methods proves the learners' ability to participate in the class discussion actively, confidently and enthusiastically. They try to check their knowledge and experience by explaining their understanding about the course by using their creation, through presentation or some other novel ways. The teaching method which focuses more on teaching the students to improve their intellect and behaviors by using different new and innovative ideas rather than making them recite the syllabus to pass the examination with the same old style is the Innovative Teaching Method in simple words.

The theme of the 10th International Conference on Research in Education (ICORE 2022) Transforming Teaching for 21st Century Needs have great potential to scale up the teaching practices, methodologies, and competencies proportionate with the requirements of decent citizenship and graceful living. An evolving tactic of 21st century teaching is to listen to the learner meticulously and give them a sense of secure bonding that their voices and emotions are equally valued to become self-regulating, creative, and competent citizens. I am cherished to welcome all my researchers, mentors, guests, practicians, technicians, and staff to this graceful academic event. I am zestful to listen to your valuable insights, a chain of reasoning, and required tools of the trade to meet 21st century needs. I am thankful to Conference Patron Prof. Asghar Zaidi, Vice Chancellor, University of the Punjab, Lahore-Pakistan for his kind support and patronage. I also appreciate the matchless efforts of Conference Secretary, Prof. Dr. Muhammad Shahid Farooq and my very dear faculty members and students of the institute in making this conference a reality. I welcome all the international keynote speakers, national presenters, academic leaders, professional, scholars and students in this mega event. Hopefully, you all will adore this sparkling and mind-boggling event.

Good luck and stay well.

Professor Dr. Rafaqat Ali Akbar
Director, Institute of Education and Research
University of the Punjab, Lahore-Pakistan

CONFERENCE SECRETARY

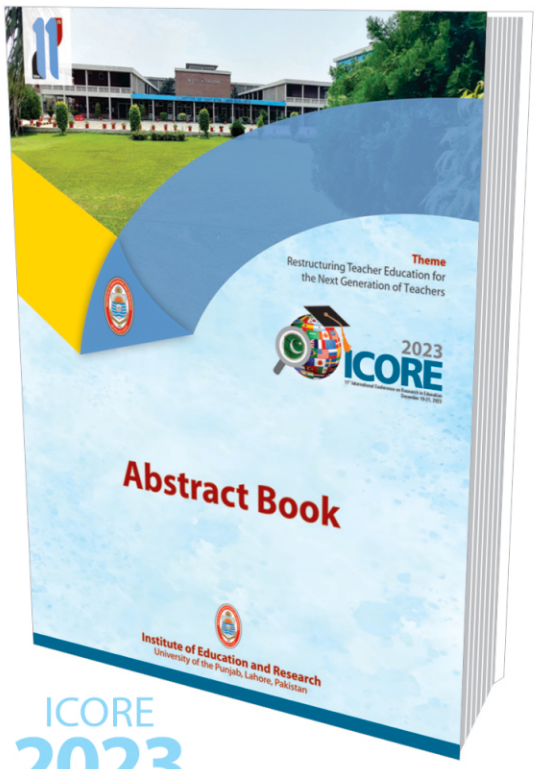


Conventional teaching refers to a teaching method involving teachers and students interacting in face-to-face mode in the classroom through teacher centered approach. These instructors initiate classroom discussions, focusing exclusively on knowing the content in textbooks and notes. Students receive the information passively and reiterate the memorized data in the exams. On the other hand, understanding the new paradigm of education in this 21st century can significantly impact the students; it is essential also to understand the roles teachers and students in the classroom can play. The world communities have realized that the future of world may be made more astounding with the people equipped with 21st century skills; critical thinking, creativity, collaboration, communication, information literacy, media literacy, technology literacy, flexibility, leadership, initiative, productivity and social skills. These skills need different teaching approaches and hence different teaching methodologies. This is the high time to think about the transformation of prevalent teaching methods to more innovative methodologies to meet the new century leaning needs.

Eventually, it means a lot to us the presence and benefaction of the Conference Patron, honorable Prof. Dr. Asghar Zaidi, Vice Chancellor, University of the Punjab Lahore-Pakistan; the Conference Chair, respected Prof. Dr. Rafaqat Ali Akbar, Director IER; very esteemed guests and colleagues. They step the 10th International Conference on Research in Education (ICORE 2022) "Transforming Teaching for 21st Century Needs" up the notch. Being a Conference Secretary conjointly with my team, colleagues, students, supporting staff and volunteers, I offer my cordial salutations to all international and national delegates, guests, emeritus academic leadership, teacher educators, university faculty members, presenters, scholars, professionals, seasoned researchers, practitioners, educational consultants, policy makers, administrative staff, and more exigently, the neophyte researchers and prospective teachers who are the actual transformers of the teaching in compliance with "needs" of the 21st-century era. Your constructive liaisons in opening this intellectual debate for fecund discussions, pragmatic philosophies, and prolific analysis reassured us that teaching practices will "really works". I am highly indebted to my eleven international keynote speakers from US, UK, Australia, Spain, Sweden, South Africa, and Malaysia for gracing this event to make it really an international or global experience. The audience will definitely benefit from their diverse experiences. This mega educational festival will also provide opportunity for social interaction and connectivity through 69 paper presentations out of 140 submitted abstracts, conference exhibition, book fair and conference tour to research scholars and participants coming across the country. I am optimistic that you all will relish the comradeship of the institute affectionately.

Good vibes and warm reception to all partakers.

Professor Dr. Muhammad Shahid Farooq
Chairman, Department of Advanced Studies in Education
Institute of Education and Research
University of the Punjab, Lahore-Pakistan



ICORE
2023

CONFERENCE PATRON



It is with immense pleasure and a deep gratitude that I extend this message to you as the esteemed Patron of the 11th International Conference on Research in Education (ICORE 2023), hosted by the Institute of Education and Research (IER), University of the Punjab. Your unwavering love for research has been instrumental in enabling this prestigious academic gathering, which has become a great event in the field of educational research, both nationally and internationally. I am honored to welcome a distinguished group of national and international delegates to this vibrant platform. Their diverse insights, groundbreaking research, and shared commitment to educational excellence enrich the intellectual discourse and foster a spirit of collaboration that transcends borders. I am confident that the deliberations, presentations, and interactions at ICORE 2023 will inspire new ideas, build meaningful networks, and contribute significantly to the global dialogue on teacher education reform.

This conference invites scholars, policymakers, practitioners, and researchers to critically examine existing teacher education models and to envision innovative pathways that can better serve future learners. It emphasizes the need for a paradigm shift in how we prepare educators—encouraging integration of digital tools, inclusive pedagogies, interdisciplinary approaches, and reflective practices that align with 21st-century learning environments. Through thoughtful restructuring, we aim to cultivate a teaching workforce that is adaptive, resilient, and equipped to nurture critical thinking, creativity, and lifelong learning in students.

At this juncture, I wish to extend my heartfelt appreciation to the Conference Chair, Prof. Dr. Tariq Mahmood Khan, whose academic rigor and strategic guidance have shaped the vision and scope of this conference with clarity and purpose. His dedication to educational research and commitment to excellence have been pivotal in ensuring the relevance and quality of this event.

I also wish to express sincere thanks to the Conference Secretary, Prof. Dr. Muhammad Shahid Farooq, for his tireless efforts in managing the extensive logistical and organizational demands of this international event. His meticulous planning, along with the invaluable contribution of the entire organizing team, has made ICORE 2023 a reality. Their collective hard work, creativity, and commitment have been central to orchestrating a conference that reflects both scholarly depth and professional excellence.

With best wishes for a successful and impactful conference.

Prof. Dr. Khalid Mahmood
Vice Chancellor
University of the Punjab

CONFERENCE CHAIR



It is with great enthusiasm and profound respect that I extend this message to you on the occasion of the 11th International Conference on Research in Education (ICORE 2023), organized at the Institute of Education and Research (IER), University of the Punjab. Our continued dedication to academic excellence has once again brought together scholars, practitioners, and researchers from across the globe to engage in critical discourse on a theme that is both timely and transformative.

Restructuring Teacher Education for the Next Generation of Teachers captures the urgency and importance of reimagining teacher education in light of the rapid and multifaceted changes occurring in our world. As societies face evolving educational needs due to advancements in technology, globalization, climate change, and socio-political shifts, there is an increasing demand for a new generation of teachers who are adaptive, innovative, and future-ready.

This theme calls for a thorough re-examination of current teacher preparation programs, questioning not only their content but also their structure, pedagogy, and alignment with future educational demands. It challenges us to develop teacher education frameworks that foster creativity, inclusivity, critical thinking, digital competence, and emotional intelligence. Moreover, it encourages collaborations between academic institutions, policy makers, and practitioners to ensure that teacher education is both research-informed and practice-oriented.

ICORE 2023 serves as a dynamic forum where these important issues can be explored in depth. We are delighted to welcome an esteemed group of international and national delegates, whose diverse perspectives and scholarly contributions will undoubtedly enrich the conference dialogue. Their participation is a testament to the credibility and global relevance of this academic platform that has been nurtured under your leadership over the years.

At this important juncture, I wish to extend my sincere gratitude to the Conference Patron, Prof. Dr. Khalid Mahmood, Vice Chancellor, University of the Punjab, for his unwavering support and commitment to advancing educational research and innovation. His patronage continues to inspire confidence and ambition within the academic community and has been a cornerstone in the sustained success of ICORE.

I also want to acknowledge the tremendous efforts of the Conference Secretary, Prof. Dr. Muhammad Shahid Farooq and his team, whose exceptional organizational skills and dedication have been central to the seamless execution of this large-scale academic event. His ability to coordinate complex logistics and maintain academic integrity throughout the process deserves the highest commendation.

Special thanks are also due to the organizing team, whose hard work behind the scenes has made ICORE 2023 a vibrant and intellectually rewarding experience. Their tireless contributions—from conference planning and technical arrangements to hospitality and delegate engagement—have ensured that the event meets the highest standards of excellence.

Prof. Dr. Tariq Mahmood Khan, your leadership continues to elevate the stature of IER and reinforces its pivotal role in shaping educational discourse both in Pakistan and beyond. I wish you and the entire conference team continued success in your academic endeavours and trust that ICORE 2023 will pave the way for meaningful transformation in teacher education.

With warm regards and best wishes for a successful conference.

Prof. Dr. Tariq Mahmood Ch.
Director, Institute of Education and Research (IER)
University of the Punjab

CONFERENCE SECRETARY



It is with great pleasure, humility, and a deep sense of purpose that I extend my heartfelt greetings to all participants, guests, and contributors of the 11th International Conference on Research in Education (ICORE 2023), organized by the Institute of Education and Research (IER), University of the Punjab. This annual academic gathering stands as a symbol of our commitment to scholarly excellence, critical dialogue, and progressive change in the field of education.

The theme of ICORE 2023—"Restructuring Teacher Education for the Next Generation of Teachers"—is both timely and imperative. As we confront the demands of the 21st century, we must re-evaluate the foundations of teacher education. The role of a teacher is no longer limited to delivering content; it now involves guiding learners through complex social, digital, and emotional landscapes. The rapid pace of technological innovation, evolving student needs, global interconnectedness, and shifting educational paradigms all demand a restructured and forward-thinking approach to preparing teachers.

This conference serves as a platform to examine how teacher education systems can be redesigned to produce educators who are not only subject matter experts but also critical thinkers, collaborative practitioners, emotionally intelligent facilitators, and digitally competent professionals. The theme calls for innovative pedagogies, integrated curriculum frameworks, inclusive practices, and contextually relevant strategies that empower future educators to respond effectively to the diverse and dynamic needs of learners.

I take this opportunity to warmly welcome all our esteemed national and international delegates, paper presenters, researchers, and educationists who have gathered here to share their insights, experiences, and scholarly work. Your presence and contributions are vital to enriching our collective understanding and shaping the discourse on educational reform. We are deeply honored by your participation and hope that your engagement in ICORE 2023 proves to be intellectually rewarding and professionally inspiring.

I extend my profound gratitude to the Conference Patron, Prof. Dr. Khalid Mahmood, Vice Chancellor, University of the Punjab, for his unwavering support and visionary leadership. His commitment to academic excellence and research-driven innovation has continually elevated the stature of this university and provided us with the encouragement to pursue bold ideas and meaningful dialogue.

My sincere thanks also go to the Conference Chair, Prof. Dr. Tariq Mahmood Khan, Director, IER, whose dynamic leadership, academic insight, and tireless efforts have been the driving force behind this conference. His strategic vision has not only guided the theme and structure of ICORE 2023 but has also ensured its relevance and rigor in today's educational context.

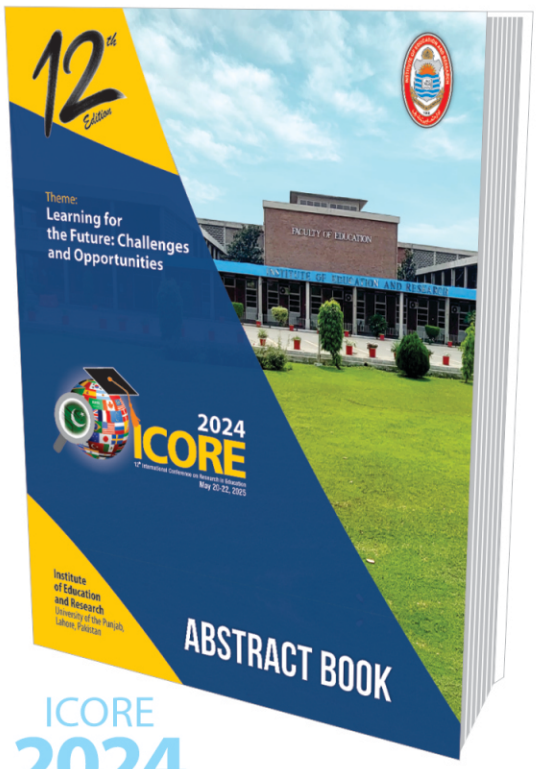
I am also immensely grateful to the entire Organizing Committee, whose hard work, commitment, and meticulous planning have made this conference memorable. From program design and logistics to hospitality and technical coordination, their teamwork and dedication are truly commendable.

I would also like to extend heartfelt appreciation to our faculty members, session chairs, moderators, media personnel, volunteers, and the employees of the Institute, all of whom have contributed significantly to the seamless organization of this event. Their support has been invaluable in ensuring a smooth, welcoming, and professional environment for all attendees.

To our guests, delegates, and participants, your engagement adds meaning and richness to this event. I hope that the connections formed, the knowledge exchanged, and the ideas explored during ICORE 2023 lead to enduring collaborations and impactful educational practices.

With sincere appreciation and warm regards, I welcome you all once again and wish you a successful, thought-provoking, and inspiring conference experience.

Prof. Dr. Muhammad Shahid Farooq
Chairman, Department of Advanced Studies in Education
Institute of Education and Research (IER)
University of the Punjab



ICORE
2024

Prof. Dr. Muhammad Ali *(T.I., S.I.)*
Vice Chancellor and Conference Patron



I feel colossal pleasure to extend my warm welcome to all participants of the 12th International Conference on Research in Education (ICORE 2024), organised by the Institute of Education and Research (IER), University of the Punjab, Lahore. This annual jamboree of academics and researchers has grown into a mega academic festival and a wonderful global podium for educators, scholars, researchers, policy makers, educational managers, academic leaders and practitioners from around the world to share insights, assumptions, problem, solutions, theories, models and their contributions for the growth of educational research and practice.

The theme of this year's conference, "Learning for the Future: Challenges and Opportunities," is not only timely but also very thought-provoking. As we navigate an era of rapid technological advancement, shifting social paradigms, and evolving educational needs, we must reimagine our teaching practices. Preparing students not just for today, but for the complexities of tomorrow, demands innovation, inclusivity, and a commitment to lifelong learning. This theme invites us to critically examine our pedagogical models, embrace digital transformation, and foster skills such as creativity, collaboration, and critical thinking in our learners.

ICORE has, over the years, established itself as a beacon of academic excellence and intellectual exchange. Its continued success is a testament to the enduring commitment of the Institute of Education and Research in fostering a vibrant research culture. Each year, the conference brings together a rich diversity of perspectives, bridging national and international boundaries, and promoting dialogue on the pressing issues that shape education globally. The consistency with which this conference has been held reflects not only institutional dedication but also the collective enthusiasm of our academic community for contributing meaningfully to educational discourse.

I am particularly delighted to welcome our distinguished national and international delegates, researchers, and presenters who have joined us in this important academic endeavour. Your presence enriches the discourse and strengthens the collaborative spirit that is essential for addressing global educational challenges. We deeply value your contributions and look forward to the insights that will emerge from your research presentations and interactions.

I would also like to take this opportunity to express my sincere appreciation to the Conference Chair, the Conference Secretary, and the entire Organizing Team for their tireless efforts in planning and executing this event. Organizing an international conference of this scale requires vision, dedication, and meticulous coordination, and the success of ICORE 2024 is a reflection of their hard work and commitment. Their efforts ensure that this conference not only upholds its high academic standards but also provides a welcoming and enriching environment for all participants. In conclusion, I wish all attendees a productive and inspiring conference. May your engagements here spark new ideas, foster lasting collaborations, and contribute to the shared goal of teaching and learning that truly prepares us all for the future.

Prof. Dr. Abdul Qayyum Chaudhry
Director IER and Conference Chair



It is with great pleasure and a deep sense of responsibility that I welcome you all to the 12th International Conference on Research in Education (ICORE 2024), organized by the Institute of Education and Research (IER), University of the Punjab, Lahore, Pakistan. The ICORE series has become a hallmark of academic engagement and research excellence in the field of education, and I am honoured to serve as the Conference Chair for this distinguished event.

The theme of this year's conference, "Learning for the Future: Challenges and Opportunities," resonates strongly with the shifting paradigms of education in the 21st century. In a rapidly changing world defined by technological disruption, global interconnectedness, and evolving learner needs, we must examine how learning is conceptualized, delivered, and experienced. This theme calls for a collective reflection on how educational systems and institutions can become more resilient, future-oriented, and learner-centered. It invites scholars, policymakers, and practitioners to engage in meaningful dialogue on equipping learners with the competencies, values, and adaptability required to thrive in an unpredictable future.

Since its inception, ICORE has remained committed to advancing research-informed educational practice, fostering collaboration across borders, and nurturing a culture of inquiry. Now in its 12th edition, the conference continues to serve as a dynamic platform where emerging and seasoned researchers alike can present their work, exchange ideas, and form lasting academic partnerships. The continuity and growth of this conference speak volumes about the dedication of the IER community and our collective aspiration to impact educational discourse at both national and international levels.

I extend a heartfelt welcome to all our esteemed delegates, researchers, educators, and students from across Pakistan and around the world. Your participation enriches the spirit of this conference and reflects a shared commitment to addressing the challenges and seizing the opportunities that define the future of learning. We are honored by your presence and look forward to the diverse perspectives and scholarly insights you will bring to the conference sessions.

I would also like to express my sincere gratitude to the Patron of ICORE 2024, the Honourable Vice Chancellor of the University of the Punjab, for his unwavering support and guidance. His patronage continues to be instrumental in the success of this conference. My thanks also go to the Conference Secretary for their exceptional coordination, and to the dedicated Organising Team, whose hard work and attention to detail have made this event possible. Their commitment ensures that ICORE 2024 upholds the high standards that our participants have come to expect.

I wish you all a stimulating, engaging, and rewarding conference experience. May our shared efforts contribute to shaping an educational future that is inclusive, innovative, and inspiring.

Prof. Dr. Muhammad Shahid Farooq
Chairman DASE & Conference Secretary



It is with mammoth pleasure and professional pride that I welcome all participants to the 12th International Conference on Research in Education (ICORE 2024), organized by the Institute of Education and Research (IER), University of the Punjab, Lahore. Over the years, this annual gathering has evolved into a premier platform for educational inquiry and partnership, by welcoming scholars, teachers, teacher educators, policymakers, educational leaders, curriculum developers, and practitioners from around the world to share insights and advance collective understanding by engaging in meaningful dialogue and knowledge exchange.

The theme of the conference, "Learning for the Future: Challenges and Opportunities", has a great significance in its form and nature. As we steer an increasingly complex and rapidly evolving global landscape, the role and nature of learning need to be redefined. The educational systems of today must respond to diverse challenges: Technological advancement, digital equity, global crises, shifting demographics, and inclusivity, while identifying opportunities to prepare learners for a future that is uncertain yet full of promise. This theme invites us all to reflect critically on how we can make learning more inclusive, adaptive, and forward-looking, ensuring that education remains a powerful force for personal and societal transformation.

ICORE has now reached its 12th successful iteration, a testament to the vision, consistency, and academic rigour upheld by the Institute of Education and Research. Over the years, ICORE has grown in scope and significance, consistently offering a space where researchers and educators can share innovations, address pressing educational issues, and build collaborative networks that extend far beyond the duration of the event. Its continuity underscores our firm belief in the importance of sustained dialogue and research-based decision-making in education.

I extend my heartfelt welcome to all our national and international delegates, researchers, presenters, and attendees. Your presence at ICORE 2024 is a source of inspiration and affirmation of the conference's global relevance. We are honored to host participants from a wide range of countries and institutions, each bringing unique perspectives and valuable experiences to this shared platform. I hope your participation leads to enriching discussions, fruitful collaborations, and professional growth.

I would like to express my deep gratitude to the Patron of the conference, the Honorable Vice Chancellor of the University of the Punjab, whose continuous support and encouragement have played a pivotal role in the success of ICORE. My sincere thanks go to the Conference Chair, Director of IER, for his trust throughout the planning process. I also extend my appreciation to the Organising Team, whose dedication, teamwork, and attention to detail have been vital in bringing this conference to life.

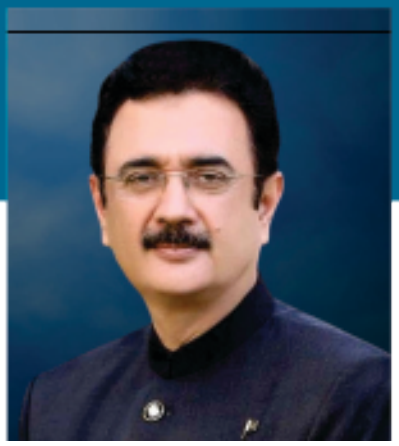
As Conference Secretary, it has been a privilege to coordinate and contribute to this meaningful academic endeavour. I wish all participants a productive, thought-provoking, and memorable conference.



2026 ICORE

13th International Conference on Research in Education

November 17-19, 2026



Message from the Conference Chief Patron

It gives me immense pleasure to welcome distinguished scholars, researchers, academicians, policymakers, and participants to ICORE 2026, organized by the Institute of Education and Research (IER), University of the Punjab, Lahore, Pakistan, in collaboration with its national and international partners.

The conference theme, "Reimagining Education for a Changing World" reflects the importance of advancing knowledge, fostering innovation, and promoting sustainable solutions to contemporary educational and societal challenges.

ICORE 2026 is a significant academic initiative, bringing together an impressive community of scholars and educational leaders. With more than 200 research papers, six pre-conference workshops, ten Vice Chancellors from different universities as keynote speakers, six international keynote speakers, and more than ten distinguished national scholars in education, the conference offers a valuable platform for intellectual exchange, research dissemination, and academic collaboration.

The conference's innovative features—including ICORE Solution Labs, ICORE Research Cafe, ICORE Research Clinics, the Three-Minute Research Challenge, ICORE Leaders Forum, and poster presentations—demonstrate a commitment to making research engaging, collaborative, and practically relevant. These initiatives can help bridge the gap between academic inquiry, educational leadership, and real-world challenges.

Education is a powerful instrument for human development and social transformation. Universities must therefore promote quality education, critical thinking, creativity, inclusion, and lifelong learning while encouraging entrepreneurship and social empowerment. Integrating these priorities with Islamic values of justice, integrity, compassion, and service to humanity can strengthen our collective efforts towards sustainable development.

The University of the Punjab remains committed to academic excellence, research innovation, and international collaboration. I am confident that ICORE 2026 will strengthen partnerships among universities, inspire emerging researchers, and generate ideas that contribute to educational advancement and societal well-being.

I sincerely appreciate the efforts of the Director, Institute of Education and Research, the conference chair, organizing and scientific committees, collaborating institutions, keynote speakers, and all contributors whose dedication has made this academic gathering possible.

I wish ICORE 2026 great success and hope its outcomes will inspire meaningful research, innovative practices, and lasting collaborations for a more inclusive, empowered, and sustainable future.

Best wishes for a successful and intellectually enriching conference.

Prof. Dr. Muhammad Ali Shah
Conference Chief Patron, ICORE 2026
Vice Chancellor, University of the Punjab
Lahore, Pakistan

Message from the Conference Patron



In an era of unprecedented technological advancement, shifting societal expectations, and rapidly evolving global realities, education must transcend conventional boundaries to remain relevant, inclusive, and transformative. Reimagining education for a changing world calls for visionary leadership, innovative research, and collective wisdom to reshape how we teach, learn, assess, and prepare future generations. With this vision, it gives me immense pleasure and pride to extend a heartfelt welcome to our distinguished guests, eminent international and national keynote speakers, academic leaders, policymakers, researchers, paper and poster presenters, scholars, students, and all participants of the 13th International Conference on Research in Education (ICORE 2026), organized by the Institute of Education and Research, University of the Punjab, Lahore, under the inspiring theme "Reimagining Education for a Changing World."

ICORE enjoys a distinguished position in Pakistan's academic landscape as a pioneering international conference in education, proudly regarded as the mother of educational research conferences in the country. Having served as its founding Conference Secretary, I take particular pride in witnessing its remarkable evolution into a prestigious scholarly platform and a signature academic event of our Institute. Serving this year as Conference Patron and Dean, Faculty of Education, is both an honour and a renewed commitment to advancing its legacy of research, innovation, and academic excellence.

ICORE 2026 brings together renowned scholars and keynote speakers from the USA, UK, France, Australia, UAE, Maldives, Oman, Malaysia, Indonesia, and Pakistan, alongside academic delegations from universities across the country. With approximately 250 research papers, keynote addresses, plenary sessions, guests' speeches, thematic presentations, and scholarly deliberations, the conference offers an exceptional forum for exchanging knowledge and exploring emerging educational challenges, particularly in teacher education, educational leadership, artificial intelligence, assessment innovations, curriculum innovation, equity, and sustainable educational development.

A major academic attraction is the series of six pre-conference workshops, designed to empower researchers, PhD and MPhil scholars, and education professionals through intensive, hands-on technical training. These capacity-building opportunities provide practical exposure to contemporary research methodologies, analytical techniques, emerging technologies, and innovative scholarly practices, preparing participants for meaningful engagement in the main conference.

The distinctive strength of ICORE 2026 lies in its innovative, inclusive, and interactive academic design. The ICORE Leaders' Forum will engage higher education leaders in reimagining the future of higher education, while a high-level Roundtable on Assessment Innovation will bring together educational board chairpersons and national assessment leadership. The ICORE Solutions Lab, Research Café, and Research Clinics will connect emerging researchers with experienced scholars to explore practical solutions and strengthen research competencies. The 3-Minute Research Challenge will enable undergraduate, MPhil, and PhD scholars and early-career professionals to communicate their research with clarity and impact. ICORE Lightning Talks will offer concise expert insights into future research trends, while Poster Presentations will provide an engaging platform for visualizing research findings, encouraging scholarly dialogue, and receiving constructive feedback from experts and peers. The vibrant ICORE Kaleidoscope will further celebrate student entrepreneurship, creativity, educational innovation, and community engagement through a diverse exhibition. The conference dinner, cultural night and conference city tour will also add more value to this event through networking and wonderful sight seeing.

A historic milestone will be the proposed ICORE 2026 Declaration, consolidating significant research findings, scholarly insights, and policy recommendations emerging from conference deliberations. Its dissemination to policymakers, educational institutions, the media, and the wider public will strengthen the connection between educational research, policy formulation, and meaningful institutional reform.

I extend my profound gratitude to our worthy Chief Patron, Professor Dr. Muhammad Ali, Vice Chancellor, University of the Punjab, for his gracious patronage, unwavering trust, encouragement, and institutional support. I sincerely acknowledge our distinguished Vice Chancellors of the Universities, policy makers, provincial educational administration, decision makers, Honourable distinguished guests, academic leaders, representatives of national and provincial education departments, educational boards, curriculum and assessment bodies, session chairs, moderators, speakers, and members of the scientific community for enriching this scholarly gathering.

My heartfelt appreciation goes to the Conference Chair, Conference Secretary, Conference Coordinators, Scientific Committee, organizing subcommittees and their conveners, faculty members, Deans, Head of departments, Fellow colleagues, Administrative staff, Student volunteers, and every individual whose dedication, teamwork, and tireless efforts have made this ambitious academic endeavour possible.

I sincerely thank all our international and national participants for their valuable contributions and confidence in the ICORE. May this conference inspire lasting partnerships, innovative thinking, impactful research, and actionable reforms for a more equitable, responsive, and enlightened educational future.

I wish ICORE 2026 every success and a lasting scholarly impact.

Professor Dr. Muhammad Shahid Farooq
Conference Patron, ICORE 2026
Dean, Faculty of Education, University of the Punjab, Lahore



Message from the Conference Chair

It is a great honour to welcome distinguished academicians, researchers, educational leaders, policymakers, and participants to ICORE 2026, organized by the Institute of Education and Research (IER), University of the Punjab, Lahore, Pakistan, in collaboration with its national and international partners.

The theme, "Reimagining Education for a Changing World" reflects our commitment to advancing educational research, promoting innovation, and developing sustainable solutions to contemporary challenges.

ICORE 2026 brings together an outstanding academic community, featuring more than 200 research papers, six pre-conference workshops, ten Vice Chancellors from different universities as keynote speakers, six international keynote speakers, and more than ten distinguished national scholars in education. This diverse participation provides an exceptional opportunity for scholarly dialogue, knowledge sharing, and the development of national and international research partnerships.

A distinctive strength of ICORE 2026 is its innovative programme, which extends beyond conventional conference presentations. ICORE Solution Labs will encourage collaborative problem-solving; the ICORE Research Cafe will facilitate informal scholarly conversations; and ICORE Research Clinics will provide opportunities for research-focused discussion and guidance. The Three-Minute Research Challenge will encourage participants to communicate their research effectively, while the ICORE Leaders Forum will promote dialogue on educational leadership and institutional development. Poster presentations will further provide an engaging platform for sharing research findings.

As an institution dedicated to teacher education, educational research, and professional development, IER recognizes the importance of connecting research with policy and practice. We hope this conference activities will inspire innovative thinking, strengthen research capacity, and encourage evidence-informed approaches to educational transformation, social empowerment, and sustainable development, guided by the ethical principles of justice, integrity, inclusion, and service to humanity.

I express my sincere gratitude to the Vice Chancellor, University of the Punjab, for patronage and support, and to our collaborating institutions, keynote speakers, scientific committee, reviewers, organizing team, and all participants for their valuable contributions.

On behalf of IER, I warmly welcome all delegates and hope that ICORE 2026 will be an intellectually stimulating and professionally rewarding experience. May this conference foster enduring academic partnerships and inspire research that makes a meaningful difference to education and society.

I wish all participants a productive, inspiring, and successful conference.

Prof. Dr. Abdul Qayyum Ch.
Conference Chair, ICORE 2026
Director, Institute of Education and Research
University of the Punjab, Lahore, Pakistan.

Message from the Conference Secretary



It gives me immense pleasure to welcome you to the 13th International Conference on Research in Education (ICORE 2026), organized by the Institute of Education and Research (IER), University of the Punjab, Lahore.

For over a decade, ICORE has grown into one of Pakistan's largest gathering of researchers, teachers, teacher educators, policymakers and students. Each edition has taken up a pressing question of its time. Reaching its thirteenth edition is a testament to the commitment of the academic community that has supported this conference year after year.

The theme of this year's conference, "Reimagining Education for a Changing World", could not be more timely. Rapid technological change, artificial intelligence, climate change, shifting labour markets and growing social inequalities are reshaping what learners need and how they learn. These changes call on us to rethink curricula, pedagogy, assessment, teacher preparation and educational leadership. Above all, they ask us to keep education inclusive, humane and relevant to the lives of learners.

ICORE 2026, brings together the work of scholars and practitioners from Pakistan and abroad. This year 275 abstracts were received and peer reviewed by the scientific committee of ICORE. 150 papers covering a wide range of areas, from classroom practice and teacher education to educational technology, policy and leadership got accepted for presentation. Together, they reflect the depth and diversity of educational research today. I hope these personations, along with keynote addresses, leaders' forum, roundtable talks, solutions lab, and research clinics will inspire ideas, innovations, research and collaborations for reimaging education for a changing world.

Organizing a conference of this scale is a collective effort. I am deeply grateful to the Vice Chancellor, University of the Punjab, for the patronage, to the Dean Faculty of Education, and to the Director, IER, for the vision and constant guidance. I sincerely thank the members of the organizing, scientific committees for their tireless work. I also thank our keynote speakers, session chairs, for their valuable support. A special word of appreciation goes to the faculty, administrative and technical support staff and student volunteers of IER, whose dedication made this event possible.

Finally, I thank all the presenters and participants for sharing their work with us. I wish you fruitful discussions, new connections and a memorable experience at ICORE 2026.

Dr. Munaza Nausheen
Conference Secretary, ICORE 2026
Chairperson, Department of Early Childhood Education (DECE)
Institute of Education and Research
University of the Punjab, Lahore, Pakistan


Keynote
Speakers

International Keynote Speaker



An Integrated Approach to Teacher Professional Development: Partnerships, Scholarly Practice, and Experiential Learning

This presentation describes an innovative approach to teacher professional development that integrates three reinforcing elements: collaborative partnerships, a scholarly practitioner framework, and experiential learning. The University of Alaska Anchorage (UAA), rural Alaska school districts, and an Alaska Native education foundation collaboratively developed the program to address teacher retention challenges while supporting teachers' ongoing professional development. Although developed in response to the challenges facing rural Alaska schools, the model offers a professional-learning framework for other settings. Its wider relevance lies in integrating experiential learning and scholarly practitioner development within a collaborative structure in which participating organizations share responsibility for, and a vested interest in, teachers' professional growth.

Teachers enroll in a three-year program to earn an M.Ed. in Teaching and Learning through online graduate coursework and experiential learning grounded in their classroom, school, and community experiences. Each partner district selects one of three themes to guide the experiential learning component: place-based teaching, research-informed practice, or teacher leadership. The program centers on three connected elements.

Partnerships: Collaborative partnerships provide the program's organizational foundation. Two rural Alaska school leaders initiated the vision by approaching UAA about developing a graduate program to support teacher retention and professional development. This led to a partnership among UAA, four rural school districts, and the Bristol Bay Foundation, an organization supporting Alaska Native students and communities in the Bristol Bay region. Over three years, the partners collaboratively designed an experiential learning track in the M.Ed. Teaching and Learning program in response to the needs and priorities of rural schools and teachers. This shared approach continues as the program has expanded to eight rural school districts. The partnership structure brings together the expertise, resources, and shared interests of universities, school districts, and community organizations to support teachers' ongoing professional learning.

Scholarly Practitioner: The M.Ed. in Teaching and Learning provides an academic framework for teachers' development as scholarly practitioners. The program draws on the Carnegie Project on the Education Doctorate's (CPED) vision of a scholarly practitioner, stressing the integration of practical wisdom, professional knowledge, and research to name, frame, and improve complex problems of practice. Core coursework includes curriculum theory and design, place-based, culturally responsive education, research methods, a practitioner inquiry project, and a capstone seminar and portfolio. Through these experiences, teachers develop the capacity to critically examine their professional practice, draw on research and theory, and use systematic inquiry to improve teaching and learning.

Experiential Learning: The program's three-year experiential learning component directly connects the program to teachers' professional practice. This component is grounded in David Kolb's (2015) experiential learning theory. Kolb defines experiential learning as "the process whereby knowledge is created through the transformation of experience" (p. 49). In this model, concrete experiences provide the foundation for learning through an iterative process of experiencing, reflecting, thinking, and acting. Teachers engage through this process by concentrating on their professional experiences (experiencing), reflecting on them in relation to professional and academic standards (reflecting), developing conceptual understandings of teaching through analysis (thinking), and applying those understandings to ongoing practice (acting). The three-year structure provides sustained opportunities for teachers to connect professional experience, reflection, conceptual understanding, and action as they develop their professional knowledge and practices.

Together, these three elements establish an integrated approach to teacher professional development that connects academic learning with professional experience and the educational priorities of local school districts and communities. The model shows how collaborative partnerships can provide organizational support for sustained professional learning, while scholarly practice and experiential learning provide frameworks for teachers to develop and apply professional knowledge. Although the program's design reflects the circumstances of rural Alaska, its underlying principles present possibilities for developing contextually responsive professional learning systems in other learning settings.

Prof. Dr. Timothy E. Jester
Professor, Teaching and Learning
School of Education, University of Alaska Anchorage, USA



International Keynote Speaker

International education: Geopolitics and regional diplomacy

International education has become increasingly entangled with geopolitical dynamics. Traditional centres of educational influence are being multipolarised and challenged by the emergence of regional education hubs, partnerships and knowledge networks across Asia, the Middle East and other parts of the Global South. This keynote discusses how geopolitical developments, including strategic competition, nationalism, migration governance and the growing securitisation of research and knowledge exchange, are reshaping patterns of student mobility, transnational education and international collaboration. This keynote argues that international education is increasingly shaped by the convergence of geopolitical competition, national policy priorities and regional aspirations. Rather than functioning as a politically neutral space, it has become a strategically important arena through which nation states seek to manage mobility and migration, project influence, build regional partnerships and advance national interests. Drawing on developments and emerging education hubs in Asia and beyond, the presentation explores both opportunities and tensions associated with multipolarisation. It concludes by advocating for more reciprocal, inclusive and regionally grounded approaches to internationalisation that foster shared knowledge creation, mutual learning and sustainable forms of international engagement.

Prof. Dr. Ly Tran
School of Education,
Deakin University, Australia



Future-ready: Mastering Competencies through School Education

This paper critically examines the role of education in addressing future challenges and opportunities, with a specific focus on Pakistan. It argues that traditional education models, centered on rote learning and standardization, are ill-equipped to meet the demands of a rapidly evolving global context marked by climate change, technological disruption, and social inequality. Grounded in the principles of critical pedagogy, the presentation advocates for a transformative approach to learning that emphasizes equity, ethical reasoning, and civic engagement. It highlights the urgent need to reform Pakistan's educational policies, curricula, and pedagogical practices to foster inclusive, contextually relevant, and future-oriented learning.

Keywords: Critical Pedagogy, Educational Reform, Social Justice, Pakistan, Future Readiness

Prof. Dr. Wee Tiong Seah
Director, The Third Wave Lab, Faculty of Education
The University of Melbourne, Australia



International Keynote Speaker

Reimagining inclusive education through the voices of autistic children and young people

Schools are becoming increasingly diverse due to improved awareness and understanding of the needs of children with special educational needs and disabilities. Many approaches to developing and improving inclusive educational practices tend to focus on what teachers know, do and need. Much less focus is placed on the views and experiences of children themselves, often due to their views and capabilities being overlooked, underestimated, or considered 'too hard to reach'. I argue that we can reimagine inclusive education practices if we make serious efforts to listen to what children with special educational needs and disabilities have to say about their education. To do this well, we need to use a toolbox of creative research methods and be prepared to listen and act on what we hear. I will give some examples from my own research which has focused on autistic children and highlight what we can learn from them about how educational environments and practices can better meet their needs. At the heart of this work is a commitment to social and epistemic justice through taking a values-led and strengths-based approach to knowledge production and building the evidence base.

Prof. Dr. Sarah Parsons
Southampton Education School
University of Southampton, UK

International Keynote Speaker



Teacher Professional Development as a Field of Border Crossing

In an era of growing social, technological, and geopolitical uncertainty, teacher professional development (TPD) can be understood as a continuous process of crossing and negotiating multiple boundaries. Becoming and developing as a teacher involves navigating personal, cultural, institutional, professional, and epistemic borders, where different forms of knowledge, practices, identities, and expectations intersect. Rather than viewing these boundaries solely as constraints, this perspective considers them potential spaces for inquiry, negotiation, and professional transformation.

Drawing on the metaphor of border crossing, this contribution conceptualises TPD as a non-linear and situated process shaped by tensions between different contexts and ways of knowing. It explores four interconnected dimensions: (1) the relationship between national and transnational teacher education; (2) the boundaries between teaching and research communities; (3) the intersections between virtual and physical teaching and learning environments; and (4) internal borders, including identity tensions, beliefs, emotions, professional vulnerability, and well-being. These dimensions highlight how teachers continuously negotiate the relationship between theory and practice while adapting to changing educational demands.

This perspective is particularly relevant in a context of polycrisis, marked by teacher shortages, increasing workloads, professional dissatisfaction, and continuous educational reforms. At the same time, higher education and international academic cooperation are being reshaped by emerging forms of collaboration, including Blended Intensive Programmes (BIPs), Collaborative Online International Learning (COIL), virtual exchange, micro-credentials, and digitally enhanced mobility. These developments challenge established boundaries between institutions, countries, disciplines, and learning environments, requiring teachers to engage with unfamiliar practices and negotiate diverse expectations.

The contribution proposes epistemic plurality as a key perspective for understanding professional learning across these boundaries. It emphasises the value of connecting different forms of knowledge, experiences, and perspectives without assuming that they can be reduced to a single framework. From this standpoint, professional development is not simply the acquisition of new competencies but an ongoing process of questioning assumptions, reconstructing professional meaning, and developing new ways of acting.

Ultimately, understanding TPD as a field of border crossing invites us to reconsider how teachers learn, adapt, and sustain their professional engagement in times of uncertainty. It positions the learning professional as someone who approaches uncertainty not merely as a threat, but as an opportunity for inquiry, dialogue, and professional growth.

Prof. Dr. Maria Antonietta Impedovo
Aix-Marseille University, France



International Keynote Speaker

Reimagining Inclusive Education: From Attitudes to Classroom Practice

Inclusive education has become a central commitment of education policy in many countries, including the United Arab Emirates, where schools serve culturally diverse communities. Yet policy commitments and positive attitudes do not by themselves produce inclusive classrooms. This keynote argues that the gap between believing in inclusion and practising it is largely a question of teacher confidence, practical skill, and school-level support, and that teacher education is where this gap must be addressed.

The talk draws on recent UAE evidence. A survey of 290 special education teachers across the seven emirates found positive attitudes toward inclusion and high perceived self-efficacy, with self-efficacy positively related to attitudes. Self-efficacy also differed by teacher background, with higher scores among male, expatriate, and older teachers, suggesting that confidence to teach inclusively is not evenly distributed across the workforce. The keynote also considers ongoing research with UAE school headteachers, which extends the question to school leadership, placement decisions, and school accessibility.

Building on this evidence, the keynote proposes three directions for teacher preparation and professional development. First, because self-efficacy and attitudes move together, programmes should build teachers' confidence deliberately through supervised practice, not awareness alone. Second, because confidence differs across groups of teachers, professional development should be targeted rather than uniform. Third, because inclusion depends on more than the individual teacher, the role of school leaders and accessible learning environments must be addressed alongside teacher preparation. The talk closes with implications for teacher educators, policymakers, and researchers working toward more equitable schools.

Keywords: inclusive education; teacher self-efficacy; attitudes toward inclusion; teacher education; United Arab Emirates

Prof. Dr. Samir Jabra Dukmak
Program Director, Special Education
College of Education, Humanities and Social Sciences
Al Ain University, UAE

International Keynote Speaker



The Illusion of Educational Revolutions: Rethinking AI, Cognition, and Sustainable Learning Ecologies

Despite over a century of technological innovation, claims that new tools will "revolutionize" education have consistently fallen short. From motion pictures and radio to television, video discs, MOOCs, and now artificial intelligence (AI), each wave of technological advancement has promised to radically transform how we teach and learn, yet the structures, relationships, and outcomes of education have remained remarkably resistant to change. This paper critically examines this persistent disconnect through the interconnected perspectives of cognition, ecolinguistics, and sustainability, exploring the realistic role AI can and should play within sustainable learning ecologies.

Drawing on cognitive psychology, particularly Daniel Kahneman's theory of System 1 (fast, intuitive thinking) and System 2 (slow, effortful thinking), alongside Cognitive Load Theory, the paper argues that sustainable learning depends less on continuous access to information and technological efficiency than on how learners meaningfully engage with knowledge, language, and their social and educational environments. True learning occurs when learners engage in effortful and deliberate practice, gradually developing long-term knowledge structures that support independent thinking and responsible participation in their learning ecosystems. Technological solutions often fail to account for the cognitive, relational, and ecological conditions required for such learning.

The paper challenges educational narratives that equate technological novelty, automation, or interactivity with meaningful learning and advocates instead for structured, scaffolded, and sustainable approaches that preserve learner agency and productive cognitive effort. AI can contribute positively by reducing extraneous cognitive load, providing timely feedback, and supporting access to learning. However, generative AI may also encourage the excessive offloading of writing, reasoning, and problem-solving, potentially weakening the intellectual practices required for durable learning. From an ecolinguistic perspective, the language surrounding AI as a "revolutionary," "transformative," or human-replacing technology also deserves critical examination because such narratives shape how educational communities understand progress, agency, and responsibility.

Ultimately, the paper argues for an ecologically sustainable approach to AI in education in which technology supports rather than disrupts the relationships among learners, teachers, knowledge, language, and learning communities. AI should reinforce human agency, cognitive development, social interaction, and long-term educational sustainability rather than bypass the effortful processes through which meaningful learning occurs.

Keywords: Ecolinguistics; Sustainable Learning Ecologies; Artificial Intelligence in Education; Cognitive Load Theory; Human Agency

Prof. Dr. Irfan Ahmed Rind
Dean Language Studies, Sohar University, Oman



International Keynote Speaker

Human Flourishing Education for a Sustainable Society

Recent global transformations including rapid technological shifts driven by artificial intelligence have challenged the limitations of traditional human capitals in education. This conceptual abstract explores Human Flourishing Education as a transformative paradigm for a sustainable society. Moving beyond narrow academic attainment and economic output, the framework suggest a holistic wellbeing, balancing the triadic relationship between the self, others, and the natural world. Drawing on contemporary international policy dialogues, such as the OECD (Organization for Economic Co-operation and Development), Education for Human Flourishing Framework, this paper outlines core dimensions including happiness, meaningful relationships, purpose, and accomplishment. It highlights five foundational competencies: adaptive problem-solving, ethical competence, understanding the world, appreciating beauty, and acting in the world which is supported by core literacies and social-emotional development. Furthermore, the study integrates diverse philosophical and relational traditions to reconfigure schools as living, regenerative systems rather than mechanical production lines. Ultimately, the abstract argues that cultivating a sustainable society requires shifting educational assessment and curricula away from student languishing toward lifelong, ethical agency, planetary stewardship, and collective flourishing.

Prof. Dr. Vishalache Balakrishnan
Director, Centre for Research in International and Comparative Education
Universiti Malaya, Malaysia



International Keynote Speaker

Beyond the Copy-Paste: How to Teach Critical Thinking in 10 Minutes a Day

In the generative AI era, educational assessment faces an existential challenge: traditional homework and essays can no longer reliably measure student learning. Rather than attempting to ban artificial intelligence or police its output through detection tools, educators must pivot from evaluating the final product to evaluating the cognitive process. This keynote presentation outlines a practical framework for turning students from passive output-consumers into critical auditors. Centered on "The AI Audit", a classroom-ready method where students use color-coded annotation to critique, fact-check, and edit machine-generated content, this approach shifts classroom culture toward metacognition, source evaluation, and live dialogic defense. By embedding these low-tech, high-impact strategies into daily instruction, educators can reclaim the core human capabilities AI cannot replicate: critical reasoning, ethical judgment, and deep intellectual agency.

Dr. Mariyam Shareefa
Islamic University of Maldives



National Keynote Speaker

Who Is Educating Whom? Algorithms, Power and the Future of Learning

Artificial intelligence and digital platforms are reshaping education at speed, and the dominant discourse presents this change as inevitable and neutral. Education, we are told, must simply adapt. This keynote challenges that assumption. It argues that the central question is not whether AI should be used in education, but who controls it, on whose terms, and to what end.

Drawing on Andrew Feenberg's critical theory of technology, the address treats educational technology not as a neutral tool but as a site of contested interests that can be democratically reshaped. Using Steven Lukes's three-dimensional view of power, it argues that algorithmic systems shape not only what learners choose but what they come to want and accept as normal. Evidence from Human Rights Watch (2022), which found that 89 per cent of 163 government-endorsed EdTech products monitored or could monitor children, and from UNESCO's (2023) Global Education Monitoring Report points to three hidden effects: surveillance, standardisation and inequality. Left unexamined, AI risks becoming the most efficient form yet of Freire's banking education, cultivating passivity rather than inquiry.

In response, the keynote turns to Freire's notion of praxis, reflection and action aimed at changing the world, and proposes four moves: critical digital literacy, teachers as critical intellectuals rather than technicians, democratic governance of educational technology, and technology on learners' terms. These concerns are sharpest in Pakistan and South Asia, where unequal access to devices, connectivity and digital skills deepens existing divides. The keynote concludes that reimagining education requires a shift from adaptation to agency: if we do not educate learners to question the machine, the machine will educate them not to question.

Keywords: critical pedagogy; artificial intelligence in education; algorithmic control; learner agency; educational technology; South Asia

Prof. Dr. Shahid Siddiqui
Dean, Faculty of Social Sciences, Media Studies, Art and Design
Lahore School of Economics

National Keynote Speaker



AI based Learning for the Inclusion of Diverse Learners in Schools

Artificial intelligence is opening new avenues for learnings. These new learning pathways create opportunities to fight against digital divide in education. They empower curriculum developers, teachers, and admirations to create learning opportunities under one roof for all learners irrespective of their differences. However, the challenges such as lack of trained teachers, digital devices and high-speed connectivity need immediate attentions of policy makers, service providers, and IT specialists to produce affordable solutions. Studies shows the Gen Z is already leading to innovate IT solutions in all walk of life. The role of teacher educators is to revisit the teacher education curriculum. An active collaboration with IT department should be initiated by teacher education professors. Similarly, both departments must encourage their student to plan research project in this area. There is also needed to join IT based learning platform such as The Smart School to engage for IT based inclusive learnings. The universities with the help of education and IT department should launch local IT learning platforms. Research in the field of AI based inclusive assessment should be conducted under various university and HEC research grants.

Keywords: IT based learning, global It empowered learning platforms, inclusive assessment, education, and IT department collaboration. Small research projects on IT learning platforms.

Prof. Dr. Abdul Hameed
Distinguished Professor
MD Center for inclusive Education and Research
Lahore



National Keynote Speaker

Reimagining Education: Artificial Intelligence to Human-Centered Transformation of Teaching, Learning, and Assessment

Artificial intelligence (AI) is reshaping education by personalizing learning, supporting feedback, automating routine tasks, and expanding access to knowledge. However, the true value of AI in education extends beyond its adoption to its meaningful impact on teaching and learning outcomes. Overreliance on AI may weaken independent thinking, learner autonomy, and the cognitive effort required for deep understanding. Rather than uncritically adopting or rejecting AI, universities need context-sensitive, ethical, and evidence-informed responses that preserve human agency while realizing AI's educational potential. Guided by the vision in AI for Teaching and Learning: Reimagining Education, this study develops a five-dimensional conceptual framework for human-centered educational transformation. Reimagining Teaching shifts practice from content delivery to inquiry, facilitation, and mentoring. Reimagining Learning uses personalization to strengthen metacognition, self-regulation, creativity, and critical thinking. Reimagining Assessment prioritizes authentic tasks, formative feedback, higher-order reasoning, and transparent evaluation. Reimagining the University focuses on faculty capacity, AI literacy, curriculum innovation, digital infrastructure, and responsible governance. Reimagining Human Potential places equity, inclusion, privacy, academic integrity, ethical AI, and human flourishing at the center. A practical pathway supports the framework: understand institutional context, opportunities, and risks; build AI capacity among educators and learners; redesign teaching, learning, and assessment; institutionalize responsible policy and infrastructure; and evaluate outcomes before scaling effective practices. For Pakistani higher education, this approach offers a way to move beyond incremental technology adoption towards measurable improvements in learning quality, learner autonomy, inclusion, and institutional readiness. The study argues that education is genuinely reimagined when AI amplifies human capability without displacing human judgment, responsibility, or the purpose of learning. The five dimensions present a framework for integrating AI into teaching, learning, assessment, university systems, and human potential. It promotes ethical, inclusive, and human-centered AI to enhance educational quality while preserving human judgment, critical thinking, and learner autonomy.

Prof. Dr. Muhammad Naseer Ud Din
Former VC, Kohat University of Science and Technology, Kohat
Former VC, Khushal Khan Khattak University, Karak

National Keynote Speaker

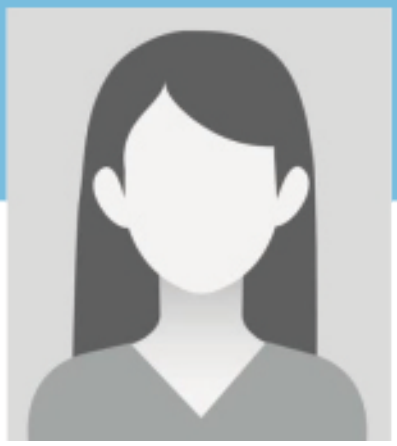


Analyzing and Improving Teaching: Evidence-Based Approaches to Teacher Effectiveness and Professional Development

Teaching effectiveness is a multidimensional construct that extends beyond classroom instruction to encompass teachers' professional competencies, interpersonal relationships, instructional practices, student outcomes, and the contextual conditions in which teaching takes place. This paper examines evidence-based approaches to analyzing and improving teaching, emphasizing the relationship between effective instructional practices, teacher performance, and continuous professional development. It draws upon five fundamental dimensions of teaching analysis: teacher style, teacher interactions, teacher characteristics, teacher effects, and teacher contexts. These dimensions provide a comprehensive framework for understanding both the processes and outcomes of teaching. The paper also explores the challenges encountered by beginning and novice teachers, including difficult teaching assignments, professional isolation, inadequate facilities, additional responsibilities, unclear institutional expectations, and insufficient supervision. Furthermore, it highlights the contribution of peer evaluation, self-evaluation, and supervisory evaluation in strengthening instructional practices and promoting professional growth. Clinical supervision, comprising pre-observation conferences, systematic classroom observation, and post-observation feedback, is discussed as a structured approach to identifying teaching strengths, addressing areas for improvement, and facilitating reflective practice. The paper argues that improving teaching effectiveness requires a systematic, collaborative, and evidence-informed approach that integrates classroom practices, professional support, constructive feedback, and institutional facilitation.

Keywords: Teaching Effectiveness; Teacher Evaluation; Professional Development; Clinical Supervision; Reflective Practice; Teacher Performance.

Prof. Dr. Azhar Mahmood
Dean, Faculty of Education
International Islamic University Islamabad



National Keynote Speaker

From Policing to Designing: Reimagining Teaching, Assessment and the University in the Age of AI

Students have already settled the question of whether to use artificial intelligence. In the UK, 95% of undergraduates now use AI and 94% use it on assessed work, yet only a third feel their universities encourage them to do so. The question left to higher education is not whether AI belongs in the classroom, but what we build it to do once it is there.

The evidence is deliberately double-edged. In a randomised trial at Harvard, students learned more than twice as much, in less time, from a carefully designed AI tutor as from an expert-led active-learning class. In an MIT study, most students who wrote essays with ChatGPT could not quote a sentence from their own work minutes later. The same underlying model produced both results; the difference was design, not technology. Geoffrey Hinton's prediction that AI tutors will outperform human ones holds only when the tutor is built to make the student work.

Drawing on Hinton, Ethan Mollick, Wayne Holmes and Pakistan's Dr Jawaid Abdul Ghani, this keynote proposes four shifts for higher education. Teachers: from users to designers of AI-rich learning, reclaiming the hours AI saves for the work only humans can do. Assessment: from unenforceable rules to structural redesign — secured and open lanes, process over product, and the return of the oral defence. Universities: from compliance with mandates, such as Pakistan's new compulsory AI course, to building genuine capability in faculty, infrastructure and curriculum. Purpose: from transmitting knowledge, which machines now hold in abundance, to cultivating creativity, judgment and intuition.

The keynote closes with a single test for every AI initiative in education: at the end of the lesson, is the student still the one who is thinking?

Keywords: Generative AI, higher education, assessment redesign, teacher agency, AI fluency, Pakistan

Prof. Dr. Yasira Waqar
Dean, School of Social Sciences and Humanities
University of Management and Technology, Lahore

National Keynote Speaker



Changing Educational Governance in Pakistan – state's Commitments, Constraints, Provision, and Regulation

Education is considered one of the most important institutions for national development – socially, economically, and politically. Therefore, states generally show their commitment to educate all its citizens. Looking at the history of educational policy in Pakistan we see an interesting trend. While the commitments to provide education to all have become stronger and wider, the actual provision of education through public resources has decreased over the years. This decrease go hand in hand with a global decline in educational aid over the last many years. We also note an increased call by the state for private contributions in educational financing and management. The reliance on international finances and technical expertise has also taken a permanent stage. This movement from a government-only provision to a government-regulated provision is something that Resenau (2000) refers to as a movement from 'government' to 'governance'. The movement indicates a shift from direct state provision to indirect governance through regulation, coordination, and accountability mechanisms. In this paper, I try to trace the current educational commitments of the Pakistani government, both federal and provincial, against the trends in educational provisions as visible in key education policy documents. One can note that the governments have shown commitments to educate all children for a longer duration, however this commitment is not matched by actual provisions. The financial support is not provided according to the needs, the number of schools in public sectors have not increased in line with population growth, the number of OOSC have not reduced, the recruitment of tenured teachers is reduced in some provinces. As a result of these deprivations the learning outcomes are weak. Unable to make any significant improvements due to weak system capacity and constrained resources, the governments are turning to new mechanisms of educational governance, which rely on schools outsourcing, engaging NGOs, and increased reliance on international donors. The paper shows three large trends in governance to understand the current situation. First, governance through coordination e.g. Inter Provincial Education Ministers' Conference (IPEMC) and donor coordination groups such as Local Education Group (LEGs). Second, governance through data e.g. EMIS, HRMIS, M&E systems, NAT results. And third, governance through standards e.g. NACTE, NCC framework, NEP framework, NPST etc. The question that we all need to still ask is: to what end do all these changes in education commitments, financing and governance lead to. Will these new governance arrangements result in equitable outcomes for all children?

Prof. Dr. Sajid Ali
Professor & Director Research
Aga Khan University – Institute for Educational Development (AKU-IED)



National Keynote Speaker

Preparing Today's Generation for the Tomorrow: What They Need to Learn?

The first quarter of the 21st century has witnessed the unprecedented innovations particularly in the field of Information and Communication Technologies (ICTs); which have changed the overall landscape of education. Every day is coming with abundance of new knowledge and ideas with demands of new skills and competencies to survive proactively in competitive world. Here the role of the educational institutions owe a key responsibility in preparing adolescence and youth for their successful future. Therefore, the overall fabric of the educational system including teacher and teaching leaning process needs to be revalued and transformed according to the future needs of the today's generation. Bringing innovations in teaching learning process including the use of AI in content and assessment is of greater significance. Therefore, it is necessary to make our students to visualize their futures and understand their leadership roles, professional & academic responsibilities, and social and moral obligations; and the skills they need to learn today. We as teachers have to prepare our students for their future to be able to live in multicultural society and the competitive world around them. The presentation will elaborate the situation in the conference.

Keywords: Innovations, Teaching Learning Process, Competencies, Academic Role, Multicultural Society, Information and Communication Technologies

Prof. Dr. Irshad Hussain
Dean, Faculty of Education
The Islamia University of Baahwalpur, Pakistan

Conference Program

13th International Conference on Research in Education

Theme: *Reimagining Education for a Changing World*

November 17-19, 2026

Day 1

Tuesday, November 17, 2026

Opening Ceremony (Faisal Auditorium)	
Time	**Activity**
08:00-10:00	Registration and Guests to be Seated
10:00-10:05	National Anthem
10:05-10:15	Recitation from the Holy Quran and Hadith
10:15-10:20	**Welcome Address by Conference Chair** Prof. Dr. Abdul Qayyum Ch.
10:20-10:30	**ICORE-2026 Format and Address by the Conference Patron** Prof. Dr. Muhammad Shahid Farooq
10:30-11:00	**Address by Honorable Guests** Prof. Dr. Syed Mujahid Kamran *Vice Chancellor Grand Asian University Sialkot* Mian Imran Masood *Vice Chancellor, University of South Asia, Lahore* Mr. Suhail Warraich *Senior Journalist and Columnist, Daily Jang, Lahore* Brigadier Ishtiaq Ali *RD Commander, Anti-Narcotics Force, Punjab* Prof. Dr. Uzma Quraishi *Vice Chancellor, Lahore College for Women University* Prof. Dr. Muhammad Zia-ul-Haq *Vice Chancellor, University of Narowal*
11:00-11:10	**Address by the Chief Guest** Mr. Malik Muhammad Ahmad Khan *Speaker Punjab Assembly*
11:10-11:20	**Address by the Presiding Chair** Mr. Rana Mohammad Iqbal Khan *Minister of Law, Punjab*
11:20-11:30	**Address by the Chief Patron** Prof. Dr. Muhammad Ali Shah (S.I., T.I.)
11:30-11:45	Announcements (Kaleidoscope, Photography), and Vote of Thanks by Conference Secretary **Dr. Munaza Nausheen**
11:45-11:50	Souvenir Distribution
11:50-12:00	Group Photo + Exhibition
12:00-12:30	**Tea Break**

ICORE Leaders' Forum

Waheed Shaheed Hall, IER (Monday, November 17, 2026)

Welcome Note by Session Moderator

Dr. Muhammad Akram

Time	Panelists
12:30-01:30	Prof. Dr. Nasir Mahmood *Vice Chancellor, Allama Iqbal Open University, Islamabad* Mr. Shafqat Ullah Mushtaq *Secretary (Revenue), Board of Revenue Punjab* Prof. Dr. Rauf e Azam *Vice Chancellor, GC University Faisalabad* Prof. Dr. Zubair Iqbal *Vice Chancellor, Bahauddin Zakariya University, Multan* Prof. Dr. Zaib-un-Nisa Hussain *Vice Chancellor, University of Home Economics* Mr. Salman Ghani *Senior Journalist and Executive Director, Dunya News* Prof. Dr. Aqif Anwar Chaudhry *Vice Chancellor, University of Education* Prof. Dr. Sajjad Mubeen *Vice Chancellor, University of Okara* Prof. Dr. Ehsanullah Kakar *Vice Chancellor, University of Loralai* Prof. Dr. Nadeem Sheikh *Vice Chancellor, University of Mianwali* Prof. Dr. Mumtaz Anwar Chaudhry *Dean, Faculty of Business, Economics and Administrative Sciences, PU* Prof. Dr. Mahboob Hussain *Dean, Faculty of Arts and Humanities, PU* Prof. Dr. Muhammad Nasir *Member Syndicate, PU* Prof. Dr. Amjad Abbas Magsi *President, Academic Staff Association, PU*
01:30-02:30	**Hi-Tea**

Roundtable on Assessment Innovations

Waheed Shaheed Hall, IER (Monday, November 17, 2026)

Welcome Note by Session Moderator

Dr. Effat Alvi

Time	Panelists
02:30-04:00	Dr. Nauman Jamil *Additional Secretary Boards, Govt. of the Punjab* Prof. Dr. Muhammad Naseer-ud-Din *Pro Vice Chancellor, Kohat University of Science and Technology* Prof. Dr. Abdul Hameed *Distinguished Professor* Dr. Tabassum Naz *Director, National Curriculum Council* Mr. Shahid Warsi *Chief Executive Officer, AFAQ Pakistan* Mr. Ali Raza Batalvi *Chairman, Pakistan Chamber of Education*

Day 2

Wednesday, November 18, 2026

Plenary Session I

Waheed Shaheed Hall, IER

Time	Activity
08:00-09:30	**Registration**
09:30-09:35	**Welcome Note by Session Moderator** Dr. Ahmad Bilal
09:35-10:15	**Keynote Address** Prof. Dr. Abdul Hameed *Distinguished Professor* Prof. Dr. Rabeeya Raoof *Dean of Management Sciences, Lahore Business School, University of Lahore* Prof. Dr. Irshad Hussain *Dean, Faculty of Education, Islamia University Bahawalpur* Prof. Dr. Sarah Parsons *Professor of Autism and Inclusion, University of Southampton, UK* Prof. Dr. Samir Dukmak *Program Director, Special Education, Al Ain University, United Arab Emirates* Prof. Dr. Vishalache Balakrishnan *Director, Centre for Research in International and Comparative Education, Universiti Malaya*
10:15-10:25	**Address by Honorable Guests** Prof. Dr. Faheem Aftab *Vice Chancellor, University of Jhang* Prof. Dr. Nadeem Ahmad Bhatti *Vice Chancellor, Lahore Leads University* Mr. Shahid Farid *Managing Director, Punjab Education Foundation* Mr. Salman Abid *Senior Journalist, Analyst and Policy Advisor*
10:25-10:30	**Question Answer Session and Souvenir Distribution**

10:30-11:30	**Concurrent Sessions (I – XV)** Research Exhibition
11:30-12:00	**Tea Break**

ICORE 3-Minute Research Challenge

Waheed Shaheed Hall, IER (Wednesday, November 18, 2026)

Welcome Note by Session Moderator

Dr. Tariq Hussain

Time	Activity
12:00 -12:10	Rules Announcement
12:10 -01:15	Challenge Completion by Registered Participants
01:15-01:30	**Results Compilation by Jury and Announcement** Prof. Dr. Anjum Nasim Sabri *Former Dean, Faculty of Life-Sciences, PU* Prof. Dr. Muhammad Akram *Dean, Faculty of Science, PU* Prof. Dr. Rehan Sadiq Shaikh *Dean, Faculty of Health Sciences, PU* Prof. Dr. Shahzad Sarwar *Dean, Faculty of Computing & Information Technology, PU* Prof. Dr. Hafiz Zafar Ahmed *Dean, Faculty of Commerce, PU* Prof. Dr. Muhammad Afzal *Incharge Dean, Faculty of Arts & Humanities, Lahore College for Women University* Dr. Afshan Huma *Associate Professor, AIOU, Islamabad*
Winners Souvenir Distribution	

01:30-02:30	**Lunch Break**

Plenary Session II

Waheed Shaheed Hall, IER (Wednesday, November 18, 2026)

Time	Activity
02:30-02:35	**Welcome Note by Session Moderator** Dr. Abida Nasreen
02:35-03:15	**Keynote Addresses** Prof. Dr. Shahid Siddiqui *Former Vice Chancellor, Allama Iqbal Open University, Islamabad* Prof. Dr. Sajid Ali *Director Research, Institute of Educational Development, Aga Khan University* Prof. Dr. Yasira Waqar *Dean, School of Social Sciences and Humanities, University of Management and Technology* Prof. Dr. Maria Impedovo *Aix-Marseille University, France* Prof. Dr. Timothy E. Jester *Professor of Teaching and Learning, School of Education, University of Alaska Anchorage, USA* Professor Ly Tran *School of Education, Deakin University, Australia*
03:15-03:25	**Address by Honorable Guests** Prof. Dr. Mahmood Saleem *Pro Vice Chancellor, University of the Punjab* Prof. Dr. Zahoor ul Haq *Vice Chancellor, University of Rasul* Prof. Dr. Saeed-ul-Hassan Chishti *Pro Vice Chancellor, Rashid Latif Khan University* Mr. Naveed Akbar *Dy. Chairman BOG, The University of Chenab, Gujrat*
03:25-03:30	**Question Answer Session and Souvenir Distribution**

ICORE Research Café

Room No. 229 (Wednesday, November 18, 2026)

Welcome Note by Session Moderator

Dr. Sumaira Rashid

Time	Café Experts
03:30-04:30	Prof. Dr. Tayyaba Tamim *Dean, School of Education, LUMS* Prof. Dr. Hamid Saeed *Dean, Faculty of Pharmacy, PU* Prof. Dr. Rubeena Zakar *Dean, Faculty of Behavioral and Social Sciences, PU* Prof. Dr. Muhammad Shafiq *Dean, Faculty of Quality & Industrial Systems Engineering, PU* Prof. Dr. Nasreen Akhter *Former Dean, Faculty of Online and Distance Education, IUB* Prof. Dr. Hafiz Muhammad Iqbal *Former Dean, Faculty of Education, University of the Punjab* Prof. Dr. Muhammad Sarwar *Professor and Head of Academic Development, Dar-ul-Madina International University, Islamabad* Prof. Dr. Naveed Sultana *Dean, Faculty of Education, AIOU, Islamabad*

ICORE Research Clinics

Room No. 171 New Building (Wednesday, November 18, 2026)

Welcome Note by Session Moderator

Dr. Ahmad Sohail Lodhi

Time	Panelists
03:30-04:30	Prof. Dr. Abdul Hameed *Distinguished Professor, Pakistan* Prof. Dr. Mumtaz Akhter *HoD, Department of Education, University of Lahore* Prof. Dr. Rafaqat Ali Akbar *Dean, Faculty of Education, Lahore Leads University* Prof. Dr. Ghulam Behlol *Dean, Faculty of Education, Fatima Jinnah Women University, Rawalpindi* Dr. Maleeha Aroos *Managing Director Operations – PECTAA* Mr. Hidayatullah Kasi *Deputy Director Academics / Curriculum, HEC-Pakistan* Prof. Dr. Farhan Naveed *Director, Institute of Social and Cultural Studies, PU* Prof. Dr. Humara Bano *Director, Institute of Special Education, PU*

ICORE Solutions Lab

Waheed Shaheed Hall, IER (Wednesday, November 18, 2026)

Welcome Note by Session Moderator

Dr. Ummara Saher

Time	Panelists
03:30-04:30	Prof. Dr. Munawar Sultana Mirza *Professor Emiratus, IER, PU, Lahore* Prof. Dr. Riaz ul Haq *Former Vice Chancellor, University of Sargodha* Ms. Munaza Gillani *Director, Sightsavers for Pakistan and the Middle East* Mr. Syed Aamir Mahmood *Executive Director, Ghazali Education Foundation* Mr. Abid Gill *Deputy Advisor, Japan International Cooperation Agency-JICA* Mr. Qaisar Rashid *DPI Secondary Education, Government of the Punjab* Prof. Dr. Muhammad Kamran *Dean, Faculty of Oriental Learning, PU* Prof. Dr. Tehmina Anjum *Dean, Faculty of Agricultural Sciences, PU* Prof. Dr. Noshina Saleem *Dean, Faculty of Information and Media Studies, PU* Dr. Ghulam Nabi Shakir *Director, Research and Bridging, Learning Aid (Pvt). Limited* Ms. Rubab Education Wali *Rehan AI Schools*

ICORE Dinner

07:00 p.m.

Day 3

Thursday, November 19, 2026

Plenary Session III

Waheed Shaheed Hall, IER

Time	Activity
09:00-09:30	**Registration**
09:30-09:35	**Welcome Note by Session Moderator** Dr. Nighat Sana Kirmani
09:35-10:05	**Keynote Address** Prof. Dr. Muhammad Naseer-ud-Din *Pro Vice Chancellor, Kohat University of Science and Technology* Prof. Dr. Azhar Mahmood *Dean, Faculty of Education, International Islamic University, Islamabad* Prof. Dr. Irfan Ahmed Rind *Dean of Language Studies, Sohar University, Oman* Prof. Dr. Wee Tiong Seah *Director, The Third Wave Lab, Faculty of Education, The University of Melbourne, Australia* Dr. Mariyam Shareefa *Islamic University of Maldives*
10:05-10:20	**Address by Honorable Guest** Mrs. Zahida Azhar *Additional Secretary – Universities, Higher Education Department, Government of the Punjab* Prof. Dr. Muhammad Saleem Mazhar *Director, General, National Language Promotion Department* Prof. Dr. Amra Raza *Dean, School of Education, Beaconhouse National University* Mr. Muhammad Musa Ali Bokhari *Chief Executive Officer, PECTAA* Prof. Dr. Farooq Anwar *Pro Vice Chancellor Nur International University, Lahore* Prof. Dr. Shahid Saroya *Pro Rector, University of Lahore* Hk. Muhammad Ahmad Saleemi *President, National Council for Tibb, Islamabad* Dr. Syed Ansar Azhar DPI *DPI-Colleges, Higher Education Department, Punjab*
10:20-10:30	**Question Answer Session and Souvenir Distribution**

ICORE Lightening Talks

Waheed Shaheed Hall, IER (Thursday, November 19, 2026)

Welcome Note by Session Moderator

Dr. Muhammad Islam

Time	Activity
10:30-11:30	**Talks by the Honorable Panelists** Prof. Dr. Khalid Mahmood *Former Vice Chancellor, University of the Punjab* Prof. Dr. Yasir Nawab *Vice Chancellor, University of Kamalia* Prof. Dr. Junaid Sarfraz Khan *Rector, Health Services Academy, Islamabad* Prof. Dr. Muhammad Zakria Zakar *Vice Chancellor, University of Poonch Rawalakot, AJK* Prof. Dr. Adnan Noor Mian *Vice Chancellor, Information Technology University – ITU, Lahore* Dr. Ahmad Khawar Shahzad *Director General - P & PC, Home Department Punjab* Prof. Naeem Masood *Senior Journalist and Columnist, Chairman - HEAD* Mr. Ramiz Behbudov *Chief Field Office Punjab, UNICEF Pakistan*

Closing Ceremony

Waheed Shaheed Hall, IER (Thursday, November 19, 2026)

Time	Activity
11:30-11:35	National Anthem
11:35-11:40	Recitation of Holy Quran and Hadith
11:40-11:50	ICORE Declaration Signature Ceremony
11:50-12:00	**Conference Recommendations** Dr. Munaza Nausheen
12:00-12:05	**Address by Conference Chair** Prof. Dr. Abdul Qayyum Ch.
12:05-12:15	**Address by Conference Chief Patron** Prof. Dr. Muhammad Ali Shah (T.I., S.I.)
12:15-12:45	**Address by Honorable Guests** Prof. Dr. Muhammad Nizam Ud Din *Pro Rector, Superior University, Lahore* Prof. Dr. Shahid Munir *Vice Chancellor, University of Engineering and Technology* Prof. Dr. Mubbsher Munawar Khan *Rector, Green International University, Lahore* Capt. (R). Dr. Wahid Mahmood *Senior Superintendent of Police, Counter Terrorism Department, Punjab* Mr. Syed Mubashar Hussain Shah *Former Secretary, Home Department, Punjab* Dr. Muhammad Javed Iqbal *Director, HEC Regional Centre, Lahore* Mr. Kashif Manzoor *Director General Libraries, Punjab* Mr. Raja Munawar *Vice President, PU Alumni Association*
12:45-12:55	Pictorial Highlights of the 3 days
12:55-01:00	Closing Remarks by the Conference Patron Prof. Dr. Muhammad Shahid Farooq
01:00-01:05	Souvenir Distribution
01:05-01:10	Group Photo

Concurrent Sessions

Venue I: Room No.107 **Dated:** 18-Nov-2026

Session Chair: Prof. Dr. Abdul Hameed			**Moderator:** Dr. Ahmad Sohail Lodhi
Time	**Paper ID**	**Title of the Papers**	**Presenters**
10:30	4929	Teachers' Perceptions and Reported Experiences of a Social Constructivist Flipped Professional Development Program: A Mixed-Methods Study	Dr. Aneela Alam Dr. Farhana Khurshid Dr. Irsa Zahoor
10:40	4930	Exploring the Integration of Contemplative Pedagogy in Pakistan's Higher Education through Faculty Perspectives	Dr. Irsa Zahoor Dr. Salma Nazar Khan Dr. Aneela Alam
10:50	4933	Relationship Between Students' Perceptions of Summative Assessment and Achievement Goal Orientations at Secondary School Level	Roha Qaiser Dr. Munaza Nausheen
11:00	4934	What Counts as A Good Mathematical Explanation? A Qualitative Study of Elementary-Level Students	Bareera Khushbakht Haneen Mehmood Dr. Tayyaba M. Akram Dr. Sagheer Ahmed
11:10	4936	Effect of Academic Resilience and Mindfulness on Science Students' Problem-Solving Ability at Secondary School Level	Amina Rashid
11:20 to 11:30	Question Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

Venue II: Room No. 108 **Dated:** 18-Nov-2026

Session Chair: Prof. Dr. Muhammad Aamir Hashmi		**Moderator:** Mr. Mazhar Iqbal	
Time	**Paper ID**	**Title of the Papers**	**Presenters**
10:30	4943	Reimagining Educational Leadership in the Age of AI: Heads of Departments' Perspectives on Academic Uses of Artificial Intelligence and Decision Making	Meerab Ayoub
10:40	4945	Impact of Virtual Collaboration Skills on Students' Engagement and Academic Performance at University Level	Atika Maqsood
10:50	4950	Investigating Instructional Strategies Used by Chemistry Teachers (Grades 9-12) in Khyber Pakhtunkhwa, Pakistan	Syeda Hifsa Shah Dr. Muhammad Tanveer Afzal
11:00	4952	Effect of Artificial Intelligence on Motivation and Abstract Thinking in Teaching of Biology at Higher Secondary Level	Dr. Naeem Akhtar
11:10	4954	From "Learner" to "Scholar": Academic Identity Tensions Among Pakistani Graduate Students	Tehreem Dr. Effat Alvi
11:20 to 11:30	Question Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

Venue III: Room No. 108-A **Dated:** 18-Nov-2026

Session Chair: Prof. Dr. Humara Bano		**Moderator:** Dr. Muhammad Shahzad	
Time	**Paper ID**	**Title of the Papers**	**Presenters**
10:30	4957	Artificial Intelligence in Education: Enhancing Student Engagement and Academic Success	Tasnima Farhat Syed Muhammad Salman
10:40	4961	Social Media Use and Teaching Effectiveness among High School Teachers in Lahore, Pakistan	Sabra Inam Dr. Afshan Naseem Dr. Irfan Bashir
10:50	4962	Familiarity and Perspectives of Elementary Teachers on Integration of AI Tools in Mathematics Classroom: Challenges and Opportunities	Fajar Amjad Hussain Sagheer Ahmad Dr. Asma Shahzadi
11:00	4966	Understanding Glossophobia (Fear of Public Speaking) Among Prospective Teachers: Levels, Effects and Coping Mechanisms During Classroom Presentations	Manahil Abid Noor Ramzan
11:10 to 11:30	Question Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

Venue IV: Room No. 109 **Dated:** 18-Nov-2026

Session Chair: Dr. Abida Nasreen		**Moderator:** Dr. Maria Sohaib Qureshi	
Time	**Paper ID**	**Title of the Papers**	**Presenters**
10:30	4970	Teachers' Perceptions of their Andragogical Practices in Higher Education Institutions in Lahore, Pakistan	Umme Habiba
10:40	4973	Exploring the Professional Regrets of Retired Academia of Public Sector Universities	Saira Mir Sher Zaman
10:50	4974	Large Language Model as Tool for Improving Vocabulary and Reading Skills	Sana Farooq
11:00	4975	Exploring Relationship Between 21st Century Skills and Project Assignment Among Prospective Teachers	Noor Fatima
11:10	4979	Beyond the Exam Hall: Teachers' and Students' Perspectives on Reimagining Assessment in the Age of Generative AI at Pakistani Universities	Shahid Ismail Hamza Syeda Mariya Zahra
11:20 to 11:30	Question Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

Venue V: Room No. 201 **Dated:** 18-Nov-2026

Session Chair: Dr. Muhammad Uzair ul Hassan			**Moderator:** Dr. Munawar Malik
Time	**Paper ID**	**Title of the Papers**	**Presenters**
10:30	4981	Tracing the development role of professional noticing and shaping in preservice mathematics teachers during teaching practicum	Uswa Shahzadi Maham Ghauri Dr. Tayyaba M. Akram Dr. Sagheer Ahmad
10:40	4982	Teacher Noticing and Uptake of Student Conjectures: A Microanalytic Study of Discourse in Elementary Mathematics Classrooms	Fatima Tooba Dr. Tayyaba M. Akram Dr. Sagheer Ahmed
10:50	4986	Teachers' Digital Competence and Teacher Effectiveness in Universities: The Mediating Role of Technology Integration	Muhammad Zaman Faridi Muhammad Hasil Khan Mehwish Jabin
11:00	4989	Reimagining the Academic Workplace: Knowledge Hiding, Communication and the Buffering Role of Competitiveness	Dr. Muhammad Inam-ul-Haque
11:10	4991	Attitudes Toward Self-Directed Learning Practices at University Level: Evidence from Prospective Teachers	Wajiha Ilyas
11:20 to 11:30	Question Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

Venue VI: Room No. 202 **Dated:** 18-Nov-2026

Session Chair: Dr. Ghulam Fatima			**Moderator:** Ms. Afshan Mumtaz
Time	**Paper ID**	**Title of the Papers**	**Presenters**
10:30	4992	Impact of Institutional Quality Management Practices on undergraduate students Learning Competences and Skills Development	Rubina Khalid
10:40	4994	Effect of Cognitive Load, Instructional Support, Prior Knowledge and Students' Attitude on Their Achievement in Statistics at University Level	Ayesha Shahzad Dr. Shumaila Shahzad Saba Iqbal
10:50	4998	Calibrated Friction: A Preregistered Randomized Trial of Metacognitive-Calibration Scaffolds in Generative-AI-Supported Learning	Rabia Bashir
11:00	5000	Effects of Preferences for Individual Work on University Students' Autonomy, Motivation and Self- Regulation Skills	Bushra Naoreen Sobia Munawar Alia Batool
11:10	5002	Status of Teacher Training in Life-Skills Based Teaching in Inclusive Schools of Punjab	Nabila Chauhdry Dr. Asmaa Azeem
11:20 to 11:30	Question Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

Venue VII: Room No. 205 **Dated:** 18-Nov-2026

Session Chair: Dr. Javed Iqbal			**Moderator:** Dr. Shazia Malik
Time	**Paper ID**	**Title of the Papers**	**Presenters**
10:30	5004	Reimagining University Students Knowledge Management Practices and Learning Agility: Evidence from Public and Private Universities in Punjab, Pakistan	Tanveer Ahmad Shah
10:40	5005	Impact of Screen Time on Behaviors of Children Between Ages 5-10 Years	Dr. Bushra Naz
10:50	5006	From Competence to Practice: AI Pedagogical Competence and AI Integration in Teaching Among Government College Teachers in Lahore	Dr. Misabh Noor Dr. Aqsa
11:00	5011	Girls Education in Rural Punjab: Addressing Barriers and Expanding Opportunities through PEF Partner Schools	Amina Ramzan Dr. Misbah Malik Sania Falak
11:10	5015	A Study of the Effect of Environmental Structuring on Academic Achievement of Secondary School Learners in Punjab	Dr. M. Asadullah Masood Dr. Muhammad Islam Dr. Muhammad Saeed
11:20 to 11:30	Question Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

Venue VIII: Room No. 206 **Dated:** 18-Nov-2026

Session Chair: Dr. Hina Fazil			**Moderator:** Dr. Saima Munir
Time	**Paper ID**	**Title of the Papers**	**Presenters**
10:30	5018	Reimagining the Teacher: Proposals for Classroom Practice	Malik Suhail Aamir
10:40	5019	Identification of Classroom Management Styles Used by Secondary School Teachers in Lahore	Syeda Mariya Zahra Kashaf Zubair
10:50	5021	Abstract ID 5021 Beyond Traditional Teaching: Reimagining Higher Education Through Human-Centered Artificial Intelligence	Dr. Aminah Qayyum
11:00	5022	Comparative Effect of Project-Based Learning and Concept Mapping in promoting Critical Thinking skills at elementary level	Nukhba Khalil Dr. Mobeen ul Islam
11:10	5026	The Paradigm Shift in School Education in Punjab: From Traditional Learning to Smart Learning	Muhammad Munsif Abid Hussain
11:20 to 11:30	Question Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

Venue IX: Room No. 222 **Dated:** 18-Nov-2026

Session Chair: Dr. Samina Ashraf		**Moderator:** Dr. Abir Hassan Naqvi	
Time	**Paper ID**	**Title of the Papers**	**Presenters**
10:30	5027	Evaluating Educational Administration and Service Quality in Public and Private Universities Among Lahore Students	Abdul Haseeb Sarfraz Muhammad Munsif
10:40	5028	Feeling to Know: Epistemological Beliefs, Knowledge Emotions and the Reimagining of University Education	Dr. Maqbool Ahmad
10:50	5029	Study of Undergraduate Students Perspectives on the Integration of Artificial Intelligence in Learning Process: A Quantitative Analysis	Dr. Gulnaz Akbar Dr. Marina Ilyas
11:00	5030	Effectiveness of Implementing Universal Design for Learning (UDL) on the Academic Performance of Students	Umm-e-Aimen Dr. Hajra Bibi
11:10	5033	Implications of Gender-Biased Language for Gendered Socialization and Academic-Occupational Choices: Content Analysis of Grade-10 Textbooks	Zeeshan Ahmad Dr. Asif Nawaz
11:20 to 11:30	Question Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

Venue X: Room No. 223 **Dated:** 18-Nov-2026

Session Chair: Dr. Rukhsana Bashir		**Moderator:** Dr. Maria Fatima Dogar	
Time	**Paper ID**	**Title of the Papers**	**Presenters**
10:30	5036	Determinants of Handing Over Government Primary Schools to Punjab Education Foundation	Dr. Khuda Bakhsh
10:40	5045	Emotional Intelligence, Perseverance, and the Success of Female Educational Leaders in Pakistan	Semee Zafar
10:50	5052	A Phenomenological Study of Public Elementary School Heads' Experiences of Artificial Intelligence Integration in Punjab	Dr. Samia Saleem
11:00	5061	Student Voice as Evidence for School Quality Assurance: A Qualitative Study of Pakistan's Non-Profit Schools	Shaharyar Shoukat
11:10	5065	Examining How Mindset Affects University Students' Imagination	Asma Latif
11:20 to 11:30	Question Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

Venue XI: Room No. 226 **Dated:** 18-Nov-2026

Session Chair: Dr. Amna Arif		**Moderator:** Dr. Nadia Majid	
Time	**Paper ID**	**Title of the Papers**	**Presenters**
10:30	5067	Beyond Digital Practice: Fostering Learner Autonomy Through Quizlet-Based Grammar Learning	Farwa Asif
10:40	5068	When Agility Is Only Compliance: Mindless Robotic Behaviour and Learning Environment Agility in Pakistani Universities	Bismillah Saleem
10:50	5072	Believing in the Ability to Teach: Self-Efficacy and Teaching Intentions Among Prospective Early Childhood Education	Izza Fatima Dr. Munaza Nausheen
11:00	5075	Developing Civic Responsibility through Service-Learning Among Prospective Teachers: A Clean-up Activity Intervention	Saman Chattha Dr. Maimoona Naeem Nabiha Qasim
11:10	5077	Analyzing the Effectiveness of Braille-centered and Technology-assisted Learning Modalities for Students with Blindness: Exploring their Lived Experiences	Iqra Fatima Dr. Samina Ashraf
11:20 to 11:30	Question Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

Venue XII: Room No. 229 **Dated:** 18-Nov-2026

Session Chair: Prof. Dr. Sajid Masood		**Moderator:** Dr. Amina Saeed	
Time	**Paper ID**	**Title of the Papers**	**Presenters**
10:30	5078	Measuring Critical Consciousness in Pakistani Higher Education: Development and Validation of a Culturally Grounded Scale	Kiran Mukhtar Dr. Mobeen ul Islam
10:40	5081	Strategies Used by Teachers to Cope with Insistence on Sameness among Children with ASD	Fiza Sattar Dr. Hina Fazil
10:50	5082	Spatial and Social Determinants of Low Enrollment in PEF Schools: Insights from School Heads	Amana Ishaaq Dr. Abida Nasreen
11:00	5086	A Qualitative Document Analysis of Pakistan's Teacher Education Standards and B.Ed 1.5 Curriculum	Misbah Kaleem Hajra Batool
11:10	5089	The Role of Supervisory Feedback in Developing in Postgraduate Students' Research Skills	Aqsa Aziz Dr. Nasrin Akhter Mohsin Ali Hasrat
11:20 to 11:30	Question Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

Venue XIII: Room No. 231 **Dated:** 18-Nov-2026

Session Chair: Prof. Dr. Shafqat Ali			**Moderator:** Dr. Hina Noor
Time	**Paper ID**	**Title of the Papers**	**Presenters**
10:30	5090	Why PhD? Understanding Motives behind Pursuing a PhD	Mohsin Ali Hasrat Zafar Siddique Dr. Nasrin Akhter
10:40	5093	Evaluating the Utilization and Empathy of Artificial Intelligence (AI) Technology among University Students in Peshawar	Rozina Tabassum Farzana Naheed Salim
10:50	5094	Perceptions and Assessment Practices of Faculty about AI Generated Assignments	Dr. Irfan Bashir Dr. Afshan Naseem
11:00	5098	Development and Validation of an Observation Checklist for Assessing Elementary Students' Classroom Engagement	Aneeza Sadiq Dr. Mobeen ul Islam
11:10	5101	Development and Validation of an Observation Checklist for Assessing Elementary Students' Attention in Mathematics Classrooms	Aneeza Sadiq Dr. Mobeen ul Islam
11:20 to 11:30	Question Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

Venue XIV: Room No. 305 **Dated:** 18-Nov-2026

Session Chair: Prof. Dr. Ayyaz Muhammad Khan			**Moderator:** Dr. Asim Nazir
Time	**Paper ID**	**Title of the Papers**	**Presenters**
10:30	5108	Reimagining Higher Education with AI: Digital Literacy, Academic Achievement and Blended Learning	Noreen Rafiq
10:40	5111	Understanding the Students' Emotional Well-Being through Classroom Experiences: A Qualitative Case Study	Afshan Liaquat Dr. Ahmad Bilal
10:50	5112	Examining Leaders' Perceptions Regarding the Emerging Leadership Trends in Education	Kainaat Iftikhar Syeda Ayesha Hassan
11:00	5113	Role of Parental Involvement in Academic Motivation among Undergraduate University Students	Hafiza Saleha Zahid
11:10	5115	AI-Assisted Assignments and Academic Integrity: Student and Teacher Perceptions of Assistance Versus Dishonesty	Syeda Ayesha Hassan Kainaat Iftikhar
11:20 to 11:30	Question Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

Venue XV: Room No. 309 **Dated:** 18-Nov-2026

Session Chair: Prof. Dr. Ijaz Ahmad		**Moderator:** Ms. Shaista Naheed	
Time	**Paper ID**	**Title of the Papers**	**Presenters**
10:30	5118	Entrepreneurial Self-Efficacy on Entrepreneurial Performance through Moderating Effect of Financial Management Capacity for Undergraduates	Khadija Muhammad Hussain Marvi Dr. Isharat Siddiqa Lodhi
10:40	5120	Reconceptualizing Equity, Inclusion, and Social Justice through Corpus-Based Quantitative Analysis of Grade 8 English Textbooks	Allah Dad
10:50	5125	Analyzing the Effect of Teachers Emotional Regulation on Students Behaviour and Well-Being	Sadia Khan
11:00	5127	AI Literacy and Its Perceived Effect on The Learning Process of the Students	Dr. Ahmad Ali Syeda Shanza Batool Zaidi
11:10	5134	Effect of Teacher vs AI Feedback on Students' Performance at Higher Level in Subject of Critical Thinking	Dr. Ijaz Mahmood
11:20 to 11:30	Question Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

Venue XVI: Room No. 310 **Dated:** 18-Nov-2026

Session Chair: Prof. Dr. Shahzada Qaisar		**Moderator:** Dr. Ashi Zeeshan	
Time	**Paper ID**	**Title of the Papers**	**Presenters**
10:30	5136	Effect of Analogy Based Teaching on Students Chemistry Learning at Secondary School Level	Dr. Asma Saleem Dr. Rafaqat Ali Akber
10:40	5137	Understanding Leadership Level of Principals, A Phenomenological study in Punjab	Dr. Rabia Ghaffar
10:50	5138	Exploring Irrational Beliefs and Learned Helplessness among Undergraduate Students in a Public University in Punjab: A Qualitative Study	Laiba Shahzadi Gulnaz Irfan Dr. Effat Elvi
11:00	5141	Transforming Rural Higher Education: Resource Efficient Teaching Innovations for a Changing World	Sobia Noreen Dr. Syeda Asma Dilshad Dr. M. Naeem Sarwar
11:10	5142	From Campus to Career: Role of Career Counselling in Graduates' Professional Success	Aliya Rasool
11:20 to 11:30	Question Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

Venue XVII: Room No. 320 **Dated:** 18-Nov-2026

Session Chair: Prof. Dr. Thomas Martin			**Moderator:** Dr. Nauman Abdullah
Time	**Paper ID**	**Title of the Papers**	**Presenters**
10:30	5146	Beyond AI Acceptance: University Teachers' Competence, Pedagogical Practice, and Institutional Support in Higher Education	Dr. Samar Majeed
10:40	5149	Peer Exclusion and Classroom Participation Among Transgender Students at A Pakistani University	Mr. Junaid Ullah Dr. Samreen Mehmood
10:50	5152	Teachers Readiness to use Ai tools to Support Students with Learning Difficulties	Rifat Nisa
11:00	5153	Teachers' Perceptions About Artificial Intelligence Tools and Their Perceived Impact on Student Learning	Faiqa Naaz
11:10	5154	Influence of Parental Screen Time on Study Habits & Behavioral Development in Early Childhood	Samreen Mustafa Dr. Shazia Malik
11:20 to 11:30	Question Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

Venue XVIII: Room No. 322 **Dated:** 18-Nov-2026

Session Chair: Dr. Zahida Parveen			**Moderator:** Dr. Ayesha Khalil
Time	**Paper ID**	**Title of the Papers**	**Presenters**
10:30	5158	School Leadership in the Age of Artificial Intelligence: Exploring Principals' Readiness to Integrate AI into Educational Management	Dua Fatima Hijab Zainab
10:40	5160	Students' Perceptions of AI as a Learning Tool and Its Perceived Role in Independent Learning	Eisha Imran
10:50	5162	Mobile Phone Use and Aggressive Behaviour among Children: Perspectives of Parents and Teachers	Areeba Mohsin
11:00	5165	Relationship of Nature of Schooling with Accessibility and Quality of Education at Secondary School Level	Amina Munawar Dr. Shazia Malik
11:10	5166	Relationship Between Classroom Discussion Practices and the Development of Higher Order Thinking Skills Among University Students	Rabia Muzafar Dr. Shazia Malik
11:20 to 11:30	Question Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

Venue XIX: Room No. 324 **Dated:** 18-Nov-2026

Session Chair: Dr. Asma Shahid Qazi		**Moderator:** Dr. Tayyaba M. Akram	
Time	**Paper ID**	**Title of the Papers**	**Presenters**
10:30	5170	Factors Affecting Secondary School Teachers' Quality of Performance: An Exploration	Ghina Farooq
10:40	5171	Humane Pedagogy under Pressure: How Teacher Work Strain Conditions the Effect of Humour on Students' Knowledge Sharing	Atika Maqsood
10:50	5172	Reimagining Education for a Changing World through Film-Based Experiential Learning in Higher Education	Dr. Bazgha Saleem Khan
11:00	5174	Study of the Factors Affecting Students' Curiosity in Learning Science at Elementary School Level	Ameema Amjad Dr. Aisha Sami Nida Javaid Samra Iftikhar
11:10	5180	Effect of Motivational Techniques Used by Teachers on Students' Motivation towards Learning Science	Hira Akram Amina Akram
11:20 to 11:30	Question Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

Venue XX: Room No. 171 (Ground Floor – New Building) **Dated:** 18-Nov-2026

Session Chair: Prof. Dr. Intzar Hussain Butt		**Moderator:** Dr. Umme Salma	
Time	**Paper ID**	**Title of the Papers**	**Presenters**
10:30	5181	Teachers' Perceptions About English Language and Literacy Teaching Practices at Early Childhood Education	Dr. Rani Gul Arooj Suqrat Gill
10:40	5182	The Effectiveness of Using Cubing Strategy in Teaching of General Science at Elementary Level	Ms. Hina Zohra Dr. Farkhanda Jabeen
10:50	5186	Reimagining Higher Education for a Sustainable Futures: An Ethical AI Integration Framework for Digital Transformation in Pakistan	Gul Rukh
11:00	5189	Development and Validation of Organizational Citizenship Behavior Questionnaire	Tayyaba Dr. Muhammad Akram
11:10	5190	Effect of Growth Mindset on Work Values of Secondary School Teachers	Hira Shahbaz
11:20 to 11:30	Question Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

Venue XXI: Room No. 275-A (First Floor – New Building) **Dated:** 18-Nov-2026

Session Chair: Prof. Dr. Muhammad Afzal		**Moderator:** Dr. Ahmad Bilal	
Time	**Paper ID**	**Title of the Papers**	**Presenters**
10:30	5088	STEM-Integrated Teaching Strategies for Improving Students' Comprehension of Climate Change at Secondary Level	Balqees Abbas Mohsin Dr. Nasrin
10:40	5195	The Impact of Perceived Competence in Using Information and Communication Technology (ICT) on Critical Thinking Skills among Undergraduate Students	Asr Shahid
10:50	5209	Relationship between Institutional Ethical Climate and Perceived Development of Personal and Social Responsibility among Undergraduate Students	Fakhira Perveen Dr. Ahmad Bilal
11:00	5014	Reimagining Education: Vocational Training and Ethical Labor Migration in An AI-driven VUCA World	Pham Nhat Nga
11:20 to 11:30	Question Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

VIRTUAL

Venue XXII: Room No. 275 (Seminar Room – New Building) **Dated:** 18-Nov-2026

Session Chair: Dr. Sadia Shaukat		**Moderator:** Dr. Shamim Ullah	
Time	**Paper ID**	**Title of the Papers**	**Presenters**
10:30	4959	Cognitive Problems of HSSC Students in Calculus Integration Using the Facet Method	Dr. Tabassum Saleem Dr. Zarina Akhtar
10:40	4965	Generative AI as Support Tool in Multigrade Non-Formal Basic Education: Teachers' Workload Reduction and Challenges	Dr. Muhammad Ajmal Rashid Hussain
10:50	4976	AI literacy integration into undergraduate curricula: Perceptions, challenges and opportunities	Farhana Mushtaq Dr. Nazir Hadier
11:00	4980	Teaching Methodologies and AI-Supported Learning as Predictors of Critical Thinking Among Undergraduate Students Who Have Studied Research Methods	Aisha Irshad
11:10	5017	Exploring the Lived Experiences of Nonassertive Prospective Teachers: A Qualitative Inquiry	Azra Parveen, Dr. Shaista Khalid, Farhana Mushtaq
11:20	5085	Digital Mental Health Literacy and Help-Seeking Intentions Among University Students in Pakistan	Tabish Yaquoob Dr. Syeda Razia Bukhari
11:30	5013	Problem-Based Learning and Its Effects on Student's Academic Performance at the Middle School Level	Maria Khan Dr. Maroof Bin Rauf
11:40	5024	Impact of Digital Distraction on Student Engagement and academic Achievement	Dr. Faiza Shaheen Dr. Mahvish Fatima Fahmi Latif
11:50	Question/ Answer Session and Concluding Remarks by Session Chair		

Poster Presentations

Venue XXIII: IER Main Building Corridors **Dated:** 18-Nov-2026

Session Coordinator: Dr. Shamim Ullah			
Time	**Paper ID**	**Title of the Papers**	**Presenters**
10:30	5192	Impact of Micro-Credential Programs on Enrolled Students' Career Readiness: The Mediating Role of Self-Efficacy	Mehwish Nadeem
10:40	5193	Effect of Teacher-Student Interaction on Students' Self-Efficacy: The Mediating Role of Pedagogical Resonance	Wajiha Zia
10:50	5208	The Impact of Microlearning on Academic Performance: Mediating role of Student Engagement at Elementary Level	Sidra Ali
11:00	5213	Exploring the Socio-Psychological Barriers Faced by Women Leaders and Their Coping Strategies in Higher Education Institutions	Andeel Mohsin
11:20 to 11:30	Question Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

Abstracts

Abstract ID 4929

Teachers' Perceptions and Reported Experiences of a Social Constructivist Flipped Professional Development Program: A Mixed-Methods Study

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The current study explored teachers' perceptions and reported experiences of a social constructivist flipped professional development program. The program was designed using the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model. It was implemented through four stages: an initial need-assessment survey, a pre-workshop, a three-day face-to-face flipped workshop, and a one-month classroom application followed by a reflective workshop. The participants were 30 secondary school teachers. A 19-item post-workshop survey was used for quantitative data, and focus group discussions were used to get qualitative data. Data were analyzed using descriptive statistics and thematic analysis. School teachers showed positive perceptions of learning activities, workshop quality, learning resources, and overall usefulness. Focus group further supported the findings that teachers valued contextual relevance, peer and facilitator support, collaborative learning, and structured reflection. They also mentioned challenges related to time management, preparation demands, and lack of resources. This study provides empirical evidence of teachers' perceived usefulness and reported experiences. The study has several implications for practice, policy, theory, and research. This model is applicable at the national level frameworks as well as an alternative to traditional workshops that is iterative and contextually significant.

Keywords: Teachers' professional development, flipped classroom model, social constructivist approach, teachers' training

Abstract ID 4930

Exploring the Integration of Contemplative Pedagogy in Pakistan's Higher Education through Faculty Perspectives

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Contemplative Pedagogy (CP) is increasingly recognized worldwide for promoting student well-being, critical thinking, and holistic development. Despite its potential relevance to Pakistan's higher education system, empirical research on its integration remains limited. This study explores university faculty members' perspectives on the potential integration of CP and the challenges associated with its implementation. A qualitative exploratory research design was employed, using purposive sampling to select eight faculty members from public and private higher education institutions across Pakistan. Data were collected through semi-structured interviews, comprising approximately 9–11 hours of recordings, and analyzed using inductive thematic analysis. The findings indicate that faculty members recognize CP's potential to enhance student engagement, resilience, emotional regulation, ethical awareness, and holistic development. However, its integration is hindered by limited faculty awareness, inadequate professional training, heavy workloads, inflexible curricula, insufficient institutional resources, and a lack of supportive policy frameworks. Participants also emphasized the importance of contextualizing CP within Pakistan's cultural and religious traditions to enhance its acceptability. The study highlights the need for collaboration among the Higher Education Commission (HEC), higher education institutions, and professional development organizations to establish culturally relevant training programs and sustainable institutional support systems. By situating contemplative pedagogy within Pakistan's higher education context, this study contributes to the global discourse on contemplative education and offers insights into its potential integration in developing-country contexts.

Keywords: Contemplative Pedagogy; Higher education; Faculty perspectives; Mindfulness; Holistic development

Abstract ID 4933

Relationship between Students' Perceptions of Summative Assessment and Achievement Goal Orientations at Secondary School Level

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Assessment plays an important role in shaping students' learning experiences and motivational orientations. This study examined the relationship between secondary school students' perceptions of summative assessment and their achievement goal orientations. A cross-sectional survey design was employed, involving 643 Grade 10 students who appeared in the Board of Intermediate and Secondary Education Lahore examinations. Data were collected using questionnaires measuring students' perceptions of summative assessment and achievement goal orientations. Descriptive statistics, independent samples t-tests, and Pearson product-moment correlation were used to analyse the data. The findings indicated that students generally perceived summative assessment as an effective way to support learning and provide motivation. Gender-based differences were also observed, with female students demonstrating a greater preference for performance goal orientations than male students. Furthermore, the results revealed a positive, moderate relationship between students' perceptions of summative assessment and their achievement goal orientations. These findings highlight the importance of understanding how students perceive assessment and how these perceptions relate to their academic motivation. The study suggests that assessment practices should move beyond measuring achievement and encourage meaningful engagement with learning. Designing assessment tasks that promote reasoning, critical thinking, and deeper understanding may help create more supportive learning environments for secondary school students.

Keywords: Perceptions of Assessment; Achievement Goal Orientations, Summative Assessment, Secondary School Students.

Abstract ID 4934

What Counts as A Good Mathematical Explanation? A Qualitative Study of Elementary-Level Students

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Mathematical explanations help students communicate their thinking and develop conceptual understanding. Understanding how students themselves judge the quality of mathematical explanations remains important, particularly in collaborative learning settings. The study used a qualitative research design to explore the criteria 6th-grade students use to evaluate mathematical explanations, how they explain their judgments of peers' explanations. The study involved twelve 6th-grade students aged11-12, selected through purposeful criterion sampling at a Punjab University laboratory high school, Lahore. Students worked in small groups to evaluate different explanations of familiar mathematical tasks. We collected data through audio-recorded group discussions and stimulated recall interviews. Data were analyzed using open coding and thematic analysis. The findings showed that students valued simple explanations, presented step by step, and supported understanding. When discussing peer explanations, students often rely on personal preferences and offer limited consideration of the reasoning behind others' choices. These findings suggest that students judge mathematical explanations not only by their comprehensibility but also by how effectively they support understanding. The study highlights the need for mathematics learning experiences that encourage students to compare explanations, examine underlying reasoning, and justify their evaluations. It contributes to understanding how elementary-level students make judgments about mathematical explanations in collaborative settings.

Keywords: Mathematical explanation, Peer Discussion, Elementary Mathematics Education

Abstract ID 4936

Effect of Academic Resilience and Mindfulness on Science Students' Problem-Solving Ability at Secondary School Level

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This study investigated the effect of academic resilience and mindfulness on science students' problem-solving ability at the secondary school level. While these variables have been studied independently, limited research has examined their combined influence. The study employed a quantitative approach with a causal-comparative research design. The population comprised all male and female secondary level science students in district Lahore. A sample of 640 students (313 males, 327 females) was selected using a multi-stage sampling technique. Three instruments were utilized: the Academic Resilience Scale (ARS-30), the Mindful Attention Awareness Scale (MAAS), and a self-developed test for problem-solving ability. Reliability coefficients (Cronbach's alpha) were 0.691, 0.749, and 0.925, respectively. Data were analyzed using descriptive statistics, independent t-test, one-way ANOVA, and multiple regression analysis. The results revealed a significant effect of academic resilience and mindfulness on students' problem-solving ability. It is recommended that schools implement structured programs and counseling sessions to strengthen students' resilience and mindfulness, while teachers integrate problem-based learning strategies in science classrooms. Future research may extend this investigation to other districts and academic disciplines.

Keywords: Academic resilience, mindfulness, problem-solving ability, science students', secondary education

Abstract ID 4943

Reimagining Educational Leadership in the Age of AI: Heads of Departments' Perspectives on Academic Uses of Artificial Intelligence and Decision Making

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The rapid integration of artificial intelligence (AI) into academic settings is changing how educational institutions are led and managed, requiring leaders to rethink traditional practices in a changing world. This qualitative study explored the effect of academic uses of AI on educational leadership and decision-making from the perspectives of heads of departments. The study aimed to understand how department heads use AI in their academic and administrative roles and how this use influences their leadership practices and decisions. A qualitative research design was adopted. Data were collected through semi-structured interviews with 20 heads of departments from public and private universities in Lahore, selected through purposive sampling. The interview data were analyzed using thematic analysis. The findings revealed that AI supports data-informed and more efficient decision-making, changes communication, planning, and task delegation, and raises concerns about ethics, over-reliance, and privacy. Participants also identified challenges such as limited training, lack of institutional policy, and uneven access to technology. The study concludes that AI is reshaping educational leadership by redefining how decisions are made and how leaders approach their roles. It recommends AI-focused professional development for academic leaders, clear institutional policies on responsible AI use, and a balanced approach that keeps human judgment central to leadership. The study contributes to ongoing discussions on preparing education systems and their leaders for an AI-driven future.

Keywords: Artificial intelligence, educational leadership, decision-making, heads of departments, qualitative research

Abstract ID 4945

Impact of Virtual Collaboration Skills on Students' Engagement and Academic Performance at University Level

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The growing use of digital technologies in higher education has increased the importance of virtual collaboration skills in facilitating student engagement and academic learning. This study investigated the relationship between virtual collaboration skills, student engagement, and academic performance among university students in Lahore, Pakistan. A quantitative research design was employed, and data were collected from 500 undergraduate students enrolled in public and private universities using a stratified sampling approach. A structured questionnaire was used to collect data on students' virtual collaboration skills, engagement in academic activities, and academic performance-related indicators. The collected data were analysed using descriptive statistics, correlation analysis, and regression analysis. The findings indicated a positive relationship between virtual collaboration skills and student engagement ($r = .394$). A positive but comparatively weaker relationship was also observed between virtual collaboration skills and academic performance ($r = .216$). Regression analysis showed that the model explained 20.4% of the variance in student engagement ($R^2 = .204$) and 6.0% of the variance in academic performance ($R^2 = .060$). These findings suggest that virtual collaboration skills are more strongly associated with student engagement than with academic performance. The study highlights the importance of strengthening students' abilities to communicate, coordinate, share knowledge, and work collaboratively in virtual learning environments. Higher education institutions should provide structured opportunities for virtual collaboration and integrate collaborative digital activities into teaching practices to support meaningful student participation. The findings offer useful implications for university educators and policymakers seeking to improve student engagement and learning experiences.

Keywords: Virtual collaboration skills, undergraduate students, engagement, academic performance, Lahore, Pakistan, gender differences.

Abstract ID 4950

Investigating Instructional Strategies Used by Chemistry Teachers (Grades 9-12) in Khyber Pakhtunkhwa, Pakistan

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Education is considered to be an essential social factor affecting health. There is a mutually beneficial relationship between health and education that applies to individuals of all ages, including children and adolescents. School health program has been implemented to improve the health and wellbeing of students. The objectives of the study were: To examine the effects of school health program on the educational outcomes of students, to evaluate the effectiveness of preventive measures implemented through school health services and to assess the role of health education in reducing health disparities. These objectives were achieved by using research questions. This was a quantitative study in which survey method was used to collect data in District Bahawalnagar. Population comprised on primary school teachers and School Health & Nutrition Supervisors (SH&NS) of District Bahawalnagar. Stratified random sampling technique was used to select sample from teachers and census sampling for SH&NS. Two self-structured questionnaires on five point Likert scale were administered to respondents by researcher. The collected data was analyzed through SPSS 25.0. To find out the results frequency distribution, mean, standard deviation, t-test and One way ANOVA tests were applied. On the basis of discussions and conclusions it is suggested Schools should provide health facilities, promote hygiene awareness, and integrate health education to improve student well-being and reduce disparities.

Keywords: SHP, School Health Program, School Health, Effectiveness

Abstract ID 4952

Effect of Artificial Intelligence on Motivation and Abstract Thinking in Teaching of Biology at Higher Secondary Level

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At the higher secondary level of Biology there are many abstract concepts like cell division, protein synthesis, inheritance, etc., which can't be easily understood by students because they were abstract. This demoralizes them and decreases their motivation. The influence of Artificial Intelligence (AI)-based teaching on students' motivation and abstract thinking in Biology in two colleges of Islamabad, IMCB G-10/4 and IMCB F-8/4, was evaluated. The study employed a quasi-experimental pretest-post-test design that involved 120 students, half of which were treated using AI tools while the other half received conventional treatment. A Likert scale motivation questionnaire and an abstract thinking test were used to gather data, and descriptive statistics, t-test and ANCOVA were used to analyze the data. Results indicated that the group using AI performed significantly higher on both the motivation and abstract thinking scales and that the difference between the two colleges was not significant. The study suggests that the key areas of improvement involve teachers being trained on responsible use of AI, strengthening digital infrastructure, and implementing AI tools within the context of biology instruction while maintaining the teacher's prime guiding role.

Keywords: Artificial intelligence, motivation, abstract thinking, biology teaching, higher secondary students,

Abstract ID 4954

From "Learner" to "Scholar": Academic Identity Tensions among Pakistani Graduate Students

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The evolving landscape of higher education has significantly redefined the dynamics of the teaching-learning process, positioning graduate students as emerging scholars and drivers of knowledge generation. However, in Pakistan, limited attention has been given to how supervisory practices, institutional structures, peer interactions, and academic expectations shape this identity transition. Grounded in Self-Determination Theory (Ryan & Deci, 2017), this qualitative study explored academic identity shift and crisis. It examined how contextual academic conditions shape identity negotiation and reconciliation and what forms of identity crisis students face while striving to fulfil their need for autonomy, competence and relatedness. Using an interpretivist paradigm and qualitative exploratory design, the study included 25 graduate students in Lahore actively engaged in research. Data were collected through semi-structured interviews supplemented by participant-generated reflective narratives and analyzed using reflexive thematic analysis (Braun & Clarke, 2019). Findings revealed that this transition is shaped by fulfillment or frustration of psychological needs among Pakistani graduate students. Supervisory practices emerged as a crucial contextual element, supporting or constraining students' needs for autonomy, competence and relatedness. Graduate programs should promote scaffolded supervisory practices and a research-enabling academic culture to foster scholarly agency and the transition towards a scholar identity.

Keywords: Academic identity, identity crisis, identity shift, graduate students, supervisory practices

Abstract ID 4957

Artificial Intelligence in Education: Enhancing Student Engagement and Academic Success

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Artificial Intelligence (AI) transforms teaching and learning by providing personalized and interactive educational experiences. This study examines the influence of AI tools on student engagement and academic performance, while exploring students' concerns regarding privacy, overdependence, and the role of teachers. A quantitative research approach was employed, using a structured questionnaire administered to 300 students from different academic disciplines. Data were analyzed through descriptive statistics. The findings indicate that AI tools positively influence student engagement, motivation, learning satisfaction, time management, and understanding of complex subjects. However, concerns related to excessive dependence, technical limitations, and information security were also identified. The study concludes that AI can enhance educational experiences when implemented responsibly. It recommends appropriate training, effective data protection policies, and a balanced approach in which AI complements rather than replaces human teachers. Keywords: Artificial Intelligence, Student Engagement, Academic Performance, Personalized Learning, Educational Technology.

Keywords: Artificial Intelligence, Student Engagement, Academic Success, Personalized Learning, Gamification, Data Privacy, Educational Technology

Abstract ID 4959

Cognitive Problems of HSSC Students in Calculus Integration Using the Facet Method

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Integration is an important part of calculus. Students face many problems while solving integration problems. These problems arise due to the complexity of integration. This study aimed to conduct a cognitive diagnostic assessment of Grade 12 students using the facet method. The facet method is an effective method for cognitive diagnostic assessment. In this method, the main topic is divided into many sub-facets. For each sub-facet, statements are generated to get insight into the cognitive pattern. For the present study, a survey method was used. After completing the topic, "Integration," tests were administered. The topic, "Integration," was divided into two parts, and thus two tests were taken. One test included questions on simple integration, Integration by differentials, and integration by Parts. The other test covered integration by substitution, Integration by partial fractions, and definite integrals. A sample of 40 Grade 12 students participated in the present study. Tests were administered. The duration of each test was forty minutes. Data were collected and analyzed using percentages and graphs. Findings of the study showed that students had cognitive difficulties with differential formulas, substituting limits (area under the curve), correctly identifying the function for solving integration by parts, and the substitution method. Based on the findings of the study, it was concluded that students faced cognitive problems in identifying the correct function, correct substitution, applying limits, and differential formulas for Integration. Based on the results, it was recommended that some new and innovative techniques may be used to solve cognitive problems of students in the integration topic. Teachers and students may engage in ongoing practice to address cognitive problems.

Keywords: Facet method, Integration, cognitive Diagnostic Assessment

Abstract ID 4961

Social Medsia Use and Teaching Effectiveness among High School Teachers in Lahore, Pakistan

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Social media has emerged as a potential resource for teachers' professional learning, instructional communication, and classroom practices. In the context of secondary education in Lahore, Pakistan, understanding the relationship between teachers' social media use and their teaching effectiveness is increasingly important. This study examined the relationship between social media usage and teaching effectiveness among high school teachers. A quantitative correlational research design was employed, involving 100 high school teachers selected through convenience sampling. Data were collected using a 15-item questionnaire designed to assess social media usage and teaching effectiveness. Appropriate procedures were undertaken to examine the reliability and validity of the instrument. Pearson's product-moment correlation coefficient was used to determine the relationship between the study variables. The findings indicated a statistically significant positive relationship between social media usage and teaching effectiveness. The results also suggested that teachers generally perceived social networking platforms as useful resources for professional purposes and believed that these platforms could support improvements in their teaching practices. The study highlights the potential of purposeful social media engagement to contribute to teachers' professional practices. It recommends incorporating the educational use of social media into targeted professional development initiatives to help teachers make informed and effective use of digital platforms in secondary education.

Keywords: Social Media Use, Teaching Effectiveness, High School Teachers, Professional Practice, Secondary Education

Abstract ID 4962

Familiarity and Perspectives of Elementary Teachers on Integration of AI Tools in Mathematics Classroom: Challenges and Opportunities

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Elementary mathematics teachers are pivotal to the successful integration of artificial intelligence (AI) tools in classrooms. This study examined their knowledge of AI tools, perceptions of their effectiveness, and the challenges and opportunities of AI integration in mathematics classrooms in Punjab, Pakistan. An integrated framework combining the Technology Acceptance Model, Technological Pedagogical Content Knowledge, and Ertmer's first- and second-order barriers guided the investigation. A sequential explanatory mixed-methods design was employed. Quantitative data were collected from 961 teachers through stratified random sampling using an adapted 29-item instrument (Î± = 0.912), analysed through descriptive statistics, t-tests, and ANOVA. Qualitative data from 20 purposively selected teachers were analysed thematically. Teachers held positive perceptions of AI's effectiveness (M = 3.72), yet reported limited familiarity with AI tools and infrequent classroom use. Significant differences emerged across qualification levels, with MPhil-qualified teachers reporting stronger perceptions than Master's-qualified teachers, and male teachers demonstrating higher AI knowledge than female teachers. Thematic analysis identified infrastructural constraints, inadequate professional development, and reduced teacher-student interaction as principal barriers, while improved engagement and differentiated instruction emerged as opportunities. The findings underscore a gap between teachers' willingness and actual integration, highlighting the need for targeted professional development and improved digital infrastructure.

Keywords: Artificial intelligence, elementary mathematics, teacher perceptions, mixed methods, Pakistan

Abstract ID 4964

Generative AI as Support Tool in Multigrade Non-Formal Basic Education: Teachers' Workload Reduction and Challenges

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In Pakistan, an estimated 25.3 million children aged 5–16 are out of school. Non-Formal Basic Education schools play a vital role in providing these children with access to education. The majority of these schools use a multigrade teaching approach which poses several challenges for teachers in managing, teaching and assessing students across grades in a multigrade classroom. This teaching approach increases teachers' workload and poses challenges in planning lessons, conducting teaching activities and assessing students with diverse learning needs. Meanwhile, generative artificial intelligence (GenAI) has the potential to reduce teachers' workload by supporting lesson planning, instructional delivery and the assessment of learning. However, little is known about how teachers use GenAI in multigrade non-formal basic education schools and which challenges they face when using GenAI in the classroom. The present study explored how GenAI supports teachers in managing their daily teaching workload and the challenges they encounter in using GenAI in multigrade classrooms. A phenomenological research method was applied and semi-structured interviews were conducted with 20 teachers working in multigrade non-formal basic education schools. The data were analyzed thematically; the findings showed that GenAI significantly reduces teachers' workload but also poses several challenges when used in the classroom. Teachers in multigrade non-formal basic education schools should be provided with targeted training in using GenAI for lesson planning, differentiated instruction and assessment. Moreover, they should also be provided with appropriate digital devices, reliable internet connectivity and institutional subscriptions to GenAI tools offering advanced features.

Keywords: Generative artificial intelligence; multigrade teaching; non-formal basic education; teachers' workload; implementation challenges

Abstract ID 4966

Understanding Glossophobia (Fear of Public Speaking) Among Prospective Teachers: Levels, Effects and Coping Mechanisms During Classroom Presentations

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The aim of this study was to examine glossophobia, its levels, effects, and coping mechanisms among prospective teachers during classroom presentation. A quantitative approach with a descriptive survey design was adopted. The population comprised 2,830 prospective teachers enrolled in 11 departments at the Institute of Education and Research, University of the Punjab, Lahore. Using stratified random sampling, 792 participants were selected. Data were collected through an adapted 41-item Personal Report of Public Speaking Anxiety (PRPSA) scale developed by McCroskey, using a five-point Likert scale. SPSS was used for descriptive and inferential analyses, including means, standard deviations, and independent-samples t-tests. Findings revealed slight glossophobia, minor physiological and performance effects, and moderate use of coping strategies. Significant differences were found across gender, age groups, and regional backgrounds. The study recommends targeted public speaking modules and instructional support for prospective teachers.

Keywords: Glossophobia, Public Speaking Anxiety, Classroom Presentations, Coping Mechanisms, Teacher Education, Communication Skills.

Abstract ID 4970

Teachers' Perceptions of their Andragogical Practices in Higher Education Institutions in Lahore, Pakistan

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Andragogy emphasizes adult learners' self-direction, prior experiences, active participation, and responsibility for their learning. Its application in higher education is important for promoting learner-centered teaching and meaningful learning experiences. In Pakistan, examining teachers' andragogical practices can provide insights into the extent to which adult learning principles are incorporated into higher level education. This study aimed to assess teachers' perceptions of their andragogical practices in higher education institutions in Lahore, Pakistan. The population comprised male and female teachers working in higher education departments. A total of 168 teachers, including 51 male and 117 female teachers, responded to the questionnaire. Data were collected using a self-reported instrument adapted from Henschke (2005). The instrument demonstrated good internal consistency, with a Cronbach's alpha reliability coefficient of 0.89. The collected data were analyzed using the scoring key provided by the author of the instrument. The findings revealed that teachers practice andragogy at an average level, indicating that adult learning principles were incorporated into their teaching practices to a moderate extent. These findings highlight the need to strengthen teachers' capacity to implement andragogical principles more effectively in higher education. The study recommends professional development opportunities, institutional support, and greater use of learner-centered instructional strategies, including collaborative learning, problem-solving, and self-directed learning. The study contributes to the discussion on improving teaching practices in Pakistani higher education and underscores the importance of promoting andragogy to enhance the quality of higher education learning

Keywords: Andragogy, higher education, teachers' perceptions, andragogical practices, learner-centered teaching, Pakistan.

Abstract ID 4973

Exploring the Professional Regrets of Retired Academia of Public Sector Universities

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As education systems worldwide confront disruption and are called to redesign the roles of teachers, facilitators, and mentors, the lived experience of those exiting the academic profession offers a rarely examined but valuable lens on this transition. The concept of professional regret, understood as an alternative career path that might have unfolded had circumstances, choices, or institutional structures been different, has received little attention in higher-education research. This qualitative, phenomenology-based study examines professional regrets among five retired academics who taught in the university sector of Punjab, Pakistan, each with at least eighteen years of service. Adopting an interpretive paradigm, data were gathered through semi-structured in-depth interviews and analyzed using Braun and Clarke's (2006) six-phase thematic analysis, interpreted through the combined lenses of Schlossberg's Transition Theory, Gilovich and Medvec's Action/Inaction Regret Model, Erikson's psychosocial theory, and Bourdieu's Field Theory. Six major themes emerged: a "trap cycle" of heavy teaching loads, inadequate research funding, and institutional politics that obstructed scholarly pursuits; a persistent funding gap that made publication economically unviable; the corrosive effect of groupism on academic progress; a "satisfaction trap" in which participants found deep fulfilment in teaching yet regretted the resulting cost to their research output; and continued post-retirement employment driven by delayed pensions and economic insecurity. The findings suggest that professional regret among Pakistani academics is largely a product of structural conditions rather than personal shortcomings, carrying direct implications for institutional policy, HEC reforms, and mentoring and post-retirement support systems.

Keywords: Professional regret, retired academics, phenomenological inquiry, post-retirement, structural barriers

Abstract ID 4974

Large Language Model as Tool for Improving Vocabulary and Reading Skills

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The current study looks at how Large Language Models (LLMs) like ChatGPT, Gemini, Claude, and DeepSeek improve vocabulary acquisition and reading comprehension for intermediate-level students at public and private colleges in Gujranwala, Pakistan. By providing prompt feedback, contextual explanations, and engaging language exercises, LLMs can offer individualized learning experiences.By offering immediate feedback, context-appropriate explanations, and engaging language exercises, LLMs can support personalized learning experiences in the rapidly changing field of artificial intelligence in education. A structured questionnaire was employed in a quantitative survey research design with about 200 students to gather data. The study investigates how students perceive LLM and how effective they are in different learning settings. The findings indicate that, with the right direction and organization, LLMs can significantly contribute to vocabulary growth and improve reading comprehension. Digital literacy, technology access, institutional resources, and teacher support are all necessary for their efficacy. According to the study, LLM has a lot of promise as a helpful instrument for learning English and can make a significant contribution to the process.

Keywords: Large Language Models, ChatGPT, Gemini, Claude, DeepSeek, Vocabulary Acquisition, Reading Comprehension, English Language Learning.

Abstract ID 4975

Exploring Relationship between 21st Century Skills and Project Assignment Among Prospective Teachers

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This study explored the relationship between 21st-century skills and project assignments among prospective teachers at the Institute of Education and Research, University of the Punjab, Lahore. A quantitative correlational research design was employed. The population comprised 2,830 students, and a sample of 1,000 prospective teachers was selected through stratified random sampling. Data were collected using a 30-item questionnaire developed by Ayu Fatmawati. Data were analysed using SPSS version 15.0, including Cronbach's alpha, descriptive statistics, Pearson's correlation, independent-samples t-tests, one-way ANOVA, and LSD post hoc tests. The findings revealed a strong positive relationship between 21st-century skills and project assignments ($r = .68$, $N = 1{,}000$, $p < .001$). Critical thinking was identified as the highest-priority skill by 52.0% of respondents and the skill most improved through project assignments by 42.1%, whereas decision-making was identified as the weakest skill by 43.7%. However, the perceived contribution of project assignments to developing 21st-century skills was slight ($M = 31.37$, $SD = 5.12$). The study recommends structured project activities, effective progress monitoring, constructive feedback, transparent assessment criteria, and institutional support to strengthen prospective teachers' 21st-century skills.

Keywords: 21st-century skills, project assignments, prospective teachers, teacher education

Abstract ID 4976

AI literacy integration into undergraduate curricula: Perceptions, challenges and opportunities

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Artificial Intelligence (AI) is revolutionizing higher education, it has increased the development of AI literacy skills among both the students and teachers. In this study the perceptions of faculty about the integration of AI literacy skills in higher education curriculum have been assessed, with a particular focus on perceived opportunities and challenges. The study employed qualitative research design guided by the interpretive paradigm where data was collected through semi-structured interviews from six faculty members working in higher education institutions. The data were analyzed through NVivo software to establish emerging themes related to AI literacy integration. The findings of the study indicated that the participants perceived AI literacy as a key competence that needed to be integrated across curriculum, pedagogy, assessment, and institutional levels and policy-making processes. They highlighted the need for integrated AI literacy across various academic disciplines. Several opportunities identified included increased access to information, personalized learning, improved efficiency of teaching, development of instructional materials, professional competitiveness, and facilitation of quality education. At the same time, various challenges included inadequacy of faculty training, student readiness problems, prompting skill gap problem, technological barriers, policy and institution readiness, and assessment problem. The findings of the study are that the successful implementation of AI literacy requires an institutional-level strategy that includes curricular reforms, faculty development, technology upgrades, ethical considerations, and assessment redesign. The contributions of the study to the existing literature by providing insights on faculty perception, challenges and opportunities regarding AI literacy integration into curriculum. The study recommends adopting cross-disciplinary AI literacy frameworks and involving multiple stakeholders in future implementation and research efforts.

Keywords: AI literacy integration, curriculum, faculty, perceptions, Opportunities Challenges, Qualitative study

Abstract ID 4979

Beyond the Exam Hall: Teachers' and Students' Perspectives on Reimagining Assessment in the Age of Generative AI at Pakistani Universities

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Generative artificial intelligence (AI) tools can now produce essays and solve examination problems within seconds, challenging traditional assessment in higher education. Many Pakistani universities still rely on memorization-based examinations and take-home assignments, with limited institutional guidance on AI use. This study aimed to explore teachers' perceptions of how generative AI affects assessment validity and fairness, examine how students use AI and distinguish assistance from misconduct, and identify feasible assessment reforms. A qualitative, interpretivist design was adopted. The population comprised teachers and students of public and private universities in Faisalabad. Through purposive, criterion-based sampling, five teachers and 10 students with direct experience of generative AI were selected. Data were collected using expert-validated, semi-structured interview protocols and analyzed through Braun and Clarke's (2006) six-phase thematic analysis; trustworthiness was established through member checking and reflexive journaling. Five themes were constructed: (a) the crisis of authorship and assessment validity, (b) the gap between student practice and institutional policy, (c) AI as a double-edged learning tool, (d) the mismatch between assessment design and graduate skills, and (e) systemic barriers to reform. Participants favored oral examinations, projects, and process-based assessment. The study concludes that exam-centered assessment alone is insufficient in AI-enabled environments. Universities should adopt flexible AI-use policies with disclosure norms, train teachers in AI-resilient assessment design, shift toward authentic assessment, and embed AI literacy within curricula.

Keywords: Generative artificial intelligence, academic integrity,

Abstract ID 4980

Teaching Methodologies and AI-Supported Learning as Predictors of Critical Thinking among Undergraduate Students Who Have Studied Research Methods

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Critical thinking is a key skill for university graduates, yet it is still unclear how teaching methods and artificial intelligence (AI) tools work together to support it. This study examined how teaching methodologies and AI-supported learning relate to critical thinking among undergraduate students who had studied research as a subject. A cross-sectional survey design was used. Data came from 201 undergraduate students from five faculties. Three self-report scales measured teaching methodologies, AI-supported learning, and critical thinking. All scales had good reliability (Î± = .94). Data were analysed with correlation, multiple regression, t-tests, and one-way ANOVA. Teaching methodologies and AI-supported learning were each positively related to critical thinking, and the two were moderately related to each other. At the dimension level, learner-centred teaching activities and AI-based feedback and assessment were the strongest predictors. Students with more AI experience reported higher AI-supported learning and higher critical thinking. The results suggest that AI tools are linked with stronger critical thinking when they are used inside active, learner-centred teaching. Teachers and curriculum planners should design research courses that combine student-centred methods with guided and responsible AI use.

Keywords: Teaching methodologies, artificial intelligence, critical thinking, undergraduate students, research education

Abstract ID 4981

Tracing the Development Role of Professional Noticing and Shaping in Preservice Mathematics Teachers during Teaching Practicum

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This study explores the development of professional noticing and shaping practices in a preservice mathematics teacher during her teaching practicum. Professional noticing refers to the ability of teachers to attend to students' mathematical thinking, interpret their reasoning, and decide how to respond, while shaping practices involve the instructional moves teachers use to advance students' understanding. A multiple case study design was used. Data were collected over a four-week teaching practicum at a public elementary school in Pakistan. Data sources included video-recorded lessons, stimulated recall interviews, a semi-structured interview, instructional artifacts, and field notes. Data were transcribed verbatim and analyzed using thematic analysis. The findings reveal that the preservice teacher gradually developed her noticing skills during the practicum. Initially her attention was focused on classroom management and task completion, but over time she became more capable of identifying students' misconceptions, interpreting their reasoning and responding through probing questions, classroom discussion, and contextual examples. These practices significantly contributed to shaping students' mathematical understanding. The study suggests that structured practicum experiences, combined with video-based reflection through stimulated recall interviews, play a vital role in developing professional noticing and shaping practices among preservice teachers. It has important implications for teacher education programs to integrate reflective practices in practicum design.

Keywords: Professional Noticing, Shaping Practices, Preservice Mathematics Teacher, Teaching Practicum, Thematic Analysis.

Abstract ID 4982

Teacher Noticing and Uptake of Student Conjectures: A Microanalytic Study of Discourse in Elementary Mathematics Classrooms

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Teacher noticing and Student mathematical conjectures provide opportunities to develop mathematical reasoning and enrich classroom discussions. Although research has extensively examined teacher noticing and teacher uptake as separate phenomena, empirical-studies linking them in classroom settings remain limited. This study investigates elementary teachers' uptake of student mathematical conjectures, their instructional reasoning, and their responses for classroom discourse. A qualitative multiple-case study design was employed, involving five elementary teachers who encouraged mathematical conjecturing and six students purposively selected for their active participation in mathematical discussions, at Punjab University Laboratory High School, Lahore. Data were collected through classroom discourse observations, pre-interviews, post-interviews, stimulated-recall-interviews. Micro-analytic discourse analysis examined teacher-student interactions, teachers' responses to conjectures, students' subsequent contributions. Interview data were analysed to explore teachers' reported reasoning. Findings indicated that productive uptake practices created opportunities for students to explain and justify their reasoning, refine their mathematical thinking, and contribute meaningfully to classroom discourse and indicate that teacher noticing shapes uptake and mathematical discourse. Professional development workshops can also help teachers to develop their professional noticing skills. The findings have implications for teacher education and professional development by highlighting how teachers' responsive uptake of student conjectures can support mathematical reasoning and productive classroom discourse.

Keywords: Teacher-Noticing, Student-Conjectures, Uptake, Classroom-Discourse, Elementary-Mathematics-Education.

Abstract ID 4986

Teachers' Digital Competence and Teacher Effectiveness in Universities: The Mediating Role of Technology Integration

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The rapid advancement of digital technologies has transformed higher education, making teachers' digital competence essential for effective teaching and learning. This study examined teachers' digital competence and teacher effectiveness in universities, focusing on the mediating role of technology integration. The main objectives were to investigate university teachers' digital competence, examine their teaching effectiveness, and determine the extent of technology integration in teaching practices. The study employed a quantitative, cross-sectional survey design within the positivist paradigm. The population comprised 2,366 faculty members from selected public universities in South Punjab, from which a sample of 237 university teachers was selected through proportionate stratified random sampling. Data were collected using a structured questionnaire based on a five-point Likert scale, covering teachers' digital competence, technology integration, and teacher effectiveness. The instrument was reviewed for validity and pilot-tested for reliability. Data was analysed using descriptive statistics, including frequencies, percentages, means, and standard deviations, alongside inferential techniques, including Pearson correlation, regression analysis, and analysis of variance. The findings revealed generally high levels of digital competence, technology integration, and technology-supported teaching practices. Significant positive relationships were identified among the major study variables, while regression findings indicated that digital competence and technology-related practices were significant predictors within the proposed relationships. The study concluded that meaningful technology integration helps translate teachers' digital competence into effective instructional practices. It recommends continuous digital professional development, enhanced technical problem-solving skills, innovative technology use, and improved institutional technological infrastructure to strengthen teaching effectiveness in higher education.

Keywords: Teachers' Digital Competence, Technology Integration, Teacher Effectiveness, Higher Education, South Punjab.

Abstract ID 4989

Reimagining the Academic Workplace: Knowledge Hiding, Communication and the Buffering Role of Competitiveness

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Universities cannot reimagine education for a changing world unless their teachers share what they know. Yet some teachers deliberately hold back knowledge when colleagues ask for it, a behavior called knowledge hiding. This study examined how knowledge hiding affects communication among university teachers, and whether competitiveness reduces this harm. Guided by Social Exchange Theory, a cross-sectional survey was conducted with 1,011 teachers from public sector universities in Punjab, Pakistan, selected through multistage stratified sampling. Five-point scales measured knowledge hiding, communication and competitiveness, and structural equation modeling was used for analysis. Knowledge hiding strongly reduced communication (Î² = â˜’0.688***). Competitiveness weakened this negative effect (Î² = 0.312***), so the damage caused by knowledge hiding was smaller where teachers were more competitive. This suggests that constructive competition can keep academic exchange active. The findings point to the importance of fair recognition of shared work and of competition that is directed toward common goals. The paper proposes practical, low-cost steps for Pakistani public universities that wish to become knowledge-sharing communities.

Keywords: Knowledge hiding, communication, competitiveness, university teachers

Abstract ID 4991

Attitudes toward Self-Directed Learning Practices at University Level: Evidence from Prospective Teachers

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Self-directed learning is a key competency in teacher education program as it allows to take responsibility for their own learning, to track learning progress, and to assess learning outcomes. The present study examines the attitudes of prospective teachers towards self-directed learning among public and private universities in Lahore. The study also compared the attitudes of male and female prospective teachers in Public and private universities. A Quantitative cross-sectional survey study was employed. A proportionate stratified random sampling technique was used to select the sample of the study and 700 prospective teachers were selected. Data was collected through self-structured questionnaire. The questionnaire consisted on 25 items with five sub dimensions (Setting Learning Goals, Self-Motivation, Self-Management, Self-Monitoring, Self-Evaluation). The reliability of the instrument is Cronbach's Î± = .782. Descriptive statistics and independent-samples t-tests were used to analyze the data. The overall level of self-directed learning of the participants was moderate. The item mean for taking responsibility for learning was the highest, while for regularly monitoring learning progress was the lowest. For the students from public university and private university, there was a statistically significant difference with students from private university having higher scores on self-directed learning. No significant difference was found between the male and female students. The findings indicate the importance of fostering reflective practices, progress monitoring, and strategic regulation of learning during teacher training programs.

Keywords: Self-Directed Learning, Prospective Teachers, Teacher Education

Abstract ID 4992

Impact of Institutional Quality Management Practices on undergraduate students Learning Competences and Skills Development

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This study was designed to investigate the Impact of Institutional Quality Management Practices (IQMP) on undergraduate students' learning competences and skills development in public sector universities of Pakistan. In contemporary higher education, quality management has become a critical factor in ensuring educational effectiveness, institutional excellence, and the development of graduates equipped with the competences and professional skills required in a rapidly changing global environment. A quantitative causal-comparative research design was used by selecting a sample of 300 students through stratified random sampling technique from various disciplines. The data were collected by using validated tool and Institutional Quality and Student Development Scale (IQSDS). The regression analysis and findings revealed that Institutional Quality Management Practices significantly enhanced students' learning competences and skills development. The results further indicated that universities demonstrated satisfactory quality management practices, particularly in technology integration, assessment diversity, and continuous improvement initiatives. Students also reported satisfactory levels of learning competences and professional skills, including critical thinking, analytical reasoning, problem-solving, communication, teamwork, leadership, creativity, and digital literacy. The study concluded that effective Institutional Quality Management Practices play a vital role in enhancing students' academic competences and professional skills. University leadership can foster a culture of quality assurance by engaging faculty, students and administrative staff in the quality improvement and decision-making process.

Keywords: Institutional Quality Management Practices, learning competences, skills development, higher education, undergraduate students, public sector universities

Abstract ID 4994

Effect of Cognitive Load, Instructional Support, Prior Knowledge and Students' Attitude on their Achievement in Statistics at University Level

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Cognitive load, instructional support, prior knowledge, and students' attitudes are important factors influencing academic achievement in quantitative disciplines. This study examined their effects on university students' achievement in statistics. A descriptive correlational research design was employed using a purposive sample of 200 M.Phil. students at Government College University Faisalabad who had completed STA-795. Data were collected using Leppink et al.'s Cognitive Load Scale, a validated Instructional Support Scale, Schau et al.'s Survey of Attitudes Toward Statistics (SATS), and students' examination scores out of 60. The findings indicated moderate cognitive load, high instructional support, and positive attitudes toward statistics. No significant differences were found across gender or age groups. However, students with prior knowledge experienced significantly lower cognitive load, perceived greater instructional support, and achieved higher scores than those without prior knowledge. Their attitudes did not differ significantly. Instructional support, prior knowledge, and students' attitudes were positively associated with academic achievement, whereas cognitive load did not significantly predict performance. Attitude and instructional support independently explained 6% and 11% of the variance in achievement, respectively. The findings emphasize the importance of effective teaching support, adequate foundational preparation, and positive attitudes in improving statistics achievement. Universities should strengthen instructional support, provide foundational review sessions, and foster positive student attitudes toward statistics.

Keywords: Cognitive Load, Instructional Support, Prior Knowledge, Students' Attitude, Academic Achievement

Abstract ID 4998

Calibrated Friction: A Preregistered Randomized Trial of Metacognitive-Calibration Scaffolds in Generative-AI-Supported Learning

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Generative AI (GenAI) can raise task performance while leaving unchanged, or even eroding, what learners can do once the tool is removed. Evidence indicates that unrestricted access can function as a crutch (Bastani et al., 2025), can trigger metacognitive laziness (Fan et al., 2025), and can inflate confidence beyond accuracy (Fernandes et al., 2026). Current remedies mainly restrict what the AI may say, leaving untested whether learning is protected by limiting AI output or by repairing the learner's monitoring of their own knowledge. This study proposes Calibrated Friction: three brief, adaptive learner-side scaffolds—Commit (a confidence prediction before AI help), Generate (an independent attempt before AI output is revealed), and Audit (a structured comparison of one's own answer with the AI's)—grounded in desirable-difficulties, cognitive-offloading, and metacognitive monitoring-and-control theory. Friction is scaled to each learner's running miscalibration and fades as calibration improves. We will conduct a preregistered, four-arm randomized controlled trial (N = 360 university students in Pakistan): independent study, free-access GenAI, hint-only guardrail GenAI, and Calibrated Friction GenAI, across four weekly statistical-reasoning sessions. The primary outcome is AI-free retention and transfer at four weeks; mediators are calibration accuracy and error-detection sensitivity; moderators are prior knowledge and AI literacy. Analyses use ANCOVA, mixed-effects models, and causal mediation under intention-to-treat. The study will test whether metacognitive calibration, rather than output restriction, is the active mechanism of safe AI-supported learning, and will yield an open, transferable design principle for reimagining education in AI-saturated classrooms.

Keywords: Generative AI; metacognitive calibration; cognitive offloading; desirable difficulties; randomized controlled trial; higher education

Abstract ID 5000

Effects of Preferences for Individual Work on University Students' Autonomy, Motivation and Self- Regulation Skills

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This study examined the influence of university students' preferences for individual work on their autonomy, motivation, and self-regulation skills. A quantitative correlational research design was employed, involving 300 undergraduate students selected from three public-sector universities in Faisalabad. Data were collected using a self-developed 76-item questionnaire based on a four-point Likert scale. The study aimed to assess the levels of the variables, identify demographic differences, examine relationships among them, and determine the predictive role of individual work preferences. The findings revealed that students demonstrated moderate levels of preference for individual work, autonomy, motivation, and self-regulation. No significant differences were observed based on gender or locality. However, significant differences emerged across semesters, universities, and faculties. Students in the fifth semester scored higher than those in the seventh semester, while students from Social Sciences and Science faculties scored higher than those from Management Sciences. Correlation analysis indicated strong positive relationships among individual work preferences, autonomy, motivation, and self-regulation. Regression analysis further demonstrated that individual work preference significantly predicted all three outcome variables. The study concludes that encouraging individual work may support students' autonomy, motivation, and self-regulation.

Keywords: Autonomy, motivation, and self-regulation skills

Abstract ID 5002

Status of Teacher Training in Life-Skills Based Teaching in Inclusive Schools of Punjab

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Empirical data indicates that life skills-based teaching can positively contribute toward making school culture inclusive and making learner confident and independent (Weidinger, 2021; Ahmad, Fida, Kamran, & Jamil, 2024). Present study used an explanatory sequential mixed methods design to evaluate the status of teacher training in life skills teaching in Punjab. Purposive sampling was used to select the teachers (n=124) working in inclusive schools of eleven districts of Punjab. In the quantitative phase, data was collected through a questionnaire. In average, participants had attended 2 in-service trainings (SD=1.86) but no teacher had attended training in life skills teaching. In depth interviews of participants (n=15) were conducted in qualitative phase. Participants shared that mostly attention is given to subject knowledge, teaching strategies and class management during in-service training. It leaves teachers with very limited knowledge, pedagogical skills and assessment processes for teaching life skills. This situation becomes more challenging when they have students with different needs in their classrooms. The findings of the study indicate that there is a dire need to incorporate life skills-based teaching in training programs for teachers of inclusive schools in Punjab.

Keywords: Teacher training, inclusive education, inclusive schools, life skills teaching, Punjab

Abstract ID 5004

Reimagining University Students Knowledge Management Practices and Learning Agility: Evidence from Public and Private Universities in Punjab, Pakistan

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Universities increasingly expect students to acquire, organize, share and apply knowledge in fast-changing academic and labor-market settings, yet little is known about whether students' experience of institutional knowledge management (KM) is linked to their capacity to learn quickly from experience, that is, their learning agility. Drawing on knowledge-creation, experiential and social cognitive learning theories, this study examined the effect of university students' perceived KM practices on learning agility. A cross-sectional survey was completed by 1,031 undergraduate and graduate students from public and private universities in Punjab, Pakistan, selected through stratified multistage random sampling. KM practices (30 items, ten dimensions) and learning agility (25 items, five dimensions) were measured on five-point scales with excellent internal consistency (Î± = .93 for both). Students reported moderately high levels of KM practices (M = 3.60) and learning agility (M = 3.81). KM practices strongly and positively predicted learning agility (B = 0.66, 95% CI [0.61, 0.70], Î² = .66, R^2 = .44), and the estimate was unchanged after controlling for sector, gender, academic level and residence (Î"R^2 = .43). Of the ten KM dimensions, implementing KM tools, improving KM workflows, promoting a learning culture, providing training and support, and encouraging knowledge sharing were the leading predictors; jointly the dimensions explained 53% of the variance in learning agility. Average levels differed only modestly by academic level, but the KM-agility slope was positive in every subgroup and steeper in private than in public universities and among graduate than undergraduate students. The findings suggest that universities can cultivate agile learners by making knowledge practices visible, technologically supported and learner-facing.

Keywords: Knowledge management practices; learning agility; university students; higher education; Pakistan; self-regulated learning

Abstract ID 5005

Impact of Screen Time on Behaviors of Children between Ages 5-10 Years

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The purpose of the study was to examine the impact of screen time on the social, emotional and general behaviors of children aged 5–10 years. The study employed a descriptive research design. The population of the study was comprised of all parents of primary school children in Lahore. The sample consisted of 150 parents of primary school children aged 5–10 years, selected through a convenience sampling technique. The data were collected from parents through a structured questionnaire consisting of 40 items. The questionnaire was designed to gather information about children's screen time and its impact on their behavioral patterns, particularly their social interactions, communication with others, emotional responses, and everyday behaviors. Moreover, descriptive statistics was used and the results were presented in terms of percentages. The major findings of the study showed that majority of parents agreed that screen time have greatest impact on children's social, emotional, aggressive and ethical behavior positive as well as negative. The study was recommended that parents should monitor and supervise their children's screen time to ensure its appropriate use. However, it is offered to encourage parents to understand how screen time may affect children's behavioral patterns, daily habits, and social interaction.

Keywords: Screen Time, Behavioral Development, Primary School Children, Parental Perceptions, Social Interaction

Abstract ID 5006

From Competence to Practice: AI Pedagogical Competence and AI Integration in Teaching among Government College Teachers in Lahore

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This study assessed the AI pedagogical competence and AI integration in teaching of government college teachers in Lahore, Pakistan, and examined the relationship between them. A quantitative, cross-sectional correlational survey design was used. The population was approximately 998 teachers of the 61 government colleges in Lahore district, from which 279 teachers were selected through convenience sampling. Competence was measured with a with a researcher-developed 15-item scale based on the UNESCO AI Competency Framework for Teachers (Î± = .86), and integration with a 12-item scale adapted from Pérez-Montesdeoca et al. (2026) (Î± = .91). Data were analysed with means, standard deviations and Pearson's correlation. Teachers reported moderate competence (M = 3.36) and moderate integration (M = 2.95). They used AI mostly to prepare lessons and least often in activities with students. Competence was strongly and positively correlated with integration, $r(277) = .51$, $p < .001$, and AI pedagogy had the strongest association ($r = .61$). Teachers with greater AI competence, especially in its pedagogical use, tend to integrate AI more in their teaching. HED Punjab and teacher-training institutions should therefore focus professional development on the pedagogical application of AI and its use with students in class.

Keywords: Artificial intelligence, AI pedagogical competence, AI integration, college teachers, teacher professional development.

Abstract ID 5011

Girls Education in Rural Punjab: Addressing Barriers and Expanding Opportunities through PEF Partner Schools

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This study examines the challenges of female education in rural Punjab, focusing on out-of-school girls in areas served by Punjab Education Foundation (PEF) partner schools. Despite various initiatives by PEF to promote girls' education through public-private partnerships, a significant number of girls remain excluded from the education system. In Pakistan, approximately 13.4 million girls are out of school, with nearly 5.24 million in Punjab alone, highlighting the resolve of addressing this issue. The study adopted a quantitative research design. For the quantitative component, data were collected through a self-developed questionnaire distributed to head teachers via Google Forms. The sample consisted of 108 head teachers from 180 PEF-affiliated schools, including EVS, FAS, PSRP-I, and NSP programs. The quantitative data were collected through a structured questionnaire consisting of 35 statements measured on a six-point Likert scale. The items were grouped into four factors, like socio-cultural barriers, economic barriers, school accessibility barriers, and personal barriers, and analyzed using IBM (SPSS) statistics. The validity of the instrument was ensured through expert review, while reliability was confirmed using Cronbach's Alpha (Î± = 0.843), indicating acceptable internal consistency. The findings indicate that girls' education in rural Punjab is constrained by interconnected economic, socio-cultural, institutional, and personal barriers, including poverty, domestic responsibilities, safety concerns, and restricted mobility. On the basis of the study, it is concluded that although PEF partner schools contribute to improving access, targeted interventions are required to address persistent barriers. It is recommended that financial and transportation support be enhanced, income-generating opportunities be introduced, community awareness initiatives be strengthened, and school safety measures be improved to facilitate girls' enrollment, retention, and completion of education.

Keywords: Barriers, Female Education, Rural Areas

Abstract ID 5013

Problem-Based Learning and Its Effects on Student's Academic Performance at the Middle School Level

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Statement of the Problem: An instructional approach known as PBL (Problem-based learning) assists the students to "learn to learn" through grouping to find solutions to problems that arise in their actual lives. PBL is a constructivist process created and guided mostly by students, with the instructor serving as a "thinking" coach. To create an answer to the problem, learners make choices they require and would like to know. Examining PBL's use in Pakistani institutions is the primary goal of this study and also explores the effects of PBL on students' academic achievement. Purpose of the Study: The study aims to explore the effects of Problem-based learning on students' academic performance at the middle school level: A case study of a private school in Karachi. The researcher studied the students of 6th grade who are taught social studies through problem-based learning. Constructivist Learning Theory (CLT) presented by Jean Piaget in 1980 and Transformative Learning Theory (TLT) formulated by Jack Mezirow in 1978 serve as the foundation for this study. Research Methodology: It's a mixed-method case study. For the quantitative study, the sample consists of 6th-grade students of three sections studying in a private school in Karachi. The samples for the qualitative research are comprised of five instructors who use PBL to teach social studies in a private school in Karachi. Quantitative data were collected through close-ended questionnaires from students and semi-structured interviews were used to gather qualitative data. IBM-SPSS version 23.0 was used to store and evaluate quantitative data. Descriptives were provided on gender, age group and statements on PBL. Mean with standard deviation were given on six components of PBL statements. The mean scores of these components were compared using an independent sample t-test with the gender and age group of students. To investigate the degree of association between the various PBL components, Pearson Correlation analysis was conducted. Thematic analysis was used to code and examine the qualitative data. Findings: The research found that PBL had a substantial positive effect on students' academic performance. PBL and students' perception of problem-based learning (PBL), self-directed learning skills, communication skills, collaborative skills, academic performance and motivational level of students are significantly correlated. The analysis found that the instructors view PBL as a helpful instructional method with the capacity

to boost learner enhancement and aid students in comprehending the course matter most thoroughly via self-learning and learning by doing. The participants mentioned increased teacher-student and student-student connections, developing skills, and experience as benefits of implementing PBL. The research also recognized the difficulties that the instructors must face, including time constraints, a knowledge shortage, and teamwork issues. Conclusion: The study's findings demonstrate that students and teachers both see PBL's perceived advantages and application from both favorable and adverse aspects. The findings of this study demonstrate that instructors possess a favorable and critical understanding of PBL based on its potential advantages and practical difficulties. The outcomes of this research are thought to increase the interests of the learners and give teachers the competencies they need to effectively adopt PBL.

Keywords: Problem-based Learning (PBL), Academic Performance, Middle School Level, and Social Studies

Abstract ID 5014

Reimagining Education: Vocational Training and Ethical Labor Migration in An AI-driven VUCA World

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This research investigates how Vocational Education and Training (VET), combined with literacy in ethical labor migration, mitigates artificial intelligence (AI) driven employment anxieties among youth in developing economies, with Vietnam as a case study. Utilizing a quantitative, cross-sectional post-event survey methodology, the study evaluated participant perceptions following a massive national career orientation intervention aimed at Vietnamese youth (university, college and secondary students) navigating a volatile, uncertain, complex, and ambiguous (VUCA) global labor market. Data were collected from a sample of 4,558 post-event feedback forms out of 86,200 participants across 34 distinct venues in Vietnam during the 2025 German Career Truck project using standardized, self-administered questionnaires to measure shifts in career awareness, VET perception, and migration literacy. Descriptive statistical analysis revealed that post-intervention, 71.3% of respondents reported a significantly positive perception of VET, while 70.9% gained clarity on legal, fair study and work opportunities in Germany, with 62.6% expressing strong intent to pursue them. Consequently, the study concludes that VET equips youth with human-centric, AI-resilient skills to eliminate future productivity gaps while fair migration pathways maximize human capital. Therefore, educational frameworks must integrate VET and transparent migration literacy to effectively prepare youth for a technologically disrupted world.

Keywords: Vocational, AI, Migration, VUCA, Resilience

Abstract ID 5015

A Study of the Effect of Environmental Structuring on Academic Achievement of Secondary School Learners in Punjab

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Environmental structuring is an important component of self-regulated learning that enables students to organize their physical and study environments to facilitate concentration and academic learning. This study examines environmental structuring as a self-regulated learning strategy and its relationship with the academic achievement of secondary school learners in Punjab, Pakistan. Environmental structuring involves selecting or arranging suitable study locations, such as the home, library, or other appropriate places, and minimizing distractions to support effective learning. The data were collected with help of a five point Likert scale from 3050 respondents selected through random sampling from the province of Punjab, Pakistan. The findings indicate a statistically significant difference between male and female students in the use of environmental structuring strategies. However, no statistically significant differences were observed among students belonging to urban or rural areas and between students enrolled in Science or Arts streams. Furthermore, the reported statistical analysis indicated a positive relationship between environmental structuring and academic achievement of the students. These findings suggest that environmental structuring is a relevant self-regulated learning strategy associated with academic achievement among secondary school learners. The results also highlight gender-based differences in the reported use of this strategy, while its use appears comparable across urban and rural localities and Science and Arts streams. The study underscores the importance of encouraging students to establish organized, focused, and distraction-minimized study environments to support their academic learning.

Keywords: Environmental structuring, self-regulated learning, academic achievement, secondary school learners

Abstract ID 5017

Exploring the Lived Experiences of Nonassertive Prospective Teachers: A Qualitative Inquiry

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Assertiveness is the ability to communicate one's requirements, wishes, and perspectives to others in a clear and suitable manner without condemning them. Assertive communication is a very important skill for teachers. Assertive communication contributes in job satisfaction among teachers. In fact both of these two aspects of teacher personality directly affect their quality of teaching, learning process and outcomes .This study aimed at exploring the experiences of nonassertive prospective teachers. This study was conducted at Institute of education; University of Sargodha (main campus). The core objectives were to identify the nonassertive prospective teachers and explore their experience regarding. After diagnosis 25 nonassertive prospective teachers were taken as sample of the study through purposive sampling. Their previous experiences related to nonassertive communication skills were collected though a self-developed open ended questionnaire based on ERA model of reflection. Thematic analysis was used to analyze the collected data. It was found that prospective teachers having nonassertive communication styles felt it difficult to say no to different people in social life i.e. teachers, family and friends. Most of them feel sad, angry, exhausted uncomfortable and regretted after saying yes to other people unwantedly. Most of the prospective teachers expressed their willingness to change their communication styles. This study has important implication for teacher education institutes as assertive communication is highly valuable skill for teachers. It should be taught in formal teaching training programs.

Keywords: Prospective teachers, Non assertiveness, experiences

Abstract ID 5018

Reimagining the Teacher: Proposals for Classroom Practice

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Education systems are asked to prepare students for problems that do not yet exist. Most reforms focus more on curricula and technology than on teachers. This paper asks what a reimagined teacher might do differently in an ordinary classroom. It draws on mixed-methods evidence from government secondary schools in Lahore, Pakistan, where teachers completed the Teacher Creativity Questionnaire, and selected teachers were observed and interviewed for their classroom practices. The evidence shows that examination pressure, syllabus coverage, and limited autonomy strongly shaped what teachers could attempt. The paper views creativity as a personal disposition and a sociocultural practice shaped by context and proposes everyday teaching practices. These proposals concern how teachers plan lessons, talk with students, use the textbook, assess learning, involve the community, and grow through reflection with colleagues. They can begin within existing timetables and large classes. The paper argues that small, repeated changes in daily practice can move teachers from delivering the syllabus to design learning. Such change begins with individual teachers but also needs support from school leaders and assessment systems. The proposals emerge from Pakistani classrooms but may help teachers in other systems where examinations and limited resources restrict creative teaching.

Keywords: Teacher role, teacher creativity, classroom practice, educational reform, Pakistan

Abstract ID 5019

Identification of Classroom Management Styles Used by Secondary School Teachers in Lahore

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This study investigates the classroom management styles utilized by teachers in public sector secondary schools in Lahore, Pakistan. The purpose of this study was to identify classroom management styles used by teachers in public sector secondary schools. A quantitative survey was conducted with a sample of 345 teachers (comprising 110 males and 235 females), selected using a convenient sampling method. The research identifies four distinct classroom management styles authoritarian, permissive, democratic, and behavioral. The analysis of the data using descriptive statistics reveled the prevalent classroom management styles practiced by teachers in secondary schools. The results revealed that teachers adopted a balanced mix of authoritarian, democratic, and permissive styles, with a leaning towards democratic approaches. However, minor majority of teachers still relied on authoritarian methods. The findings highlight the diversity of management approaches, with permissive and democratic styles promoting student autonomy and engagement, while authoritarian and behavioral styles emphasize structured discipline and goal-oriented methods. Recommendations include developing tailored teacher training programs to enhance teaching effectiveness and improve student outcomes in public secondary schools in Lahore.

Keywords: Classroom management; management styles; secondary level; public sector

Abstract ID 5021

Beyond Traditional Teaching: Reimagining Higher Education through Human-Centered Artificial Intelligence

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AI in higher education has transformed the nature of education by establishing new, distinct characteristics for teaching and creating unique opportunities for personalized, inclusive and student-centered education. This research will attempt to shed light on how human centered AI influenced the teaching and learning process within HEIs. The focus of the research was on the impact and role of human-centered AI in improving instructional effectiveness, student engagement and academic achievement, supporting data-informed decision-making, upholding human values and ethical principles, and safeguarding student well-being. The research design used was mixed methods quantitative data from students and staff of the university and qualitative data, through the questions and open responses in the interviews. The results showed that human-centered AI had a positive impact on various aspects of learning, such as making it more accessible, offering tailored learning paths and enhancing the communication between teachers and students. The participants were able to learn from AI regarding critical thinking, self-directed learning and timely feedback for learning. It was also found that implementing AI successfully relied on having ethical concerns and digital literacy, transparency, as well as actively engaging educators in pedagogical decisions. Moreover, the study revealed empathy, mentorship, collaboration, and professional judgment as key elements of the human element of teaching that were most critical for the effective application of AI. The findings from this research can be seen as a step towards advancing the world of educational innovation, showing the potential of AI to meet human needs and educational objectives. The final result was a human-centered approach to the use of AI was found to create balanced and sustainable transformation in higher education, whereby leveraging technology did not reduce but instead enhanced learning and teaching experiences.

Keywords: Artificial intelligence, Traditional Teaching, Reimagining, Inclusive Education, Educational Innovation

Abstract ID 5022

Comparative Effect of Project-Based Learning and Concept Mapping in promoting Critical Thinking skills at elementary level

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Aim of the study is to compare the effectiveness of Project-Based Learning and concept mapping method on students critical thinking skills at elementary level. The research was quantitative in nature and quasi-experimental research design was used for the investigation of the objectives. Govt. Municipal Model Girls High school Gujrat was taken as case. Seventh grade students were the sample of the study. Critical thinking achievement test was developed by the researcher under kind supervision of the supervisor as instrument of the study to collect data for the investigation of research objectives. Fourteen expert opinions were taken for the validation of instrument. Content Validity Ratio was measured which is 0.714 is acceptable. Item analysis was done difficulty level and discrimination index was measured. Reliability of achievement test was measured by Kuder-Richardson 20. Reliability of achievement test is 0.79. Final instrument was based on 36 multiple choice items of science subject. Pre-test was taken from both Project-Based learning group and Concept mapping groups. Treatment was provided by the researcher to avoid biasness of other teachers. Project-Based learning group was taught through project-based learning method and Concept mapping group was taught through concept mapping method. After the treatment post-test was taken and data was analyzed. Data was analyzed using statistical techniques, means gain score standard deviation, T-Test (paired sample test and independent sample t test) was used. SPSS 24 was used to analyzed data. According to the analysis of data research hypothesis 1 was accepted. Critical thinking skills was promoted with the help of concept mapping method. Research Hypothesis 2 was also accepted critical thinking skills was also developed with the help of PBL method. Research hypothesis 3 and 4 was rejected because there the difference between the scores of pre and post test of both groups. Research hypothesis 5 was rejected because the mean gain score of both experimental and control groups was not equal. Project-Based Learning is more appropriate method for the development of critical thinking skills at elementary level.

Keywords: Project-Based Learning, Concept Mapping, Critical Thinking Skills, Elementary Level

Abstract ID 5024

Impact of Digital Distraction on Student Engagement and academic Achievement

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The study aimed to identify the major sources and frequency of digital distraction and examine its impact on undergraduate students' classroom engagement and academic performance. A quantitative research design was employed using a cross-sectional survey approach. Data were collected from 200 undergraduate students selected through stratified random sampling from three universities in Faisalabad, Pakistan. A structured questionnaire comprising demographic information and Likert-type scale items was used to measure digital distraction, classroom engagement, and academic performance. Data were analyzed using descriptive statistics (frequency, percentage, mean, and standard deviation) and linear regression through SPSS. The findings revealed a high prevalence of digital distraction, particularly checking notifications (69.5%), digital devices diverting attention from lectures (67%), non-academic smartphone use (64.5%), and multitasking during lectures (65.5%). Regression analysis indicated a significant negative impact of digital distraction on classroom engagement, explaining 39.1% of its variance ($R = 0.625$). Similarly, digital distraction explained 26.8% of the variance in academic performance ($R = 0.517$), indicating a significant negative relationship. The study concludes that uncontrolled digital device use adversely affects students' classroom engagement and academic achievement. It recommends developing balanced institutional policies for classroom technology usage, promoting student awareness of the cognitive consequences of digital multitasking, and encouraging structured and purposeful integration of digital technologies to enhance student engagement and academic performance.

Keywords: Digital distraction, classroom engagement, academic achievement, technology integration

Abstract ID 5026

The Paradigm Shift in School Education in Punjab: From Traditional Learning to Smart Learning

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Modern education needs smart learning systems because traditional methods continue to prevail in public schools across Lahore, Punjab. This research uses a qualitative approach to study three essential elements regarding the present learning environment, the need for a smart learning transition, and the implementation barriers. Semi-structured interviews with 20 public school teachers (10 male, 10 female) and 10 public school administrators/headmasters (5 male, 5 female) from Lahore, combined with classroom observations, were used for data collection. Thematic analysis revealed that traditional teacher-focused learning methods are still widely used instead of digital learning approaches in the study area. Teaching personnel identified that smart learning provides opportunities for improved student participation together with creative abilities and educational achievement outcomes. Different issues interfered with implementation, such as inadequate educational infrastructure, a lack of trained personnel, limited policy backing, and funding restrictions in the public sector. Observations demonstrated that public schools faced dual problems because they lacked digital resources and teachers showed resistance to digital transformations. The research shows an immediate requirement for strategic policy changes together with professional training and specific financial support for digital infrastructure to enable successful smart learning environment adoption. The research delivers direct recommendations which guide educational leaders who want sustainable digital transformation in Lahore's public educational institutions.

Keywords: Smart Learning, Traditional Teaching, Digital Education, Educational Technology, Learning Environment,

Abstract ID 5027

Evaluating Educational Administration and Service Quality in Public and Private Universities among Lahore Students

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This quantitative study evaluates educational administration's role in addressing service quality gaps between BS students' expectations and perceptions in Lahore, Pakistan. Using stratified random sampling, data were collected from 100 undergraduate BS students (N=100) across two public sector universities and two private sector universities. The sample was equally divided, taking half the students from the public sector (n=50) and half from the private sector (n=50), while maintaining strict gender equality with half male and half female participants in each sector. â€‹A structured 5-likert scale questionnaire based on core service quality dimensions was administered, and data were analyzed using a paired sample t-test. Quantitative findings revealed significant gaps between student expectations and actual perceptions regarding administrative reliability, responsiveness, and assurance. However, no statistical significant difference was observed in terms of empathy and assurance regarding the overall standard of administrative services. Comparative findings highlighted variations across public and private institutional sectors as well as gender demographics. The study was restricted to 100 BS students in Lahore, Punjab, limiting broader regional generalizability. This research provides actionable empirical evidence for educational administrators to formulate sector-specific, gender-inclusive administrative strategies, streamline institutional governance, and enhance overall service delivery for BS students.

Keywords: Educational administration, Service quality, BS students, Public vs. Private universities, Gender analysis

Abstract ID 5028

Feeling to Know: Epistemological Beliefs, Knowledge Emotions and the Reimagining of University Education

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Educational reform in a changing world is usually framed as a question of which skills to teach. This paper argues that it is equally a question of how students experience knowing. Drawing on a large cross-sectional survey of 1,143 undergraduate students in public sector universities of Punjab, Pakistan, the paper examines how epistemological beliefs (beliefs about the certainty, structure, source, control and speed of knowledge) relate to critical thinking and creativity dispositions, and whether knowledge emotions (enjoyment, hope, pride, frustration, anxiety, confusion, hopelessness and boredom) mediate these relationships. Structural equation modelling in AMOS showed that epistemological beliefs had a strong, significant positive effect on critical thinking dispositions and a positive effect on knowledge emotions, and that knowledge emotions partially mediated the belief-to-critical-thinking link. In contrast, epistemological beliefs had no significant direct effect on creativity dispositions, and the indirect pathway through knowledge emotions was significant but negative, a pattern that appeared only among male students. Academic discipline did not alter these relationships. The findings suggest that sophisticated beliefs about knowledge are necessary but not sufficient for reimagined learning: the emotional climate of learning determines whether beliefs become thinking, and may even work against creativity. The paper proposes a Belief-Emotion-Disposition framework for designing university learning environments and outlines implications for curriculum, assessment, teacher education and policy aligned with SDG 4.

Keywords: Epistemological beliefs, knowledge emotions, critical thinking, creativity, higher education, mediation, SDG 4

Abstract ID 5029

Study of Undergraduate Students Perspectives on the Integration of Artificial Intelligence in Learning Process: A Quantitative Analysis

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This study highlights the factors that support the integration of AI and different challenges associated with AI adoption in higher education. This study explored the student's perspectives on the integration of Artificial intelligence in the learning process. The study aims to focus on the AI adoption used by students in educational settings and how the AI integration improves learning experience and student engagement. Furthermore, the study examines how students determine the AI factors to embracing the lifelong learning approach to keep pace with rapid changes and significant advancement in AI technologies. The study was descriptive survey and a quantitative research approach was employed for this study. Data were collected through a structured google form shared online. The population included students from public university in Sialkot and out of which sample of 500 students from different departments were selected by using random sampling technique. The Data were analyzed by using SPSS including descriptive statistics and Pearson correlation to examine students' perception about AI, ethical concerns and institutional support. The findings of the study revealed that the positive effect for integration of AI in educational setting because it helps student towards their learning needs, helpful in learning task such as assignment, grammar and provide feedback. However, the research also high light some challenges including overdependence on AI, ethical issues, dishonesty in academic practices, low rate of training workshops and weak institutional structure. It was concluded that AI integration is very helpful in learning process, but it should be use in careful and ethical way. To improve its potential, ethical guidelines, balancing AI with human interest and effective training of students is essential.

Keywords: Artificial Intelligence Integration, Learning Process, Undergraduate Students

Abstract ID 5030

Effectiveness of Implementing Universal Design for Learning (UDL) on the Academic Performance of Students

Umm-e-Aimen

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In traditional classrooms, elementary science is still taught in one fixed way: students read the textbook and then take a written test, even though Grade Fifth classes have children with very different needs, so many students do poorly. This study examined how effective Universal Design for Learning (UDL) based teaching is for the academic performance of Grade Fifth science students in four topics from the curriculum: Environmental Pollution, Magnetism, Leaf Structure and Solar Panels. The theoretical framework, based on Vygotsky's Zone of Proximal Development, explains that children learn best when a task is a little beyond what they can do alone and they get support from teachers, classmates and learning tools; UDL was used as the practical way of giving this support to the whole class. In the conceptual framework, UDL based teaching, made up of many ways of representation, engagement, and action and expression together with UDL based assessment, was the independent variable; academic performance in science, made up of overall achievement, understanding of each topic and problem solving, was the dependent variable; and engagement, motivation and satisfaction were a related outcome. The study used a quantitative, quasi experimental, one group pre test post test design. A convenience sample of one complete class of 35 Grade Fifth students, including weak students, took part. The researcher prepared all UDL lesson plans and materials and taught every lesson herself. The intervention lasted eight weeks and had 16 lessons of about 50 minutes each, two lessons per week, with the topics taught in pairs: Environmental Pollution and Magnetism in Weeks 1, 2, 5 and 6, and Leaf Structure and Solar Panels in Weeks 3, 4, 7 and 8. Content was presented through photographs, labelled diagrams, real leaves, leaf models, short animated videos and a bilingual glossary; interest was built through real life examples, predicting and testing with magnets, a waste sorting relay, a stomata role play, a class debate on solar energy and small group tasks; and students showed their learning by speaking, writing, drawing, making posters, writing a persuasive letter, a gallery walk, building an electromagnet and designing a solar solution. Data were collected with a 30 mark achievement test of 20 multiple choice questions and one open ended question marked with a rubric, given before and after the intervention, and with a 15 item student feedback questionnaire adapted from standardized student engagement scales. Data were analyzed in SPSS using descriptive statistics, paired sample t tests and frequency distributions. The average score rose from 11.65 to 23.25 out of 30, a statistically significant gain, $t(34) = 24.07$, $p < .001$, with a large effect size ($d = 4.07$), so the null

hypothesis of no difference was rejected. Significant gains were also found in each of the four topics ($p < .001$), and no student remained in the Fail level in any topic after the intervention. On the questionnaire, 97% of students were satisfied with the UDL lessons, and less test anxiety received the lowest rating. The study concludes that UDL is an effective and practical way to improve the academic performance of elementary science students, even with low cost materials. It recommends that teachers, school administrators and policymakers use flexible, inclusive teaching and provide UDL training, and that future research use comparison groups, random sampling and larger, longer studies.

Keywords: Universal Design for Learning, Academic Performance, Grade Fifth, Elementary Science, Inclusive Education

Abstract ID 5033

Implications of Gender-Biased Language for Gendered Socialization and Academic-Occupational Choices: Content Analysis of Grade-10 Textbooks

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This study analyzed gender-biased language (GBL) in Grade 10 English and Urdu textbooks taught in Khyber Pakhtunkhwa, Pakistan, in two stages. First, the textbooks were examined using the Micro-Content Analysis tool, with eight parameters serving as units of analysis. Second, semi-structured interviews were conducted with 20 participants, 10 students and 10 employees of the University of Haripur, to explore their perceptions of gender bias and its possible influence on their academic and occupational choices. Interview data were analyzed thematically across eight themes. Content analysis revealed the presence of GBL across seven of the eight parameters in both textbooks. Interview analysis indicated that males have more privilege in selecting academic disciplines and occupations, whereas females had less autonomy. Findings are supported by University enrolment data, which show that female representation exceeded male representation in only seven of 27 academic departments and was particularly low in STEM and field- or industry-oriented disciplines. HR data showed that females constituted only 10% of non-teaching employees and were not represented in technical cadres. Overall, the findings suggest that textbooks may contribute to gendered socialization - alongside family, peers, workplace, and religion - and influence academic and occupational choices. Further research is needed to determine the extent of this influence.

Keywords: Gender, Language Biases, Textbooks, Socialization

Abstract ID 5036

Determinants of Handing Over Government Primary Schools to Punjab Education Foundation

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The present study is qualitative and investigates causal factors which led to the transfer of government primary schools into the hands of the Punjab Education Foundation (PEF) in the Punjab, Pakistan. The study looks at financial, administrative, educational, community and policy related elements that facilitated the transfer of government primary schools to the management of PEF. A qualitative research design was used to gain in-depth information regarding school-level stakeholders, who were directly involved with the handover process. A total of 20 respondents of government primary schools, which were purposively selected, were interviewed using semi-structured interview technique. Thematic analysis was used for the analysis of the interview data. Themes that arose out of the analysis were financial constraints, management and governance issues, quality of education, community demand for students and enrollment, and policy and external support. The results showed that the lack of financial resources, late payments of salaries, the lack of infrastructure, administrative delays, lack of accountability mechanisms, lack of teacher training, and lack of learning materials were the main issues in the government's management. There was also a need for alternative management due to low enrolments and rising community expectations. Government policies and support through PEF also led to an institutional support framework that facilitated the transfer of schools. The findings indicate that the process of transferring government primary schools to PEF had multiple factors that affected it both within the individual schools and from the outside, and not one overriding factor. The study suggests that more needs to be done to enhance funding of government schools, strengthen the accountability of school administration, conduct regular teacher training programs, enhance learning infrastructure and resources, and improve the monitoring of public-private education partnership. The study helps to understand the school level dimensions of the handover of government primary schools to PEF, and offers some insights into policy-makers, education administrators, and future research

Keywords: Government primary schools, Punjab Education Foundation, handover, qualitative study, causal factors, thematic analysis

Abstract ID 5045

Emotional Intelligence, Perseverance, and the Success of Female Educational Leaders in Pakistan

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Educational leaders carry significant influence within their organisations. In Pakistan, a greater proportion of school leaders are women, whereas the proportion of female leaders decreases within colleges and universities. In the context of patriarchal social norms and gender-based expectations, this study explored factors associated with women's progression to leadership positions. Feminist theory and role congruity theory formed the theoretical framework. The study examined emotional intelligence, perseverance, and female leadership success. Using non-probability sampling, data were collected through an online survey from 123 respondents. Data were analysed using descriptive and inferential statistics, including linear regression. Findings indicated that EI and perseverance were predictors of female educational leaders' success. This study contributes to research on female educational leadership in Pakistan by examining the impact of EI and perseverance on the success of female educational leaders. The findings highlight the potential significance of leadership development and professional experience in developing these attributes and supporting women in navigating challenging organisational environments within educational institutions.

Keywords: Female educational leaders; Educational leadership; Emotional intelligence; Perseverance; Leadership success.

Abstract ID 5052

A Phenomenological Study of Public Elementary School Heads' Experiences of Artificial Intelligence Integration in Punjab

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Artificial intelligence (AI) is a proliferated debate nowadays as a mode of transforming learning and teaching scenario in public schools of Punjab. The resultant integration of AI in school improvement depends upon the setups of educational institutions, human and material resources and improved infrastructure. The present study has explored lived experiences of public elementary school heads (SHs) of Punjab regarding the ground realities of schools' readiness for AI integration keeping in view resource-constrained settings in public schools as important empirical phenomena by employing Husserlian transcendental phenomenology. Data were collected through semi-structured interviews with 10 purposively selected elementary SHs in 05 districts of Punjab and analyzed by Colaizzi's method. The findings revealed that the infrastructure was poor despite the growing expectations for AI integration, the human and material resources needs to be trained/improved, adequate institutional and technical support is prerequisite for AI in schools. The ethical issues were also prevailed in institutional context. The study contributed as an evidence of ground realities in AI integration and faced challenges. It further offered implications for leadership development, staff capacity building, infrastructural improvement, and proper planning, implementation for responsive AI integration. The study concludes that uplifted infrastructure is prerequisite to get resultant results.

Keywords: Artificial intelligence; school leadership; transcendental phenomenology; elementary schools; educational technology

Abstract ID 5061

Student Voice as Evidence for School Quality Assurance: A Qualitative Study of Pakistan's Non-Profit Schools

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School quality assurance in Pakistan relies mainly on inspection checklists and adult judgements, and students' perspectives on their own schooling are rarely used as evidence. This study explores how learners in non-profit schools understand and experience school quality, and how their voices can inform quality assurance processes. It draws on the qualitative strand of a larger evaluation of the READ Quality Education Framework (RQEF). Focus group discussions were conducted with students across 36 schools in nine regions of Pakistan. They explored students' experiences of teaching, the learning environment, assessment and feedback, well-being, and school leadership. Data were analyzed using thematic analysis. Students valued caring and supportive teachers, safe and respectful school environments, and interactive classroom practices. They also raised concerns about limited feedback on their learning, examination pressure, and few opportunities to take part in school decisions. Their expectations varied across regions and grade levels, and older students placed more emphasis on academic support and future pathways. The study concludes that student focus group discussions provide rich, context-grounded evidence that complements inspection data. This evidence can support school self-evaluation, targeted teacher professional development, and network-level decision-making. The study recommends embedding structured student voice mechanisms within quality assurance frameworks in resource-constrained contexts.

Keywords: Student voice; Student voice; school quality assurance; learner perspectives; school effectiveness

Abstract ID 5065

Examining How Mindset Affects University Students' Imagination

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The goal of this research is to learn how university students' mental processes and creative abilities are influenced by their imagination and mindset. Mindset encompasses beliefs about intelligence and their influence on imaginative thinking. Positivism was the research paradigm, and data were collected using a quantitative approach and a causal-comparative research strategy. A total of 640 university students were selected through purposive sampling. A modified instrument was used, consisting of two sections: demographics and 49 items. Of these, 29 items measured mindset, with a reliability coefficient of .877, while 20 items measured imagination, with a reliability coefficient of .876. Three specialists verified the accuracy of the instrument. Data were analyzed using descriptive and inferential statistics. The results showed that mindset had a moderately positive effect on creativity. The findings also indicated a weak positive association between students' mindsets and imagination. The research was conducted through a survey method, which was beyond the researcher's control. The study suggests that learning approaches should strengthen students' abilities and expose them to various assignments to encourage their best performance. Consequently, their assessment outcomes and personal virtues may improve, allowing their potential to develop and helping them choose better career opportunities.

Keywords: Examining, Mindset, Affects, Imagination, Mentality

Abstract ID 5067

Beyond Digital Practice: Fostering Learner Autonomy through Quizlet-Based Grammar Learning

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Learner autonomy is increasingly important in language education, yet students in teacher-centred, resource-constrained EFL contexts may have limited opportunities to manage their own learning. This study examined whether structured Quizlet-based grammar instruction could foster learner autonomy and improve grammar achievement among secondary school students in Pakistan. A mixed-methods design was employed, involving 30 students in a one-group pre-test-post-test intervention over six weeks. Quantitative data were collected using a Learner Autonomy Questionnaire and a grammar achievement test, while a focus group discussion with eight students explored their learning experiences. Paired-samples t-tests revealed statistically significant improvements in all four autonomy dimension splanning, self-monitoring, reflection, and motivation as well as grammar achievement (p less than .001). Thematic analysis further indicated that students valued self-paced practice, immediate feedback, repetition, and opportunities to identify their learning needs. These findings suggest that structured digital practice may support both learner autonomy and grammar development when integrated purposefully into instruction. The study contributes context-specific evidence to technology-enhanced language education and highlights the importance of designing learning experiences that promote student responsibility rather than relying on technology alone. The study recommends further investigation across diverse educational settings.

Keywords: Autonomous-Learning, Digital-Learning Tool, Learner autonomy; Quizlet; EFL education

Abstract ID 5068

When Agility Is Only Compliance: Mindless Robotic Behaviour and Learning Environment Agility in Pakistani Universities

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Reform agendas in higher education increasingly treat agility, meaning flexible curricula, supportive cultures and student-centred teaching, as a sign of a healthy learning environment. This paper asks whether students who report the most agile environments are also the most engaged. Using data from 425 students (188 male, 237 female) of public and private universities in Lahore, Pakistan, selected through multi-stage stratified random sampling, we examined the relationship between mindless robotic behaviour (MRB: conformity, passive learning, excessive workload acceptance and career tunnel vision) and perceived learning environment agility (LEA: curriculum flexibility, supportive learning culture and student-centred approaches). Both scales were self-developed and reliable (Î± = .915 and .846). MRB correlated positively and significantly with LEA ($r = .539$, $p < .001$), and the relationship was stronger among female students (slope = .506) than male students (slope = .361). MRB was most strongly associated with curriculum flexibility and only weakly with supportive culture and student-centred approaches. Perceived agility therefore appears to coexist with, and may partly reflect, automatic and compliant student behaviour. We call this pattern compliant agility and argue that reimagining education requires designing for genuine, reflective engagement and not flexibility alone. Because the design is correlational and self-reported, interpretation is offered as a hypothesis for future test

Keywords: Mindless robotic behaviour; learning environment agility; compliant agility; student engagement; higher education; Paki

Abstract ID 5072

Believing in the Ability to Teach: Self-Efficacy and Teaching Intentions Among Prospective Early Childhood Education

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This research investigates the relationship between prospective teachers' self-efficacy beliefs and their intentions to teach in Early Childhood Education (ECE). Some moderating variables are also analyzed that can affect the relationship between self-efficacy beliefs and teaching intentions. Self-efficacy, defined teacher's belief in their ability to influence student engagement and learning, is recognized as a critical determinant of teaching behavior and career decisions. Despite its significance, limited research addresses self-efficacy's role in shaping prospective teachers' intentions to enter the ECE field. This study aims to fill this gap by examining the correlation between self-efficacy and teaching intentions. A quantitative, correlational research design was employed, targeting 165 prospective teachers enrolled in the Bachelor of Education (B.Ed.) and Bachelor of Science (B.S.) programs at the University of the Punjab. Data were collected through a structured questionnaire covering self-efficacy, teaching intentions, and influencing factors. The questionnaire utilized a Likert scale to measure responses and was distributed to participants, ensuring an unbiased data collection process. The analysis, conducted using SPSS version 27.0, revealed a strong positive correlation ($r = 0.837$, $p < 0.01$) between self-efficacy and teaching intentions. However, the correlation between external factors and both self-efficacy ($r = -0.130$, $p = .095$) and teaching intentions ($r = -0.120$, $p = .124$) was weak and statistically non-significant. Participants with higher self-efficacy expressed a stronger inclination to pursue careers in ECE. The study highlights importance of fostering self-efficacy during teacher training through practical experiences, mentorship, and targeted interventions. Enhancing self-efficacy not only prepares teachers to meet the unique challenges of ECE but also strengthens their commitment to the profession. This research contributes to the growing body of literature by addressing the gap in understanding self-efficacy's impact on prospective teachers' career intentions in ECE. The findings provide actionable recommendations for teacher education programs and policymakers, emphasizing the need for curricula that build both competence and confidence. Ultimately, the study underscores self-efficacy as a key factor in improving teacher recruitment, retention, and quality.

Keywords: Self efficacy beliefs, Teaching Intentions, Early childhood

Abstract ID 5075

Developing Civic Responsibility through Service-Learning among Prospective Teachers: A Clean-up Activity Intervention

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In the 21st century, civic responsibility has become a crucial part of education, especially in light of the growing social, environmental, and local issues. The objective of this research was the development of civic responsibility among prospective-teachers through activity base intervention. Clean-up activities were used as an intervention of this study which help in developing civic responsibility. This study was action research of quantitative nature. The population of the study was prospective-teachers from the last semester of teacher education program. Sample for the research was selected through purposive sampling. The research design of this study was single group experimental design. Data was collected before and after intervention. Instrument for data collection in the study was self-developed observation sheet with 5-point Likert scale. The instrument measures 7 dimensions, including: active participation, task completion, cooperation, conflict resolution, volunteering, understanding needs, expressing and responding, enthusiasm and positivity, and reflection. This study implemented the clean-up activities, and found that civic responsibility among prospective teachers in the last semester of a teacher training institution was enhanced. It would be recommended for future researchers to study civic responsibilities in educational context on larger groups of different educational levels.

Keywords: Service learning, civic responsibility

Abstract ID 5077

Analyzing the Effectiveness of Braille-centered and Technology-assisted Learning Modalities for Students with Blindness: Exploring their Lived Experiences

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With advancement in assistive technology, the learning modalities for students with blindness are being affected, and questions are being raised about the effectiveness of Braille as a primary mode of instruction for them. The current study was conducted with aim to analyze the effectiveness of Braille-centered and technology-assisted learning modalities for students with blindness through their own lived experiences.The study was qualitative in nature, and an interpretive phenomenological research design was used. Data were collected from 10 blind students who were purposively selected from different educational levels of both inclusive and segregated setups. Semi-structured interviews were conducted for each participant based on an interview protocol developed as a tool of the study. Data was thematically analyzed. The findings revealed diversity in the learning modalities for students with blindness. Both Braille-centered and technology-assisted learning modalities were effective, depending on the required learning outcomes. For personalized learning experiences, Braille was preferred by the majority of the participants, whereas for meeting the requirements of inclusive learning settings, mobility, and social interactions, technology-assisted modalities were more effective. However, the best learning modalities for students with blindness were those that integrate Braille literacy and technology-assisted learning. So, it was recommended that students with blindness must be equipped with the essential knowledge and skills of both Braille and technology.

Keywords: Blindness, Braille, Technology, Learning Modalities

Abstract ID 5078

Measuring Critical Consciousness in Pakistani Higher Education: Development and Validation of a Culturally Grounded Scale

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Most critical consciousness measures are developed for North American youth and fail to reflect Pakistani social realities. This study developed and validated a culturally grounded Critical Consciousness Scale (CCS) measuring critical reflection, motivation, and action among Pakistani undergraduates. An initial 30-item pool was reviewed by 12 experts using Lawshe's content validity ratio (CVR); five items below the 0.56 cut-off were removed. The remaining 25 items were tested via confirmatory factor analysis (CFA) on a pilot sample of 213 students from education, sociology, and psychology departments. The three-factor model showed excellent fit (Ï‡²/df = 1.178, CFI = .982, TLI = .978, RMSEA = .029, SRMR = .050). Eight items were removed due to low or cross-loadings, resulting in a final 17-item scale with standardized loadings from .509 to .744. Cronbach's alpha was .81 for reflection, .80 for motivation, .85 for action, and .86 overall. The CCS provides a brief, reliable instrument for research in Pakistani higher education. Future research should examine convergent/discriminant validity, test-retest reliability, and cross-validation on independent samples

Keywords: Critical Consciousness, Scale Development, Higher Education, Confirmatory Factor Analysis, Psychometric Validation

Abstract ID 5081

Strategies Used by Teachers to Cope with Insistence on Sameness among Children with ASD

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This quantitative study aimed to identify the strategies used by teachers to cope with insistence on sameness among children with ASD. Survey research design was employed for data collection. Population consisted of special educators and psychologists of children with ASD. Data were collected from 78 special educators and psychologists of children with ASD through self-developed structured questionnaire. Reliability of the tool was ascertained (Cronbach Alpha = 0.844). Self-developed questionnaire was validated by experts. Data were collected personally by visiting institutes and through Google forms. Data were analyzed by using descriptive and inferential statistics. Findings of study demonstrated that teachers use different strategies including praise the child (x Ì… = 4.17), clear verbal instructions (x Ì… = 4.06), restricts repetitive actions of child (x Ì… = 3.85), reward the child (x Ì… = 3.60), and gradual familiarization (3.29). The study concludes that teachers use different strategies to manage insistence on sameness behavior among children with ASD. Recommendations include conduct qualitative research for in-depth understanding and training of teachers to cope with insistence on sameness behavior among children with ASD.

Keywords: Insistence on sameness, ASD

Abstract ID 5082

Spatial and Social Determinants of Low Enrollment in PEF Schools: Insights from School Heads

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Despite initiatives to increase fair access to education, low enrollment in Punjab education foundation assisted schools is still a recurrent problem in Pakistan. This purpose of this study is to find the reasons why schools face a problem of low enrollment and how socioeconomic and geographic factors work together to create low enrollment trends. Semi-structured interviews with head teachers at PEF schools were used to gather insights, and thematic analysis was done on qualitative data. Poor economic conditions of the parents, skill learning or labor work, madrassah education, migration towards other schools, educational policies, long-period vocations, improper infrastructure, and gender disparities are some interconnected determinants of low enrollment at the PEF schools. The results show that low enrollment is a multifaceted educational injustice rooted in social and geographic circumstances rather than just a school-level problem. The study offers some actionable recommendations to improve students' participation in schools, such as raising awareness among the community and parents, promoting skill-based learning, implementing sustained educational policies and giving incentives, and providing a secure environment to reduce gender disparity.

Keywords: Foundation Assisted schools, low-enrollment, socio-economic

Abstract ID 5085

Digital Mental Health Literacy and Help-Seeking Intentions among University Students in Pakistan

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The study aimed to examine the relationship between Digital Mental Health Literacy (DMHL) and Help-Seeking Intentions (HSI) among university students in Pakistan. Specifically, it sought to determine whether higher digital mental health literacy is associated with stronger intentions to seek mental health support. Design of the study: The study employed a quantitative, cross-sectional correlational design to examine the relationship between Digital Mental Health Literacy (DMHL) and Help-Seeking Intentions (HSI) among university students in Pakistan. This design was appropriate for determining the strength and direction of the association between the two variables without making causal inferences. Sample and Method: The sample consisted of 402 university students aged 18-30 years, recruited from public and private universities in Pakistan through convenience sampling. The participants included 154 males and 248 females. Data were collected using standardized measures of Digital Mental Health Literacy and Help-Seeking Intentions, following informed consent and ethical procedures. Results. Digital Mental Health Literacy was significantly and positively associated with Help-Seeking Intentions among university students, $r = .48$, $p < .01$. The findings suggest that students with higher digital mental health literacy tended to report stronger intentions to seek mental health support.

Keywords: Digital Mental Health Literacy, Help-seeking Intentions, University Students, Mental Health Literacy, and Pakistan.

Abstract ID 5086

Alignment Between National Professional Standards for Teachers (NPSTs) and the B.Ed. 1.5-Year Curriculum: A Qualitative Document Analysis

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Teachers are an integral part of an education system on which success of the future relies. Teaching is an art one can be capable of excelling in if he/she serves as a role model. Indeed, this is why Teacher education has become a crucial aspect in the teaching learning process. Government of Pakistan has presented National Professional Standards for Teachers (NPSTs). This study aimed to examine the alignment between the National Professional Standards for Teachers (NPSTs) in Pakistan and the HEC-approved B.Ed (1.5-Year) curriculum by analyzing the correspondence of its Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) with the NPST domains and indicators. This study employed a qualitative research design. Data analysis was done via document analysis. NPSTs of 2009 policy and B.Ed 1.5-year HEC approved curriculum for year 2026 were selected for analysis. Four subjects from the professional courses domain and three subjects from foundation courses were selected for analysis. MAXQDA was used for data analysis. Visual maps of CLO alignment with NPST and CLO alignment with PLOs were generated. Findings of this study reported that overall there is an alignment of PLOs with CLOs and NPSTs but the pedagogy course (Curriculum Development) showed misalignment with NPSTs. PLO-A,PLO-B and PLO-D show more alignment.

Keywords: NPST, CLO, PLO

Abstract ID 5088

STEM-Integrated Teaching Strategies for Improving Students' Comprehension of Climate Change at Secondary Level

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Mohsin

Dr. Nasrin Akhter

This study explored the role of STEM-integrated teaching strategies in improving secondary school students' comprehension of climate change concepts. This study explored the role of STEM-integrated teaching strategies in improving secondary school students' comprehension of climate change concepts. Guided by five research questions, the study examined students' and teachers' understanding of climate change, the perceived impact of STEM education on student comprehension, and the challenges faced in implementing STEM-based instruction. A qualitative research design was adopted. Data were collected through semi-structured interviews with 15 secondary school science teachers and 15 students, selected through purposive sampling. Thematic analysis of the interview data generated ten major themes and thirty sub-themes. . The study concludes that STEM-integrated teaching contributes meaningfully to students' comprehension of climate change and to the development of scientific and critical-thinking skills. Effective and sustained implementation, however, depends on adequate resources, teacher professional development, and supportive institutional structures. The study recommends increased investment in laboratory and digital resources, continuous teacher professional development, closer curriculum coherence, and authentic, community linked, student-centered learning activities. The study concludes that STEM-integrated teaching contributes meaningfully to secondary school students' comprehension of climate change concepts and to the development of related scientific and critical-thinking skills, but that its effective and sustained implementation depends on adequate resources, teacher development, and supportive institutional structures. The study recommends greater investment in laboratory and digital resources, continued professional development for teachers, closer curriculum coherence, and authentic, community-linked, student-centered learning activities.

Keywords: STEM education, interdisciplinary, inquiry and digital resources

Abstract ID 5089

The Role of Supervisory Feedback in Developing in Postgraduate Students' Research Skills

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This study investigates the supervisory feedback process in the development of research skills among postgraduate students. Feedback is conceptualized not merely as an evaluative or corrective tool, but as a key pedagogical mechanism that facilitates intellectual development, critical thinking, and the formation of an academic identity. The process is inherently dynamic and complex, shaped by the interaction between supervisor and student. A qualitative research design was adopted to explore the intricate and relational nature of supervisory feedback. Ethical approval was obtained, and participant confidentiality was strictly maintained. Using convenient sampling, semi-structured interviews were conducted with 20 faculty members and 40 postgraduate students at the University of Okara. Thematic analysis was employed to identify recurring patterns and themes within the data. The findings revealed that supervisor feedback plays a significant role in shaping students' academic growth, independent thinking, and emotional well-being. Timely, clear, and constructive feedback enabled students to understand expectations, develop their ideas, and remain engaged in the research process. It also fostered critical thinking and self-direction, supporting the transition from guided learners to confident researchers. A key affective dimension also emerged. Positive and respectful feedback enhanced students' confidence, strengthened the supervisor-student relationship, and encouraged open scholarly dialogue. These results underscore feedback as a powerful factor in postgraduate research development.

Keywords: Supervisory Feedback, Research skills, Postgraduate

Abstract ID 5090

Why PhD? Understanding Motives behind Pursuing a PhD

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The present paper examines the rationale of earning a Doctor of Philosophy (PhD) degree as the doctoral education is a challenging, but valuable, academic and professional route to development. Although the conventional wisdom tends to explain doctoral study as a way of career advancement or academic curiosity, the new ways of thinking are diverse and changes as time goes on. The aim of the current research was to comprehend the intrinsic and extrinsic motivations that affect the choices of those scholars who decide to join doctoral programs, as well as the factor of mentorship, financial issues, and difficulties they faced in the course of their studies. Qualitative research design was used, with data gathered on a sample of fifteen PhD students who had recently (2020 to present) joined the University of the Punjab and the University of Okara by taking an open-ended questionnaire using an online platform. Thematic analysis was used to analyze the responses and made it easier to identify patterns and meanings that recur in the experiences of the participants. Results showed that personal interest, intellectual curiosity, and love of research were also the major motivators of many respondents. There were also extrinsic factors such as career progression, money and professional needs, which also significantly contributed. Also, mentorship and orientation proved to be important in decision-making, and motives to work were identified to be changing depending on the academic challenges, finances, and balance between work and life. It is concluded in the study that doctoral motivation is dynamic and situation specific and it is formed by both individual aspirations and realities of the structure. The study suggested institutions and policymakers to create favorable doctoral conditions that may strengthen persistence, well-being and successful completion of this milestone.

Keywords: Educational Leadership, Policy, and Governance

Abstract ID 5093

Evaluating the Utilization and Empathy of Artificial Intelligence (AI) Technology among University Students in Peshawar

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This study evaluated the utilization of Artificial Intelligence (AI) technology among university students in Peshawar assessing their empathy toward AI tools in academic activities. A quantitative survey design was employed. A self-administered, adapted five-point Likert questionnaire was distributed among BS and MS students of Social and Management Sciences in 6 public and private universities of Peshawar. A total of n = 375 respondents were surveyed through stratified proportionate sampling and the data were analyzed using SPSS. Results revealed widespread and frequent AI utilization (81.6% weekly, 57.1% daily), accompanied by strong self-reported understanding of AI concepts and tools (alpha=1.94). Students reported highly favorable perceptions; engagement and satisfaction was the strongest dimension (1.62-1.96), with 91.7% recommending AI to peers and 82.6% reporting reduced academic stress. Perceived cognitive and developmental benefits were also high (1.82-2.13), particularly for decision-making, problem-solving, timely task completion, and improved grades. However, students were less confident about AI's contribution to deeper critical thinking, memory, communication, bias identification, and creative divergence. Perceptions significantly mediated the relationship between AI utilization and student outcomes. It is concluded that AI is widely utilized with strong empathetic engagement.

Keywords: AI Utilization, Empathy toward AI

Abstract ID 5094

Perceptions and Assessment Practices of Faculty about AI Generated Assignments

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This study investigates awareness and practices of higher education faculty regarding AI-generated and submitted assignments by both graduate and undergraduate students. The integration of AI technilogy with academics offer significant benefits, including improved productivity, enhanced academic writing, and personalized learning feedback. However, it raises challenges regarding academic integrity, plagiarism, and over-reliance on technology, which can hinder critical thinking and originality. Further it manifolds the assessment responsibilities of the faculty. A descriptive, survey-based quantitative research design was employed for this study. The target population consisted of faculty members from public and private universities in Lahore. A sample of 390+ participants was selected using stratified random sampling to ensure representation across disciplines, gender, and institution types. Data were collected through a structured questionnaire comprising 20 items, and validated through expert opinion and a pilot study (Cronbach's alpha = 0.85) to ensure reliability. Descriptive and inferential Statistical techniques were applied for analysis. The results highlight the need for standardized policies and training programs for educators. he study recommends that Universities should develop standardized AI policies and ethical guidelines defining the acceptable use of AI in academic assignments and ensuring academic integrity.

Keywords: AI Universities assessment practices faculty

Abstract ID 5098

Development and Validation of an Observation Checklist for Assessing Elementary Students' Classroom Engagement

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Student engagement is a multidimensional construct that strongly predicts academic achievement and school adjustment, yet structured observational tools for early elementary grades remain limited. This study developed and validated the Observation Checklist for Engagement, an observer-rated instrument designed to assess Grade 3 students' engagement during mathematics lessons. Theoretical frameworks from Fredricks et al. (2004), Pekrun (2011), Ryan and Deci (2017), and Vygotsky (1978) guided the inclusion of three key dimensions: Behavioral Persistence, Positive Affect, and Social Participation. An initial pool of 30 items was evaluated by 12 experts in education and educational measurement. Using Lawshe's Content Validity Ratio (threshold of 0.56), nine items were removed, resulting in a 21-item checklist scored on a five-point frequency scale with a Content Validity Index of 0.78. Pilot testing involving 32 Grade 3 students rated by two independent observers established high inter-rater reliability, yielding Intraclass Correlation Coefficients (ICC) of 0.90 for Behavioral Persistence, 0.88 for Positive Affect, 0.94 for Social Participation, and 0.92 overall. The checklist provides a content-valid, reliable tool for evaluating student engagement in elementary classrooms and evaluating instructional methods such as game-based learning.

Keywords: Student engagement, observation checklist, instrument validation, intraclass correlation, elementary education

Abstract ID 5101

Development and Validation of an Observation Checklist for Assessing Elementary Students' Attention in Mathematics Classrooms

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Attention is a core executive function supporting learning, yet structured observer-based tools for assessing it in early elementary classrooms remain scarce. This study developed and validated the Observation Checklist for Attention, an observer-rated instrument designed to assess Grade 3 students' attention during mathematics instruction. Grounded in Diamond's (2013) executive function model and Posner and Rothbart's (2007) attentional networks theory, the checklist measures three sub-dimensions: Sustained Focus, Inhibitory Control, and Task Resumption. An initial 30-item pool was reviewed by 12 experts. Applying Lawshe's (1975) Content Validity Ratio (threshold of 0.56), items below the critical value were removed, resulting in a 19-item checklist (6 Sustained Focus, 7 Inhibitory Control, 6 Task Resumption) scored on a five-point frequency scale with a Content Validity Index of 0.83. Pilot testing with 32 Grade 3 students rated by two observers demonstrated high inter-rater reliability using a two-way mixed, absolute-agreement ICC, with sub-dimension values ranging from 0.89 to 0.92 and an overall ICC of 0.93. The checklist provides a content-valid, reliable tool for observing classroom attention and evaluating educational interventions.

Keywords: Attention, observation checklist, instrument development, inter-rater reliability

Abstract ID 5108

Reimagining Higher Education with AI: Digital Literacy, Academic Achievement and Blended Learning

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Artificial intelligence is reshaping higher education, calling for reimagined learning in a changing world. Digital literacy is central to participating in this transformation. This study examined the relationship between digital literacy and academic achievement and tested the moderating role of the blended learning environment. A quantitative, cross-sectional correlational design was used. Data were collected through Google Forms from 300 undergraduate and postgraduate students in Education and Information Management programmes at four public universities in Lahore, Pakistan. Digital literacy and blended learning perceptions were measured using questionnaire (Cronbach's alpha = 0.80 and 0.70), while achievement was measured through self-reported CGPAs. Digital literacy was significantly and positively related to academic achievement, but the moderating effect of blended learning was not significant. The findings suggest that strengthening digital literacy, rather than adopting blended delivery alone, is key to future-ready higher education. Future research should examine students' AI literacy.

Keywords: Reimagining education, artificial intelligence, digital literacy, academic achievement, blended learn

Abstract ID 5111

Understanding the Students' Emotional Well-Being through Classroom Experiences: A Qualitative Case Study

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This qualitative case study explored how agency-driven classroom practices, including student voice, choice, participation, decision-making, and initiative, were experienced by students at school level and how these practices related to emotional well-being. A qualitative case study design was used to understand students' experiences within their classroom environment. Data were collected through semi-structured student interviews, classroom observations, and students' classroom work. The data were analysed thematically to identify patterns in students' accounts and observed classroom experiences. The findings highlighted the importance of providing students with opportunities to express their views, make choices, take initiative, and participate in classroom activities and decisions. Students' experiences emphasised feeling heard, respected, included, and supported, alongside developing confidence and a sense of belonging. Classroom interactions and student involvement were important in understanding how supportive and inclusive learning environments are experienced. The study offers a contextual understanding of how agency-oriented classroom practices may support students' emotional well-being; it does not measure numerical changes. It recommends that teachers and school leaders create opportunities for students to share ideas, express feelings, make choices, and contribute to classroom decisions in everyday school life within a safe, inclusive environment.

Keywords: Students' Emotional wellbeing, Classroom Experiences

Abstract ID 5112

Examining Leaders' Perceptions Regarding the Emerging Leadership Trends in Education

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The school leadership landscape is shifting due to technological advances, policy changes, and changing learner needs, but there is scant evidence about principals' perceptions of the growing, interrelated leadership area of digital and artificial intelligence (AI) readiness. This study aimed to explore principals' perceptions of this trend. A qualitative design was used. Five principals with more than five years of experience in digital leadership were purposively selected from the population of private school principals in Rawalpindi. Interviews were conducted using an interview guide with 11 open-ended questions, and analyzed thematically. The findings showed that digital and AI readiness is an emerging school leadership trend with three subthemes: technical competence (knowledge and skills needed to use digital tools and AI effectively); strategic integration (the purposeful use of digital technologies and AI in school planning, management and decision-making); and ethical and adaptive leadership (responsible technology use and adaptability to technological change). Participants also identified opportunities, challenges and barriers to digital and AI readiness. The study concludes that digital and AI readiness is a new trend in leadership and recommends further study, training of principals, school policy, and school digital readiness.

Keywords: Leadership, AI readiness, trends, perceptions

Abstract ID 5113

Role of Parental Involvement in Academic Motivation among Undergraduate University Students

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Parental involvement plays an important role in students' educational experiences and may continue to influence their motivation at the university level. As undergraduate students progress through higher education, they face different academic demands and gradually develop greater independence in their learning. In this context, the present study explored the role of parental involvement in academic motivation among undergraduate university students in Lahore, Pakistan. A quantitative, cross-sectional survey approach was used. Data were collected by the 1500 undergraduate students from four universities. The research instrument consisted of 13 items measuring parental involvement and 37 items measuring student motivation. The overall Cronbach's alpha was .836. Data were analyzed using SPSS through descriptive statistics, independent-samples t-tests, and one-way ANOVA. The findings revealed a statistically significant difference in overall parental involvement between the age groups examined. However, differences in parental involvement by gender and university sector were not statistically significant. Similarly, student motivation did not differ significantly across the current degree groups or semesters examined. Based on these findings, the study emphasizes the importance of understanding parental involvement within the educational experiences of undergraduate students. The study recommends balanced parental support and communication while promoting students' academic autonomy.

Keywords: Parental involvement, academic motivation, undergraduates

Abstract ID 5115

AI-Assisted Assignments and Academic Integrity: Student and Teacher Perceptions of Assistance Versus Dishonesty

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This study examined the effect of entrepreneurial self-efficacy on entrepreneurial performance and the moderating role of entrepreneurial financial management capacity among university students in Rawalpindi, Pakistan. The objectives were to determine the relationship between entrepreneurial self-efficacy and entrepreneurial performance, examine the relationship between financial management capacity and performance, and investigate its moderating effect. Therefore, a quantitative, cross-sectional survey design was employed. Data were collected through structured questionnaires from 262 undergraduate students enrolled in education departments at universities in Rawalpindi. Descriptive statistics, reliability analysis, correlation, and linear regression were used to analyze the data. Consequently, findings showed that entrepreneurial self-efficacy demonstrated a strong positive relationship with entrepreneurial performance ($r = .843$, $p < .001$), while financial management capacity showed a moderate positive relationship ($r = .486$, $p < .001$). The interaction between self-efficacy and financial management capacity was positive and significant ($B = .129$, $p < .001$), supporting the moderating effect. Lastly, conclusion ensuing that entrepreneurial self-efficacy contributed substantially to reported performance, while financial management capacity strengthened this relationship. Furthermore, the recommendation was redeveloping curriculum for undergraduate entrepreneur course and must integrate experiential entrepreneurship education; financial management, financial decision-making, business simulations, to develop entrepreneurial competencies and improve sustainable business outcomes for establishing real financial knowledge to fulfill SDGs 4, 8, and 9.

Keywords: Entrepreneurial performance, entrepreneurial financial management capacity, Entrepreneurial Self-Efficacy, re-design curriculum and sustainability.

Abstract ID 5118

Entrepreneurial Self-Efficacy on Entrepreneurial Performance through Moderating Effect of Financial Management Capacity for Undergraduates

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This study examined the effect of entrepreneurial self-efficacy on entrepreneurial performance and the moderating role of entrepreneurial financial management capacity among university students in Rawalpindi, Pakistan. The objectives were to determine the relationship between entrepreneurial self-efficacy and entrepreneurial performance, examine the relationship between financial management capacity and performance, and investigate its moderating effect. Therefore, a quantitative, cross-sectional survey design was employed. Data were collected through structured questionnaires from 262 undergraduate students enrolled in education departments at universities in Rawalpindi. Descriptive statistics, reliability analysis, correlation, and linear regression were used to analyze the data. Consequently, findings showed that entrepreneurial self-efficacy demonstrated a strong positive relationship with entrepreneurial performance ($r = .843$, $p < .001$), while financial management capacity showed a moderate positive relationship ($r = .486$, $p < .001$). The interaction between self-efficacy and financial management capacity was positive and significant ($B = .129$, $p < .001$), supporting the moderating effect. Lastly, conclusion ensuing that entrepreneurial self-efficacy contributed substantially to reported performance, while financial management capacity strengthened this relationship. Furthermore, the recommendation was redeveloping curriculum for undergraduate entrepreneur course and must integrate experiential entrepreneurship education; financial management, financial decision-making, business simulations, to develop entrepreneurial competencies and improve sustainable business outcomes for establishing real financial knowledge to fulfill SDGs 4, 8, and 9.

Keywords: Entrepreneurial performance, entrepreneurial financial management capacity, Entrepreneurial Self-Efficacy, re-design curriculum and sustainability.

Abstract ID 5120

Reconceptualizing Equity, Inclusion, and Social Justice through Corpus-Based Quantitative Analysis of Grade 8 English Textbooks

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This research aims to quantitatively examine gender representation, national identity representation, and cultural representation in the Punjab Curriculum and Textbook Board (PCTB) Grade 8 English textbook for the 2025–2026 academic session, exploring their implications for educational equity, inclusion, and social justice. A single-method quantitative corpus-based design is employed. The population comprises PCTB English textbooks for Grades 1–8, and the sample is the complete Grade 8 English textbook. AntConc 4.4.2 serves as the analytical instrument, supported by a structured corpus-analysis protocol. Data are analysed through five linguistic features: word frequency, lexical items, collocations, concordance lines, and lexical clusters. The analysis identifies recurring patterns and distributions across the three representational domains. The major findings will establish the extent and nature of textual visibility, representation, and potential imbalances, based on empirical corpus evidence. The research recommends evidence-informed textbook evaluation and revision to promote balanced representation, cultural inclusion, and socially responsive educational content. It demonstrates how quantitative linguistic analysis can inform curriculum development aligned with equity, inclusion, and social justice.

Keywords: Equity, Inclusion, Textbooks, justice, corpus

Abstract ID 5125

Analyzing the Effect of Teachers Emotional Regulation on Students Behaviour and Well-Being

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In higher education, maintaining positive teacher-student interactions and creating a supportive teaching and learning environment depend heavily on educators' ability to control their emotions. Classroom behavior, academic engagement, interpersonal relationships, and psychological well-being may all be correlated with teachers' capacity to identify, control, and correctly express their emotions. The present study was conducted to examine the effect of teachers' emotion regulation on students' behavior and well-being at the university level. A quantitative research approach as causal-comparative research design was used to examine the effect of variable. The study was carried out at two AJK public universities: the University of Poonch in Rawalakot and the Women's University of Azad Jammu and Kashmir in Bagh. Stratified sampling technique was used to ensure representation from the selected departments and institutions. The sampling plan specified 86 teachers and 330 students. Regression analysis demonstrated that teachers' emotional regulation had a statistically significant positive predictor of students' behaviour. Similarly, teachers' emotional regulation significantly and positively predicted students' well-being. The study concluded that teachers' emotional regulation was significantly associated with students' behaviour and psychological well-being in the selected universities. The findings highlight the importance of promoting teachers' emotional awareness, cognitive reappraisal, stress management, reflective practice, and appropriate emotional expression through sustained professional development. To encourage favorable student outcomes, university administrations may also build supportive institutional environments and bolster faculty support networks. However, the results show statistical prediction and association rather than causal effects because the study used a non-experimental, cross-sectional methodology. The study lays the groundwork for future longitudinal and experimental research and adds context-specific information to the body of knowledge on teacher emotional regulation in higher education in AJK.

Keywords: Emotional-regulation, Well-Being,

Abstract ID 5127

AI Literacy and Its Perceived Effect on the Learning Process of the Students

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The integration of Artificial Intelligence (AI) into higher education has transformed how students learn, yet little is known about university students' level of AI literacy and its role in their learning. This study examined AI literacy and its perceived effect on the learning process of university students. Based on the positivist paradigm, the study used a quantitative, causal-comparative design. Through multistage random sampling, 388 undergraduate students were selected from public and private universities in District Lahore. Data were collected through two adapted questionnaires measuring AI literacy (affective, cognitive and ethical) and the learning process (learning readiness, learning support and motivational interaction), validated by experts. Descriptive and inferential statistics were then applied. Students showed a positive level of AI literacy, highest in the affective dimension and lowest in the ethical dimension. A strong, significant positive relationship was found between AI literacy and the learning process, and AI literacy was a strong predictor of learning, especially its affective component. No significant gender differences were found, whereas private university students scored higher than public university students. It is recommended that universities integrate AI literacy and AI ethics into curricula and that public universities improve access to AI tools.

Keywords: AI Literacy, Learning Process

Abstract ID 5134

Effect of Teacher vs AI Feedback on Students' Performance at Higher Level in Subject of Critical Thinking

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Education institutions in the world mostly are using the implication of AI technologies. AI has influenced various domains from reforming progressions to practices. All the fields of education are also affected by AI. Students are often motivated towards the use of AI due to its quick response. One significant area of AI application in education is developing and utilizing AI-based feedback tools (Chen, 2023). Feedback is an indispensable component of scaffolding for learning. Feedback provides understandings into the support of learners in terms of accomplishing learning goals. It improved the self-regulated skills of students. Feedback tools, uses algorithms and natural language processing competences, offer adapted and timely feedback to students. These tools facilitate students learning process and enhancing educational outcomes (ElmaoÄŸlu et al., 2024; Qiao & Zhao, 2023; Su & Yang, 2023). The purpose of the study was to find out the effectiveness of different types of feedback during the learning at higher level in subject of critical thinking. Pre-test post-test Equivalent Group design was used for the study. For the pre-test and post-test, two equivalent tests were constructed. The sample of the study was students of B.Ed. 1.5. There were 44 students. They were divided into two groups on the bases of their marks in pretest. Control group received the feedback from teacher, while the experimental group received the feedback from AI tools. After one month of treatment, the post test was conducted. Data collected through tests was analyze by using SPSS and t-test was applied. There was no significance difference between the mean scores of pre-tests of control and experimental. So, both the group was at same level of performance in start of study. There was no significance difference between the mean scores of post-tests of control and experimental group. So, there was no significance difference between performance of control and experimental groups. The feedback by teacher and feedback by the AI show the same results.

Keywords: AI, Feedback, Tools of Feedback, Scaffolds

Abstract ID 5136

Effect of Analogy Based Teaching on Students Chemistry Learning at Secondary School Level

Dr Asma Saleem

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This study was conducted to investigate the effect of analogy-based teaching on students 'chemistry learning at secondary school level. The type of research was quantitative by following positivist paradigm. The study was based on true experimental pretest posttest control group design. Two equal groups having 40 participants in each group were selected through random sampling. Control group was taught through conventional teaching method and experimental group was taught through analogy-based teaching. The study was experimental in nature. Pretest posttest were administered for data collection. Chemistry Learning Achievement Test (CLAT) was developed by the researcher and applied to measure the difference of scores between control group and experimental group. Data was analyzed through SPSS. There was no significant difference between control group and experimental group. On the other hand, post-test result was significant between two groups that showed the positive effect of analogy based teaching on experimental group. Results of posttest were described that analogy based teaching also supported to improve student's analyzing, applying, synthesizing and evaluating skills regarding difficult topics of chemistry. It was suggested to science teachers to include analogies in their daily lesson plans to make teaching learning process more effective and meaningful.

Keywords: Analogy, Teaching. Chemistry, Secondary Level

Abstract ID 5137

Understanding Leadership Level of Principals, A Phenomenological study in Punjab

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The current study attempts to understand the leadership level of college principals in Punjab, Pakistan. Academia is facing various challenges. The need for vibrant, active, and proactive leadership is one of them. Leadership literature has a new dimension in the form of five levels of leadership by John Maxwell. There is a population and an empirical gap in the literature on the topic. It was mixed-method research. A sequential explanatory design was used. The first was a survey, and the sample were college faculty members. Results revealed that demographics like experience and personal job status cause significant differences when assessing the principal's leadership level. In the second phase, the phenomenological approach was used to complete the study. Interviews were taken from faculty members and qualitative data was analyzed with the help of NVivo software. codes, nodes and themes were extracted. College faculty believed their principals were at Pinnacle. It is recommended that this phenomenon should be investigated at various levels of education and in different cultural contexts.

Keywords: Leadership, Principal, Faculty, Level, Position

Abstract ID 5138

Exploring Irrational Beliefs and Learned Helplessness among Undergraduate Students in a Public University in Punjab: A Qualitative Study

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This research explored the presence, characteristics, root causes, and coping mechanisms of irrational beliefs and learned helplessness among university students. Irrational beliefs are overgeneralized, negative beliefs that maintain psychological distress, and learned helplessness is caused by repetitive failure that results in giving up trying to change the situation. An exploratory qualitative study was conducted. The study population included undergraduate students enrolled at a public university. Rational Emotive Behavior Theory was used to understand the main concepts. Twenty students were selected using purposive sampling for data collection. A semi-structured interview protocol was used, and interview trustworthiness was checked through peer debriefing. Thematic analysis revealed that students experience self-doubt, hold irrational beliefs about teachers, and believe that their current academic degree does not influence their future success. They also show avoidant behavior toward tasks they find difficult. Causes of this behavior include procrastination, teacher unresponsiveness, family pressure, marital status, students' psychological factors, and peer interactions. While some students interpreted peer comparison as a cause of learned helplessness, others used it as a strategy to perform better. We also found that self-motivation, strategic planning, social support, and taking breaks while doing a task led to positive reinforcement and reduced learned helplessness. Instructors pay attention to how they interact with students. Moreover, multiple low-stakes assessments, feedback, and opportunities would help students overcome learned helplessness. Students should have access to a psychological counselor within their institute. Keywords Irrational belief, learned helplessness, qualitative study

Keywords: Irrational belief, learned helplessness, qualitative study

Abstract ID 5141

Transforming Rural Higher Education: Resource Efficient Teaching Innovations for a Changing World

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Rural higher education institutions in Pakistan face challenges including limited digital infrastructure, inadequate technological resources, and insufficient teacher training. This study examined teaching practices and low-cost pedagogical innovations at the University of Education, Lahore, Jauharabad Campus, focusing on integrating traditional and contemporary approaches. A mixed-methods approach incorporated questionnaires, semi-structured interviews, and classroom observations. Quantitative data were analysed using descriptive and appropriate inferential statistics, while qualitative data were examined through Braun and Clarke's six-phase reflexive thematic analysis. The findings highlighted the continued use of lecture-based instruction, constraints in accessing digital resources, and the need for professional development to strengthen teachers' readiness for pedagogical innovation. The analysis also explored the potential of mobile-assisted learning, offline educational videos, shared digital devices, free educational platforms, collaborative activities, and accessible artificial intelligence tools as affordable teaching strategies. Integration of quantitative and qualitative findings provided a comprehensive understanding of resource-related barriers and opportunities for innovation. The study recommends context-sensitive institutional support, continuous teacher training, and sustainable low-cost pedagogical practices to enhance student engagement, improve teaching quality, and promote equitable learning opportunities in resource-constrained rural higher education settings.

Keywords: Rural Higher Education, Low-Cost Innovation, Teaching Methodologies, Educational Technology, Teacher Professional Development, Paki

Abstract ID 5142

From Campus to Career: Role of Career Counselling in Graduates' Professional Success

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This study examined the relationship between career counselling and professional success among university graduates of District Lahore, Pakistan. A quantitative, correlational design grounded in the positivist paradigm was adopted. The population comprised graduates of public and private universities of District Lahore who had received career counselling. Using a multi-stage sampling technique, one public university and one private university were selected through simple random sampling, and a total sample of 385 graduates (197 from the public and 188 from the private university) was drawn through purposive and convenience sampling; the sample size was determined using the Krejcie and Morgan formula. Data were collected using two adapted instruments: the Career Counselling Scale (32 items; Cronbach's Î± = .922) measuring academic, social, and personal competence, and the Perceived Career Success Scale (21 items; Cronbach's Î± = .861) measuring job, interpersonal, non-organizational, hierarchical, and financial success. Descriptive statistics and the Pearson product-moment correlation coefficient were used for analysis. Results indicated that the level of career counselling attained by graduates was predominantly moderate, with 33.5% at a low level, 35.1% at a medium level, and 31.4% at a high level. Among professional success dimensions, job success recorded the highest mean (M = 23.62, SD = 3.52) and financial success the lowest (M = 11.21, SD = 2.26). A strong, positive, and statistically significant relationship was found between career counselling and professional success ($r = .765$, $n = 385$, $p < .01$). All sub-scale correlations were positive and significant, ranging from weak to strong. The findings suggest that strengthening university career counselling services can meaningfully support graduate employability and professional development. Universities and policymakers are encouraged to institutionalize structured, personalized counselling to ease the transition from higher education to professional life.

Keywords: Career counselling, professional success

Abstract ID 5146

Beyond AI Acceptance: University Teachers' Competence, Pedagogical Practice, and Institutional Support in Higher Education

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Grounded in socioconstructivism and the Technological Pedagogical Content Knowledge (TPACK) perspective, this study examined university teachers' perceived artificial intelligence (AI) competence and professional development needs in Punjab, Pakistan. A convergent parallel mixed-methods design combined a survey of 390 university teachers (210 public-sector; 180 private-sector) with 16 semi-structured interviews. Survey data were collected using the validated Artificial Intelligence Competence Teachers' Assessment Scale (AICTAS), comprising 67 items across seven competence areas with Cronbach's alpha value of .832. Quantitative data were analysed using descriptive statistics, while interview data underwent thematic analysis. The strands were analysed separately and integrated during interpretation through triangulation and narrative synthesis. Results indicated substantial self-reported competency gaps in AI literacy (86.7%), technological proficiency (82.5%), pedagogical skills (83.7%), reflective practices (84.0%), and continuous professional development (85.0%). The highest item-level disagreement concerned AI integration into teaching (M = 4.79, SD = 0.705) and designing AI-integrated curriculum components (M = 4.72, SD = 0.686). Interview findings highlighted limited training, uncertainty about AI-generated outputs, ethical concerns, and insufficient institutional guidance. Integration revealed convergence between reported competency gaps and interview evidence of training and institutional-support needs. The findings support sustained, practice-oriented, discipline-sensitive faculty development and institutional guidance for responsible AI integration.

Keywords: Artificial intelligence; AI competence; pedagogical integration

Abstract ID 5149

Peer Exclusion and Classroom Participation Among Transgender Students at A Pakistani University

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This article explores peer exclusion and faculty responses shaping transgender students' reported opportunities for classroom participation at Abdul Wali Khan University, Mardan, Pakistan. It is a focused analysis of existing MPhil research, not a new field study. The parent study employed an interpretative ethnographic case study approach with snowball sampling and seven students, using semi-structured interviews, focus group discussions and field observations. The present analysis examines group work, classroom visibility, faculty conduct and academic support reported in the thesis' later findings chapter. Thematic analysis organized patterns of reported experience. Four interrelated patterns emerged: peer exclusion restricted collaborative activities; anticipated scrutiny made classroom visibility uncomfortable; faculty responses ranged from respectful engagement to resistance and non-intervention; and supportive peers and advisers offered practical assistance. These accounts indicate that participation depended on relationships rather than enrollment alone. Through social citizenship, the article describes contingent classroom access without claiming effects on grades, attendance or retention. Recommendations include transparent group formation, confidential communication, responses to discriminatory behavior and accessible academic advice. Findings remain limited to one case and inconsistencies in the source thesis; proposed improvements require further evaluation.

Keywords: Transgender Students, Classroom-Participation, Exclusion

Abstract ID 5152

Teachers Readiness to use Ai tools to Support Students with Learning Difficulties

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Artificial intelligence (AI) has produced some great tools to support students with learning difficulties. However, AI is not widely used in public schools within developing contexts. This study aimed to explore teachers' readiness to use AI tools to support students with learning difficulties in public schools in Rawalpindi. A descriptive quantitative methodology was used. The population included all teachers and principals within public schools in Rawalpindi. There were 50 participants in this study. A purposeful sample was taken to ensure teachers (30) who are directly teaching students with learning difficulties and principals (20), who make decisions around using technology and training were included. Data was collected through a structured questionnaire that measured awareness, skills, attitudes and institutional support using a five point Likert scale. Data analysis was completed using descriptive statistics including frequency, percentage and mean. Teachers had positive attitudes towards using AI tools but lacked awareness, technical skills and training. Major barriers to using AI tools included poor digital infrastructure, lack of institutional support and large class sizes. Overall it can be concluded that teachers have moderate to low readiness to use AI tools due to lack of training and resources. It is recommended that schools provide ongoing training around AI based assistive technology, improve digital infrastructure, create supportive policies and encourage working with teachers and special educationalist

Keywords: AI tools, Teacher readiness, Learning difficulties, Inclusion, Rawalpindi

Abstract ID 5153

Teachers' Perceptions about Artificial Intelligence Tools and Their Perceived Impact on Student Learning

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The study examined secondary school teachers' perceptions of artificial intelligence (AI) tools and their impact on student learning. Dimensions included AI use, usefulness, instructional impact, benefits, challenges, and perceived effects on students' understanding, engagement, motivation, and learning. A descriptive-survey design was employed. Purposive sampling selected 300 teachers from secondary schools in Lahore District. Data were collected using a five-point Likert-scale questionnaire. Experts reviewed the instrument for validity, and a pilot study was conducted. Internal consistency was assessed using Cronbach's alpha; however, the reported coefficient, .876, requires verification. Descriptive statistics, independent-samples t-tests, and one-way ANOVA were used. Teachers viewed AI positively for improving teaching and learning (M = 3.88) and saving preparation time (M = 3.87). They perceived contributions to learning (M = 3.86). Benefits included educational information access (M = 3.91), diverse resources, and immediate feedback. Major concerns were student overdependence (M = 3.82), inaccurate information (M = 3.77), and limited internet access (M = 3.73). Perceptions showed no significant differences by gender, $t(298) = 0.842$, $p = .401$; age, $F(2, 297) = 1.126$, $p = .325$; experience, $F(2, 297) = 1.347$, $p = .262$; or school location, $t(298) = 1.731$, $p = .085$. Responsible, teacher-guided AI integration is re

Keywords: AI, secondary school teacher, Teaching learning

Abstract ID 5154

Influence of Parental Screen Time on Study Habits & Behavioral Development in Early Childhood

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In today's digital age, many parents spend excessive time on screens, which affects their interaction with children. This leads to children feeling lonely and struggling with consistent study habits. This research finds the influence of parental screen time on the study habits and behavioral development of children in early childhood, focusing on children aged 3 to 8 years using a quantitative survey research design, data was collected from a sample of 200 parents across Punjab, Pakistan, through a non-random sampling technique. A structured questionnaire was employed. The instrument's reliability was confirmed over appropriate statistical procedures. Data were analyzed using SPSS. Key findings reveal moderate & significant correlation amid parental screen time and children's independent study habits suggesting that children tend to imitate their parents' screen behavior, which can disrupt their study routines. A similar correlation was found amid parents' work-related screen use and academic attitudes. The study recommends that enhancing parental awareness, implementing screen-time rules and promoting screen-free family interactions to support healthier academic and behavioral development in the children.

Keywords: Parental Screen Time, Children's Study Habits, Behavioral Development, Cognitive Development, Early Childhood

Abstract ID 5158

School Leadership in the Age of Artificial Intelligence: Exploring Principals' Readiness to Integrate AI into Educational Management

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Artificial Intelligence (AI) transformed educational management by improving administrative efficiency, institutional decision-making, and academic planning. However, its successful integration depended on educational leaders' preparedness, particularly in developing contexts with limited technological resources and institutional support. This study examined principals' readiness to integrate AI into educational management in public and private schools of Rawalpindi, Pakistan. A descriptive quantitative research design was employed. A purposive sample of 50 participants, including 20 principals and 30 teachers, was selected from public and private schools. Data were collected through a structured questionnaire measuring AI awareness, technological competence, attitudes, perceived usefulness, and institutional support. Descriptive statistics, including frequencies, percentages, and mean scores, were used for data analysis. The findings indicated positive attitudes toward AI among participants, while differences existed in technological competence and institutional preparedness. Major challenges included inadequate professional training, limited technological infrastructure, and concerns regarding data privacy. The study highlighted the importance of leadership development, professional training, and institutional policies for responsible AI integration. The findings offered practical insights for educational policymakers and school administrators to strengthen technology-supported management and improve institutional effectiveness in public and private schools.

Keywords: Artificial Intelligence, Educational Leadership, digital transformation

Abstract ID 5160

Students' Perceptions of AI as a Learning Tool and its Perceived Role in Independent Learning

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Artificial intelligence (AI) influenced higher education by helping students understand concepts, access information, and complete academic tasks. However, concerns existed that excessive reliance on AI might weaken independent learning and problem-solving skills. This study explored undergraduate students' perceptions of AI as a learning tool and its perceived role in independent learning. A quantitative, cross-sectional survey was conducted using a questionnaire distributed through Google Forms to approximately 60 students from public and private universities across Pakistan, selected through convenience sampling. Data were analyzed using descriptive statistics. Findings showed that most participants used AI regularly, mainly to understand difficult concepts, support academic tasks, and access learning resources. About four-fifths perceived AI as a beneficial for learning, and roughly half reported that it supported their independent study. However, a considerable proportion felt that frequent use reduced their independent problem-solving, and many encountered inaccurate AI-generated information. Fewer than half consistently verified AI outputs. The Findings suggested that students valued AI as a supportive tool but showed some overdependence. Despite limited generalizability due to convenience sampling, the study concluded that universities should promote AI literacy, critical thinking, verification and ethical AI use to support independent learning.

Keywords: AI, Perceptions, Learning, Literacy, Undergraduates

Abstract ID 5162

Mobile Phone Use and Aggressive Behaviour among Children: Perspectives of Parents and Teachers

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This study examined the relationship between mobile phone use and aggressive behaviour among children, focusing on screen-time patterns, media exposure, and parental supervision. A quantitative correlational design was employed, using convenience sampling. The sample comprised 200 respondents: 100 teachers and 100 parents. Separate structured questionnaires gathered information about children's mobile phone use, behavioural changes, media preferences, and parental supervision. Content validity was established through expert review. The questionnaires demonstrated satisfactory internal consistency, with Cronbach's alpha values of .861 for the teacher questionnaire and .913 for the parent questionnaire. Data were analysed using descriptive statistics and Pearson's correlation in SPSS version 25. Findings showed a significant positive relationship between mobile phone use and aggressive behaviour. Exposure to violent media content was also strongly associated with aggressive tendencies. Although parental control strategies were commonly reported, respondents indicated that these measures alone may be insufficient. Teachers highlighted the importance of collaboration between families and schools in managing children's behaviour. The study highlights the need to promote healthy digital habits and emotional regulation through coordinated home and school efforts. It recommends parent awareness workshops and teacher training.

Keywords: Mobile phone use, aggressive behaviour

Abstract ID 5165

Relationship of Nature of Schooling with Accessibility and Quality of Education at Secondary School Level

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This study examines the relationships between the nature of schooling (public and private) and the accessibility and quality of education at secondary level in Pakistan. Despite the Constitutional commitment to free and compulsory education, many children are out of school in Pakistan, with socio-economic status influencing access to education. This study aims to examine how different types of schooling affect educational accessibility and quality. The instrument was validated through an expert review and a pilot study. Cronbach's alpha values above 0.70 indicated acceptable internal consistency. A quantitative research design was employed to collect data from 200 students and 100 teachers from public and private secondary schools comprising a structured questionnaire adapted from previous studies to assess affordability, physical accessibility, teachers' qualifications, learning resources, and students' outcomes. Data were analyzed using SPSS through descriptive statistics, t-tests, and ANOVA. The study reveals inequalities in educational access and quality between institutions, highlighting socioeconomic disparities, indicating the need for interventions to improve educational outcomes. It suggests long-term educational policies, focusing on equitable resource allocation to public institutions, rural communities, and marginalized groups. It emphasizes community involvement and transparency in budgeting. This study focuses on secondary education, self-reported data, and its cross-sectional design.

Keywords: Nature of Schooling, Quality, Accessibility, Secondary Education

Abstract ID 5166

Relationship between Classroom Discussion Practices and the Development of Higher Order Thinking Skills among University Students

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Classroom discussion practices are considered a key pedagogical strategy to develop and promote students' higher-order thinking skills (HOTS). The development of HOTS has become a central concern in higher education especially at university level, as these skills enable students to analyze, evaluate, and create knowledge effectively. The purpose of this study was to examine the relationship between two variables. The study was quantitative in nature and based on a correlational research design. A stratified random sampling was used to select a sample of 400 university students. A self-developed questionnaire based on theoretical framework was used to collect data through cross-sectional design. Face validity and content validity were established through experts reviews and pilot testing. The reliability (Cronbach's Alpha) was 0.872. Furthermore, Pearson correlation analysis ($r = .589$, $p < 0.01$) showed a moderate positive relationship between these two variables. Additionally, the findings indicated that Peer Interaction during classroom discussion practices has significant effect ($R^2 = .398$, $F(3,396) = 87.18$, $p < .001$) on the development of HOTS. The result highlighted that effective classroom discussion practices significantly contribute to the development of HOTS among university students. It is recommended that instructors incorporate structured and interactive discussion techniques in their teaching practice.

Keywords: Classroom Discussion Practices, HOTS, Classroom Participation, Peer Interaction

Abstract ID 5170

Factors Affecting Secondary School Teachers' Quality of Performance: An Exploration

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The main purpose of the present study was to explore the factors affecting teachers' quality of performance and then the effect of those factors on quality performance of secondary school teachers of Lahore. Sample of the study was selected from the teachers of public secondary schools in Lahore. Research design was causal comparative and survey method was used for data collection. A sample of 384 faculty members was selected by using simple random sampling technique. It split into 178 male and 206 female candidates because female secondary teachers are more than male secondary teachers. The researcher evaluated their hypotheses on the basis of collected data. The questionnaire was self-administered. It consisted on 125 items, on Five-point Likert scale. Pilot testing and expert opinion were used to confirm the validity and Statistical software analysis, Cronbach's alpha was used to the analyze reliability of the questionnaire. Researcher visited the schools personally to collect the data through questionnaire. Then used descriptive statistics and linear regression to analyze the effect of factors affecting teachers' quality of performance on indicators of quality performance of secondary school teachers. The results of the study suggested that the factors affecting teachers' quality of performance have a significant effect on the indicators of quality performance. Therefore, there was strong effect of organizational factors, educational factors and social factors on indicators of quality performance of secondary school. So, the Null hypotheses were rejected. This study recommended to ensure that teachers should have manageable workload, competitive salaries, performance-based incentives, and flexible working hours. School infrastructure should be well-maintained, modern teaching tools and technology should be used to maintain teachers' quality performance. The study presented suggestions for stakeholders, policy makers, and educators to improve the quality performance of teachers in future.

Keywords: Teachers quality, quality of performance

Abstract ID 5171

Humane Pedagogy under Pressure: How Teacher Work Strain Conditions the Effect of Humour on Students' Knowledge Sharing

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Reimagining Education requires a collaborative, technologically current Classroom, yet little is known about the human conditions that sustain collaboration. This study examines whether university teachers' humour fosters students' knowledge sharing and whether teachers' work strain limits that benefit.A quantitative, causal-comparative design with 984 teachers from Public sector universities in Punjab, Pakistan, each matched with one student from their own class. Structural equation modelling showed that teacher humour positively predicted students' knowledge sharing (B = .240, p < .001), while work strain was negatively associated with it (B = â˜.134, p < .001). The humour × strain interaction was negative (B = â˚.249, p < .001): humour's benefit weakened as strain rose. Humane pedagogy therefore depends on sustainable teacher workloads, a condition reform agendas must address.

Keywords: Teacher Humour, WS, KS Pedagogy

Abstract ID 5172

Reimagining Education for a Changing World through Film-Based Experiential Learning in Higher Education

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Higher education in a changing world requires pedagogical approaches that promote inclusivity and address diverse learner needs. This empirical study examined the effectiveness of film-based experiential learning in enhancing undergraduate students' understanding of learner diversity and inclusive education in Punjab, Pakistan. Participants comprised 72 BS Artificial Intelligence students from one higher education institution, selected through convenience sampling. A pre-experimental, one-group pre-test-post-test design, complemented by qualitative inquiry, was implemented during the first six weeks of the semester. The intervention included a locally contextualised educational film, guided reflection, group discussions, classroom scenarios and an inclusive AI-design task. Data were collected through a researcher-developed knowledge and attitude questionnaire, an observation checklist and written reflections. Quantitative data were analysed using descriptive statistics and a paired-samples t-test, supported by effect sizes and confidence intervals. Qualitative reflections were analysed thematically. The study addressed variations in learning pace, attention, memory, language, disability and resource access. Findings offer insights into film-based experiential learning as a potential approach to developing inclusive perspectives among future AI professionals. Study advocates reflective, learner-centred practices and further controlled, multi-institutional research to inform inclusive curriculum development and educational policy in Pakistan.

Keywords: Film-Based Experiential Learning; Inclusive Education; Artificial Intelligence Education

Abstract ID 5174

Study of the Factors Affecting Students' Curiosity in Learning Science at Elementary School Level

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Students' curiosity is an important part of science learning because it encourages them to ask questions, explore ideas, and participate in learning activities. However, different classroom, teacher, learning, peer and home-related factors may affect students' curiosity in learning science. Therefore, this study examined factors affecting students' curiosity in science learning among elementary level students in Lahore. The study used a quantitative approach with a descriptive survey design. Sample of the study were 400 elementary students from different private and government schools in Lahore. Data were collected through a 35-item questionnaire using a five-point Likert Scale based on 7 factors. A pilot test was conducted which showed a reliability at Cronbach's Alpha 0.93. Data was analyzed using SPSS through descriptive and inferential statistics. The results indicated positive responses on the factor "Peer Support and Collaborative Learning" had the highest factor mean value. The results of the study will be beneficial for teachers, administrators, parents, curriculum planners, and policy makers in designing learning environments in science that are supportive, practical, and collaborative, in fostering the curiosity of students.

Keywords: Students' Curiosity, Classroom Environment, Teacher Support, Peer Support, Parental Sup

Abstract ID 5180

Effect of Motivational Techniques Used by Teachers on Students' Motivation towards Learning Science

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The purpose of the study was to ascertain how teachers' motivational techniques effect their students desire to pursue science as a secondary level. Hence the two most crucial elements that are necessary for science education at secondary level are teachers' motivational techniques and students' motivation along with its sub-factors. Employing a quantitative approach with a causal comparative design, the study targeted the student population of the Lahore district from public sector, with a sample size of 400 students selected through multistage sampling. To measure students' motivation and teachers' motivational techniques, two Questionnaire the Students' Motivation Questionnaire (SMQ) and Teachers Motivational Strategies (TMSs) were utilized. The validity of these instruments was ensured by experts' opinion, and a pilot testing involving 50 students was conducted to find out their reliability. The reliability of the students' motivation questionnaire was 0.876 and the reliability of teachers' motivational techniques was 0.800, respectively. Analysis of the data involved employing measures such as frequency distribution, mean, standard deviation, and regression analysis. The significant difference between male and female students was ascertained using an independent sample t-test. The main findings of the study were that teachers primarily employed standard motivational techniques to foster intrinsic motivation and by using these techniques improved student performance in science learning at secondary level and there wasn't significant difference in the impact of these techniques on the both male and female students performed in science learning. The study suggested that science teacher may be made more aware of intrinsic motivation and the ways in which it may be nurtured and increased

Keywords: (SMQ), Learning, Motivation

Abstract ID 5181

Teachers' Perceptions about English Language and Literacy Teaching Practices at Early Childhood Education

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The purpose of the study is to examine teachers' perceptions of English language teaching practices in Early Childhood Education (ECE) in public schools under the Federal Directorate of Education (FDE), Islamabad. The study examined the extent to which ECE teachers implement English language teaching in the curriculum, how they support early literacy development, how they use teaching resources, and the challenges to English language teaching. The Convergent Parallel mixed-methods research design was used to gain a holistic understanding of teachers' perceptions and practices within a pragmatic research paradigm. Purposive sampling was used to select 135 teachers from 200 ECE teachers. Structured questionnaires with a Likert scale of 1-5 were used to gather quantitative data, while open-ended questions were used for qualitative data. Both quantitative and qualitative responses were analyzed using descriptive statistics such as percentages, means, frequencies, and standard deviations in SPSS, and thematic analysis of qualitative responses. The results indicated that the teachers in general had positive perceptions about teaching the English language at the ECE level. The majority of participants reported using a variety of developmentally appropriate practices such as storytelling, picture reading, play-based learning, and interactive classroom activities to enhance children's language and literacy development, as well as phonics instruction. Teachers also reported a high level of alignment of their classroom practices with the goals of the National Curriculum for Early Childhood Care and Education (ECCE). There were several challenges identified, however, these included large classes, limited teaching resources, language barriers, lack of parent involvement, and the need for ongoing professional development. The thematic analysis also revealed the need to focus on phonics instruction, activity-based learning, observation-based assessment, and the need for more institutional support for effective English language teachi

Keywords: English Language Teaching, Teachers' Perceptions, Early Childhood Education (ECE)

Abstract ID 5182

The Effectiveness of Using Cubing Strategy in Teaching of General Science at Elementary Level

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This study investigated the effectiveness of the Cubing Strategy in teaching General Science to Grade V students in public schools in Rawalpindi, Pakistan. The strategy engages learners through six cognitive dimensions: describe, compare, associate, analyze, apply, and argue. The study aimed to foster conceptual understanding and compare the achievement of students taught through the Cubing Strategy with that of those taught through conventional methods. Adopting a positivist paradigm, the study used a quantitative approach and a quasi-experimental, non-equivalent control-group pretest-posttest design. The study purposively selected two intact Grade V sections (N = 50), comprising 25 students each. The experimental group received five weeks of instruction using the Cubing Strategy, while the control group received conventional instruction. Data were collected through a researcher-developed, expert-validated 30-mark Science Achievement Test and analyzed using descriptive statistics and paired-samples and independent-samples t-tests in SPSS. Pretest scores indicated comparable baseline achievement. Post-intervention, the experimental group's mean increased from 9.92 to 22.60, while the control group's mean increased from 8.92 to 15.28. Both gains were statistically significant ($p < .001$), with a significantly higher posttest score for the experimental group. The findings demonstrate the effectiveness of the Cubing Strategy in improving science achievement.

Keywords: Mobile Phone Use, Aggressive Behaviour

Abstract ID 5186

Reimagining Higher Education for a Sustainable Futures: An Ethical AI Integration Framework for Digital Transformation in Pakistan

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Higher Education institutions in Pakistan are undergoing a transformational era plunged into artificial intelligence and modern digital learning platforms. The present study is aimed at exploring the ethical integration of artificial intelligence for digital transformation of higher education. The objectives of the study were to identify the challenges and opportunities in adoption of ethical AI and to devise a framework for sustainable future of higher education in Pakistan. This research study employed qualitative research design, interpretivist philosophical paradigm and literature review method. By following document analysis procedure 47 articles and reports published in high index journals were selected as sample of the study. Using thematic analysis technique six themes were generated i.e., ethical AI governance, digital infrastructure and institutional readiness, pedagogical transformation, digital equity, sustainable digital transformation, policy and regulatory framework. Based on the analysis of the study it is recommended that government officials may design a comprehensive ethical AI governance policy for transparency and fairness. Moreover, strengthening technological infrastructure and institutional capacity for AI integration is also needs of the hour. It is also recommended that higher authorities may ensure equitable access to AI technologies for diverse groups of learners to build a sustainable future.

Keywords: Ethical AI integration, Digital transformation, Sustainable future, Higher Education

Abstract ID 5189

Development and Validation of Organizational Citizenship Behavior Questionnaire

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The purpose of this study was to develop and validate an organizational citizenship behavior questionnaire. A 30-item questionnaire with five categories was created after a thorough literature analysis of the foundational studies and models on organizational citizenship behavior. Expert opinions were used to guarantee the questionnaire's content validity. 90 teachers from public universities participated in pilot research to provide input on the reliability, comprehension, and clarity of the language. The questionnaire's validity was demonstrated by its alpha level of 0.72, which was based on data from pilot testing. The researchers later gathered data from 1255 teachers from public universities in Lahore. The five dimensions' alpha reliability ranged from 0.83 to 0.88, while the 30 items' overall internal consistency was 0.95. Exploratory factor analysis produced five subscales such as Conscientiousness, Sportsmanship, Civic Virtue, Courtesy, and Altruism. All five of the questionnaire's dimensions showed significant positive relationships with one another. Confirmatory factor analysis confirms that the items are highly reliable indicators of their respective constructs, providing strong evidence of scale validity. The findings suggested evidence of validity and reliability of the Organizational Citizenship Behavior questionnaire that can be used in university settings.

Keywords: Organizational Citizenship Behavior, Conscientiousness, Sportsmanship, Civic Virtue, Courtesy, Altruis

Abstract ID 5190

Effect of Growth Mindset on Work Values of Secondary School Teachers

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The aim of this research was to investigate the Effect of growth mindset on the work values of secondary school teachers. A quantitative design with a causal-comparative research design was used. All the teachers in public secondary schools in the District of Lahore were the target population, but stratified random sampling was used to select a sample of 810 teachers. Two instruments were used to collect data, including the Growth Mindset Scale developed by Khunaprom and Chansirisira (2023) and the Work Values Questionnaire (WVQ) developed by the researcher. The statistical data analysis was conducted by using SPSS and Amos. Descriptive statistics were used to calculate the level of growth mindset and work values of teachers, and Pearson correlation was used to examine the correlation between variables. Regression analysis was used to determine the effect of growth mindset on work values. The results indicated that teachers had an average score in terms of growth mindset and a moderate score in work values. The results also showed that there was a statistically significant positive relationship between growth mindset and work values.

Keywords: Growth mindset, Work value

Abstract ID 5192

Impact of Micro-Credential Programs on Enrolled Students' Career Readiness: The Mediating Role of Self-Efficacy

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Micro-credential programs have gained importance in developing skills and competencies required for employment. However, their contribution to career readiness through self-efficacy remains underexplored in Pakistan. This study examined the impact of micro-credential programs on career readiness and the mediating role of self-efficacy. The study employed a quantitative, causal-comparative research design. Data were collected from 400 students enrolled in or nearing completion of micro-credential programs at four selected institutions in Lahore. Institutions were selected through purposive sampling and students through random sampling. A 39-item, five-point Likert-scale questionnaire was used to measure micro-credential programs, career readiness, and self-efficacy. The instrument was validated by experts, and Cronbach's alpha values were .866, .920, and .850, respectively. Data were analyzed through descriptive statistics, t-tests, correlation, regression, and mediation analysis. The findings revealed significant positive relationships among the three study variables. Micro-credential program dimensions significantly predicted career readiness and self-efficacy. Self-efficacy partially mediated the impact of micro-credential programs on career readiness. It is recommended that higher education institutions strengthen micro-credential programs by ensuring relevant, quality-based, and recognized learning opportunities to enhance students' career readiness and self-Efficacy.

Keywords: Micro-Credential Programs, Career Readiness

Abstract ID 5193

Effect of Teacher-Student Interaction on Students' Self-Efficacy: The Mediating Role of Pedagogical Resonance

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The present study examined the effect of teacher–student interaction on students' self-efficacy and the mediating role of pedagogical resonance. Self-efficacy contributes to students' academic motivation, effort, and persistence, while teacher–student interaction may shape their beliefs about their academic abilities. However, the role of pedagogical resonance in this relationship requires further investigation, particularly in Pakistani higher education. The study employed a quantitative approach with a causal-comparative research design. Data were collected through a structured questionnaire from 400 undergraduate students enrolled at four public and private universities in Lahore, Pakistan. The questionnaire was reviewed by five experts from the Institute of Education and Research, University of the Punjab, to establish content validity. Cronbach's alpha reliability coefficients for teacher–student interaction, students' self-efficacy, and pedagogical resonance were .772, .815, and .880, respectively. Data were analysed using SPSS through descriptive statistics, Pearson product–moment correlation, independent-samples t-tests, regression analysis, and mediation analysis. The results revealed a significant positive relationship between teacher–student interaction and students' self-efficacy, with pedagogical resonance partially mediating this relationship. The study concludes that pedagogical resonance helps explain this relationship. Future researchers may explore how teachers' flexible responses to students' interpretations can enhance pedagogical resonance. Keywords: Teacher–student interaction, students' self-efficacy

Keywords: Mobile phone use, aggressive behaviour

Abstract ID 5195

The Impact of Perceived Competence in Using Information and Communication Technology (ICT) on Critical Thinking Skills among Undergraduate Students

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Information and communication technology (ICT) plays an important role in higher education. However, students' confidence in using technology may be related to their critical thinking skills. This study examined the level of perceived competence in using ICT, the level of critical thinking skills, the relationship between these variables, and the extent to which ICT competence dimensions predicted critical thinking among undergraduate students in Lahore, Pakistan. A quantitative, cross-sectional, correlational design was used. Data were collected from 400 undergraduate students enrolled in public and private universities through a structured questionnaire using a five-point Likert scale. Data were analyzed using descriptive statistics, Pearson's correlation, multiple regression, and group-comparison tests in SPSS .The findings showed that students reported high perceived competence in using ICT ($M = 3.89$) and high critical thinking skills ($M = 3.98$). A strong positive relationship was found between perceived ICT competence and critical thinking skills, $r(398) = .68$, $p < .001$. The six dimensions of ICT competence jointly explained 49.0% of the variance in critical thinking skills, $F(6, 393) = 62.89$, $p < .001$. Processing and storing information ($\beta = .30$) and problem solving ($\beta = .21$) were the strongest predictors, whereas generating content did not make a significant unique contribution. Male students scored higher than female students in both perceived ICT competence and critical thinking skills. Overall, the findings highlight the importance of information processing and problem-solving skills in relation to critical thinking .Universities may consider integrating ICT-based learning activities with analytical reasoning and evidence evaluation. However, because the study used cross-sectional, self-reported data, the findings indicate relationships and predictive associations rather than causal effects.

Keywords: Information and Communication Technology, Perceived Competence, Critical Thinking Skills, Undergraduate Students, Higher Education

Abstract ID 5208

The Impact of Microlearning on Academic Performance: Mediating role of Student Engagement at Elementary Level

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This study examined the impact of microlearning on the Students' academic performance of elementary school students and determine whether student engagement was a mediating Factor between microlearning and academic performance. Microlearning delivers content in short, focused segments. It has been widely researched in higher education, but evidence from elementary level is limited, and the explanatory role of engagement has received little attention. A quantitative, causal-comparative design was used under the positivist paradigm. Stratified random sampling was used through which 500 students of grades 6, 7 and 8 were selected from five public and five private schools in Lahore. Data were collected with a 37-item, five-point Likert-scale questionnaire. It measured microlearning, academic performance and student engagement. Reliability of the instrument was 0.805, 0.859, 0.739. The data were analyzed using descriptive statistics, correlation, t-test, one-way ANOVA, multiple regression and bootstrapped mediation analysis. The findings demonstrate that microlearning has a positive impact on students' academic performance and student engagement plays a significant partial mediating role. It recommends interactive activities, review and feedback into short lessons and training teachers in microlearning design. It also recommends that future research use experimental and longitudinal designs.

Keywords: Microlearning, Academic Performance, Student Engagement

Abstract ID 5209

Relationship between Institutional Ethical Climate and Perceived Development of Personal and Social Responsibility among Undergraduate Students

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Relationship between Institutional Ethical Climate and Perceived Development of Personal and Social Responsibility among Undergraduates Institutional ethical climate refers to students' shared perceptions of the ethical norms and practices of their university. Personal and social responsibility refers to students' commitment to act responsibly towards their learning, other people and society. This study aimed to find out the relationship between institutional ethical climate and perceived development of personal and social responsibility among undergraduate students, their levels, and differences by gender, sector, department and semester. The study was grounded in Victor and Cullen's ethical climate theory. A quantitative, descriptive-correlational survey design was used. Through multistage sampling, 400 students were selected from universities of Lahore. Data were collected through a questionnaire adapted from the Ethical Climate Questionnaire and the Personal and Social Responsibility Inventory. Data were analysed through mean, standard deviation, Pearson correlation, t-test and ANOVA. Both variables were perceived at a high level, though law and code and academic integrity were the weakest dimensions. A significant, moderate and positive relationship was found between institutional ethical climate and personal and social responsibility. Private university students perceived a stronger ethical climate, while gender, department and semester showed no significant differences. Universities, especially public ones, should strengthen their ethical climate by clearly communicating professional codes and academic integrity policies.

Keywords: Institutional ethical climate, personal and social responsibility, perceived development, academic integrity, undergraduate students

Abstract ID 5213

Exploring the Socio-Psychological Barriers Faced by Women Leaders and Their Coping Strategies in Higher Education Institutions

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This research aims to explore the socio-psychological barriers faced by women leaders in higher education institutions and how they cope with their problems. Role Congruity Theory and Transactional Model of Stress and Coping have been used as theoretical perspectives. Research has adopted a qualitative research methodology and phenomenological research design grounded in an interpretivist paradigm. Participants were eight female university leaders, selected using criterion-based purposive sampling. Data were collected from these participants via audio-recorded semi-structured interviews and analyzed using the six phase thematic analysis technique of Braun and Clarke (2006). Results have revealed that there were some social barriers but these were different in nature. Majority of the participants viewed their problems as challenges and lessons which they could handle. Female leaders perceived their struggles as manageable, and used planning, emotion regulation, family or peer support, patience, and faith to cope with their problems. The study found that experiences of women leadership in higher education are varied and are affected by factors such as life-stage, family composition, institutional context and individual traits. The study recommends mentoring and induction programs, well-being support, allocation of resources according to need, clear process and family-friendly working environment.

Keywords: Women Leaders, Socio-Psychological Barriers, Coping Strategies

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