



Iqbal International
Institute for
Research & Dialogue



CONFERENCE FOR

QUALITY AND INNOVATION IN HIGHER EDUCATION (F2F&ODL) CQIHE

DECEMBER 4-5, 2024

ABSTRACT BOOK

CQIHE
CONFERENCE FOR QUALITY AND
INNOVATION IN HIGHER EDUCATION
(F2F&ODL)



ORGANIZED BY

Faculty of Education in Collaboration with Higher Education Commission Pakistan, Iqbal International Institute for Research & Dialogue (IRD), Office of Research, Innovation & Commercialization (ORIC) IIUI and Admas University

**CONFERENCE FOR QUALITY AND INNOVATION IN HIGHER
EDUCATION (F2F&ODL) CQIHE DECEMBER 4-5, 2024**

ABSTRACT BOOK



**CONFERENCE FOR QUALITY AND INNOVATION
IN HIGHER EDUCATION (F2F&ODL) CQIHE
DECEMBER 4-5, 2024**



Organized By

Faculty of Education, IIUI

in Collaboration with

Higher Education Commission Pakistan
Iqbal International Institute for Research & Dialogue (IRD)
Office of Research, Innovation & Commercialization (ORIC) IIUI
Admas University

Venue: Allama Iqbal Auditorium, Faisal Mosque Campus, International Islamic
University Islamabad Pakistan

TABLE OF CONTENTS

<i>In Memoriam Of Prof. Dr. Nabi Bux Jumani, Conference Chair</i>	<i>17</i>
CONFERENCE MESSAGES	18
<i>Message from the President.....</i>	<i>19</i>
<i>Message from the Vice President (Academics).....</i>	<i>20</i>
<i>Message from the Director, Office of Research, Innovation & Commercialization (ORIC).....</i>	<i>21</i>
<i>Message from the Addl. Director, (IRD).....</i>	<i>22</i>
<i>Message from the Director, Research (Admas University)</i>	<i>23</i>
<i>Message from Convener of the Conference.....</i>	<i>24</i>
SCOPE OF THE CONFERENCE	26
SUB-THEMES OF THE CONFERENCE.....	28
CONFERENCE PROGRAM	30
KEYNOTE SPEECHES	33
<i>Challenges in Tackling Vicious Circle of Academic Redundancy in Pakistani Higher Education</i>	<i>34</i>
<i>Prof. Dr. Nasir Mahmood.....</i>	<i>34</i>
<i>Teaching 2.0: AI as a partner in Course Design and Pedagogy.....</i>	<i>35</i>
<i>Dr. Anzar Khaliq.....</i>	<i>35</i>
<i>Digital Leadership & Digital Innovation for Quality Postgraduate Teaching and Learning: A Malaysian Perspective</i>	<i>36</i>
<i>Leele Susana Jamian</i>	<i>36</i>
<i>Transforming Higher Education in the Era of AI and ChatGPT: Acceptance and Resistance.....</i>	<i>37</i>
<i>Dr. Steve Warner</i>	<i>37</i>
<i>Revitalizing Eastern Africa's Research Ecosystem: Driving Policy, Partnerships, and Innovation for Growth</i>	<i>38</i>
<i>Dr. Samina Khan</i>	<i>38</i>
PAPER PRESENTATIONS.....	43
<i>Integrating Artificial Intelligence in Curriculum Design: A Pathway to Enhance Quality and Innovation in Higher Education.....</i>	<i>44</i>
<i>Dr. Muhammad Sher Baz Ali.....</i>	<i>44</i>
<i>Stakeholder-Driven Conceptual Framework for Blended Learning Implementation in Higher Education.....</i>	<i>45</i>
<i>Dr. Fatima Muhammad Qassim</i>	<i>45</i>

<i>Use of Artificial Intelligence to Enhance Learning Experiences in Higher Education: Opportunities, Challenges, and Way Forward</i>	<i>46</i>
<i>Ghulam Mustafa</i>	<i>46</i>
<i>Challenges in Online Learning During the Covid-19 Pandemic: A Case Study of Punjab Public Elementary Schools in Rawalpindi.....</i>	<i>47</i>
<i>Arz-O-Sama</i>	<i>47</i>
<i>Research and Innovation as Catalysts for Sustainable Development in Less Developed Countries (LDC).....</i>	<i>48</i>
<i>Dr. Waseem Ullah.....</i>	<i>48</i>
<i>Prospective Teachers’ Preparedness with Reference to Technological, Pedagogical and Content Knowledge</i>	<i>49</i>
<i>Rabia Mumtaz.....</i>	<i>49</i>
<i>Lived Experiences of Educational Leadership & Management Students of a Graduate Program at a Private Sector University in Pakistan</i>	<i>50</i>
<i>Dr Irfan Bashir</i>	<i>50</i>
<i>Enhancing Student Critical Thinking and Learning Outcomes through Innovative Pedagogical Approaches in Higher Education: The Mediating Role of Inclusive Leadership</i>	<i>51</i>
<i>Muhammad Naseem Abid</i>	<i>51</i>
<i>Blended Learning in Government High Schools at Rawalpindi: Need Analysis.....</i>	<i>52</i>
<i>Atiq Ur Rehman</i>	<i>52</i>
<i>Supplementary Tutoring in Trinidad and Tobago with Focus on Motivation: Perceptions of Primary School Students in the North Eastern District</i>	<i>53</i>
<i>Virginia Lockhart.....</i>	<i>53</i>
<i>Dynamics of Classroom Participation: Evidence from Higher Education in Pakistan</i>	<i>54</i>
<i>Umair Ayub.....</i>	<i>54</i>
<i>Investigating the Role of Advanced Educational Technology in Promoting Educational Leadership and Management in Digital Leadership Perspectives</i>	<i>55</i>
<i>Dr. Irfan Ullah Khan</i>	<i>55</i>
<i>Designing Training Module for Inclusive Education At Primary Level In Khyber Pakhtunkhwa</i>	<i>56</i>
<i>Muhammad Nauman Shabbir</i>	<i>56</i>
<i>Investigating The Relationship Between Big Five Personality Attributes and UTAUT 2 Model in Online Teacher Training</i>	<i>57</i>
<i>Amjad Khan</i>	<i>57</i>
<i>The Role of Mother Tongue (L1) and its Impact on Learning English Grammar at Elementary Level in District Karak, KPK, Pakistan</i>	<i>58</i>

<i>Abdul Waheed.....</i>	<i>58</i>
<i>Students’ Practices and Perceptions Regarding Discipline Selection Based on Personal Interest and its Impact on Academic Achievement in Higher Education</i>	<i>59</i>
<i>Abdus Samad.....</i>	<i>59</i>
<i>Development and Application of E-Modules as A Cutting-Edge Tool to Enhance Students’ Achievement.....</i>	<i>60</i>
<i>Asma Bibi.....</i>	<i>60</i>
<i>Innovative Teaching and Learning Technologies</i>	<i>61</i>
<i>Dr. Shoaib.....</i>	<i>61</i>
<i>Role of Artificial Intelligence Tools in Academic Research: Perspectives from MS and PhD Scholars</i>	<i>62</i>
<i>Momna Azmat</i>	<i>62</i>
<i>Adopting Modern Approaches of Faculty Development in Pakistan and the Scope of Innovative Teaching Practices</i>	<i>63</i>
<i>Dr. Attiq-ur-Rehman.....</i>	<i>63</i>
<i>A Comparative Study of Implementation of Educational Reforms in The Schools of Punjab and Khyber Pakhtunkhwa During 2013-2018.....</i>	<i>64</i>
<i>Madiha Mahmood.....</i>	<i>64</i>
<i>Relationship of Paternalistic Leadership Style and Social Sensitivity: A Case Study of APSAC System</i>	<i>65</i>
<i>Kanwal Yasmin</i>	<i>65</i>
<i>Relationship of Principals’ Thinking Styles and Leadership Styles in Islamabad</i>	<i>66</i>
<i>Aisha Sadaf.....</i>	<i>66</i>
<i>An Analysis of Prospective Teachers’ Readiness for Developing Leadership Skills Among Students</i>	<i>67</i>
<i>Sana Maqsood.....</i>	<i>67</i>
<i>The Future of Contemplative Pedagogy in Pakistan’s Higher Education: Faculty Perspectives</i>	<i>68</i>
<i>Dr. Irsa Zahoor.....</i>	<i>68</i>
<i>Innovative Learning Technologies in Resource-Constrained Settings: Challenges and Opportunities.....</i>	<i>69</i>
<i>Tabassum Shairwani Khan</i>	<i>69</i>
<i>Comparative Analysis of Educational Practices in Malaysia and Pakistan: Historical, Cultural, and Global Influences.....</i>	<i>70</i>
<i>Rabia Alam</i>	<i>70</i>
<i>Challenges Encountered by School Principals in the Administration of Teaching Practicums.....</i>	<i>71</i>

<i>Dr. Sunble Bibi</i>	<i>71</i>
<i>A Study of Technophobia Among the Faculty of Mirpur University of Science and Technology (MUST)</i>	<i>72</i>
<i>Sana Riaz</i>	<i>72</i>
<i>Quality Assurance Framework and Standards for Improving the Quality of Education</i>	<i>73</i>
<i>Dr. Zarina Akhtar</i>	<i>73</i>
<i>Effect of Metacognitive Strategies on Academic Achievement of Elementary School Students</i>	<i>74</i>
<i>Hafsa Shujat.....</i>	<i>74</i>
<i>Artificial Intelligence in Higher Education: Past, Present & Future</i>	<i>75</i>
<i>Farhan Ahmed</i>	<i>75</i>
<i>Relationship Between Self-Efficacy and Instructional Practices of English Language Teachers at Secondary Level School in Islamabad</i>	<i>76</i>
<i>Humaira Batool</i>	<i>76</i>
<i>Role of Principal in Professional Development of Teachers at College Level.....</i>	<i>77</i>
<i>Farzana Iqbal</i>	<i>77</i>
<i>Exploring the Perceptions of Students and Teachers on Use of AI and Academic Integrity at University Level</i>	<i>78</i>
<i>Dr. Sayida Asma Dilshad.....</i>	<i>78</i>
<i>Improving Vocabulary Mastery: The Impact of Ending Letter Activities on 8th Graders' Word Recognition.....</i>	<i>79</i>
<i>Syed Razi Ul Hussnain.....</i>	<i>79</i>
<i>Comparing Self-Regulation Levels of Prospective Teachers in Formal and Distance Education Programs</i>	<i>80</i>
<i>Iqra Yaseen</i>	<i>80</i>
<i>Challenges and Opportunities: The Experiences of Female Faculty Organizing Co-Curricular Activities at International Islamic University Islamabad (IIUI).....</i>	<i>81</i>
<i>Ms. Sumaira Batool</i>	<i>81</i>
<i>Relationship between Self-Esteem and Social Anxiety of Male and Female University Students</i>	<i>82</i>
<i>Huma Majeed.....</i>	<i>82</i>
<i>Studying the Factors Affecting Learning of English at Secondary Level in District Haveli (Kahuta) AJK</i>	<i>83</i>
<i>Tahira Tariq.....</i>	<i>83</i>
<i>Workplace-Based Assessment (WPBA) of Postgraduate Trainees in Public Sector Teaching Hospitals of Rawalpindi: A Comparative Study.....</i>	<i>84</i>

<i>Dr. Rizwana Shahid,</i>	84
<i>Investigation of Lecture and Demonstration Method in The Teaching of Science at Elementary Level in Haveli Kahuta Azad Jammu and Kashmir</i>	85
<i>Saba Liaquat Kayani</i>	85
<i>Socioeconomic Status and Access to Quality Higher Education at Tertiary Level</i>	86
<i>Ms. Noor ul Ain.....</i>	86
<i>Exploring the Association between Curriculum Content and Learning Objectives at the Primary Level. An Analysis of Curriculum Mapping</i>	87
<i>Salma</i>	87
<i>Thinking Beyond Words: Evaluating Critical Thinking Skills in Scheme of BS English Program at PU and GCUF, Punjab, Pakistan.....</i>	88
<i>Amna Fayyaz.....</i>	88
<i>Critical Analysis of the Relationship between Distributed Leadership and Educational Outcomes</i>	89
<i>Saliha Khan.....</i>	89
<i>Key Factors Influencing High Academic Performance among Students at the Higher</i>	90
<i>Secondary School Level: A Study of Punjab College, Sialkot Cluster</i>	90
<i>Muhammad Usman Hayat</i>	90
<i>Leveraging Generative AI for Learning in Higher Education: Empowering Learners' Self-Regulation and Cognitive Development through Innovative Approaches</i>	91
<i>S M Ishaq</i>	91
<i>Leadership Attributes of Male and Female School Managers: An Interpretive Phenomenological Study</i>	92
<i>Sara Siddique.....</i>	92
<i>Narratives of Transformation: How AI-Powered Edtutor Influences Self-Regulated Learning among Secondary Students</i>	93
<i>Safia Bibi.....</i>	93
<i>Research and Innovation in the field of Higher Education in Pakistan and India: A Comparative Analysis</i>	94
<i>Dr Tayyaba Ashraf.....</i>	94
<i>Cultivating Leadership for Sustainability: The Role of Universities of Azad Jammu and Kashmir in Preparing Future Leaders for Global Sustainability Initiatives</i>	95
<i>Tahzeeb Mahreen.....</i>	95
<i>Effects of ChatGPT on Critical Thinking Skills among University Students in</i>	96
<i>Islamabad</i>	96
<i>Sehrish Mateen</i>	96

<i>Enhancing Technology Integration in Teaching: Assessing Prospective Teachers' TPACK at International Islamic University, Islamabad</i>	97
<i>Qudsia Shami</i>	97
<i>A Method for Improving the Pedagogical Competence of Indonesian High School Teachers in Arabic Distance Learning</i>	98
<i>Muhammad Badat Alauddin</i>	98
<i>Principals' Instructional Leadership Effect on High School Students' Academic Achievement</i>	99
<i>Muhammad Abbas</i>	99
<i>Exploring Pakistani Online Instructors' Teaching Competencies: A Qualitative Inquiry</i>	100
<i>Maria Bibi</i>	100
<i>Assessment of Undergraduate Students' Lifelong Learning in the Context of Rapid Technological Change</i>	101
<i>Razzaq Ahmad</i>	101
<i>Relationship between Social Media Addiction and Students' Mental Health at University Level</i>	102
<i>Aqsa Wajid Abbasi</i>	102
<i>Need analysis on STEAM (Science, Technology, Engineering, Arts, Mathematics) to Enhance Students' Emerging Skills at the Secondary Level</i>	103
<i>Sehrish Khan</i>	103
<i>Tendencies of Academic Integrity Among Undergraduate Students of Mirpur AJ&K</i>	104
<i>Rizwa Nadeem</i>	104
<i>Implications of Portable E-Reader in Education</i>	105
<i>Ms. Taseer Rehman Soomro</i>	105
<i>Transforming Education in Punjab: Embracing Inclusive Future</i>	106
<i>Muhammad Nasir Jamil</i>	106
<i>Investigating the Impact of Inclusive Education on Equity and Empowerment: Students Insight</i>	107
<i>Dr. Ayesha Afzal</i>	107
<i>An Analysis of Learning Outcomes in Single National Curriculum for Grade Pre-I in Punjab, Pakistan</i>	108
<i>Amna Fayyaz</i>	108
<i>Enhancing Student Satisfaction through AI Integration in Educational Administration: A Study of Public Sector Institutions in Multan, Pakistan</i>	109
<i>Inshal Khan</i>	109

<i>Meeting the Challenges of Modern Medical Education: A Three-Step Digitization Framework for Effective Blended Learning.....</i>	<i>110</i>
<i>Hadiqa Qaisar, HBS Medical and Dental College, Islamabad.....</i>	<i>110</i>
<i>Explore How Teachers' Cultural Competence Influences their Approach to Teaching Mathematics and its Impact on Students' Learning Outcomes</i>	<i>111</i>
<i>Dr. Rehmat Shah.....</i>	<i>111</i>
<i>Artificial intelligence Chatbots and the Evolving Landscape of Student Support in Higher Education: A Glimpse into Future Learning.....</i>	<i>112</i>
<i>Dr. Rehmat Shah.....</i>	<i>112</i>
<i>Effect of Quality Assurance Practices of Administration on Academic Achievement of Students</i>	<i>113</i>
<i>Hazira Qomi</i>	<i>113</i>
<i>Cyber Embezzlement Awareness: Educational Interventions for Mobile Users in Multan</i>	<i>114</i>
<i>Noman Nadeem.....</i>	<i>114</i>
<i>The Impact of Excessive Social Media Use on Children's Behavior and Education in Multan, Pakistan: A Study on Educational Innovation.....</i>	<i>115</i>
<i>Khansa Saleem.....</i>	<i>115</i>
<i>The Impact of Late-Night Smartphone Use on Hebulina Placticy Activation: Implications for Daily Lifestyle and Public Health Among BZU Multan Students through Educational Innovation.....</i>	<i>116</i>
<i>Umais Samad.....</i>	<i>116</i>
<i>Comparative Analysis of Elementary Education of Pakistan and Malaysia: Focus on Pedagogy and Assessment</i>	<i>117</i>
<i>Misbah Irshad.....</i>	<i>117</i>
<i>Public Misconceptions about Hacking in Peshawar Region: Bridging the Awareness Gap through Educational Innovation in Pakistan</i>	<i>118</i>
<i>Zainab Fatima.....</i>	<i>118</i>
<i>Assessment and Evaluation for Learning</i>	<i>119</i>
<i>Muhammad Asad Obaid</i>	<i>119</i>
<i>Positive Psychology of Self-Resilience and Well-Being Towards Academic Success Amongst Undergraduate Students at a Government-Linked University in Malaysia.</i>	<i>120</i>
<i>Azean Abu Samah</i>	<i>120</i>
<i>What are the Aspects of E-learning Ecosystem that Enable an Individual to Become an Entrepreneur?.....</i>	<i>121</i>
<i>Mohammad</i>	<i>121</i>
<i>Perceptions of Teachers about Teacher Leadership Qualities and Practices in Pakistani Universities</i>	<i>122</i>

<i>Fazli Amin.....</i>	<i>122</i>
<i>Development and Validation of Urdu Early Speech Perception Test.....</i>	<i>123</i>
<i>Dr. Hina Noor.....</i>	<i>123</i>
<i>Transformation Requirements to an Entrepreneurial University Model in Omani Higher Education according to International Experiences</i>	<i>125</i>
<i>Dr. Yousra Al-Mughairi.....</i>	<i>125</i>
<i>Integrating Education for Sustainable Development (ESD) into Child Rights Protection: A Holistic Approach to Addressing Societal Challenges and Enhancing Capacity in Educational Institutions.....</i>	<i>126</i>
<i>Tabassum Naz.....</i>	<i>126</i>
<i>Faculty Development in the Age of Digital Transformation and Strategies for Supporting Teaching Professionals</i>	<i>127</i>
<i>Manahil Ahmed.....</i>	<i>127</i>
<i>Social and Educational Challenges Impacting the Quality of Higher Education in..</i>	<i>128</i>
<i>Pakistan: Perception of University Students</i>	<i>128</i>
<i>Saadia Razzaq.....</i>	<i>128</i>
<i>The Role of Female In-Charges in Managing Academic and Administrative Responsibilities at the Female Campus of International Islamic University Islamabad (IIUI)</i>	<i>129</i>
<i>Dr. Alina Raza</i>	<i>129</i>
<i>Life Skills Education as a Core Curriculum Element: Strategies for Effective Implementation</i>	<i>130</i>
<i>Dr Tayyaba Ashraf.....</i>	<i>130</i>
<i>An Exploration of Students' Perceptions on the Impact of Emerging Technologies in Distance Learning.....</i>	<i>131</i>
<i>Dr. Ahmad Saad.....</i>	<i>131</i>
<i>An exploration of the Role of Artificial Intelligence in Personalized Learning Enhancing Student Engagement and Inclusivity in Digital and Hybrid Education ..</i>	<i>132</i>
<i>Eshal Fatima.....</i>	<i>132</i>
<i>Challenges Confronted by Punjab Education Foundation Schools regarding Effective Teaching, Learning and Assessment</i>	<i>133</i>
<i>Dr. Fahd Naveed Kausar.....</i>	<i>133</i>
<i>Challenges in Implementing Station Rotation Model of Blended Learning: A Systematic Literature Review</i>	<i>134</i>
<i>Bushra Rehman.....</i>	<i>134</i>
<i>Awareness of Prospective Teachers towards Lifelong Learning</i>	<i>135</i>
<i>Abida Jan</i>	<i>135</i>

<i>Leveraging Artificial Intelligence Applications to Enhance Learning Experiences in Higher Education: Transforming Pedagogical Practices for the 21st Century"</i>	136
Muhammad Saeed Shakir	136
<i>Student Engagement and Support</i>	137
Mubarak Ali Hugur.....	137
<i>AI-Led Pedagogy: Transforming Instructional Design in the 21st Century</i>	138
Shamaila Aslam	138
<i>Research and Innovation in Pakistan: Building Sustainable Future for Engineering Graduates with Industrial Collaboration</i>	139
Khizar Rasheed.....	139
<i>Future Directions in Research and Innovation for Enhancing Health Awareness Through Digital Health Applications Among Students</i>	140
Zohaa Naveed	140
<i>The Impact of Artificial Intelligence (AI) on Legal Education: New Frontiers for Learning in Law Schools in Pakistan</i>	141
Muhammad Imran Ali.....	141
<i>Quality Assurance Frameworks and Standards for Post Graduate Research Topics Selection- A Case Study of Public Sector University of Pakistan</i>	142
Dr Farrukh Idrees.....	142
<i>Challenges and Opportunities in Implementing Outcome-Based Education: A Comparative Study of the BS Education Curriculum at NIE Singapore and IIUI Pakistan</i>	143
Sadoor Ahmad.....	143
<i>Exploring the Challenges Faced by Students in Learning Biology at secondary level</i>	144
Samia Rehman Dogar.....	144
<i>The extent to which Public High School Administrators Foster Teachers' Engagement in Islamabad</i>	145
Muhammad Yousuf	145
<i>The Gap Between Expectation and Achievement in Development of Generic Competences Among Students of B.Ed. 4-Years Program</i>	146
Dr. Mehlah Jabeen	146
<i>Effective Ways of Professional Development of Higher Education Teachers</i>	147
Dr. Shamaila Haleem	147
<i>Strategies For E-Learning Ecosystem</i>	148
Dr. Shamaila Haleem	148
<i>Techniques of Lifelong Learning for Professional Development of Teachers</i>	149

<i>Dr. Shamaila Haleem</i>	149
<i>Curriculum Design and Development in Higher Education: Emerging Trends</i>	150
<i>Dr. Shamaila Haleem</i>	150
<i>Innovative Teaching Strategies for the 21st Century Skills</i>	151
<i>Dr. Shamaila Haleem</i>	151
<i>A Study to Investigate the Role of Instructional Technology Integration in Teachers' Professional Development at The Secondary Level</i>	152
<i>Shabnam Bagum</i>	152
<i>Perception of Prospective Teachers about Effectiveness of Technology Integration</i>	153
<i>Yanglingzhi</i>	153
<i>Transforming Lives by Expanding Lifelong Learning Opportunities: The Impact of Online and Distance Learning</i>	154
<i>Muhammad Safdar</i>	154
<i>A Framework for Analyzing Local Context in Shaping Educational Outcomes: A Comparative Education Approach</i>	155
<i>Naffisa Nawaz</i>	155
<i>Public Discourse vs. Academic Integrity: A Case Study of the University of Karachi</i>	156
<i>Prof. Dr. Intikhab Ulfat</i>	156
<i>Interplay of Leadership and School Improvement at the Secondary Level: A Mixed-method Study</i>	157
<i>Shahid Alam Awan</i>	157
<i>Zoom Fatigue and Students Outcome in the Era of Online Communication in Educational Institutions in Pakistan</i>	158
<i>Bushra Khalid</i>	158
<i>Artificial Intelligence (AI) Driven Tools Impact on University Students' Attitudes towards Academic Engagement and Motivation</i>	159
<i>Salman Ahmad</i>	159
<i>The Influence of Commodification on Academic Rigor and Expertise in Higher Education: A Dipstick Survey Approach</i>	160
<i>Manazza Batool</i>	160
<i>Navigating Change and Regulatory Challenges in the Transition to Digital and Hybrid Education</i>	161
<i>Huma Kausar</i>	161
<i>Effect of Target Model on the Academic Achievement of Elementary Students in Subject of Science</i>	162
<i>Kishwar Sultana</i>	162

<i>The Level of Reading Comprehension in English as A Foreign Language Among Third-Grade Intermediate Female Students in The Kingdom of Saudi Arabia (A Pilot Study)</i>	163
Samar Fahad Alhumaid.....	163
<i>Innovative Earnings Through AI-Driven Influencers on TikTok: A Study of Monetization Potential in Pakistan's Digital Economy</i>	164
Asadullah Jan	164
<i>Digital Citizenship and Online Learning in Pakistan: Highlighting the Need for Promoting Responsible Online Behavior in a Growing Digital Education Landscape</i>	165
Muhammad Usman Saqib.....	165
<i>Impact of Continuous Professional Development on Faculty Teaching Practices at NCS University System Peshawar</i>	166
Amir Waleed	166
<i>Empowering Education through Augmented Reality based Human-Centric Hybrid Intelligence to Enhance Learning</i>	167
Maida Maqsood.....	167
<i>Policy Provisions for Professional Development of Teachers in National Educational Policies of Pakistan (1947-2009): A Document Analysis</i>	168
Arooj Fatima.....	168
<i>Exploring Teacher's Competency About the Use of ICT Resources for Promoting Creativity in Teaching at Higher Education</i>	169
Dr. Rabia Khurshid.....	169
Head of Institute of Education, University of AJK, Muzaffarabad.....	169
<i>Exploring The Role and Responsibilities of Cooperative Teachers in Supervising Prospective Teachers During Internship Programs: A Study in Rawalpindi and Islamabad</i>	170
Sehrish Tariq.....	170
<i>Setback of Teachers' Toxicity on Students' Psychological and Social State, and Classroom Participation in Secondary Schools</i>	171
Dr. Iram Uzair	171
<i>Effect of Concept Oriented Reading Instruction (CORI) on Reading Comprehension of Elementary Students</i>	172
Sadia Khan.....	172
<i>Problems Faced by The Students While Solving Differentiation Sums at The College Level</i>	173
Dr. Tabassum Saleem	173

<i>Problems Faced by Teachers of Special Education in Muzaffarabad and Mansehra: A Comparative Case Study</i>	174
Nayab Bibi	174
<i>Identification of Academic Challenges Regarding School Environment to Promote Academic Quality at Workers' Welfare Schools in Punjab, Pakistan: A Way Forward for SDG-4 Quality of Education</i>	175
Muhammad Aslam	175
<i>Role of Monitoring and Evaluation System in Providing Missing Facilities in Secondary Schools for Achieving SDG-4 Quality Education</i>	176
Lubna Huma Naz	176
<i>Effect of Metacognitive Strategies on Secondary School Students to Achieve Sustainable Learning Skills</i>	177
Uzma Rasheed	177
<i>Pakistan Standards for Quality Assurance in Higher Education: Implementation and Students' Satisfaction</i>	178
Ms. Bisma Bashir	178
<i>Assessing the Impact of Computer-Aided Design (CAD) Applications on Teaching and Learning in Education: A Comparative Study of Private and Public Schools in Rahim Yar Khan</i>	179
Nighat Ahsan	179
<i>You are as good as your accreditations! Or are you?</i>	180
Dr. Amber Raza	180
<i>Enhancing Critical Thinking Skills in University Students through Artificial Intelligence Integration: A Transformative Approach</i>	181
Dr. Zahida Javed	181
<i>Need of Guidance and Counselling Framework for Improvement of Students' Learning Outcomes: A Way Forward for SDG-4 Quality of Education</i>	182
Qamar Zaman Bhutto	182
<i>The Effects of Teachers' Behavior on Students' Performance in Science Subjects at Secondary Level</i>	183
Dr. Samina Rafique	183
<i>Role of Institutional Policies and Culture in Promoting National and International Collaborations</i>	184
Dr. Fatima Batool	184
<i>Practicing Innovative Approaches to Cultivate Lifelong Learners in Mathematics Education</i>	185
Asma Alvi	185

<i>Reshaping Formative Assessment and Academic Support to Enhance Students Engagement.....</i>	<i>186</i>
<i>Dr. Saima Yasmeen.....</i>	<i>186</i>
<i>A Study on Barriers in Learning the English Subject Faced by Students of Public Sector Secondary Schools of Quetta City.....</i>	<i>187</i>
<i>Sobia Afridi.....</i>	<i>187</i>
<i>Comparative Study of Interactive Method of Teaching and Traditional Method of Teaching English at Secondary Level District Mianwali.....</i>	<i>188</i>
<i>Amir Abbas</i>	<i>188</i>
<i>Perceptions of School Heads Regarding the Role of Digital Leadership in the Contemporary Digital Era at the Secondary Level.....</i>	<i>189</i>
<i>Taseer Akhtar.....</i>	<i>189</i>
<i>Identification of University Teachers' Academic Commitment in Personality Development towards Academic Excellence: A Way Forward to SDG-4.....</i>	<i>190</i>
<i>Saira Shafqat.....</i>	<i>190</i>
<i>Administrative Problems of Head Teachers in Primary School at Rawalpindi</i>	<i>191</i>
<i>Iqra Asal</i>	<i>191</i>
<i>Gender Equity in Higher Education: Institutional Support and Challenges Faced by Women Academic Leaders in Pakistan.....</i>	<i>192</i>
<i>Fatima Maqsood.....</i>	<i>192</i>
<i>Impact of Adaptability & Governance in Grooming the Quality of Higher Education</i>	<i>193</i>
<i>Muhammad Shahid Abbas</i>	<i>193</i>
<i>Reengineering Marketing Strategies for Higher Education in Somaliland.....</i>	<i>194</i>
<i>Mohamed Aden Abdirahman</i>	<i>194</i>
<i>Problems of Technological Integration in Computer Science Instruction at Secondary Level.....</i>	<i>195</i>
<i>Dr. Humaira Akram.....</i>	<i>195</i>
<i>The Role of Teachers' Work in Shaping Their Overall Well-Being and Its Broader Impacts on Educational Outcomes</i>	<i>196</i>
<i>Umer Jan Khan.....</i>	<i>196</i>
<i>Balancing Innovation and Ethics: The Challenges of Adopting AI in the Education Sector</i>	<i>197</i>
<i>Azizan Had.....</i>	<i>197</i>
<i>POSTER PRESENTATIONS</i>	<i>198</i>
<i>Quality Assurance Frameworks and Standards</i>	<i>199</i>
<i>Bibi Afroza.....</i>	<i>199</i>

<i>Innovative Teaching and Learning Technologies</i>	200
Zainab Noor.....	200
<i>AI Applications to Enhance Learning Experiences</i>	201
Sameen Naz.....	201
<i>Assessment and Evaluation for Learning</i>	202
Hafza Faraqat.....	202
<i>Academic Integrity</i>	203
Iqra Sadaqat	203
<i>Faculty Development and Support</i>	204
Afshan Ali.....	204
<i>Student Engagement and Support</i>	205
Ayesha Ejaz.....	205
<i>Accessibility, Inclusion, and Diversity</i>	206
Mahnoor.....	206
<i>Policy, Governance, and Management</i>	207
Ansa Ajmad.....	207
<i>Managing Change and Regulatory Challenges in Transitioning to Digital and Hybrid Education</i>	208
Sehar Shehzadi.....	208
<i>E-Learning Ecosystems and Infrastructure</i>	209
Afshan Arif.....	209
<i>National and International Collaborations</i>	210
Areeba Khatab Abbasi	210
<i>Lifelong Learning</i>	211
Sahar Tariq.....	211
<i>Curriculum Design and Development</i>	212
Sadia Mohamed	212
<i>Research and Innovation</i>	213
Sundas Nadeem.....	213
<i>Future Directions and Innovation in Education</i>	214
Dua Awaiz.....	214
<i>Ethical and Responsible Use of Technology in Education</i>	215
Hooria.....	215
<i>Gamification and Immersive Learning Strategies</i>	216
Imaam Yousaf	216

<i>Data-Driven Decision Making in Education</i>	217
<i>Saleha Zulfiqar</i>	217
<i>Social and Emotional Learning (SEL) in Digital Environments</i>	218
<i>Ali Hassan Bharwana</i>	218
<i>Global Competencies and Intercultural Education</i>	219
<i>Nawaz Sharif</i>	219
<i>Sustainability in Education and Digital Practices</i>	220
<i>Abdul Wahab</i>	220
<i>Digital Literacy and Critical Thinking Skills Development</i>	221
<i>Wahiullah</i>	221
<i>CONFERENCE ORGANIZING COMMITTEES</i>	223

*IN MEMORIAM OF PROF. DR. NABI BUX JUMANI,
CONFERENCE CHAIR*



Prof. Dr. Nabi Bux Jumani's vision and leadership were integral to this conference, which stands as a testament to his unwavering dedication to advancing quality and innovation in higher education. Throughout his career, he championed the idea that 'education is a light that must reach everyone, no matter the barriers,' advocating for inclusive and accessible learning environments that adapt to the evolving needs of society. His emphasis on continuous improvement through collaboration and rigorous research inspired countless educators, researchers and students alike.

Prof. Jumani believed that the future of education relies on our ability to inspire change not just within classrooms but also within our broader communities. He understood the transformative power of technology, particularly in times of challenges, urging us to embrace new methods that enhance educational reach and impact. While we reflect on his impactful contributions, we celebrate his legacy, which continues to motivate us to strive for excellence and innovation.

As we gather at this conference, let us honor Prof. Jumani's dedication to uplift educational standards and fostering meaningful change. His insights regarding this conference guide our work, inspiring us and ensuring that his vision lives on through our collective efforts.

(Written by his mentees and endorsed by Family)

CONFERENCE MESSAGES



Message from the President

Welcome to the International Islamic University Islamabad (IIUI) and to the Conference for Quality and Innovation in Higher Education (CQIHE). This conference is not simply an event but a collective journey, an initiative where we come together to shape the future of higher education through ideas, discussions, and collaborative exploration. IIUI is built on a vision of integrating tradition with transformation. Over four decades, we have been committed to nurturing minds that not only excel in their fields but also contribute meaningfully to society. Now, guided by our Strategic Plan 2022-2026, IIUI is focused on reimagining our educational practices, aligning our curricula with global standards, and expanding international collaborations. These endeavors reflect our belief that quality education is a dynamic force, an evolving commitment that demands continuous reinvention.



CQIHE is a space for shared aspiration, where educators and researchers convene to discuss how we can innovate not only in pedagogy but also in the very purpose of higher education. It is our goal that CQIHE ignites new partnerships, sparks breakthroughs, and becomes a catalyst for meaningful change across institutions. Let us take this moment to redefine possibilities, to build pathways that are responsive to the needs of a rapidly evolving world. Together, may we build a foundation that sustains excellence and advances human knowledge for generations to come. I pray that Allah grants us wisdom and success in this noble endeavor, for the benefit of IIUI and beyond.

Prof. Dr. Ahmed Shuja Syed

President

International Islamic University, Islamabad

Message from the Vice President (Academics)

As Vice President (Academics) at IIUI, I am privileged to support the Conference for Quality and Innovation in Higher Education, a vital initiative that showcases our dedication to academic excellence and innovation. In an ever-evolving educational landscape, it is imperative that our academic strategies align with global standards while meeting the unique needs of our students and faculty. This conference is a remarkable platform where educators, scholars, and practitioners come together to share knowledge, research, and strategies that shape the future of higher education.



At IIUI, we believe that quality education is not a static goal but a continuous journey of improvement. We are committed to fostering an academic environment that not only imparts knowledge but also inspires critical thinking, creativity, and lifelong learning. Innovation is integral to our teaching methodologies and curriculum development, and this event provides us with insights and collaborations to further enhance these efforts. By embracing new perspectives, methodologies, and technologies, we aim to create a dynamic and inclusive learning environment that prepares our students for global challenges. I look forward to the rich discussions and collaborations this conference will inspire, reinforcing our mission to provide world-class education that resonates beyond the walls of our institution.

Prof Dr. Abdul Raheman

Vice President (Academics)

International Islamic University, Islamabad – Pakistan

Message from the Director, Office of Research, Innovation & Commercialization (ORIC)

ORIC IIU is honored to collaborate with the Faculty of Education in this important conference on quality and innovation in education.

As the Director of ORIC, I recognize the critical role that research, innovation, and knowledge exchange play in driving progress and improvements in our education systems. This conference provides a valuable platform for scholars, practitioners, and policymakers to come together and share cutting-edge research, best practices, and innovative approaches to enhancing quality and innovation in education.



ORIC is committed to fostering interdisciplinary collaboration and knowledge sharing to address complex challenges facing the education sector. Through this partnership with the Faculty of Education, we hope to catalyze new insights, identify promising interventions, and stimulate transformative changes that will benefit students, educators, and communities.

I look forward to the rich discussions, insightful presentations, and thought-provoking exchanges that will take place during this conference. Together, I am confident that we can unlock new possibilities and advance the frontiers of quality and innovation in education.

Thank you all for your participation and contribution to this important endeavor.

Prof. Dr Muhammad Amir,

Director ORIC,

International Islamic University, Islamabad – Pakistan

Message from the Addl. Director, (IRD)

As the Additional Director of Iqbal International Institute of Research and Dialogue, I am honored to extend my support to the Conference for Quality and Innovation in Higher Education. The collaborations and partnerships fostered by the conference play an essential role in bridging knowledge and expertise across borders, enriching the quality of our educational initiatives. This conference is an ideal opportunity to deepen these connections, bringing together a diverse array of scholars and professionals who are passionate about shaping the future of higher education. Through this conference, we aim to enhance our institution's global footprint and contribute to a shared vision of quality and innovation that transcends geographical boundaries. We are excited to witness the cross-cultural exchange of ideas that will inspire lasting improvements in the educational field.



Mr. Nasir Farid

Additional Director IRD,

International Islamic University, Islamabad – Pakistan

Message from the Director, Research (Admas University)

It is both an honor and a privilege to represent Admas University at the Conference for Quality and Innovation in Higher Education. In an era marked by rapid advancements and unprecedented change, the need for robust research and a commitment to innovation in education has never been more critical. At Admas University, we are dedicated to conducting research that tackles real-world challenges, bridging the gap between academia and industry, and providing solutions that resonate with society's needs.



This conference offers an invaluable platform for institutions to come together, exchange knowledge, and forge collaborations that will elevate the quality of higher education. We look forward to sharing our insights, learning from esteemed colleagues, and collectively exploring new avenues to enhance the impact of research in academia. Together, we can build a future where education remains both dynamic and relevant, inspiring generations to come. Let us embrace this opportunity to inspire, innovate, and create lasting change in higher education globally.

Dr. Samina Khan,
Director of Research, Publications, & Projects,
ADMAS University

Message from Convener of the Conference

As the Focal Person for the Conference on Quality and Innovation in Higher Education, I am both honored and excited to lead this vital initiative. This conference represents a collective commitment to advancing excellence across traditional and online education, uniting a vibrant community of thought leaders, researchers, and practitioners who are passionately dedicated to reimagining educational quality and accessibility. Our conference is crafted to engage a diverse audience, with sessions offered in both in-person and virtual formats. This inclusive approach enables us to have a broader spectrum of perspectives, enriching our discussions and facilitating dynamic collaborations. Covering an extensive range of topics—from quality assurance frameworks to pioneering technological integrations in pedagogy—our sessions are designed to address foundational practices and tackle emerging challenges related to multiple aspects of education.



I am profoundly grateful to each contributor, those at the forefront and those working diligently in the background, for your unwavering dedication to this transformative mission. Your expertise, whether shared in our sessions or through essential support, forms the foundation upon which we build our shared vision for a future where quality and innovation in education drive progress across all societies. Together, let us make meaningful advancements that will elevate our institutions, empower learners across all borders, and affirm education as a powerful force for positive change within our communities and beyond.

Dr. Fouzia Ajmal

Conference Convener

Incharge Academic Affairs, FoE, IIUI

SCOPE OF THE CONFERENCE



Scope of the conference

The landscape of higher education is continuously evolving driven by rapid technological advancements. Quality assurance and progressive pedagogical methods are at the forefront of this transformation, particularly as institutions globally shift between online, on-campus, and hybrid/blended models of education. These innovations are reshaping how institutions deliver education, with a focus on integrating emerging technologies, evolving teaching methods, and expanding access to diverse learning environments. Central to this shift are the evolving models of education, such as fully online, traditional on-campus, and hybrid or blended formats, each of which introduces unique opportunities and challenges in terms of engagement, accessibility, and quality of education. At the heart of this transformation is the increasing importance of quality assurance and progressive pedagogical methods. As institutions navigate the complexities of these new educational landscapes, ensuring that the learning experience remains rigorous, equitable, and impactful becomes paramount.

Quality assurance refers to the systems, policies, and practices that universities and colleges implement to monitor, evaluate, and improve their educational offerings. Meanwhile, progressive pedagogical methods focus on developing innovative teaching and learning strategies that are tailored to meet the needs of diverse student populations and leverage modern technologies.

The Conference for Quality and Innovation in Higher Education (F2F&ODL) represents a pivotal forum for educators, administrators, policymakers, and researchers to engage in a vigorous exchange of ideas, strategies, and practices. Furthermore, the conference promotes collaboration and the formation of partnerships between institutions and industry experts. By fostering a collaborative environment, CQIHE ensures that participants can share their experiences, research findings, and best practices, which in turn helps institutions across the globe to adapt to the changing educational landscape and continue offering high-quality, relevant education. CQIHE aims to collectively advance the dialogue on quality assurance and innovation in higher education, providing actionable insights and forming partnerships that will shape the educational landscapes of tomorrow.

Ultimately, the CQIHE provides a dynamic space for reflecting on the challenges and opportunities within higher education, advancing the conversation on quality assurance, and promoting the adoption of innovative practices that will positively impact students, educators, and institutions worldwide.

CONFERENCE THEMES



Sub-Themes of the Conference (Relating to Online, On-campus, and Hybrid/Blended)

- Quality Assurance Frameworks and Standards
- Innovative Teaching and Learning Technologies
- AI applications to enhance learning experiences
- Assessment and Evaluation for Learning
- Academic Integrity
- Faculty Development and Support
- Student Engagement and Support
- Accessibility, Inclusion, and Diversity
- Policy, Governance and Management
- Managing change and regulatory challenges in transitioning to digital and hybrid education
- E-Learning Ecosystems and Infrastructure
- National and International Collaborations
- Lifelong Learning
- Curriculum Design and Development
- Research and Innovation
- Future Directions and Innovation in Education

CONFERENCE PROGRAM



Conference Program

Day 1: December 4, 2024

Time	Event	Venue
9:00 am – 9:15 am	Registration & Guest Seating	Allama Iqbal Auditorium
9:15 am – 10:15 am	Opening Ceremony <ul style="list-style-type: none"> ▪ Recitation & National Anthem ▪ Welcome Remarks by Dr. Azhar Mahmood, Incharge Programs, Faculty of Education, IIUI ▪ Scope of the Conference by Dr. Fouzia Ajmal, Conference Convener/Incharge Academic Affairs, Faculty of Education, IIUI ▪ Address by Dr. Shafqat Ali Janjua Joint Educational Advisor at National Curriculum Council Ministry of Federal Education and professional Training ▪ Address by Prof. Dr. Ahmad Shuja Syed, President IIUI ▪ Vote of Thanks by Dr. Muhammad Munir Kayani, Chairperson Department of Teacher Education, FoE, IIUI ▪ Souvenir Presentation & Group Photograph 	Allama Iqbal Auditorium
10:15-10:20am	Opening of Poster Presentations	Outside Allama Iqbal Auditorium
10:15 am – 10:35 am	Tea & Networking Break	Outside Hall
10:45 am – 11:15 am	Keynote Speech I Session Chair: Dr. Muhammad Munir Kayani IIUI Dr. Leele Susana Jamian (Online) , Associate Professor, UiTM, Malaysia <i>Digital Leadership & Digital Innovation for Quality Postgraduate Teaching and Learning: A Malaysian Perspective</i>	Allama Iqbal Auditorium
11:15 am – 1:15 pm	Paper Presentations I Parallel Sessions Onsite and Online & Poster Presentations	Allama Iqbal Auditorium & Rooms
1:15 pm – 2:15 pm	Lunch & Prayer Break	Outside Hall
2:30pm – 3:30pm	Panel Discussion Topic: <i>Harmonizing Quality Assurance with Emerging Technologies in Hybrid Higher Education Models</i> Panelists: Prof. Dr. Muhammad Amir, Prof. Awais M. Kamboh, Dr. Shamsa Aziz, Dr Ahmed Farah Idle Moderator: <i>Dr Alina Raza</i>	Allama Iqbal Auditorium

Time	Event	Venue
3:30 pm – 4:00 pm	Keynote Speech II Session Chair: Dr. Abdul Rehman Alajlan IIUI Dr. Steve Warner (Online) , Assistant Professor, University of Southern Caribbean, Trinidad and Tobago <i>Transforming Higher Education in the Era of AI and ChatGPT: Acceptance and Resistance</i>	Allama Iqbal Auditorium
4:00 pm – 5:30 pm	Paper Presentations II Parallel Sessions Onsite and Online	Allama Iqbal Auditorium & Rooms
5:30 pm	End of Day 1	

Day 2: December 5, 2024

Time	Event	Venue
9:00 am – 9:15 am	Registration and seating	Allama Iqbal Auditorium
9:15 am – 9:30 am	Recap of Day 1	
9:30 am – 10:00 am	Keynote Speech III Session Chair: Dr. Azhar Mehmood IIUI Dr. Anzar Khaliq (Online) , Chief Learning Officer, San Francisco Bay University, USA <i>Teaching 2.0: AI as a partner in Course Design and Pedagogy</i>	Allama Iqbal Auditorium
10:00 am – 10:15 am	Tea & Networking Break	Outside Hall
10:15 am – 1:15 pm	Paper Presentations III & IV Parallel Sessions Onsite and Online & Poster Presentations	Allama Iqbal Auditorium & Rooms
1:15 pm – 2:15 pm	Lunch & Prayer Break	Outside Hall
2:30 pm – 3:00 pm	Keynote Speech IV Session Chair: Dr. Zarina Akhtar IIUI Dr. Samina Khan (Online) , Director of Research, Publications, & Projects ADMAS University <i>Revitalizing Eastern Africa's Research Ecosystem: Driving Policy, Partnerships, and Innovation for Growth</i>	Allama Iqbal Auditorium
3:00pm - 4:15pm	Closing Ceremony & Keynote Speech V <ul style="list-style-type: none"> ▪ Recitation & National Anthem ▪ Welcome Remarks Dr. Azhar Mahmood, Incharge Programs FoE, IIUI ▪ Address by Chief Guest & Key note speech Prof. Dr. Nasir Mahmood, Vice Chancellor, Allama Iqbal Open University Islamabad Title <i>“Challenges in Tackling Vicious Circle of Academic Redundancy in Pakistani Higher Education”</i> ▪ Report & Recommendations of the Conference (Dr. Fouzia Ajmal) ▪ Vote of Thanks (Prof. Dr. Muhammad Amir, Director ORIC IIUI) ▪ Souvenirs & Group Photograph 	Allama Iqbal Auditorium
4:15 pm - 4:35 pm	Tea & Networking	Outside Hall

KEYNOTE SPEECHES





Challenges in Tackling Vicious Circle of Academic Redundancy in Pakistani Higher Education

Prof. Dr. Nasir Mahmood,
Professor of Education and Vice Chancellor,
Allama Iqbal Open University,
Islamabad

Abstract

Higher Education in Pakistan is caught in a vicious circle of redundancy over a period of last couple of decades. The perpetual incompetence, deteriorating governance, lost academic rigor, philosophical bankruptcy, and growing irrelevance of education are some of the challenges at the bedrock of redundancy. Taking higher education (HE) out of the vicious circle of redundancy in Pakistan requires rethinking foundations of HE to include skill base, lifelong learning, ethical and civic education, working on a curriculum aligned with revised philosophy with inclusion of technology, interdisciplinary courses, active learning methods, investing in faculty development specific to their teaching competence enhancement and exposure to best practices, and promotion of industry/society-oriented research by fostering relevant platforms. Moreover, ensuring autonomy of universities by empowering them in academic, financial, and management decisions is another important aspect to be addressed. Addressing rapidly aggravating moral, ethical and integrity tradition in academia requires immediate addressal by opening doors for global partnerships, collaboration and adherence to accountability while fostering innovation, relevance, and excellence. It is time from getting ourselves out of patchwork, short term cosmetic type injections and dependance on exciting but least relevant measures. At this stage, by adopting the above suggested comprehensive and strategic approach, higher education in Pakistan can break free from its redundancy and become a driving force for national progress and global competitiveness.



Teaching 2.0: AI as a partner in Course Design and Pedagogy

Dr. Anzar Khaliq,
Chief Learning Officer,
San Francisco Bay University,
USA

Abstract

In the evolving landscape of education, the integration of AI has moved from being a supplementary tool to becoming an essential partner in reimagining teaching and learning. In this Keynote, we will explore the transformative potential of AI when thoughtfully embedded in higher education. Drawing on experiences from San Francisco Bay University (SFBU), this session will highlight innovative practices that leverage AI for enhanced course design, content curation, and interactive pedagogy. As the founding Chief Learning Officer and head of the Center for Empowerment and Pedagogical Innovation (CEPI) at SFBU, Dr. Anzar will share firsthand insights into training faculty to seamlessly incorporate AI into their teaching strategies. This approach extends beyond automation, fostering an environment where AI acts as a reflective partner, aiding educators in aligning teaching practices with modern learning expectations and the university's mission. From enhancing post-class engagement to supporting personalized learning journeys, AI has the potential to reshape the educator's role into that of a facilitator of knowledge, focusing on deeper connections and more meaningful interactions with students. The presentation will also touch upon the pedagogical models implemented at SFBU, illustrating how AI supports diverse, inclusive, and culturally relevant teaching practices. Attendees will gain practical takeaways on how to embrace AI not as a competitor but as an enabler of innovative, impactful teaching in this new era.



Digital Leadership & Digital Innovation for Quality Postgraduate Teaching and Learning: A Malaysian Perspective

Leele Susana Jamian (Assoc. Professor, Dr)
Department of Educational Management and Leadership,
Faculty of Education, Universiti Teknologi MARA Malaysia, Selangor
Branch,
Puncak Alam Campus, Selangor, Malaysia
leele@uitm.edu.my
ORCID ID; 0000-0002-3405-6489

Abstract

The COVID-19 pandemic has given birth to many new challenges to most Higher Education Institutions (HEIs) globally in operating its core businesses especially in teaching and learning. In no time, technology was fully employed to help Malaysian HEIs at all levels to operate virtually. Consequently, physical administrative components such as management and leadership, as well as physical teaching and learning are largely transformed and spawned into a new era of hybrid and digital versions such as digital leadership and technology-assisted based learning. UiTM Malaysia, being the biggest university in Malaysia with a population of over 160 thousand students, 5000 lecturers, and 200 programs, has opened its door to embracing various digital strategies to serve the learning community in a more effective and efficient way. Taking a leapfrog strategy, digital leadership and digital innovations in teaching and learning are being focused as the core variables to help instructional leaders in UiTM to move forward and be at par with all its counterparts globally. Thus, this paper aims to share and present discussion on 1. digital leadership and its dimensions, 2. digital innovation in teaching and learning amongst the postgraduate students (master level) and 3. implications on how these two variables help to sustain quality and comply to the various components of Malaysian Quality Framework (MQF) such as alignments to level of qualifications, learning outcomes, credit system and education sector at the university setting. With all these being presented, suggestions are also given to motivate instructional leaders to rescale and upscale themselves in digital leadership and digital innovations areas for quality teaching and learning in HEIs.

Keywords: *Digital leadership, digital innovations, quality, postgraduate teaching and learning, Higher Learning Institutions (HEIs) and Malaysia.*



Transforming Higher Education in the Era of AI and ChatGPT: Acceptance and Resistance

Dr. Steve Warner,
Assistant Professor,
University of Southern Caribbean Trinidad and Tobago

Abstract

The educational system we have inherited traces back to a Prussian model, designed not for critical thinking or creativity, but for producing compliant citizens. This system has been in existence for over 200 hundred years. Rooted in this system, which favors passivity and conformity, education has largely resisted significant transformation. However, with the emergence of Artificial Intelligence (AI) tools like ChatGPT, a worldwide conversation has begun about reimagining higher education in previously unthinkable ways. While AI promises increased efficiency and access to learning, it also raises concerns about the potential loss of human connection and the unique, irreplaceable role of teachers. This paper examines the contentious question: can AI ever truly replace teachers? By exploring AI's benefits, limitations, and broader implications for education, this discourse aims to illuminate a thoughtful path forward in the AI era. For the first time, an entity has arisen to challenge the uniquely human role of teaching, making this discussion essential among educators. As AI challenges traditional teaching roles, educators today must engage in this critical conversation about the future of learning



Revitalizing Eastern Africa's Research Ecosystem: Driving Policy, Partnerships, and Innovation for Growth

Dr. Samina Khan (PhD I.R.)
Director of Research Publications & Projects.
ADMAS University Somaliland

Abstract

This study aims to underscore the importance of policy reform, strategic partnerships, and innovation in revitalizing Eastern Africa's research ecosystem. A resilient research landscape is essential for addressing socio-economic challenges, fostering resilience, and enhancing the region's global competitiveness. Effective policy frameworks that promote research investments, streamline regulatory processes, and align with regional development goals are crucial for creating a fertile environment for impactful research. Strategic partnerships—particularly among governments, academic institutions, and the private sector—are instrumental in expanding research capacity, facilitating resource sharing, and enabling knowledge exchange. These alliances lay a foundation for sustainable development by leveraging collective strengths. Innovation is another key driver, offering tailored solutions through technological advancements and new methodologies. By addressing specific regional challenges in health, agriculture, and climate resilience, these innovations support Eastern Africa's adaptability and growth. This study aims to provide actionable recommendations to guide policymakers, researchers, and stakeholders in building a cohesive and resilient research ecosystem. Integrating policy, partnership, and innovation can create a dynamic research landscape that drives sustainable growth and secures Eastern Africa's position in the global economy.

Keywords: *Eastern Africa, research ecosystem, policy reform, strategic partnerships, innovation, socio-economic growth, sustainable development, resilience, global competitiveness*

PANEL DISCUSSION



Title of Panel Discussion

Harmonizing Quality Assurance with Emerging Technologies in Hybrid Higher Education Models

Subthemes

1. Redefining Quality Standards for Hybrid Education in Light of Technological Innovations and AI
 2. Addressing Challenges in Evaluating Quality Standards for Hybrid Education and Use of AI Tools
 3. Faculty Development and Pedagogical Innovations in Hybrid Education
 4. Evaluating the Effectiveness of Hybrid Education Models and Collaboration among Various Stakeholders
 5. Adopting and Adapting the Best Global Practices in Hybrid Higher Education
-

Panelists

Prof. Dr. Muhammad Amir
Director ORIC/Professor of Electrical Engineering, IIUI

Dr. Muhammad Amir is a professor of Electrical Engineering in the Department of Electrical and Computer Engineering at International Islamic University (IIU) Islamabad. With extensive experience in leadership roles, he has served as Chairman, Dean, and Director of the Quality Enhancement Cell at IIU. Currently, he is the Director of the Office of Research Innovation and Commercialization. Dr. Amir is an expert in outcome-based education (OBE) and actively contributes as an expert for the Pakistan Engineering Council and the National Technology Council at HEC Islamabad. He has also reviewed curricula for various universities in Pakistan, leveraging his expertise in the OBE system to enhance educational quality and innovation.



Dr. Shamsa Aziz
Secretary NACTE, Islamabad

Dr. Shamsa Aziz working as Secretary National Accreditation Council for Teacher Education since October 2024 & working for upholding quality of teacher education programs in Pakistan. Prior to that she served as Associate Professor and Chairperson of the Department of Teacher Education at the Faculty of Education, International Islamic University, Islamabad. Dr. Aziz brings a wealth of expertise and accomplishment in the field of education, distinguished not only by her leadership but also by her profound academic contributions. Dr. Aziz has achieved a notable level of academic excellence, earning a Gold Medal and a Merit Certificate for securing the first position in her M.S. Ed., along with a University Grants Commission Research Scholarship for her Ph.D. studies at Punjab University. Furthering her scholarly journey, she completed a Post-Doc from the University of Glasgow, Scotland, UK. With research interests that span Curriculum Planning and Development, Science Education, and Quantitative Research, Dr. Aziz has supervised over 35 PhD and M.Phil theses and has been an active participant and organizer in approximately 100 in-service courses, workshops, seminars, and conferences. She is also an HEC-approved supervisor, a testament to her expertise and dedication to fostering academic growth in others"



Prof. Dr. Awais M. Kamboh
Director Quality Assurance and NUST Int'l Office

Prof. Dr. Awais M. Kamboh leads the NUST Quality Assurance directorate which assists NUST institutes in improving the quality of their programs by helping them in compliance of the policies set forth by the academic council and governmental regulatory bodies. Prof. Dr. Kamboh has a long association with NUST, which started in 1999, when he enrolled for undergraduate degree in Electrical Engineering. He was awarded the gold medal for his capstone project. Soon afterwards, NUST sponsored his higher education journey when he proceeded to University of Michigan, Ann Arbor for his MS degree, and then Michigan State University, East Lansing for his PhD, sponsored by NUST/HEC. During his doctoral studies he also spent a year at a technology startup as an integrated circuit designer. He received the best paper award at a prestigious conference in 2010. Dr. Kamboh received his doctorate in 2010 and joined NUST in the faculty of electrical engineering where he continues to teach. Prof. Dr. Kamboh was awarded school's best researcher award in 2017. His research interests include brain-computer interfaces, mixed-signal integrated circuits, and embedded system designs for biomedical and signal processing applications. He established Pakistan's first EEG research lab with the support of his collaborators at University of Oldenburg, Germany, and University of Oxford, UK. He has won several national and international research grants, has published several research articles, and supervised graduate students. During his teaching and research career, Dr. Kamboh has been involved with several universities in various capacities during his career including University of Michigan, Ann Arbor, USA, University of Oxford, UK, University of Jeddah, KSA, Michigan State University, East Lansing, USA, and George Mason University, Fairfax, USA.



Dr Ahmed Farah Idle
Researcher and Supervisor, University of Hargeisa (UOH)

Dr. Ahmed Farah Idle is a highly respected researcher and supervisor at the University of Hargeisa (UOH), specializing in Political Science, International Relations, and Governance. With a strong academic background and extensive experience, Dr. Idle has mentored numerous graduate and postgraduate students, guiding them in producing research that addresses critical regional and global challenges. Dr. Idle's research expertise spans International Law, maritime security, and the Blue Economy, with a particular focus on the Horn of Africa. His notable work includes investigating piracy risks, promoting sustainable fisheries, and advancing food security initiatives along the Somali coastline, with an emphasis on Somaliland's unique context. Committed to fostering academic excellence, Dr. Idle is actively involved in interdisciplinary research collaborations with international organizations, contributing to evidence-based policy solutions. He frequently represents UOH in international conferences and academic forums, sharing his insights and strengthening global partnerships. Dr. Ahmed Farah Idle's dedication to advancing research and education continues to make a profound impact on the academic and developmental progress of Somaliland and the broader East African region.



Session Moderator

Dr. Alina Raza
Incharge, Academic Affairs, Department of Teacher Education, IIUI

Dr. Alina Raza is a faculty member in the Department of Teacher Education at the Faculty of Education, International Islamic University Islamabad. She currently serves as the In-charge, Academic Affairs of the Department of Teacher Education. Dr. Raza earned her PhD and MS from the Faculty of Education at the same university, specializing in Instructional System Design and Courseware Development. She has presented her research at both national and international conferences, demonstrating a strong commitment to academic excellence, enhancing student learning, and contributing to the field of Teacher Education, particularly in the integration of technology in education. Her research interests include Teaching-Learning Strategies, Instructional System Design, Module Development, Instructional Technology, E-Learning, Courseware Development, Teacher Education, and Learning Theories.

PAPER PRESENTATIONS



Integrating Artificial Intelligence in Curriculum Design: A Pathway to Enhance Quality and Innovation in Higher Education

Dr. Muhammad Sher Baz Ali

Assistant Professor, Department of ELM, Faculty of Education,
International Islamic university Islamabad, Pakistan.

Abstract

The COVID-19 pandemic has profoundly reshaped educational delivery, compelling institutions to swiftly transition among face-to-face, online, and hybrid learning models. This upheaval has highlighted the critical role of Artificial Intelligence (AI) in curriculum design as a means to enhance educational quality and foster innovation. This paper undertakes a comprehensive analysis of AI-driven approaches to curriculum development, tailored to accommodate diverse learning modalities. Employing a systematic literature review, the study evaluates various strategies for effectively integrating AI into curriculum design. The findings reveal that AI enables institutions to create personalized learning pathways, utilize predictive analytics, and automate content generation, thereby enhancing curriculum effectiveness in today's dynamic educational landscape. The paper presents real-world examples of AI applications in curriculum design, demonstrating positive impacts on student engagement and achievement. Additionally, it addresses potential challenges, including ethical considerations and the necessity for faculty development, associated with adopting AI-driven curriculum strategies. Ultimately, the study offers a set of recommendations and models to guide higher education institutions in leveraging AI to cultivate an innovative and quality-focused learning environment.

Keywords: Artificial Intelligence in Education, Curriculum Innovation, Personalized Learning, Educational Technology, Predictive Analytics

Stakeholder-Driven Conceptual Framework for Blended Learning Implementation in Higher Education

Dr. Fatima Muhammad Qassim

Assistant Professor, Muslim Youth University, Islamabad

Prof. Dr. Samina Malik

Professor, Department of Teacher Education, IIUI

Abstract

Blended learning, a hybrid approach combining traditional face-to-face teaching with online methodologies, represents a transformative model for higher education. However, its successful implementation requires addressing several challenges, including technological readiness, faculty self-efficacy, resource accessibility, and institutional preparedness. This study investigates the awareness, expertise, and challenges faced by key stakeholders—students, teachers, and administrators—in adopting blended learning within Pakistan's higher education context. Employing a mixed-methods approach, data were collected through surveys from 435 students, interviews with 58 teachers, and online interviews with 30 administrators. Quantitative data were analyzed using SPSS, applying t-tests and ANOVA to identify significant trends and differences, while qualitative data underwent thematic analysis to uncover recurring themes. The findings emphasize the importance of innovative teaching practices, faculty professional development, and robust infrastructure as critical enablers for blended learning adoption. The study highlights significant challenges, including inconsistent internet connectivity, inadequate teacher training, and gaps in instructional design, which hinder the implementation process. Practical recommendations include targeted policy interventions to enhance digital infrastructure, faculty training programs to improve technological competencies, and the development of adaptable blended learning models. These insights are intended to guide policymakers and educators in fostering a sustainable and inclusive blended learning framework for higher education in Pakistan.

Keywords: *Blended Learning, Technological Readiness, Stakeholder Challenges, Higher Education Policy, Mixed-Methods Research*

Use of Artificial Intelligence to Enhance Learning Experiences in Higher Education: Opportunities, Challenges, and Way Forward

Ghulam Mustafa

PhD Education, Department of Teacher Education, IIUI

Dr. Muhammad Zafar Iqbal Chaudhary

Assistant Professor, Department of Teacher Education, IIUI

Abstract

The integration of Artificial Intelligence (AI) into higher education has the potential to revolutionize learning experiences at the university level. This paper delves into the opportunities, challenges, and future directions for leveraging AI to enhance educational outcomes. AI offers innovative solutions, such as personalized learning pathways, intelligent tutoring systems, and data-driven decision-making, which can substantially boost student engagement and academic performance. However, the deployment of AI in education also presents significant challenges, including ethical concerns, data privacy issues, and the risk of exacerbating existing inequalities. This paper provides a comprehensive analysis of these challenges and suggests strategies to address them. Additionally, it outlines future directions for research and practice, emphasizing the importance of developing inclusive AI systems, establishing robust policy frameworks, and fostering ongoing collaboration between educators, technologists, and policymakers. By tackling these considerations, AI can be harnessed to create more effective, equitable, and engaging learning environments in universities. This research is qualitative in nature, based on interviews with AI experts from universities in Pakistan. The researcher conducted open-ended interviews and discussions via WhatsApp, with the recorded interviews analyzed to develop key themes, which have been incorporated into this paper.

Keywords: *AI, Learning Experiences, Higher Education, Opportunities, Challenges, Way Forward*

Challenges in Online Learning During the Covid-19 Pandemic: A Case Study of Punjab Public Elementary Schools in Rawalpindi

Arz-O-Sama,

M.Phil Scholar, Fatima Jinnah Women University, Rawalpindi

Ms. Saadia Panni

Lecturer, Faculty of Education, Fatima Jinnah Women University, Rawalpindi

Abstract

The COVID-19 pandemic forced a sudden shift to online learning in Punjab's public elementary schools, particularly in Rawalpindi, exposing significant challenges such as inadequate access to technology, lack of teacher training, and reduced student engagement. Subjects like Science, Math, and Language Arts were especially difficult to teach online. This study addresses these ongoing issues, aiming to provide solutions for more effective online and hybrid education in the post-pandemic era. Using a quantitative approach, the researchers conducted a descriptive study to explore these challenges and the strategies employed by teachers and students to navigate online education. The purposive sampling technique were used for sampling form the targeted schools that offered online education during the pandemic. Data were collected from teachers and students in grades 6th, 7th, and 8th in public and semi-public schools in Rawalpindi, with a focus on subjects such as Science, Math, Arts, Social Sciences (History, Geography, Islamiyat), and Language Arts (Urdu/English). The data was analyzed using descriptive analysis, including frequency, mean differences, and standard deviation. The results indicated that teachers struggled with limited access to technology and insufficient training. The study emphasized the need to equip teachers with devices and skills for effective tech use. Additionally, student engagement in online learning was lower than in face-to-face settings, with many students finding online classes more challenging due to the need for a quiet space and continuous adult supervision. The study found that teachers struggled with online lessons due to limited access to technology and a lack of experience. Teaching subjects like Science and Math was especially challenging, with students less engaged and facing more difficulties than in regular classrooms. Practical assessments and proper feedback were lacking, hurting motivation and academic performance. These issues persist post-pandemic in Pakistan, where political instability, economic crises, and limited public funding make effective online education difficult. The study recommends that the government invest in digital infrastructure and teacher training to improve online learning and close the digital gap. Schools should have better resources and provide teachers with online teaching experience and a learning management system for unexpected closures. The study also highlights the importance of teaching arts, essential for students' well-being, which was overlooked during the pandemic. Overall, it stresses the need for full support and training for teachers and students to enhance online education.

Keywords: COVID-19, Online Education, Elementary schools, Academic Performance, Student Well-being, Educational Disruption.

Research and Innovation as Catalysts for Sustainable Development in Less Developed Countries (LDC)

Dr. Waseem Ullah

Assistant Professor, Department of Political Science,
University of Lakki Marwat, KP, Pakistan

Ambrin Khurshid

University of Lakki Marwat, KP, Pakistan

Abstract

This research focuses on the participation of research and innovation towards the advancement of LDC through relevant theory and empirical papers. To this end, the study aims to analyse how innovative research facilitates the poor LDCs to overcome challenges like poverty, dismal health standards, and poor education. They describe the use of actual case studies for particular LDCs to show how new solutions apply in practice for various sectors. For instance, mobile health platforms have boosted health care in Rwanda and further, Bangladesh has boosted agricultural yields through modern farming. The same can be said for Pakistan, with the Sehat Sahulat Program a healthcare improvement program that employs technology to give insurance to those in the lower income bracket for health care needs. The study reminds global economies that investment in R&D is crucial to the development process, which requires the diversification of the production structure and the move from reliance on primary commodities. Education and healthcare reforms develop human capital through generating and improving a skilled employees population and improving the health of the citizens. Moreover, it looks at how sustainable development is attained through technology in new forms of energy and farming practices and how LDCs could tackle issues such as climate change. A necessity for sustaining innovative activities is the development of human capital and institutionalization. Besides, the study gives emphasis on investments for education and professional training together with business support from institutes of research, and universities that generate the environment for such novelties. As well it analyses the effects of global partnerships with developed countries and global bodies that offer funding, technology or other forms of technology and knowledge transfer. Therefore, this research establishes the fact that research and innovation has a positive social implication and more importantly has a positive impact on the economy with provision for incentives to ensure that research and innovation is sustainable. The utilization of such innovations can offer LDCs the ability to realize the Universal SDG roll, enhance well-being and develop coping mechanisms to all eventualities. Therefore, research and innovation for sustainable development need global support sustain so that LDCs can fully benefit from research and innovations for development.

Keywords: *Research and Innovation, Less Developed Countries (LDCs), Sustainable Development, Human Capital, International Collaboration.*

Prospective Teachers' Preparedness with Reference to Technological, Pedagogical and Content Knowledge

Rabia Mumtaz

TRA, Department of Educational Leadership and Management,
International Islamic University Islamabad

Abstract

Teachers have always been expected to be mastered in instructional competencies and teaching practices to provide students knowledge and skills both at a time during teaching learning process. TPACK is defined as a notion to improve student learning by comprehending the connections and interactions between and among Content Knowledge (subject-matter to be taught), Technological Knowledge (computers, the Internet, digital video, etc.), and Pedagogical Knowledge (practices, processes, strategies, procedures, and methods of teaching and learning). The objectives of the study were to; assess the level of preparedness of prospective teachers' w.r.t. Content Knowledge, Pedagogical Knowledge, Technological Knowledge and Pedagogical Content Knowledge. This study was descriptive in nature and quantitative data were collected to explore the preparedness level of TPACK among prospective teachers through research questions. All prospective teachers enrolled in the Department of Education at IIUI were treated as population of the study. Sample of the study was selected through universal sampling technique from department of education IIUI. Self-developed questionnaire consisting of statements related to Content Knowledge, Pedagogical Knowledge, Technological Knowledge and Pedagogical Content Knowledge of prospective teachers was used as an instrument of the study. Data were collected by personal visit of the researcher. Collected data were analyzed using descriptive statistics, mean and percentage was calculated to explore the preparedness level of prospective teachers for four constructs i.e., Content Knowledge (CK) Pedagogical Knowledge (PK) Technological Knowledge (TK) Pedagogical Content Knowledge (PCK) among prospective teachers. Findings of the study show that selected prospective teachers as respondents of the study were at the moderate level of preparedness for Content Knowledge, Pedagogical Knowledge and Pedagogical Content Knowledge. Whereas selected prospective teachers were found at the high level of preparedness for Technological Knowledge construct. On the basis of findings, it was recommended by researcher that teacher educators may use latest teaching learning strategies and trends to enhance the content, pedagogical and content Pedagogical Knowledge and skills of prospective teachers for their future teaching practices. Teacher educators may recommended to have more and more use of ICT in their teaching learning process to enhance the ICT skills of prospective teachers.

Keywords: *Prospective Teacher, Content Knowledge, Pedagogical Knowledge, Technological Knowledge, Pedagogical Content Knowledge*

Lived Experiences of Educational Leadership & Management Students of a Graduate Program at a Private Sector University in Pakistan

Dr Irfan Bashir,
Assistant Professor, Dept of Education,
University of Management and Technology, Lahore

Bushra Mumtaz
Dept. of Education, University of Management and Technology, Lahore

Dr Afshan Naseem,
Dept of Education, University of Management and Technology, Lahore

Fareeha Sherazi
Dept of Education, University of Management and Technology, Lahore

Abstract

This study was conducted to explore the educational experiences of students enrolled in Educational Leadership and Management (MPhil ELM) program in a private sector university of Lahore. The study intended to explore the student engagement and support in terms of quality and service of the program. The population of the study consists 55 students enrolled in MPhil ELM program, and the researchers used purposive sampling to select 10 participants to explore their educational experiences. The researchers developed an interview protocol comprised of semi-structured questions and collected the data during the month of December 2023. Data analysis revealed that the students have experienced good learning environment, and overall facilities at university made their experience a memorable one. Some of the participants have identified that as the classes are held on weekends so some facilities (café, lifts, library) were not available for them on Sundays. Furthermore, biasness by the faculty was also identified as an experience which they did not consider a good one. The research has implications for the university administrations.

Keywords: *Lived Experiences, Private Sector, Higher Education, Educational Leadership and Management, Graduate Students, M Phil ELM*

Enhancing Student Critical Thinking and Learning Outcomes through Innovative Pedagogical Approaches in Higher Education: The Mediating Role of Inclusive Leadership

Muhammad Naseem Abid

Researcher, Huazhong University of Science and Technology, Wuhan, China

Sidra Sarwar

Researcher, Huazhong University of Science and Technology, Wuhan, China

Abstract

This quantitative study examines the influence of innovative pedagogical approaches (IPA) on enhancing student critical thinking (SCT) and student learning outcomes (SLO) in higher education, with an emphasis on the mediating role of inclusive leadership (IL). Using a sample of 321 students from public and private universities in Pakistan, the research reveals that methods such as problem-based learning, flipped classrooms, and interactive teaching significantly boost academic performance and cultivate critical thinking skills. The findings indicate that innovative pedagogical approaches positively and significantly impact student critical thinking ($\beta = 0.536$, $t = 6.539$, $p < 0.001$) and learning outcomes ($\beta = 0.551$, $t = 12.725$, $p < 0.001$). Additionally, inclusive leadership mediates the relationship between innovative teaching methods and both student critical thinking ($\beta = 0.331$, $t = 3.833$, $p < 0.001$) and learning outcomes ($\beta = 0.405$, $t = 8.662$, $p < 0.001$). Data were collected using survey questionnaires adapted from established studies on inclusive leadership, innovative pedagogical approaches, student critical thinking, and learning outcomes. These results highlight the essential role of inclusive leadership in enhancing the efficacy of innovative pedagogies by creating a supportive and diverse learning environment. The study suggests that implementing active learning strategies and integrating technology in the classroom, along with inclusive leadership practices, can significantly improve student engagement, critical thinking, and overall academic performance. This research offers valuable insights for educators and policymakers seeking to enhance teaching and learning experiences in higher education.

Keywords: *Innovative Pedagogical Approaches, Critical Thinking, Learning Outcomes, Inclusive Leadership, Higher Education*

Blended Learning in Government High Schools at Rawalpindi: Need Analysis

Atiq Ur Rehman

International Islamic University, Islamabad

Abstract

The purpose of the current study was to find out the needs of teachers regarding the implementation of blended learning in high schools, to identify the challenges and to examine the availability of physical facilities for the implementation of blended learning. The survey was carried out for all the school of the target population from which 186 school teachers. As total 100% schools were selected to participate in the research “Universal Sampling technique” was used to select the participants. And the data was collected by using self-developed five-point Likert scale questionnaire. The instrument was validated and checked by the experts in the field and instrument was amended as per their recommendation. While as, the reliability of the instrument was checked through Cronbach’s alpha. Over all reliability statistics of the instrument was .968. And collected data was analyzed through SPSS (20) version. Statistical methods like; Frequency, Percentage, Valid percent, Cumulative percent were used. Response of 35 items and three main factors i.e., Blended learning needs, challenges, and the availability of physical facilities. The data was collected by using self-constructed questionnaire. The statistical descriptive and inference analysis is performed using SPSS statistical software. It is concluded from the results that there should be highly considerations and implementations to enhance the blended learning needs, challenges, and the physical facilities for attaining the higher quality in the school education system. The results also showed that by increasing the physical facilities the needs of blended learning tend to minimize as more focus should be given to enhance the physical facilities for maintaining quality education system in school education. Teachers should be given more chances to have refresher courses to make them familiarize with blended learning. Higher authorities can manage these courses available for the teachers and the teacher should try to improve their skills regarding the new concepts of blended learning.

Keywords: *Blended learning, Need Analysis, Quality Education.*

**Supplementary Tutoring in Trinidad and Tobago with Focus on Motivation:
Perceptions of Primary School Students in the North Eastern District**

Virginia Lockhart

M.Phil. Scholar, The University of the West Indies Trinidad and Tobago

Abstract

Supplementary tutoring is a global phenomenon, existing in many countries, and within recent decades, supplementary or private tutoring or extra lessons has grown to become a vast enterprise. This qualitative, descriptive, instrumental case study sought to understand this phenomenon better as it persists even though there are negative commentaries about its impact on children. Emphasis was placed on developing a better understanding of Grade Six students' perspectives of their participation in, and their experiences of, private tutoring. Findings from the study addressed the research questions which pointed to the fact that they embraced their educational experience as part of their life as Grade 6 students. As well as students' perceptions of how their supplementary tutoring experiences helped them better prepare for life at the secondary level. The findings revealed that preparation for the exam was achieved by the groundwork done and the students' perspectives on life experience were mainly academically related.

Keywords: *Supplementary tutoring, private tutoring, secondary, extra lessons, perspectives, perceptions*

Dynamics of Classroom Participation: Evidence from Higher Education in Pakistan

Umair Ayub

M.Phil. Scholar, Department of Education,
Government College University, Faisalabad

Dr. Shumaila Shahzad

Associate Professor, Department of Education,
Government College University, Faisalabad

Abstract

This study was designed to determine the forms and level of classroom participation and to explore if active students, when teaching as prospective teachers in cooperative schools, facilitate their students' active participation. All students enrolled in three certain programs of a teacher education department in a multidisciplinary university of a metropolitan area were included in sample. In first phase of the study, an observation sheet was used to find out the forms and level of classroom participation and to indicate the active and passive students for observation at second phase. Findings of first phase of study suggest that senior class students participate more actively in class activities as compared to junior students. Furthermore, active students were engaged in giving volunteer answer, asking relevant question, giving forced answer, giving personal experience, reading book, giving example, using board and asking irrelevant questions respectively. Yes, no questions were asked most recurrently. Conversely, some students were involved in passive activities such as sitting quietly, gossiping, no attention towards teacher, pretending to reading, and using mobile. In second phase of study, selected active and passive students were observed in real classroom setting as prospective teachers when they were engaged in teaching practicum. It was found that the active students (prospective teachers) made their students more active as compared to passive student. Educational implications are also discussed.

Keywords: *Classroom Participation, Prospective Teachers, Observation, Class Activities*

Investigating the Role of Advanced Educational Technology in Promoting Educational Leadership and Management in Digital Leadership Perspectives

Dr. Irfan Ullah Khan

Assistant Professor, Department of Education & Research,
University of Lakki Marwat, Khyber Pakhtunkhwa, Pakistan

Abstract

The rapid advancement of educational technology profoundly impacted the field of education, offering new opportunities to enhance leadership and management practices. This study aimed to investigate the role of advanced educational technology in promoting educational leadership and management. By analyzing trends, tools, and methodologies, the research explored how technology was leveraged to improve decision-making, communication, and organizational efficiency within educational institutions. The study focused on key aspects such as the integration of digital tools in leadership training, the use of data analytics for informed decision-making, and the role of virtual platforms in fostering collaboration among educational leaders. The study involved 150 educational leaders and administrators from various institutions, selected through purposive sampling. Data collection was conducted using a mixed-methods approach, which included surveys, semi-structured interviews, and case studies. Quantitative data from the surveys were analyzed using descriptive statistics and regression analysis, while qualitative data from interviews and case studies were thematically analyzed to gain deeper insights into the participants' experiences with educational technology. The findings revealed both the challenges and opportunities associated with the adoption of advanced technology in educational leadership. These results contributed to the development of best practices and strategic frameworks to guide educational institutions in effectively utilizing technology to enhance their leadership and management capabilities, ultimately leading to improved educational outcomes.

Keywords: *Educational Technology, Educational Leadership & Management, Digital Tools, Decision-Making, Data Analytics, Virtual Collaboration, Leadership Training & Efficiency*

Designing Training Module for Inclusive Education At Primary Level In Khyber Pakhtunkhwa

Muhammad Nauman Shabbir

PhD Scholar (Education), University of Lakki Marwat KPK

Abstract

This research was aimed at designing training module on Inclusive Education for Primary School Teachers in Khyber Pakhtunkhwa with the following objectives: a) to develop a training Module on Inclusive Education for Primary School Teachers in Khyber Pakhtunkhwa, b) to identify disabilities amongst primary School students in Khyber Pakhtunkhwa, c) to identify barriers to education for students with disabilities, d) to find out ways for disabled primary School students in Khyber Pakhtunkhwa for bringing them into mainstream primary schools. This study was guided by the following research questions: 1) is there any Training Module on Inclusive Education for Primary School Teachers in Khyber Pakhtunkhwa? 2) how can a disabled student be identified? 3) what are the barriers to education for students with disabilities? 4) how can the children with disabilities be brought into mainstream of education? Training module was developed keeping in view the review of related literature and responses of the respondents in the result of semi structured interview. This study was qualitative in nature. Interview was used as an instrument to collect the required information; data will personally be collected. Validity and reliability of the instrument was checked through a pilot study. The participants of the pilot study were from the population but were included in sample. Validity of the instrument was checked through getting the opinions of the respondents interviewed and the language of the question items will be modified accordingly. Reliability of the research instrument was checked through comparing the themes of the pilot study with other published qualitative research works on designing module on Inclusive Education for Primary School Teachers on including students with disabilities in their general education classrooms. Thematic analysis was used for ensuring reliability in this qualitative study. All the experts of Directorate of Curriculum and Teacher Education (DCTE) Khyber Pakhtunkhwa Abbottabad, Provincial Institute for Teacher Education (PITE) Khyber Pakhtunkhwa Peshawar, Instructors/Master Trainers working at Elementary Colleges and Regional Institutes for Teacher Education in Khyber Pakhtunkhwa constituted the population of this study. Considering the total strength of the experts; the representative sample of 65 male experts out of 201 and 40 female experts out of 116 was selected using Stratified Random Sampling Technique was selected for the study. The final version of the interview after validation and making it reliable was used for data collection. Findings and conclusions were drawn in the light of data analysis. Recommendations were made in the light of conclusions. The study will be significant to open new rooms for further research in the field.

Investigating The Relationship Between Big Five Personality Attributes and UTAUT 2 Model in Online Teacher Training

Amjad Khan

Ph.D Scholar, Department of Education & Research,
University of Lakki Marwat, Khyber Pakhtunkhwa, Pakistan

Dr.Irfan Ullah Khan

Assistant Professor, Department of Education & Research,
University of Lakki Marwat, Khyber Pakhtunkhwa, Pakistan

Abstract

This study explores the relationship between the Big Five personality traits—Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism—and the UTAUT 2 model (Unified Theory of Acceptance and Use of Technology 2) within the context of online teacher training programs. It aims to understand how individual differences in personality traits affect teachers' acceptance, usage, and engagement with technology-driven training initiatives. The study's population includes K-12 teachers participating in online professional development programs across various educational institutions. A sample of 300 teachers was selected using a stratified random sampling method, ensuring representation from different teaching levels and subject areas. Data were gathered through a quantitative research approach, employing a structured questionnaire that integrated the Big Five Inventory (BFI) to assess personality traits and a UTAUT 2-based survey to evaluate technology acceptance and use. Statistical techniques, including multiple regression analysis, were used to examine the influence of personality traits on key UTAUT 2 factors such as performance expectancy, effort expectancy, social influence, and hedonic motivation. The study revealed that certain personality traits significantly influence teachers' acceptance and use of technology in online training programs. Conscientiousness and Openness were positively associated with performance expectancy and effort expectancy, indicating that teachers with high levels of these traits tend to find technology-based training useful and easy to use. Extraversion and Agreeableness were found to have a positive effect on social influence, suggesting that teachers with these traits are more likely to be influenced by peer and organizational support for using technology. Neuroticism, however, was negatively associated with hedonic motivation, implying that teachers with higher levels of neuroticism may experience lower enjoyment or satisfaction when engaging with online training tools. These findings suggest that personality-driven preferences play a critical role in shaping teachers' engagement with online professional development platforms.

Keywords: *(Big Five Personality Attributes, UTAUT 2 Model, Online Teacher Training, Stratified Random Sampling and Multiple Regression Analysis)*

The Role of Mother Tongue (L1) and its Impact on Learning English Grammar at Elementary Level in District Karak, KPK, Pakistan

Abdul Waheed

PhD Scholar, Department of Education and Research
Lukki Marwat Khyber Pakhtunkhwa, Pakistan.

Abdus Samad

PhD Scholar, Department of Education and Research
Lukki Marwat Khyber Pakhtunkhwa, Pakistan.

Dr. Irfan Ullah Khan

Assistant Professor, Department of Education and Research
Lukki Marwat Khyber Pakhtunkhwa, Pakistan

Abstract

This study investigates the impact of the mother tongue (L1) on English grammar acquisition at the elementary level in District Karak. It aims to assess the significance of L1 in learning English grammar, understand English teachers' perspectives on using L1, and determine L1's influence on learning tenses, parts of speech, and narrations. The research includes qualitative and experimental phases. In the qualitative phase, fifteen English specialists are surveyed, and their responses, analyzed through thematic analysis, reveal insights guiding the experimental phase. Two groups of 7th-grade students are formed based on baseline test scores: an experimental group taught using the multilingual method and a control group taught monolingually. Using the Pretest-Posttest Equivalent-Groups Design, statistical analyses, including the Repeated Measures t-test, Paired Samples t-test, and Independent Samples t-test, are conducted with SPSS version 20, setting the significance threshold at 0.05. Results show significant differences in post-test performances between the control and experimental groups. The experimental group demonstrates substantial improvement in learning tenses, parts of speech, voices, and narrations, with overall higher proficiency in English grammar. These findings highlight the benefits of using L1 in English grammar instruction. Qualitative data indicates that teachers believe incorporating L1 clarifies complex grammatical concepts, reduces student anxiety, and creates a more inclusive learning environment. The experimental data confirm that students taught with the multilingual approach not only excel in specific grammar areas but also exhibit greater linguistic competence and confidence. The study suggests that multilingual teaching methods significantly enhance students' understanding and retention of English grammar, advocating for educational policies that integrate the mother tongue in language instruction to better support linguistically diverse students.

Keywords: *(Impact, Paired Samples t-Test, Independent Samples t-Test, Significant Level, Mono Lingual Approach and Multi Lingual Model)*

Students' Practices and Perceptions Regarding Discipline Selection Based on Personal Interest and its Impact on Academic Achievement in Higher Education

Abdus Samad

PhD Scholar, Department of Education and Research,
Lukki Marwat Khyber Pakhtunkhwa, Pakistan

Abdul Waheed

PhD Scholar, Department of Education and Research
Lukki Marwat Khyber Pakhtunkhwa, Pakistan

Dr. Irfan Ullah Khan

Assistant Professor, Department of Education and Research Lukki Marwat
Khyber Pakhtunkhwa, Pakistan.

Abstract

The current study focuses on Students' practices and perceptions regarding discipline selection based on personal interest and its impact on academic achievement in higher education. The study was mixed method in nature thereby purposive sampling was employed for the qualitative part, utilizing a targeted recruitment approach through institutional contacts to reach relevant participants, while a proportionate simple random sampling technique was used for quantitative part. 15 and 382 participants were selected as sample for qualitative and quantitative part. Phenomenological and survey research designs were used for qualitative and quantitative parts respectively. Students of BS (7th & 8th) semesters from 10 HEIs of Khyber Pakhtunkhwa comprised the target population i.e. 6247. Word cloud and thematic analysis were used for qualitative data and Pearson product moment correlation(r) and linear regression were applied as referential statistics for quantitative part. The findings disclose a moderate positive correlation between subject selection based on personal interest and academic attainment, suggesting a noticeable impact. Recommendations comprise inspiring students to align major subjects with personal interests, creating career counseling programs for well-versed academic decisions, and applying aptitude-based admissions in BS-level programs. This study highlights the important role of intrinsic motivation and personal interest in determining academic achievement, and presenting insights for students, parents, institutions, and policymakers.

Keywords: *Perceptions, Bachelor of Science/ studies (BS), personal interest/ passion, Aptitude, Academic Achievement*

Development and Application of E-Modules as A Cutting-Edge Tool to Enhance Students' Achievement

Asma Bibi

Researcher, International Islamic University Islamabad

Abstract

COVID-19 has changed many fields, including education. All the countries had done their paramount efforts to upgrade their education system so that they could provide state-of-the art technologies to maintain their education system. Keeping in view the various advantages of e-modules, the purpose of the study was to develop e-modules for students utilizing an e-modular approach in the subject of Educational Leadership and Management. Due to advancements in technology and technological approaches, e-modules are being utilized in education. The researcher had developed 12 instructional modules with the help of literature review and the ADDIE instructional design model. The study was comprised of two phases. The first phase was the development of instructional modules. The second phase was the tryout of these instructional modules. The population of the study was the prospective teachers of BSEd Hons program from the Federal College of Education H-9 Islamabad. A pretest was administered to the control group and the experimental group. After this, the control group was taught through the traditional method of teaching, and the experimental group was taught with instructional modules developed in phase 1. The duration of the experiment was 12 weeks (three months). At the end of the semester, a posttest was administered to both groups. After the collection of data, the next step was data analysis and interpretation of the data. SPSS Version 26 was used for the analysis of the data. Data were analyzed through t-test, mean scores, and percentages. The major findings of the study were that there was a significant difference in the mean score of the students in the experiment group and the students in the control group in the posttest. There was a significant difference in the achievement of students who were taught using instructional modules and those who were taught using the traditional method.

Keywords: *E-modules, modular approach, instructional modules, ADDIE model*

Innovative Teaching and Learning Technologies

Dr. Shoaib

Lecturer, British School & College, PWD, Islamabad

Ms. Zahida

Lecturer, EPS NPF, Islamabad.

Abstract

The rapid advancement of technology has revolutionized education by introducing cutting-edge tools that are reshaping traditional classrooms. This paper examines the impact of innovative technologies such as artificial intelligence (AI), virtual reality (VR), augmented reality (AR), gamification, and mobile learning on modern educational practices. It evaluates how these technologies foster interactive, personalized, and flexible learning environments while addressing their potential challenges. By combining a literature review and case study analysis, the research investigates the methodologies used to integrate these technologies into educational frameworks. The findings indicate that AI-powered platforms provide personalized learning experiences, while VR and AR offer immersive, experiential education. Gamification enhances student engagement, and mobile learning expands global educational access. However, the study identifies key challenges, such as the digital divide and data privacy issues, that need to be addressed for these technologies to be fully effective. The analysis concludes that, despite their immense potential, a balance between technology and human interaction is essential for creating meaningful, inclusive, and sustainable learning experiences. Research Aim & Tasks are; to explore the impact of innovative teaching and learning technologies, such as AI, VR, AR, gamification, and mobile learning, on modern educational practices; to assess how these technologies improve learning; Identify challenges, such as the digital divide; Evaluate the balance between technology and human interaction and offer recommendations for their integration into education.

Keywords: *Innovative Technologies, AI and VR, Gamification, Mobile Learning*

Role of Artificial Intelligence Tools in Academic Research: Perspectives from MS and PhD Scholars

Momna Azmat

Researcher, International Islamic University Islamabad

Dr. Munazza Mahmood

Department of Educational Leadership & Management, IIUI

Abstract

Artificial Intelligence (AI) tools are transforming academic research by offering innovative ways to enhance researchers' productivity and streamline various research tasks. The study aims to find out the level of awareness of MS and PhD scholars regarding AI tools in academic research and to identify the AI tools currently being used by researchers. The study also aimed to examine the challenges faced by researchers in adopting AI tools in academic research. The study is beneficial for researchers and stakeholders of education seeking to optimize research efficiency. The mixed-methods study involved the participation of 55 MS and PhD scholars from the Faculty of Education at the International Islamic University Islamabad. For the quantitative study, participants were selected using the simple random sampling technique, resulting in a sample size of 48. For the qualitative study, participants were selected using the purposive sampling technique, with a sample size of 12. Quantitative data were analyzed using frequency and percentage, while qualitative data were analyzed through thematic analysis. The findings revealed that researchers are generally aware of AI tools and utilize them to enhance research efficiency. The results further depicted that popular tools like ChatGPT and Meta AI are commonly used, many researchers remain unaware of more advanced AI tools that could further optimize their work. Additionally, financial constraints were highlighted, with some researchers indicating limited access to premium AI tools due to cost barriers. It is recommended that there is a need for greater awareness and accessibility regarding the full range of AI tools to enhance the academic research process.

Keywords: *Artificial Intelligence Tools, Academic Research, Researchers*

Adopting Modern Approaches of Faculty Development in Pakistan and the Scope of Innovative Teaching Practices

Dr. Attiq-ur-Rehman

Assistant Professor, National University of Modern Languages, Islamabad.

Abstract

Faculty development and academic excellence must be distinct from the contemporary international education structures of the world, where multifaceted technological developments have become critical factors in transforming the higher education system of states. Pakistan can be treated as an exception in the debate of evolving modern approaches to faculty development due to its firm reliance on conventional patterns of higher education and faculty development programs. Despite the government's vision of upholding innovative teaching practices through various faculty development programs in the country, the state's traditional institutional frameworks promoting and supporting the widespread norms of inadequate resource distribution and political polarization have prevailed in the country. Thus, the irresistible and debilitated meritocracy and bureaucratic hurdles emerged as the potential challenges and unavoidable forces undermining the scope of academic excellence and advanced learning in Pakistan. This scenario has undermined the values of innovative teaching and academic novelty in Pakistan's leading higher studies institutions. Its worse impacts on the academic circles of leading higher-study institutions have resulted in increasing rates of brain drain and deterioration of academic integrity in Pakistan. Therefore, this paper seeks to provide a comprehensive understanding of Pakistan's traditional approaches to faculty development programs and a quest for advancing a countrywide culture of research and development based on innovative thinking, in which the varying institutional practices have produced several marginalized segments of education communities. The arguments in the paper are based on a qualitative approach concerning the nature of Pakistan's higher education system, which is seeking serious attention from government authorities. To create symmetry between primary and secondary data sources, the analyses in the paper are supported by certain online government policies and their inappropriate application in the targeted areas. Furthermore, the paper's findings could be treated as impartial academic feedback to address the neglected or marginalized dimensions of the education community in Pakistan while emphasizing the need to improve or enhance the quality of research and development in Pakistan's higher education system.

Keywords: *Modern Teaching, Advanced Learning, Faculty Development, Innovative Practices, Academic Excellence.*

A Comparative Study of Implementation of Educational Reforms in The Schools of Punjab and Khyber Pakhtunkhwa During 2013-2018

Madiha Mahmood

PhD Scholar, Department of Teacher Education, IIUI

Abstract

The educational reforms made in both Khyber Pakhtunkhwa and Punjab provinces during 2013 – 2018 to improve the overall literacy level and quality of education. The provincial government of both provinces had taken significant steps to formulate and implement educational reforms to enhance the quality of education. This study focused to compare educational reforms and evaluate implementation of reforms in both provinces. The objective of the study was, i) to explore the educational reforms taken place in Punjab and KP province during the year from 2013 to 2018, (ii) to compare the educational reforms between Punjab and Khyber Pakhtunkhwa province, and, iii) to find out challenges faced by KP and Punjab provincial government in implementation of educational reforms. The data collected from previous research studies such as report writing, official web pages/sites, education sector plans of both Punjab and Khyber Pakhtunkhwa. The population of the study consisted of total 13 public high schools from Abbottabad city and 43 public high schools from Rawalpindi city. All the head teachers of public high schools and teachers. So in total, 56 head teachers and 986 teachers selected as population of the study. All head teachers taken as universal sample and five teachers from each school selected randomly as sample of the study. The present study based on four stages of Bereday's comparative model of the study. The design of the study was a mixed method, questionnaire used for teachers and semi-structured interview guide used for head teachers to collect data. The data analyzed by percentages and thematic analysis. The major findings of the study were that the curriculum, teacher recruitment, training and performance appraisal reforms and administrative infrastructural reforms implemented, and improvements noted in both Punjab and Khyber Pakhtunkhwa. The study concluded that both provincial governments had taken different steps to implement the educational reforms with limited available resources. The reforms made by keeping in view the advancement and current studies with advance techniques. The major reforms such as revision in curricula, assessment based on new examination system, and the teacher training institutes established for provision training to existing and new teachers, the monitoring units established to evaluate the educational outcome and review the performance of teachers. The government of both provinces ensured the provision of missing facilities in schools and renovation of buildings.

Keywords: *Educational reforms, Bereday's comparative model, provincial government.*

Relationship of Paternalistic Leadership Style and Social Sensitivity: A Case Study of APSAC System

Kanwal Yasmin

PhD Scholar, International Islamic University Islamabad

Dr. Zarina Akhtar

Assistant Professor, Department of Teacher Education, IIUI

Abstract

In arena of education, leadership and communication skills of leader play a dynamic role in academic integrity, managing challenges, faculty development and contributes in educational environment and educational changes. The main objective of this study is to investigate the relationship between Paternalistic Leadership Styles and Social Sensitivity as Communication Skills of Section Heads at Secondary level in Army Public School and College System (APSACS). This study is quantitative and descriptive in nature and has correlation design. Data is collected from 32 Army Public School and Colleges (APSACS) located in Rawalpindi and Islamabad. After pilot test, Sample size of this study is Ninety-Two (n=92). Primary data has been collected for accessing relationship of Paternalistic Leadership Style and Social Sensitivity with the help of two questionnaires and results are evaluated on SPSS. The results of study will help the Section Heads of Schools to enhance their Leadership Style and Communication Skill at their workplaces. It will further helpful for the teacher training organizers to include communication skills as a strengthening tool for head teachers in training content.

Keywords: *Paternalistic, Sensitivity, Leadership Styles, Communication Skills, APSAC.*

Relationship of Principals' Thinking Styles and Leadership Styles in Islamabad

Aisha Sadaf

MS Scholar, International Islamic University Islamabad

Dr. Shamsa Aziz

Secretary NACTE, Islamabad

Abstract

The varied leadership and thinking styles used by the leaders determine the quality of education. Like other institutes, the heads of educational institutions also have a variety of leadership styles and thought patterns, which helps the institution advance on multiple levels. Different leaders have different thinking styles and we need to comprehend these variations and explore new, practical approaches to thinking. Therefore, the current study explored the relationship of principals' thinking styles and their leadership styles in Islamabad. Objectives of the study were: to identify the principals' thinking style according to Mental Self Government Theory, to explore Principals' Transactional and Transformational leadership styles, and to find out the relationship between thinking styles and leadership styles of Principals'. The study used a quantitative approach, descriptive and correlational design. All the Principals of Islamabad Model School for Girls (IMSGs) located in Urban-1, Urban-2, Bara Kau, Tarnol, Nilore and Sihala constituted the population. According to FDE (2022), the total number of IMSGs are 145, as each IMSG is having one Principal so total Principals are also 145. Sample size was taken according to LR Gay (2012) table which is 103. Simple random sampling technique was used and the sample was selected through lottery method technique. Two instruments were used. The Thinking style Inventory Revised-2 was used to measure thinking styles and self-developed instrument was used to measure the leadership styles. Self-developed instrument was used to measure the two leadership styles of Principals. The instrument was developed on the basis of literature review. The instrument was divided into two parts based on the Transformational and Transactional leadership styles. As this research was based on leadership so, leadership and management experts were taken for validation. The obscure and unclear questions were revised as per the suggestions by experts. Both the self-made and adopted instrument were tested. The TSI R-2 was tested to check the instruments usability in Pakistani situation. After checking validity of the instruments a pilot test was conducted on 25 Principals of Islamabad Model School of Girls. For the analysis of the data descriptive statistics and Pearson Product Moment Correlation was applied. The results of the study highlighted that there was a positive weak and statistically significant relationship between the Principals Thinking Styles and Leadership Styles. Results further showed that the preferred thinking style of majority of the principals' is Type-1 Thinking Style Profile and Principals' preferred leadership style is transformational leadership style. Therefore, it is recommended that awareness regarding styles of thinking and leadership may provide to Principals for gaining effective organizational performance. It'll help Principals to use the right approach according to the situation they are in. This can be done through workshops and trainings programs.

Keywords: *Leadership Style, Thinking Style, Transformational, Transactional.*

An Analysis of Prospective Teachers' Readiness for Developing Leadership Skills Among Students

Sana Maqsood

PhD Scholar, Department of Educational Leadership & Management,
International Islamic University Islamabad, Pakistan

Dr. Fouzia Ajmal

Assistant Professor, Department of Teacher Education
International Islamic University Islamabad, Pakistan

Abstract

The objectives of this study were to identify prospective teachers' readiness to develop leadership skills among students, to highlight the techniques that prospective teachers use to develop leadership skills, to identify the problems that prospective teachers face while developing leadership skills in students. A descriptive research design and convergent parallel mix method was used. The population of the study included the prospective teachers of the International Islamic University Islamabad, National University of Modern Languages Islamabad, Peer Mehr Ali Shah Arid Agriculture University and Fatima Jinnah Women University Rawalpindi. This research study was delimited to the 6th, 7th and 8th-semester prospective teachers of B.Ed. (Hons.) degree. The stratified random sampling technique was used. The researcher developed two close-ended questionnaires and one open-ended questionnaire for collecting data. The quantitative data were analyzed through mean, percentage and frequency. The analysis of qualitative data was done through thematic analysis. This research study highlighted that prospective teachers' readiness level for the development of leadership skills among students was high. It was highlighted that Prospective teachers have a great extent of leadership skills including decision-making, conflict resolution, diversity awareness, passion and motivation, effective communication, prioritizing tasks, problem-solving, project management, project planning, reflection, self-confidence, setting and achieving goals, team work and time management skills. Prospective teachers consider teamwork, effective communication, self-confidence, time management, decision making and problem-solving as essential leadership skills for students. The results showed that prospective teachers use different techniques for the development of leadership skills among students such as assigning group tasks, different activities during class, motivating students, presentations and discussion on different topics as a technique for the development of leadership skills among students. The results highlighted that prospective teachers face different difficulties and challenges during development of leadership skills among students. Prospective teachers use different techniques for overcoming obstacles while development of leadership skills among students that are motivating students, Providing Awareness and guidance to students, solving students' issues, different teaching strategies for the development of leadership skills. It is recommended to prospective teachers that they may create leadership opportunities for students like student council positions, peer mentoring programs, or project-based activities that require students to take charge and demonstrate their leadership abilities.

Keywords: *prospective teachers, readiness, leadership skills, students, development.*

The Future of Contemplative Pedagogy in Pakistan's Higher Education: Faculty Perspectives

Dr. Irsa Zahoor

Board of Advanced Studies and Research, AIU

Dr. Salma Nazar Khan

Fatima Jinnah Women University Rawalpindi

Abstract

Contemplative Practices (CPs), including mindfulness, concentration, and interpersonal connection, are increasingly recognized for their benefits in education. While these practices are being integrated into higher education globally, there is limited research on their pedagogical use in Pakistan. This qualitative study explores the perspectives of higher education faculty in Pakistan on the potential use of CPs and the challenges they face. Based on the quantitative phase of the study a purposive sample of 11 faculty members from various institutions was selected, and semi-structured interviews were conducted with them. The study identifies key barriers to the adoption of CPs which include lack of awareness, insufficient training, heavy workloads, and inadequate institutional and societal support. Broader systemic challenges, such as an unsupportive institutional culture, lack of administrative backing, time constraints, and a difficult geopolitical environment marked by cultural, religious, and political discord, further hinder CP adoption. Additionally, limited professional development opportunities exacerbate these challenges. The findings highlight the need for collaboration between higher education institutions and the Higher Education Commission (HEC) to promote CPs in Pakistan. The study recommends developing professional development programs through partnerships between the HEC, educational institutions, and training bodies to equip faculty with the skills necessary to implement Contemplative Pedagogy (CP) effectively.

Keywords: *Contemplative Pedagogy, Contemplative Practices, Professional Development, Higher Education, Inner wellbeing*

Innovative Learning Technologies in Resource-Constrained Settings: Challenges and Opportunities

Tabassum Shairwani Khan

PhD Scholar, International Islamic University Islamabad, Pakistan

Abstract

Innovative teaching and learning technologies hold immense potential for revolutionizing education in developing countries that are characterized by resource-constrained environments. Implementing these technologies, however, presents a unique set of challenges and opportunities. This meta-analysis focuses on recent research regarding technology integration in education, with a focus on Pakistan and drawing comparative insights from other developing nations facing similar resource constraints. The analysis includes peer-reviewed articles, government reports, and case studies that explore the use of digital tools in classrooms, relevant infrastructure challenges, as well as policy interventions. Studies were selected based on three main criteria: (1) relevance to technology in formal education settings, (2) discussions on the impact of these technologies in developing nations, and (3) evidence of measurable outcomes in educational access or achievement. The findings show that although technologies such as learning management systems (LMS), mobile learning, and online education platforms have provided increased access to education but there are still substantial barriers and challenges. Taking the case of Pakistan, even though recent years have witnessed a rapid increase in mobile internet penetration, there are still gaps in both infrastructure as well as teacher capacity. Challenges like limited financial resources, inadequate teacher training, and technological barriers further hamper the effective use of technology. On the other hand, opportunities such as mobile learning and public-private partnerships show promise for increasing access to quality education. Comparative examples from Kenya and Indonesia reveal similar patterns, where urban progress is offset by challenges in remote regions. The meta-analysis highlights the need for custom-made policy interventions, investment in teacher training, and localized solutions. This paper recommends fast-tracking the adoption of educational technologies through strengthened public-private partnerships, increased infrastructure investment, and comprehensive teacher development programs. A culturally sensitive and context-specific approach is essential to ensure sustainability and equity in the use of these innovations.

Keywords: *innovative teaching technologies, resource constraint, technology integration in classrooms, mobile learning, public-private partnerships, teacher training*

\

Comparative Analysis of Educational Practices in Malaysia and Pakistan: Historical, Cultural, and Global Influences

Rabia Alam

PhD Scholar, Faculty of Educational Studies, University Putra Malaysia

Abstract

This comparative analysis examines the educational practices in Malaysia and Pakistan, focusing on the influences of decolonization, Islamic heritage, and globalization. Despite distinct historical contexts, both countries share commonalities due to their British colonial pasts and significant Islamic influences, which have shaped their educational policies and curricula. Malaysia's inclusive approach to multiculturalism and Pakistan's emphasis on national identity highlight their unique responses to decolonization. The study explores how these influences affect teaching methodologies, curriculum development, and policy implementation, emphasizing both countries' shift toward student-centered approaches to foster critical thinking, creativity, and problem-solving skills for the demands of a globalized world. Qualitative methodologies were employed for the analysis of the gathered data. To find recurrent themes and trends, qualitative data were coded and subjected to thematic analysis. The data was transcribed in the prescribed format and at the end; the whole data was critically analyzed and coded step by step to explore the emerging themes relating to the stated objectives of this research study. The themes were used to critically analyze to make further meanings and interpretations of the data. The collected data was transcribed in textual form. Data was organized through NVivo 14 to manage all the data into themes. A qualitative research technique approach and qualitative data-gathering method were used to achieve this. Interviews with lecturers from Pakistan and Malaysia were part of the study. To guarantee variety and participation were chosen from various higher education departments at universities in Pakistan and Malaysia. The goal of the study is to identify unique facets of academic cultures in Pakistan and Malaysia, including the usage of educational technology, views on the caliber of instruction, and the function of lecturers. Furthermore, the study looked at how socioeconomic, historical, and cultural aspects influence teaching methods in both nations. The study's conclusions provided insightful information about the academic cultures and methods used by lecturers in Pakistan and Malaysia. The research aims to identify distinctive features of the academic cultures in Pakistan and Malaysia, such as the use of educational technology, opinions regarding the quality of teaching, and the role of lecturers. The study also examined how historical, cultural, and economic factors affect teaching practices in both countries. The study's findings were given light on the academic practices and cultures of Malaysian and Pakistani teachers. Alliance and raising the standard of instruction.

Keywords: *Academic Culture, Teaching Practice, Higher Education, Lecturers, Malaysia and Pakistan*

Challenges Encountered by School Principals in the Administration of Teaching Practicums

Dr. Sunble Bibi
Assistant Professor, KFUEIT

Dr. Naeem Ullah
Assistant Professor/ HoD, KFUEIT

Dr. Shamsa Aziz
Secretary, NACTE

Dr. Humaira Abbasi, Lecturer, MUST AJK

Abstract

This research investigated the challenges faced by school principals during the teaching practicum at the University of Education Attock Campus. Using a qualitative descriptive phenomenological design within an interpretive paradigm, the study employed a census sampling strategy involving school principals. Data collection was conducted through self-developed semi-structured interviews, validated by expert evaluations and a pilot study. Thematic analysis rigor was ensured by establishing inter-coder reliability. The study was geographically focused on the University of Education Attock Campus. The research was grounded in a constructivist perspective, addressing challenges faced by school principals and offering insights for improving teacher preparation programs. Thematic analysis revealed key challenges in managing and supporting the practicum, including prospective teachers' lack of subject matter expertise, dependence on traditional methods, irregular attendance, transportation issues, limited student engagement, and classroom management difficulties. Additional challenges involved communication, infrastructure, cooperating teachers' attitudes, and the relationship between prospective teachers and students, which affected the practicum's effectiveness. Improved behavior, engagement, and learning environments were achieved through strategic efforts. School principals recommended better scheduling, innovative teacher training, and earlier practicum start dates for optimal integration. A multifaceted approach involving preparation, principal involvement, and continuous adaptation enhances practicum success. Ongoing professional development, modern teaching methods, and logistical support could reshape teacher training policies by fostering continuous improvement. Strengthening communication and improving infrastructure would create a more structured, supportive environment for prospective educators.

Keywords: teaching practicum, practicum challenges, qualitative research, school principal, teacher education programs

A Study of Technophobia Among the Faculty of Mirpur University of Science and Technology (MUST)

Sana Riaz

BS Student, Department of Education,

Faculty of Social Sciences and Humanities, MUST, Mirpur, AJK.

Abstract

Special skills need to be taught to teachers such as use technology step by step which will help teachers in educational way. The purpose of this study is to investigate fear of technology among teachers at Mirpur University of Science & Technology. The objective of this study to compare the technophobia between the different members of faculty of MUST. The research is “Quantitative” by nature. Convenient sampling has been used to collect data. The sample of 300 teachers selected to collect the data. The data of 300 teachers was collected through questionnaire. SPSS has been used to analyze the data. The findings of this study some teachers are confident about technology use in classrooms for teaching and some still don't know how to use technology properly or have hesitation to teach students through technological tools. The finding indicates that one barrier that prevents teacher from using of ICT in their teachings is lack of confidence. Another barrier which is directly related to teachers' confidence is teachers' competence in integrating ICT into pedagogical practice. The study suggests that teachers may learn to use technology step by step by which they will get exposure to different ideas and information, thus they can expand their perspective.

Keywords: *Professional development, Training sessions, Workshops and intuitive technological tools.*

Quality Assurance Framework and Standards for Improving the Quality of Education

Dr. Zarina Akhtar
Department of Teacher Education
International Islamic University, Islamabad

Abstract

In today's rapidly evolving educational landscape, the implementation of a comprehensive quality assurance (QA) framework and standards is vital for enhancing the quality of education. This paper explores the essential role of QA frameworks in promoting educational excellence by establishing clear standards for education system, fostering accountability, and facilitating continuous improvement by aligning educational objectives with measurable outcomes. In this paper quality standards are discussed started from the curriculum standards, teaching learning standards, assessment and evaluation standards, equity and inclusion standards, infrastructure and resources Standards, and leadership and governance standards. The alignment of these standards can ensure the smooth implementation of these standards ended on quality education at institutions. These frameworks not only ensure compliance with regulatory requirements but also exceed the expectations of students, parents, and other stakeholders. Through the integration of systematic evaluation processes, effective training programs, and active stakeholder engagement, educational institutions can cultivate a culture of quality that drives innovation and effectiveness. The paper highlights best practices and successful case studies that demonstrate the transformative impact of QA frameworks in various educational settings. Ultimately, adopting a robust QA framework empowers institutions to foster an environment of excellence, improve student learning outcomes, and adequately prepare learners for the complexities of a dynamic global society.

Keywords: *Quality Assurance, Curriculum standards, Teaching standards, Assessment and Evaluation Standards, Quality Education*

Effect of Metacognitive Strategies on Academic Achievement of Elementary School Students

Hafsa Shujat
MS Scholar, IIUI

Abstract

This study focused on the effect of metacognitive strategies on students' academic achievement in mathematics. There were eight categories of metacognitive strategies. The purpose of this study was to determine whether these eight categories of metacognitive strategies affected the academic achievements of elementary school students in mathematics. The objectives of this research were: a) to explore students' declarative knowledge awareness, b) to examine students' prior knowledge, c) to investigate students' conditional knowledge, d) to assess students' planning strategies, e) to analyze students' comprehensive monitoring, f) to explore information management strategies, g) to evaluate debugging strategies, h) to investigate evaluation strategies, and i) to explore the effect of metacognitive strategies on students' learning achievements. This study benefited students, teachers, and society by illuminating the impact of metacognitive strategies on the academic achievements of elementary school students. The literature review included previous studies related to metacognitive strategy awareness. The sample consisted of 60 students from grades six, seven, and eight, selected using a cluster sampling technique. Random sampling was also employed. A questionnaire was used as the research instrument, with respondents completing it through a personal survey to allow for discussion of any doubts with the researcher. The questionnaire was based on the work of Schraw, G. & Dennison, R.S. (1994), titled "Assessing Metacognitive Awareness," published in **Contemporary Educational Psychology**, 19, 460-475. Data were collected from students in grades six, seven, and eight and analyzed using SPSS with a One-Way ANOVA formula. The study concluded that metacognitive strategies did not have a significant effect on students' academic achievements in mathematics. However, mean scores suggested that students who used metacognitive strategies may have experienced some positive impact on their academic performance. Notably, information management strategies received the highest mean scores, while procedural knowledge scored the lowest.

Keywords: *metacognitive strategies, academic achievements, elementary school students*

Artificial Intelligence in Higher Education: Past, Present & Future

Farhan Ahmed

Assistant Professor, Department of Economics & Management Sciences
NED University of Engineering & Technology, Karachi, Pakistan

Abstract

Artificial Intelligence (AI) is becoming a vital resource in the field of education, with its integration offering the potential for personalized and globalized learning experiences since its inception for first time in early 1950s. This policy paper aims to explore the past, present and future of Artificial Intelligence (AI) in Higher Education. For this purpose, bibliometric data (published articles) from Web of Science (Clarivate Analytics) is extracted covering Web of Science Core Collection (SCI/SCIE/SSCI/ESCI) from 2010 to 2024 using a search query “TOPIC: ("Artificial Intelligence" AND "Higher Education") OR TITLE: ("Artificial Intelligence" AND "Higher Education") OR ABSTRACT: ("Artificial Intelligence" AND "Higher Education") OR KEYWORDS: ("Artificial Intelligence" AND "Higher Education") and finalized 2653 articles. Based on analysis, the most influential articles, countries, documents, source and authors along with the seven future research streams have been identified after content analysis and these *streams* (following future research questions) include *Personalized Learning Experiences* (Investigate how AI can tailor educational content to individual learning styles, preferences, and paces), *AI-Driven Assessment and Feedback* (Explore automated assessment tools and their impact on grading consistency and student feedback), *Predictive Analytics for Student Success* (Examine the use of AI to predict student performance and identify at-risk students early), *Enhancing Teaching Effectiveness* (Study the integration of AI tools to support educators in lesson planning, content delivery, and student interaction), *AI for Administrative Efficiency* (Explore how AI can streamline administrative processes such as enrollment, course scheduling, and resource allocation), *Integration of AI and Learning Management Systems* (Research how AI can enhance LMS functionalities, improving user experiences for both students and instructors) and *Virtual and Augmented Reality (VR/AR) in AI-Enhanced Learning* (Examine the use of AI in developing immersive VR/AR learning experiences and their impact on knowledge retention and engagement). The findings of this research highlights critical areas for innovative applications and strategies that can further enhance educational outcomes and equity in higher education globally.

Keywords: Artificial Intelligence; Machine Learning; Deep Learning, Higher Education

Relationship Between Self-Efficacy and Instructional Practices of English Language Teachers at Secondary Level School in Islamabad

Humaira Batool

Researcher, International Islamic University Islamabad.

Dr. Shamsa Aziz

Secretary, NACTE, Islamabad

Abstract

Self-efficacy indicates person's trust on their ability to perform a behavior when essential to complete a work and self-efficacy of teachers refers teacher's belief in their capabilities to efficiently tackle the challenges and perform academic tasks effectively. Furthermore, instructional practices indicate command of teacher in his/her subject matter, pedagogical competences, assessment skills, classroom management and controlling skills. Therefore, the study was conducted to explore the relationship between self-efficacy and instructional practices of English language teachers. Objectives of the study were: to determine the level of self-efficacy among English teachers regarding English as a second language, to explore the instructional practices of English language teacher and to find out relationship between self-efficacy and the instructional practices of English language teachers. The research study was delimited to Islamabad Model School for Girls (IMSGs) and English language teachers of secondary level schools (9th and 10th) of IMSGs. The study used a quantitative approach, descriptive and correlational design. According to the Federal Directorate of Education there were 51 IMSGs and all the English language teachers of secondary level of those IMSGs were the population of this study i.e. 153. Sample size was taken according to LR Gay table (2012) which is 108. Simple random sampling technique was used and the sample was selected through lottery method technique. Two instruments were used i.e. Self-Efficacy Instrument and Instructional Practices Instrument. These instruments had been developed on the basis of literature review. Self-Efficacy Instrument was used to measure the self-efficacy of English language teachers and Instructional Practices Instrument was used to measure the instructional practices of English language teachers. The validity of the questionnaires was checked by experts. After checking the validity, a pilot test was conducted on 27 English teachers of Islamabad Model Schools for Girls and Cronbach Alpha was applied for calculating the reliability. For analysis of the data descriptive statistics (frequency and percentage) and Pearson Product Moment Correlation was applied. The results of the study showed that there was positive weak and statistically significant relationship between self-efficacy and instructional practices of English language teachers and majority of English language teachers have high level of self-efficacy. Therefore, it is recommended to English teachers that they may work on their four basic skills of English language in order to improve their mastery experience, vicarious experience, emotional and physiological conditions and social persuasion.

Keywords: *Self-efficacy, Instructional Practices, English as a second language.*

Role of Principal in Professional Development of Teachers at College Level

Farzana Iqbal

Lecturer, Kinnaird College For Women University

Maham Muzamil

Kinnaird College For Women University

Abstract

The role of the principal in supporting the professional development of teachers at the college level is critical for improving their teaching practices. Over the years, the focus of educational leadership has shifted from administrative and managerial tasks to a more instructional leadership role, where principals are expected to actively engage in the professional development of their staff. The study was conducted to find out the role of principal in professional development of teachers at college level. The population of the study was male and female teachers of different private colleges of district Lahore. Through convenience sampling, 400 teachers were selected. Professional development Questionnaire was used for this study. The data was analyzed using descriptive and independent sample t-test to compare professional development between male and female teachers of colleges in Lahore. Results indicate that Professional development enhances teachers' abilities to improve students' learning." had the highest mean score i.e. $M=4.75$ which suggested that majority of respondent were agreed with the statement. Results shows that male and female teachers were significantly different in role of principal in professional development ($P>0.05$). The key conclusion of this study highlights the significant role that principals play in the professional development of teachers at the college level. The results indicate that professional development initiatives led by principals greatly enhance teachers' abilities to improve student learning outcomes, as evidenced by the highest mean score ($M=4.75$) for this aspect

Keywords: *Principal Role, Professional development, Private college*

Exploring the Perceptions of Students and Teachers on Use of AI and Academic Integrity at University Level

Dr. Sayida Asma Dilshad
Assistant Professor, University of Education Lahore

Sobia Noreen
Govt Associate College for Women 47 MB Khushab

Abstract

The primary aim of this study is to explore the perceptions of students and teachers regarding the use of AI in academic contexts and how these perceptions influence their views on academic integrity. Specifically, the research seeks to answer the following objectives: To find out the perceptions of students regarding the use of AI tools in terms of their potential to support or hinder academic integrity. To explore the concerns of teachers regarding the integration of AI in assessment, grading, and proctoring systems. To find out the ethical and practical challenges faced by universities in maintaining academic integrity while adopting AI-based systems. The study is significant because it addresses a growing concern in higher education—how to effectively incorporate AI while preserving the core academic values of honesty, fairness, and accountability. As AI becomes more prevalent in universities, there is a pressing need to understand how it impacts student behavior, teacher attitudes, and institutional practices related to academic integrity. This research employs a mixed-methods approach, combining both quantitative and qualitative data collection to provide a comprehensive understanding of the perceptions of AI and academic integrity. The population of the study was students of two universities, university of Education and university of Sargodha. Stratified Random sampling technique was applied to collect the data from students and teachers of Education, English, Zoology and Mathematics departments. The total population of the study was 800 students and 30 teachers, 400 students and 30 teachers were selected as sample of the study. A questionnaire and in depth interviews were administered to collect the data. Data were analyzed through inferential and thematic statistics to find out the results. The study also incorporates a comparative analysis of AI usage across different academic disciplines and regional contexts to examine how perceptions may vary based on the nature of the field or geographical location. Preliminary findings from the quantitative data suggest that students have mixed feelings about the use of AI in academia. While many recognize the value of AI in enhancing learning and providing immediate feedback, a significant proportion expressed concerns about the fairness and transparency of AI-powered assessment tools. Some students reported feeling anxious about the use of AI in grading, citing a lack of human judgment and potential biases in automated systems. From the teachers' perspective, the integration of AI in education is seen as both a promising and challenging development. While AI tools such as plagiarism detectors are appreciated for their ability to uphold academic integrity, there is a sense of unease about the over-reliance on AI, particularly in areas like remote proctoring during exams.

Keywords: Artificial Intelligence, Academic Integrity, University, Teachers, Students

Improving Vocabulary Mastery: The Impact of Ending Letter Activities on 8th Graders' Word Recognition

Syed Razi Ul Hussnain
Mphil Scholar, Air University, Islamabad

Dr. Sohaib Sultan
Department of Humanities and Education, Air University, Islamabad

Dr. Sadaf Zamir Ahmed
Department of Humanities and Education, Air University, Islamabad

Abstract

Vocabulary is one of the most crucial language aspects which has to be learned when students are learning a language because vocabulary plays an important role in all English skills. Studies show that engaging students with game-based activities increases their involvement and leads to better language acquisition. This study examines the effectiveness of an "ending letter" activity in enhancing English vocabulary recognition among 8th-grade students. Addressing a gap in current educational practices, the research implements a four-week intervention design to actively engage students in vocabulary acquisition. Recognizing the diversity of learning styles, particularly verbal and visual. This study aims to move beyond traditional passive learning methods by introducing interactive game-based activities. The purpose is to evaluate how these activities can improve academic performance and create a more conducive learning environment. The study employs a quantitative research design, utilizing multiple-choice vocabulary test and pre-post tests of equal difficulty to measure the intervention's impact. The tests were administered to the students who volunteered for the study with data collected in a real classroom setting. The results demonstrated a significant improvement in vocabulary recognition, validating the "ending letter" activity as an effective pedagogical tool. These findings have significant implications for both future research and educational practices. They highlight the importance of incorporating active learning strategies into curriculum to enhance student's engagement, retention of concepts and also improving classroom time management. The study suggests that further exploration and wider adoption of game-based learning activities could lead to enhance educational outcomes, especially in vocabulary instruction.

Keywords: *English Vocabulary, Ending Letter Activity, Word Recognition*

Comparing Self-Regulation Levels of Prospective Teachers in Formal and Distance Education Programs

Iqra Yaseen

MPhil. Scholar, Air University, Islamabad

Dr. Sohaib Sultan

Department of Humanities and Education, Air University, Islamabad

Dr. Sadaf Zamir Ahmed

Department of Humanities and Education, Air University, Islamabad

Abstract

Self-regulation, incorporating planning, monitoring, controlling, and reflecting behaviors, plays a critical role in academic success and professional development. This study aims to compare the self-regulation levels of prospective teachers enrolled in formal and distance education programs, specifically investigating how the four factors of self-regulation (planning, monitoring, controlling, and reflecting) differ between these two groups. Additionally, it seeks to determine whether prospective teachers in distance education institutions exhibit higher self-regulation compared to those in formal education settings. A sample of 100 prospective teachers, with 50 from Allama Iqbal Open University (AIOU) and 50 from formal universities, participated in the study. The Self-Regulation Scale (SRS) will be utilized as the primary instrument to measure self-regulatory behaviors. A quantitative research design will be employed, using descriptive statistics, t-tests, and regression analysis to examine the data. It is hypothesized that prospective teachers from distance education institutions will score higher on the self-regulation scale than their formal education counterparts, given the autonomy and self-directed nature of distance learning. The study's findings are expected to highlight significant differences in self-regulation levels, offering insights into how educational formats influence self-regulatory behaviors. The results will contribute to understanding how self-regulation varies between educational settings, providing valuable recommendations for enhancing teacher training programs. The study's conclusions may suggest the need for tailored interventions in formal education to foster self-regulation skills comparable to those observed in distance education learners.

Keywords: *Self-regulation, prospective teachers, distance education, formal education, self-regulation scale, teacher training programs*

Challenges and Opportunities: The Experiences of Female Faculty Organizing Co-Curricular Activities at International Islamic University Islamabad (IIUI)

Ms. Sumaira Batool

Department of Educational Leadership & Management,
International Islamic University Islamabad

Abstract

This research explores the challenges, experiences, and opportunities faced by female faculty members in organizing co-curricular activities at the International Islamic University Islamabad (IIUI). Co-curricular activities play a critical role in student development, fostering leadership, creativity, and interpersonal skills. However, female faculty members often face unique obstacles in managing these responsibilities, balancing cultural expectations, gender norms, and institutional constraints. Through qualitative interviews with 15 female faculty members across various departments, this study identifies key challenges such as administrative support gaps, gender-specific barriers, and the tension between academic responsibilities and co-curricular commitments. It also highlights the resilience and motivation these faculty members demonstrate in promoting student engagement despite these hurdles. The paper concludes by offering recommendations for institutional reforms that provide better support for female faculty, including improved resource allocation, recognition of co-curricular contributions, and gender-sensitive policies to foster a more inclusive environment.

Keywords: *Co-curricular activities, academic responsibilities, experiences*

Relationship between Self-Esteem and Social Anxiety of Male and Female University Students

Huma Majeed

Researcher, International Islamic University Islamabad

Abstract

The present study was aim to investigate the relationship between self-esteem and social anxiety of male and female university students. The research study was found out the level of self-esteem and social anxiety and relationship between self-esteem and social anxiety and was compared the level of self-esteem and social anxiety of male and female students. Descriptive quantitative research were be used. This research study was conducted on Master level students of faculty of social sciences from male and female campus of IIUI University. The research study was conducted on three departments (M.A Education, MSc Media & Communication, and MSc Psychology) of faculty of social sciences, the total population of this research was 105 male students and 216 female students and the sample size of selected population was 86 male students and 140 female students. The researcher was taking 140 female students as sample and 86 male students as sample through the Gay (2012). The technique of stratified random sampling was used by the researcher. The research study survey in nature. In this study close-ended questionnaire was used. Data was analyzed through percentage, Pearson product-moment correlation co-efficient for correlation, and t-test for comparison. The major findings of this study reflected strong positive relationship between self-esteem and social anxiety scores of the students. Thus it was concluded that the social anxiety of male higher than the female students. Thus, the HO2 was rejected as there was a significant difference between the score of self-esteem and social anxiety of male and female university students. The recommendations of this study was the most of students have low self-esteem and high social anxiety. So, it is recommended that university and departments to work on counselling programs for enhancing the self-esteem of students and reducing the social anxiety of students while designing the self-esteem enhancement and reducing social anxiety programs, consider the cognitive approach that places the emphasis on developing positive mental attitudes, help students to think about their feelings and adopt healthier ways of interpreting or relating to the events that occur in their lives. Holding workshops and seminars for fresh students at the beginning of each academic year, to alleviate their feeling of stress and social anxiety and to raise the level of their self-esteem. Promoting the participation of students with low self-esteem and higher social anxiety in social activities, collaborative work, and social engagement to help them form a positive self-image and reduce social anxiety of students.

Keywords: *Self-esteem, Social anxiety, University Students*

Studying the Factors Affecting Learning of English at Secondary Level in District Haveli (Kahuta) AJK

Tahira Tariq

B. ED (Hons), Department of Teacher Education
International Islamic University Islamabad

Abstract

Despite being a crucial skill for future opportunities, English learning remains alarmingly low among students, hindering their academic and professional projects. The research aims is to Studying the Factors Affecting Learning of English Language at Secondary Level in District Haveli Kahuta. The main objectives of the study were included: To find out the factors affecting the learning of English at secondary level of district Haveli Kahuta. To know the social and economic factors affecting English language at secondary level. To provide a base for improvement of teaching English as a second language at secondary school level. The research questions were: What are the factors affecting English language learning at secondary level in district Haveli Kahuta? What according to English teachers are the main factors affecting the learning of English at secondary level? What according to students are the main factors affecting the learning of English at secondary level? The study was descriptive in nature. The population of the study was included all the secondary schools, Class X students, and English teachers of secondary schools of district Haveli Kahuta. The sample of the study was selected randomly. It was included, 4 secondary schools, 100 students of class X and 20 English teachers in district Haveli Kahuta. Questionnaires were used as the main tool of research with five-point Likert scale. Data was analyzed using descriptive statistics mean. The main factors identified by the study were including the following: Parents social status, Parents economic status, Family support, home climate, Availability of practices tools like TV, Radio etc. Qualification of teachers, teaching methodologies, Size of class, use of Audio-visual aids, Incentives for teachers, Medium of instruction, Teacher competences, School location and standard. The study made the following recommendations: There may be properly trained and qualified teachers for teaching English language to students at secondary level. The parents may co-operate their children about the learning difficulties and guide them properly. The learning environment for language learner may be made more conducive.

Keywords: *English learning, Economical factors, social factors*

Workplace-Based Assessment (WPBA) of Postgraduate Trainees in Public Sector Teaching Hospitals of Rawalpindi: A Comparative Study

Dr. Rizwana Shahid,

Assistant Professor Community Medicine, Rawalpindi Medical University

Dr. Farzana Fatima,

Rawalpindi Medical University

Narjis Zaidi

Rawalpindi Medical University

Abstract

The objectives of the study were to compare the results of the workplace-based assessment (WPBA) done to measure clinical reasoning and performance of postgraduate trainees through employing the tools of Direct Observation of Procedural Skills (DOPS), Mini-clinical evaluation exercise (Mini-CEX) and case-based discussion (CbD) and to review the strengths and weaknesses of the trainees. A cross-sectional comparative study was done among 202 university residents to compare the scores attained by them during different workplace-based assessments. The trainees were assessed by DOPS, Mini-CEX and CbD during March-April 2024 by external assessors. Standard rating scales were used for this purpose. Data was collected from the departments about the number of trainees assessed, their scores and feedback from the assessors. Data was analyzed by using Microsoft Excel 2016 software. Descriptive statistics were applied. Of the 202 trainees, 92 were from Holy Family Hospital while 81 and 29 were from Benazir Bhutto Hospital and Rawalpindi Teaching Hospital respectively. Around 109, 60 and 33 were assessed through Mini-CEX, DOPS and CbD respectively. Overall % of the Medicine & Allied and Surgery and Allied trainees assessed through Mini-CEX were 55.4% and 55.8% respectively. Most of the Obstetrics & Gynecology trainees were assessed through DOPS with a 52.2% result while Anesthesia trainees undergoing DOPS achieved a 62.7% score. All MD Pediatrics trainees were subjected to CbD with a 58.6% score. Comparatively higher scores were achieved by trainees assessed by CbD (60.8%) than those assessed by Mini-CEX (59.7%) and DOPS (57.7%). Trainees were good in presentation and communication skills in addition to clinical reasoning. However, improvement in theoretical knowledge and clinical competencies was required. CbD assessments revealed overall higher scores than those of DOPS and Mini-CEX. The clinical reasoning, presentation and communication skills of trainees were up to the mark.

Keywords: *Workplace-based assessment, mini-clinical evaluation exercise, case-based discussion, direct observation of procedural skills*

Investigation of Lecture and Demonstration Method in The Teaching of Science at Elementary Level in Haveli Kahuta Azad Jammu and Kashmir

Saba Liaquat Kayani

MS Scholar, Department of Teacher Education

International Islamic University Islamabad

Abstract

Science plays a pivotal role in our life. Science is one of the most important channels of knowledge. Students' achievement in this subject at all levels of education was consistently poor. In an attempt to solve this problem, this study determined the effect of lecture and demonstration methods in teaching science at the elementary level in Haveli Kahuta AJ&K. The objective of the study was to find out the achievement scores of elementary students in the subject of science with demonstration and lecture methods. The study adopted an experimental design. The participants of the study were students of class 8th of Govt. Girls High School Haveli Kahuta, for experimenting, the investigator used pre-test and post-test comparison group design. Two groups were made to conduct this study i.e., experimental group and control group. The experimental group was taught by demonstration method (18 students) and the control group was taught by lecture method (18 students). 100 items (MCQs) were made based on a table of specifications for data collection and data were analyzed using a t-test at a significant level of 0.05. 100 Items were the same for both groups (Pre-test, post-test). The study's findings revealed a significant difference in the mean scores of the students a significant difference was noted between the control group and experimental group. Results obtained revealed that students performed better in science when taught using the demonstration method than when the lecture method was used. It was, therefore, recommended that the demonstration method be used with confidence to teach science at the elementary level. Resources are most important for the implementation of the demonstration. The government may provide adequate resources for the implementation of demonstration methods in the teaching of science

Keywords: *Demonstration Method, Lecture Method, Teaching of Science.*

Socioeconomic Status and Access to Quality Higher Education at Tertiary Level

Ms. Noor ul Ain

MPhil Education Scholar, Department of Educational Sciences, NUML

Dr. Obaid Ullah

Assistant Professor, Department of Educational Sciences

Manager, Quality Enhancement Cell, NUML

Abstract

Socioeconomic status is an essential aspect of human life, related to holistic development and wellbeing of an individual. The current study explores the role of socioeconomic status in order to access quality higher education. The purpose of this research was to examine how socioeconomic status influence student's access to equal quality education and to analyze the disparities between students from different socioeconomic backgrounds while accessing to higher education resources. A quantitative research focusing non-experimental research design using descriptive research. The population of the study constitutes all the students Department of Educational Sciences, Department of Applied Psychology and Department of International Relations (N=260) of National University of Modern Languages, Islamabad. From these department, the 1st and 2nd semester's students were selected as a sample of the study. The sample size was selected through sample size determination techniques (S=152) using proportionate random sampling. The data was collected through validated 5 points like Likert scale questionnaire having the Cronbach Alpha of 0.756. The collected data was analyzed using Ordinal Regression Analysis (ORA) after satisfying the assumptions. The results reveals that socioeconomic status have significant influence over students access to quality education having the Cox and Snell, Nagelkerke and McFadden values as 0.24, 0.26 and 0.11 respectively showing weak relationship between the predictors and outcomes. The study recommends that the students having good grades be accorded with financial incentives by the government bodies to get higher education, and to reimburse their tuition fee (as a token of incentives) if they complete their degree in a minimum time period (particularly for MPhil & PhD scholars).

Keywords: *Quality Education, Access, Ordinal Regression Analysis*

Exploring the Association between Curriculum Content and Learning Objectives at the Primary Level. An Analysis of Curriculum Mapping

Salma

PhD (Education) Greenwich University, Karachi

Lubna Oad

Assistant Professor (Education) Benazir Bhutto Shaheed University, Layari

Abstract

This research investigates the relationship between curriculum content and learning objectives in primary education with specific emphasis on the process of curriculum mapping and its impact on student learning. Curriculum mapping is an essential procedure that ensures rational and successful learning experiences by aligning curriculum content with learning objectives. Through an analysis of curriculum documents and complete data collection with educators this research inquiries into the extent to which curriculum content is aligned with learning objectives. This research employs a quantitative approach and analysis method survey questions were conducted by primary school teachers in the district of Sukkur. The findings disclose a significant dissimilarity between the two with curriculum contents often concealing learning objectives. This mismatch is attributed to particular factors which include overly broad curriculum contents, lack of clear learning objectives, insufficient teacher training, and pressure to cover content. This study focuses attention on the need for a more balanced proceed toward curriculum design, and organizing both contents and learning objectives. To label this the research suggests streamlining curriculum contents, clarifying learning objectives, increasing teacher professional development, and encouraging a more student-centered approach. By giving an address to these areas educators and lawmakers can make better curriculum mapping, leading to a more effectual and engaging learning experience for primary-level students. Finally, this research works towards to provide to the development of a more coherent and effective curriculum that supports the learning needs of primary-level students.

Keywords: *Curriculum mapping, learning outcomes, learning objectives, and primary level education.*

Thinking Beyond Words: Evaluating Critical Thinking Skills in Scheme of BS English Program at PU and GCUF, Punjab, Pakistan

Amna Fayyaz

Lecturer, Department of English
Govt. College Women University, Sialkot

Amna Zahid

Lecturer, Department of English
Govt. College Women University, Sialkot

Abstract

The study dives deep into the need of dissecting the scheme of studies nuances of the BS English program at Punjab University (PU) Lahore and Govt. College University Faisalabad (GCUF) to gauge cognitive and critical thinking prowess. Existing literature has flagged a research gap in dissecting critical thinking skills within the BS English program's framework. This inquiry probes how the scheme of studies structure of these prestigious universities fortify students' cognitive and critical thinking acumen and their competitive edge in the BS English program arena. The research methodology adopts a quantitative lens intertwined with content analysis. Cluster sampling pinpoints key cities in Punjab (Lahore, and Faisalabad), stratified sampling steers premier university selection (PU and GCUF), and purposive sampling drills down into each course objectives. The Critical Thinking Evaluation Model acts as the litmus test for gauging cognitive to critical thinking skills levels. The discoveries unfurl that both institutions place a premium on a gamut of skills, kicking off from foundational knowledge and traversing through comprehension, conceptualization, implementation, analysis, evaluation, creativity, and self-directed learning. Curriculum developers predominantly spotlight implementation-centric skills, trailed by comprehension and foundational knowledge. Other proficiencies garner relatively less focus, particularly in bolstering robust concepts linked to everyday scenarios and domain-specific issues. The study accentuates the urgency for higher education establishments to mindfully evaluate and tailor their BS English program study plan to enrich learners' critical thinking prowess in sync with the demands of the 21st century. This exploration stands as a beacon for higher education institutions to recalibrate their BS English program study plan, nurturing critical thinking skills vital for students to thrive in the contemporary landscape. Moving forward, it is recommended that universities integrate more experiential learning opportunities, interdisciplinary approaches, and real-world problem-solving tasks to further hone students' critical thinking abilities and prepare them for the dynamic challenges of the future.

Keywords: *Teaching and Learning; Critical Thinking Skills; BS English Program; Scheme of Studies*

Critical Analysis of the Relationship between Distributed Leadership and Educational Outcomes

Saliha Khan

Ph.D. Scholar, Department of Educational Sciences.

National University of Modern Languages (NUML), Islamabad

Abstract

The concept of distributed leadership reflects the belief that a group's combined strength is greater than the sum of any one person's abilities. The school community, including stakeholders in addition to the leader, participates in decentralized decision-making through a collaborative method. This paper analyze the relationship between distributed leadership and educational outcomes of students, effect of distributed leadership on teaching and learning practices, teacher motivation, job satisfaction, and professional development. Qualitative and conceptual approaches were used to draw scientifically valid conclusions. A critical literature analysis was used to collect the data. Distributed leadership can improve student educational outcome, teacher job satisfaction, and professional development by boosting cooperation, engagement, and efficacy in educational settings.

Keywords: *Analysis, distributed leadership, educational outcome, development, cooperation.*

Key Factors Influencing High Academic Performance among Students at the Higher Secondary School Level: A Study of Punjab College, Sialkot Cluster

Muhammad Usman Hayat

PhD Scholar, Department of Educational Leadership & Management,
IIUI, Islamabad.

Abstract

This study evaluates the factors contributing to the success of high-achieving higher secondary students studying in the Punjab College Sialkot Cluster. The objectives include assessing the impact of teaching style, student motivation, parental involvement, and availability of resources on academic achievement. A cross-sectional survey design was employed, and quantitative data were collected through structured questionnaires administered to a sample of 295 students and faculty members from cluster campuses in Sialkot, Shakargarh, Zafarwal, Narowal, Pasrur, Said Pur, and Citi Housing Society. The survey measured various aspects of the educational environment, including students' perceptions of teaching strategies, feedback, motivation, and institutional support. Descriptive and inferential statistics were used to examine relationships between academic achievement and these contributing factors. Results indicate that effective teaching methods, constructive feedback, and active student participation significantly impact academic success. Furthermore, findings suggest that sustained student motivation and organizational support from the colleges are essential for continued student achievement. These recommendations can assist educational institutions in developing targeted strategies to enhance and sustain high academic standards among higher secondary students.

Keywords: *Academic Performance, Teaching Methods, Parental Involvement*

Leveraging Generative AI for Learning in Higher Education: Empowering Learners' Self-Regulation and Cognitive Development through Innovative Approaches

S M Ishaq
Ph.D. Scholar (Education)

Dr. Azhar Mehmood
Associate Professor, Department of Educational Leadership and Management
International Islamic University Islamabad

Sehar Nazz
Tameer-I-Nau Public Schools & College

Abstracts

The technology integration in education open generational AI is an innovative component and opportunity to empower students by offering personalized learning experiences, such as AI-driven feedback, immersive simulations, and collaborative tools that foster autonomous, reflective, and critical thinking among them. These state-of-the-art approaches address the limitations of traditional educational settings, providing a more engaging and motivating learning experience while promoting academic success. This inclusion in education enhances the creativity among learners and educators by efficient utilization of such active technological tools. The quantitative research survey research design employed a total population of 800 students and 200 faculties, where 230 sampled respondents were 30 item le-kart scale survey questioners. Findings of the study indicated a strong positive correlation (94%) between the use of generative AI tools and improvements in learners' self-regulated and cognitive development, supported by an R-value of.92% and the value of Beta coefficient.86%. the leverages of generative enhance These results highlight the significant potential of AI-driven learning paths, brainstorming among the learners, which help the learners self-regulated learning critical ability problem solving, close interaction with contents concept absorptions, feedback systems, and interactive simulations to enhance students' cognitive growth and motivation, indicating that AI can serve as a valuable tool for fostering learner development in promoting critical thinking, problem-solving, creativity, and intellectual. The generative AI tools work as collaborative virtual assistants to improve the learner's idea and area of study on how generative AI impacts academic achievements, retention rates, and overall student success. Recommends further research on the extents of learners' motivation, collaborative learning dynamics with technology, and worth of generative AI in class ongoing creativity and feedback. Exploring these elements may lead to deeper insights into how generative AI can be effectively integrated into higher education to maximise learning outcomes and enhance overall human development to the stockholder's attention.

Keywords: *Self-Regulated Learnings, Cognitive, Generative AI-driven, Generative AI Leveraging*

Leadership Attributes of Male and Female School Managers: An Interpretive Phenomenological Study

Sara Siddique
PhD Scholar, Department of Educational Sciences,
National University of Modern Languages, Islamabad

Dr. Wajeeha Aurangzeb
Associate Professor, Department of Educational Sciences
National University of Modern Languages, Islamabad

Abstract

This qualitative study explores the personality and leadership attributes stereotypically associated with male and female school managers in public sector educational institutions. Using the Interpretive Phenomenological Approach, 6 male and female high school managers from Wah Cantt and Taxila were purposively selected and interviewed using semi-structured interviews. Their interviews were transcribed and analyzed for overgeneralized leadership attributes using Smith's Interpretive Phenomenological Analysis. The study found that negative attributes such as carelessness, laziness, ill-planning, non-seriousness, casualness, emotionlessness, strictness, prone to taking shortcuts, less punctuality, prone to financial embezzlement, less devotion, less discipline and irresponsibility are associated with male managers. The positive attributes stereotypically associated with male managers are being strong decision-makers, level-headed, and good at financial matters. Similarly, the study found that negative attributes associated with female managers include less efficiency, incompetency, emotional instability, hastiness, lack of practicality, poor financial management, weak decision making and lack of innovation. On the other hand, the positive attributes stereotypically associated with female managers are being capable, insightful, team-oriented and caring. The study also highlighted the prescriptive leadership styles and stereotypes associated with male and female managers. It concluded that both male and female managers face negative and positive overgeneralization of gender and leadership attributes in the public sector.

Keywords: *Interpretive Phenomenology, overgeneralization, stereotypes, leadership attributes, connotation*

Narratives of Transformation: How AI-Powered Edtutor Influences Self-Regulated Learning among Secondary Students

Safia Bibi

PhD Scholar, International Islamic University Islamabad

Dr. Farhana Khurshid

Fatima Jinnah Women University, Rawalpindi

Abstract

Artificial intelligence (AI) has emerged as a key factor in delivering personalized learning experiences tailored to individual students' needs and learning styles. This research explores how AI-powered Edtutor supports self-regulated learning (SRL), which is characterized by students' ability to independently plan, monitor, and assess their learning activities. Zimmerman's Self-Regulated Learning Cyclical Model (2002) is used as the theoretical framework. Employing a qualitative approach, the study combines assessments of academic performance and student engagement with qualitative insights from focus group discussions. The qualitative component delves into students' experiences and perceptions to identify both the benefits and challenges of implementing Edtutor in diverse educational contexts. A sample of 50 ninth-grade secondary school students from a Government Girls' High School in Rawalpindi was selected for the study. The subject of biology was taught using Edtutor, an AI-based tool. Data were collected through focus group discussions, providing in-depth perspectives on the tool's effectiveness. Eight focus group discussions were conducted, with 6-7 students in each group. The discussions were recorded with their consent using an audio recorder to maintain the originality of the data. The discussions were transcribed manually, and the data were analyzed through deductive thematic analysis and coding. Preliminary findings suggest that Edtutor significantly enhances students' SRL capabilities, leading to improved academic outcomes and increased student autonomy. However, challenges such as ensuring equitable access and addressing ethical concerns related to data privacy and algorithmic bias were also identified. This study contributes to the growing body of knowledge on AI in education by providing empirical evidence of Edtutor's efficacy in promoting SRL. The findings offer valuable insights for educators, policymakers, and technology developers aiming to leverage AI's potential to transform teaching and learning practices in secondary education. Future research should explore the long-term impacts and scalability of AI-driven tools in diverse educational settings.

Keywords: *Artificial Intelligence, Self-Regulated Learning, Edtutor, Secondary School Students, Biology Education*

Research and Innovation in the field of Higher Education in Pakistan and India: A Comparative Analysis

Dr Tayyaba Ashraf

Deputy Director, Punjab Curriculum and Textbook Board (PCTB), Lahore, Pakistan

Emaan Tabassum

Student, Lahore University of Management Sciences (LUMS), Lahore, Pakistan

Khadija Tabassum

Student, Torrens University, St Kilda, Melbourne, Australia

Abstract

This study compares research innovations and strategies between Pakistan and India. This comparison analysis provides insight to policymakers on enhancing their research ecosystems and promoting sustainable development by finding their strengths and gap areas. This research is based on documentary analysis. Data was collected from official resources of Pakistan and India, such as National Education Policies and Economic Surveys. Several vital indicators were focused on, such as funding, institutional support, and collaborative efforts. Findings show that Pakistan is making significant advancements in particular fields like information technology and agriculture. At the same time, India has built a more resilient infrastructure for research innovation, marked by greater investment and stronger international connections. The research emphasizes the significance of international collaborations and legislative frameworks for promoting innovation. It will help to find the creativity gaps in several areas, i.e., investment in research & development, research output, innovation ecosystem, quality of research, and talent pool. In order to close the innovation gap, this study compares the research environments in Pakistan and India. Both countries show potential in research and innovation. However, India currently leads in several key areas. Pakistan has made strides, especially in recent years, but addressing funding, infrastructure, and collaboration challenges is essential for enhancing its research and innovation landscape. The recommendations include enhancing Pakistan's funding systems and encouraging multidisciplinary research.

Keywords: *Comparative analysis, Innovation, International collaboration*

Cultivating Leadership for Sustainability: The Role of Universities of Azad Jammu and Kashmir in Preparing Future Leaders for Global Sustainability Initiatives

Tahzeeb Mahreen
Lecturer Education/Deputy Registrar,
Women University of Azad Jammu and Kashmir Bagh

Abstract

As the global community faces increasingly complex environmental, social, and economic challenges, the demand for leaders equipped to drive sustainability initiatives across various sectors has never been greater. This research is focused in examining the critical role that universities of Azad Jammu and Kashmir play in cultivating the leadership skills necessary for students to become effective agents of sustainable development. By integrating sustainability into curricula, fostering interdisciplinary collaboration, and providing experiential learning opportunities, universities are uniquely positioned to prepare future leaders for the multifaceted demands of sustainability leadership. The study is focused on the research objectives (a) to evaluate the extent to which the current curricula of universities in Azad Jammu and Kashmir incorporate sustainability and leadership competencies, (b) to identify specific challenges faced by universities in Azad Jammu and Kashmir in integrating sustainability-focused leadership education into their academic programs, (c) to assess the qualifications and preparedness of faculty members in Azad Jammu and Kashmir universities for delivering sustainability leadership education. This study is employing a mixed-methods approach under which sequential explanatory design is being used combining quantitative surveys with qualitative interviews to assess the effectiveness of sustainability leadership programs at 5 universities of AJK. The research explores key components of successful programs, including the incorporation of sustainability concepts into leadership training, opportunities for real-world application through internships and community projects, and the promotion of interdisciplinary thinking. Additionally, the study analyzes the impact of mentorship, extracurricular activities, and institutional support on students' leadership development. It is expected that the findings of the study will bring out holistic approaches to sustainability education and ways in producing preparing students and producing leaders to lead sustainability initiatives. The research will also highlight the importance of cultivating a campus culture that values sustainability and provides students with the resources and support needed to develop their leadership potential. By focusing on the intersection of education, leadership, and sustainability, this research will highlight the pivotal role of universities in shaping the next generation of leaders who will drive the global transition to a more sustainable future.

Keywords: *Sustainability, Leadership*

Effects of ChatGPT on Critical Thinking Skills among University Students in Islamabad

Sehrish Mateen

MS Scholar, Department of Teacher Education, IIUI

Abstract

Artificial intelligence plays an important role in today's world. It infuses in our education system and there are 180.5 million active users of ChatGPT and it's used 60.2% of all other AI tools. OpenAI created a cutting-edge Natural Language Processing model called ChatGPT. It is fit for producing human-like reactions to an extensive variety of text-based inputs. Critical thinking skills are the most essential skills of the 21st century it includes recognition of assumptions, evaluation of arguments and drawing conclusion. This study aimed to measure critical thinking skills among ChatGPT user. It measured the effect of ChatGPT use on critical thinking in university students and compared the level of critical thinking skills of ChatGPT users between National University of Modern Languages (NUML) and International Islamic University, Islamabad (IIUI). It is essential to recognize assumptions, evaluate arguments, and draw conclusions from various mediums to ensure improved analytical skills, enhanced decision-making, better academic performance, and increased self-confidence. A gap remained in understanding the extent to which critical thinking skills, as measured by the Watson Glaser III, are affected by ChatGPT among university students in Islamabad at BS level. This research study adopted survey research method which is "Cross-sectional" in design. The population was 928, identified by identifier survey. Stratified sampling was used to divide the population into universities and then systematic random sampling was used to select universities. Researcher has taken the list of all Islamabad universities in terms of their availability of BS Education department. The programs represented include BS in Education with English Language Teaching, Information Technology, Health and Physical Education, Educational Leadership and Management, B.Ed (Elementary), BS Education, and B.Ed Bridging in National University of Modern Languages and International Islamic University, Islamabad. The sample size was 370 ChatGPT users (L.R Gay). An adapted test of Watson Glaser was modified using table of specifications to measure critical thinking skills in terms of recognition of assumptions, evaluation of arguments and drawing conclusion. Questionnaires were collected using five-point Likert scale about ChatGpt use and its effect on critical thinking skills. Data were collected by online and onsite modes from primary sources. Cronbach alpha, construct and content validity measured the reliability and validity of the instruments. Mean, standard deviation, Regression analysis and t-test was used to analyse the data. The findings showed that ChatGPT provides quick access to wide range of information, help in generating new ideas and facilitate in information analysis. But unethical and completely rely on ChatGPT instead of exploring topics critically on their own may make them mentally handicapped. The recommendations showed that the proper training may be conducted on use of these tools so students can use these effectively and ethically.

Keywords: ChatGPT, Critical Thinking skills, University Students, Islamabad

Enhancing Technology Integration in Teaching: Assessing Prospective Teachers' TPACK at International Islamic University, Islamabad

Qudsia Shami
MS Scholar, IIUI

Abstract

The digital world is focusing on integration of technology with in teaching and learning. Keeping in view, this research helps future teachers gain the skills they need for technology integration by actively applying technology to advance teaching capabilities. The present study aims to explore the Technological, Pedagogical, and Content Knowledge (TPACK) among Prospective teachers regarding their pedagogical course of “Teaching of English” within the context of the International Islamic University, Islamabad. The research employs a universal sampling method, selecting a sample of 45 students from an intact class for investigation from Department of Teacher Education, IIUI. A self-developed questionnaire is utilized to collect the data from the prospective teachers. The perceptions of prospective teachers regarding their Technological Knowledge, Pedagogical Knowledge, and Content Knowledge regarding their pedagogical subject was gauged. Descriptive statistics, including percentages, mean scores, and cumulative mean score analysis, are employed to examine the respondents' perspectives regarding their Technological, Pedagogical, and Content Knowledge (TPACK). Results indicate that the selected Prospective teachers hold high perceptions regarding their Content Knowledge about the pedagogical course of “Teaching of English. As well as, they have high perceptions about having technological knowledge. However, their perceptions regarding technology integration for the subject of English is not at application level. They have understanding about technology integration but still lack practice of applying it in day-to-day teaching and learning. The study recommends the inclusion of additional courses and activities where students are allowed to integrate technology within pedagogy. Furthermore, the research suggests providing students opportunities to frequently use technology in their lessons and presentations to enhance their technological skills for future. On a broader level, seminars and webinars will be conducted by international experts to broaden the view of Prospective teachers regarding integration of technology with in pedagogy and content.

Keywords: *Prospective teachers, Technological Knowledge, Pedagogical Knowledge, Content Knowledge, Technological, Pedagogical and Content Knowledge.*

A Method for Improving the Pedagogical Competence of Indonesian High School Teachers in Arabic Distance Learning

Muhammad Badat Alauddin

Department of Linguistic and Literature, Faculty of Arabic
Islamic International University Islamabad, Pakistan

Muhammad. Nur Rochim Maksum

Department of Islamic Religious Education, Faculty of Islamic Studies
Muhammadiyah University of Surakarta, Indonesia

Abstract

The purpose of this study is to document how Indonesian Islamic high schools' teachers have responded to post-COVID Arabic language distance learning policies and strategies for enhancing their pedagogical proficiency. The study focuses on Indonesian Islamic high schools and how teachers have adapted to teaching Arabic language after the COVID-19 pandemic, particularly under distance learning policies. This research employs a qualitative approach using a phenomenological approach. Technical and source triangulation, as well as data analysis through data reduction, data presentation, and conclusion drawing, were used to ensure the validity of the data. This study found the following: 1) teachers face challenges when they first start teaching; 2) they keep searching for and implementing effective teaching strategies; 3) they struggle to engage students in the learning process; and 4) they need to adapt and provide guidance in order to comprehend and create lesson plans that adhere to the emergency curriculum. The key finding is that teachers faced significant difficulties when they first started with distance teaching. This likely included issues with technology, student engagement, and adapting teaching methods. Teachers are persistently looking for and trying out new teaching strategies to find what works best in a distance learning environment. Engaging students online proved to be a major hurdle. Keeping students interested and active in the learning process is more challenging without physical presence. Teachers need to adapt and provide guidance to align lesson plans with emergency curriculums that were put in place due to the pandemic. Additionally, in order to enhance teachers' pedagogical competency, the principal oversees instruction and plans a number of training courses that include practice, inspiration, and recommendations. Principals are actively overseeing the teaching process to ensure quality education. They are planning and organizing various training sessions aimed at improving teachers' skills, include: Hands-on training to enhance practical teaching skills, motivational sessions to keep teachers motivated and enthusiastic, and providing constructive feedback and recommendations to help teachers improve.

Keywords: *Teacher's Strategy, Pedagogic Competence, Distance Learning, Arabic Language Education*

Principals' Instructional Leadership Effect on High School Students' Academic Achievement

Muhammad Abbas

PhD Scholar, International Islamic University Islamabad

Abstract

The purpose of this applied study was to investigate the effect of principals' leadership effect on the academic achievement of students at secondary level. The study also focuses to understand the problem of poor academic achievement among high school students and to design interventions for school leaders to impact and improve high school students' literacy. Fifteen Pakistani secondary principals' self-perceived instructional leadership behaviors were scored using the three dimensions of the Principals Instructional Management Rating Scale (PIMRS). The independent variables were the principal's instructional behaviors, and the dependent variable was students' achievements at secondary school level in Pakistan for the 2023–2024 school year. Their academic achievement was analyzed. In addition, semi-structured interviews were conducted using four open-ended questions to gather further information about instructional leadership behaviors that contributed to students' literacy achievement. The study is grounded in the research of Bandura's social cognitive theory. The survey, demographic, and student achievement data were analyzed through the use of Pearson's product-moment correlation coefficient. Interviews were transcribed resulting in six common themes to all participants. Results revealed no significant relationship between the instructional leadership behaviors of Florida high principals and student reading achievement levels.

Keywords: *academic achievement, instructional leadership, principals' turnover, Read to Succeed Act, secondary literacy strategies, self-efficacy.*

Exploring Pakistani Online Instructors' Teaching Competencies: A Qualitative Inquiry

Maria Bibi

Visiting Faculty, Fatima Jinnah Women University, Rawalpindi

Dr. Farhana Khurshid

Associate Professor Fatima Jinnah University Rawalpindi

Abstract

In Pakistan, Online education at universities started at the beginning of this century by the establishment of a Virtual university in 2002 (Hussain, 2012). The online mode of education is different from traditional teaching-learning mode. Previous research studies have identified the teaching competencies of online instructors. This exploratory study identify the level of teaching competencies among online instructors. Participants of the study were online instructors (n=250) teaching in Virtual University, Pakistan, and Allama Iqbal Open University. The study was mixed methods in nature. Quantitative data was collected by administering the standardized 5-point Likert scale questionnaire developed by (Bigatel, Ragan, Kennan, May, & Redmond, 2012). The qualitative data consisted of semi-structured interviews with eight instructors. The research underpins by the 'Theory of categories of Teacher Knowledge base, 'Constructivism Theory' along with the 'Online Teaching competency' (OTC) matrix. For quantitative data analysis, descriptive statistics were calculated to identify the level of online teaching competencies among instructors, multiple linear regression was calculated to identify the influence of instructors' demographic variables and their online teaching competencies. For the qualitative data analysis, inductive coding and thematic analysis provided the details of instructors' views, opinions, and experiences about their online teaching. The instructors consider online classes as a community, they actively teach with innovative methods and an up-to-date curriculum. The findings show that for online teaching, the majority of online instructors have low and medium level of teaching competencies level. Findings showed that the demographic variables; 'qualification' and 'years of experience influence the teaching competencies of the online instructors as compared to the 'number of professional development trainings attended ' and 'age'. Moreover, findings also showed that the instructors' 'qualification', 'number of professional development trainings attended' and, 'years of experience' are the predictors of the online teaching competencies. The findings of the qualitative data analysis show that instructors teach with the help of different activities. The findings of the study encourage administration of online universities' where online teaching-learning are practiced to organize professional development workshops to improve the teaching competencies.

Keywords: *Online pedagogical competencies, teachers' knowledge, Constructivism, Online Education, teaching competencies, Teaching, and Learning.*

Assessment of Undergraduate Students' Lifelong Learning in the Context of Rapid Technological Change

Razzaq Ahmad

PhD Scholar, Department of Educational Leadership and Management, IIUI

Dr. Azhar Mahmood

Chairperson, Department of Educational Leadership and Management,
International Islamic University Islamabad

Abstract

The study was intended to assess undergraduate students' lifelong learning in the context of rapid technological change. The study's objectives were to determine the undergraduate students' perceptions of lifelong learning in the context of rapid technological change and to find the readiness of undergraduate students to engage in lifelong learning activities. This study employed a quantitative research design to assess undergraduate students' lifelong learning attitudes and behaviors. The population of the study was the undergraduate students of the Department of Chemistry, University of Swabi. The study sample was 96 students in the BS Chemistry program. A stratified sampling technique was used in this study. A self-developed Likert scale survey questionnaire was used for the collection of data. Data analysis was employed by using percentages and frequencies through SPSS. The findings of the study were: Many undergraduate students have positive responses regarding lifelong continuous learning being essential due to the rapid pace of technological change. Technological advancements have made it necessary to keep updating their skills throughout my life. They believed that lifelong learning is a way to stay relevant in a fast-changing job market, and technological change will significantly impact the skills needed in their future career. Learning new technologies excites me and motivates me to keep learning. Some of the students have negative responses regarding readiness to engage in lifelong learning that they are not confident in their ability to adapt to new learning environments. They feel demotivated to continue learning when the subject matter is difficult. They may not regularly set personal goals for acquiring new knowledge or skills. They may not plan to continue learning through formal education (e.g., certifications, degrees) after graduation. It may be recommended that resources and workshops be offered to the students that help them build confidence in their ability to adapt to new learning environments. Learning modules that introduce new technologies step by step may be introduced so students can gradually build familiarity without feeling overwhelmed. Students may be encouraged to set personal learning goals and create plans for acquiring new skills. It may be ensured that learning experiences relate to real-world job market needs and future career paths, helping students see the tangible benefits of continued learning. Students may be encouraged to explore certifications, short courses, and online learning platforms that offer flexible, ongoing education after graduation.

Keywords: *Technological, learning, students, skills, digital*

Relationship between Social Media Addiction and Students' Mental Health at University Level

Aqsa Wajid Abbasi

Researcher, International Islamic University Islamabad

Abstract

Social media has become immensely popular during the last one decade. Users have easy access to the dynamic and virtual social media platforms, which may encourage overuse and ultimately lead to social media addiction. Therefore, study aimed to find the relationship between social media addiction and students' mental health at university level. The objectives of the study were to a) determine the students' level of addiction to social media usage b) To explore students' mental health at university level and c) to investigate the relationship between students' mental health and social media addiction at university level. The study was delimited to Female campus of International Islamic University Islamabad. The study was further delimited to under graduate students of Faculty of Education and Faculty of Social Sciences. The study was quantitative in nature. Five-point Likert scale Questionnaire was used to collect data. The validity of instrument was checked by social sciences experts from the International Islamic university female campus. The reliability of questionnaires was measured by Cronbach Alpha method by using SPSS. Sample was taken from undergraduate students of Faculty of Education and Faculty of Social Sciences. The sample size of the study was 347 and selected according to L. R Gay table. Sample was taken from students of first four semester (age group 18_20) and last four semester (age group 21_24). To select sample size, proportional allocation was applied. Stratified proportionate sampling technique was used. The researcher personally visited the university campus to collect data from the respondents. For the analysis of the quantitative data descriptive statistics was applied, and frequency and percentages were calculated by using SPSS. The Person Product-Moment Correlation Coefficient was used to determine the relationship between students' mental health and social media addiction. The results showed that students of age group 21-24 were highly addicted to social media while students of age group 18-20 were moderately addicted to social media usage. According to the study's findings, there is a positive relationship between university students' mental health and social media addiction. It was recommended that universities may organize seminars and workshops to increase awareness about social media addiction and mental health outcomes. These session may provide students with knowledge and strategies to recognize and manage social media addiction.

Keywords: *Social media, social media addiction, mental health*

Need analysis on STEAM (Science, Technology, Engineering, Arts, Mathematics) to Enhance Students' Emerging Skills at the Secondary Level

Sehrish Khan

MS scholar, Department of Educational leadership and management, IIUI

Arshia Naeem

MS scholar, Department of Educational leadership and management, IIUI

Abstract

This study aims to analyze the need for STEAM education for secondary school students. Recently, STEAM (science, technology, engineering, arts, and mathematics) education has popularly emerged as a new pedagogy to improve necessary 21st-century skills for students' learning achievements. The arts (A) in STEAM is to enhance student learning, creativity development, and potential for success. The objectives of the study were; 1. to investigate the need for STEAM education over STEM education, and 2. to explore the perception of teachers regarding STEAM education. A mixed-methods approach was employed, combining surveys and interviews with teachers and students. The population of the study was the private secondary school teachers and students of Rawalpindi. A simple random sampling technique was used in the study. Data was collected from the personal visit of the researchers. Close-ended questionnaires were used to collect data from the students, and interviews were conducted with the teachers at the secondary level. Descriptive statistics (mean and percentage) and inferential statistics were used in the study for data analysis. The results highlight significant gaps in current education practices, including limited interdisciplinary connections, inadequate technology integration, and insufficient emphasis on creative problem-solving. The analysis reveals that STEAM education can enhance critical thinking, collaboration, innovation, and digital literacy skills in students. Furthermore, it identifies key implementation barriers, including teacher training needs, resource constraints, and curriculum limitations. This study's findings have significant implications for STEAM education policy, practice, and research. The need analysis reveals critical gaps in secondary-level STEAM education, emphasizing the importance of integrating arts and design thinking to foster creative problem-solving, critical thinking, and collaboration skills. The study's results inform: 1. Evidence-based policy development for STEAM education; 2. Teacher professional development programs focusing on interdisciplinary STEAM approaches; 3. Curriculum revisions to incorporate emerging skills and technologies; and 4. Resource allocation strategies for effective STEAM education. The study provides recommendations for educators, policymakers, and stakeholders to address these challenges and effectively integrate STEAM education, ultimately empowering secondary-level students with the skills necessary for success in an increasingly complex and technology-driven world.

Keywords: *STEM, STEAM, STEM to STEAM, Emerging skills, Project-based learning, Secondary Schools*

Tendencies of Academic Integrity Among Undergraduate Students of Mirpur AJ&K

Rizwa Nadeem

M.Phil. Education, Mirpur University of Science and Technology (MUST),
MirPur, AJ&K, Pakistan

Dr. Saira Farooq Shah,

Chairperson of Education Department

Mirpur University of Science and Technology (MUST),
MirPur, AJ&K, Pakistan

Abstract

Academic Integrity is a growing concern for higher education institutions around the world. Academic Integrity encompasses a range of behaviors such as truthfulness, reverence, impartial, fairness which raise up the educational process and catalyze the trust in the academic community. The problem at hand is the apparent increase in the occurrence of these academic dishonesty practices among undergraduate students. Students do not realize that they are indulged and unwittingly participating in academic dishonesty. To address this, it is imperative to determining the tendencies of academic integrity within undergraduates in Mirpur, AJ&K. For this Researcher choose quantitative research design. Data were collected through random Sampling Technique. A questionnaire survey was handed out to 502 undergraduates from colleges and Mirpur University of Science & Technology. Data was collected through questionnaire and analyze through the SPSS (Statistical Package for the Social Sciences). The findings of this survey indicated that the most of the participants habitually cheat in different ways. They miss deadlines, give excuses, copy others' work through internet and get someone else to write their assignments. The data highlights lack of awareness about academic integrity policies. The findings suggest that Academic dishonesty is a widespread problem among undergraduate students in Mirpur (AJ&K) and emphasized the need to prompting educators and policy-makers to devise effective strategies that promote this virtue and promote academic integrity. The Study also recommended that Institutions may conduct regular audits and reviews of academic processes, gather feedback from students and faculty, and organize workshops and seminars to educate students about academic integrity and the consequences of dishonest behaviors like cheating and plagiarism.

Key words: *Academic Integrity, undergraduate students, Mirpur, AJ&K, academic dishonesty*

Implications of Portable E-Reader in Education

Ms. Taseer Rehman Soomro

Vice Principal/Headmistress FDE, Islamabad

PhD Scholar, Department of Teacher Education, IIUI

Abstract

Reading via E-reader is an emerging trend in the field of educational technology that is gaining popularity with the passage of time. Today's learner has been now exposed to acquire new skills as a need of the 21st century to profit from technological improvements and this has provided new possibilities as well as new barriers and challenges which can also not be ignored. Reading comprehension is a tricky task that pupils must master to succeed in school. All parts of the educational program are built on the foundation of reading. To obtain students' achievement according to the desired task it is very important to research on the strategies for reading. The growing use of mobile phones by the young community, stating that mobile phones provide today's age with many socialization portals such as Facebook. Mobile learning is defined as "portable learning" that is dependent on the context in which a learner is located and the time the learner is engaged in mobile learning. M-Learning is defined as the use of cell phones to socialize and keep connected with students during the teaching and learning process. The most effective strategy that has been considered is the use of E-readers in the classroom but there is a need to address the effectiveness of reading tools and their implications in classroom scenarios. E-reader is an emerging trend in field of educational technology that is gaining popularity with the passage of time. Reading comprehension is a tricky task that pupils must master in order to succeed in school. All parts of the educational program are built on the foundation of reading. This article aims to explore the theoretical underpinning and implications of E-reader implications in education setup. Through a meta-analysis of literature, it was explored that the E-reader serves as an opportunity to actively engage students in the process of learning and the teacher will be acting here as a guide. E-readers as compared to printable books are advantaged as they provide opportunities to explore information anytime anywhere. E-readers are easy to access as compared to going to conventional libraries and finding books which also require ample of time.

Keywords: *E-reader, portable reading, E-book device*

Transforming Education in Punjab: Embracing Inclusive Future

Muhammad Nasir Jamil
Ph D Scholar, NUML Islamabad

Abstract

This study examines the status of inclusive education in Punjab, Pakistan, highlighting the challenges, progress, and future directions. Inclusive education seeks to provide equitable access to quality education for all students, regardless of their backgrounds or abilities. While Punjab has made strides through various policies and initiatives, significant challenges persist, particularly for marginalized groups. One such initiative is the Punjab Inclusive Education Policy (2020), which is in line with global frameworks like the Sustainable Development Goals (SDGs) of the United Nations. However, the implementation of the initiatives varies, with rural areas encountering more challenges, as compared to urban centers. The study is significant as it elaborates the need of developing strategies to ensure the achievement of the goal of education for all. This study employed a qualitative approach, gathering insights from educators through interviews of selected teachers belonging to education departments of Public and private universities located in Rawalpindi/ Islamabad, to understand the current landscape of inclusive education. The findings underscore the importance of policy reforms, teacher training, infrastructure development, and community engagement in fostering an inclusive educational environment. The article concludes with actionable recommendations for promoting inclusive practices in Punjab, ultimately contributing to social progress and economic development.

Keywords: *Inclusive Education, SDGs, Policy, Challenges, Implementation, Reforms*

Investigating the Impact of Inclusive Education on Equity and Empowerment: Students Insight

Dr. Ayesha Afzal

Assistant Professor, University of Management and Technology, Lahore.

Fiza Zia

Instructor Education, Virtual University of Pakistan.

Vilayat Ali

M.Phil. Scholar, University of Management and Technology Lahore

Abstract

Inclusive education is one of the best approaches to promoting social justice and educational outcomes in the process of learning. It helps in developing skills among all students including special ones. The idea of separation and segregation has been overcome through this fair treatment. This study focuses on investigating the impact of Inclusive Education on the Equity and Empowerment of students at the undergraduate level. Furthermore, the nature of the research study is qualitative, and a phenomenological design has been used. The purposive sampling technique is used for collecting data from both education and special education departments. The participants included 20 students from public and private sector universities. The research is carried out among 10 students from the general category. The other 10 participants have been selected based on mild disabilities such as partial/full visual impairment and physically handicapped children. The semi-structured interviews were conducted to collect the relevant data. To identify themes within the research, thematic analysis has been used after the transcription of the interviews. The major themes comprise awareness of Inclusion, Availability of resources, Inclusive classroom environment and teacher's role, Sense of control, Student participation, and engagement. After careful observation, the research states that there is a dire need to improve the availability of resources, keeping in view the needs and demands of children. Every child has their unique qualities and strengths that come as an identical phenomenon in comparison with that of others. Only a well-informed trainer can handle such psychological and philosophical diversity.

Keywords: *Inclusive Education, Equity, Empowerment, Semi-structured interviews, Qualitative research, Students Insights, Child's needs*

An Analysis of Learning Outcomes in Single National Curriculum for Grade Pre-I in Punjab, Pakistan

Amna Fayyaz

Lecturer, GC Women University, Sialkot

Maeda Shakil Mirza

Assistant Lecturer, GC Women University, Sialkot

Abstract

The present study aims to identify the levels of critical thinking skills in learning outcomes of the single national curriculum (SNC) 2020 for early childhood care and education grade pre-I in Pakistan. The Objectives of the study are supposed; to find out the frequency of learning outcomes designed by adopting different levels of critical thinking skills, to identify balance between learning outcomes designed keeping in view LOTS and HOTS, and to highlight the elements or action verbs being used to make the statements of learning outcomes at different levels of critical thinking skills. Quantitative data analysis approach is deployed to find out the frequency of different levels of critical thinking skills-based learning outcomes in SNC for grade pre-I. A Stratified type of sampling is used to make decisions about the selection of a single national curriculum for grade pre-I and purposive sampling was adopted to select the learning outcomes of SNC for grade pre-I. The critical Thinking Evaluation Model is implied to evaluate the learning outcomes at different levels of LOTS and HOTS. Findings indicate that LOTS are more focus of curriculum designers. SNC designers for grade pre-I are supposed to prepare students most prominently at the knowledge level, more frequently at the implementation level, and least frequently at selfdirected learning level. This research is significant for curriculum designers, syllabus designers, teachers, and teacher trainers to make sure the balance between LOTS and HOTS, and the balance between the learning at each level of critical thinking skills while designing, teaching, and training.

Keywords: *Critical Thinking Evaluation Model, Learning Outcomes, Single National Curriculum, Grade Pre-I.*

Enhancing Student Satisfaction through AI Integration in Educational Administration: A Study of Public Sector Institutions in Multan, Pakistan

Inshal Khan

Student, Department of Public Administration, BS Program UMT Lahore

Abubaker Ameen

Student, Department of Tourism & Hospitality Management, COTHM, Multan

Ahmed Javaid

Department of Tourism & Hospitality Management, ADP Program, COTHM Multan

Ali Shan

Department of Tourism & Hospitality Management, ADP Program, COTHM Multan

Noman Nadeem

Department of Criminology, BS Program NFC IET Multan

Dr. Ahmad Saad

Assistant Professor at NFC IET Multan

Abstract

Public sector educational administration in Pakistan faces significant challenges due to inefficient management practices, limited use of technology, and a weak ability to address student concerns. These issues have led to increasing dissatisfaction among students, who feel that institutions are failing to meet modern educational needs. This study seeks to identify innovative solutions for improving student satisfaction in public sector universities in Multan, Pakistan, with a focus on integrating AI into educational management. The research employed a mixed-methods design, gathering both quantitative and qualitative data from students through structured questionnaires and focus group discussions. Convenience and simple random sampling were used to select a diverse group of participants from different public institutions. A structured questionnaire measured key metrics, including the efficiency of administrative services, timeliness of responses, transparency in decision-making, and student awareness of AI-based tools. The study proposes AI-based interventions to enhance both administrative efficiency and the overall student learning experience. Descriptive and regression analyses of survey data, along with thematic analysis of qualitative data, revealed that a majority of students express dissatisfaction with current administrative practices, while only a small percentage are aware of advanced AI techniques that could address these problems. The findings highlight how AI can transform administrative functions in public sector institutions, leading to greater student satisfaction and improved learning outcomes. The study provides guidelines for institutional reform and for changing students' perceptions of public sector education.

Keywords: *Student Satisfaction, Artificial Intelligence, Educational Administration, Public Sector Institutions, Multan*

Meeting the Challenges of Modern Medical Education: A Three-Step Digitization Framework for Effective Blended Learning

Hadiqa Qaisar, HBS Medical and Dental College, Islamabad

Laiba Akram, HBS, Medical and Dental College, Islamabad

Abstract

This research evaluates our three-step digitization approach, which aims to transform traditional lectures into engaging digital learning experiences. Designed to provide an easy-to-use solution for educators, this approach tackles the key challenges of contemporary educational settings by improving accessibility, engagement, and learning effectiveness through digital methods. Experimental design: Pre-post comparison between traditional lecture and digital learning formats. Mixed-methods approach: Quantitative and qualitative data collection and analysis. Population: Medical students (undergraduate or graduate), Sample size: 230 participants (115 per group), Sampling method: Randomized controlled trial (RCT), Inclusion criteria: Enrolled in a medical program, No prior experience with digital learning platforms, Willingness to participate in both traditional and digital learning formats. Exclusion criteria: Prior experience with digital learning platforms, Inability to complete the study. Quantitative data: Pre- and post-tests to assess knowledge gain, Concentration levels and distraction surveys, Achievement Emotions Questionnaire (AEQ) for emotional evaluation. Qualitative data: Open-ended survey questions for feedback on digital format Semi-structured interviews (optional) Data Analysis: Quantitative data: Descriptive statistics (means, SD), Inferential statistics (t-tests, ANOVA) Regression analysis (if necessary) Qualitative data: Thematic analysis, Coding and categorization. Knowledge gain test: Multiple-choice questions assessing medical knowledge. Concentration levels and distraction survey: Standardized questionnaire (e.g., Connor's Concentration Scale) Achievement Emotions Questionnaire (AEQ): Standardized instrument assessing emotional states- Digital learning platform: Custom-designed platform for delivering digital contents Participants randomly assigned to traditional or digital learning group, Pre-test administered to assess baseline knowledge, Participants engage with assigned learning format (traditional or digital), Post-test administered to assess knowledge gain, Concentration levels and distraction survey administered, AEQ administered to assess emotional states,. Open-ended survey questions and semi-structured interviews (if conducted) to gather qualitative feedback. Qualitative feedback highlighted the digital format's flexibility, enhanced learning experience, and immediate feedback as major advantages. However, participants also mentioned a preference for face-to-face interactions and noted the lack of a social component in digital environments. In conclusion, the findings from this study highlight the considerable benefits of the three-step digitization approach in addressing modern educational challenges. By promoting better knowledge acquisition and creating a supportive emotional environment, this approach represents a promising direction for the future of medical education and beyond, combining the convenience of digital solutions with the depth and engagement of traditional learning methods.

Keywords: Medical education, Blended learning, Digitization, E-learning, Three-step approach, Educational technology

Explore How Teachers' Cultural Competence Influences their Approach to Teaching Mathematics and its Impact on Students' Learning Outcomes

Dr. Rehmat Shah

Department of Education, University of Education Lahore, Pakistan

Abstract

The purpose of this research is to examine how cultural competency affects math educators' pedagogical choices and, by extension, their students' mathematical achievement. Four hundred and fifty students from a wide range of cultural and geographical backgrounds participated in the study, which took place across all nine campuses of the University of Education Lahore in Pakistan's Punjab region. Teachers' cultural adaptation skills, attitudes toward cultural diversity, and knowledge of cultural diversity were evaluated using Likert-scale items in a standardized questionnaire that also included demographic questions. Using Smart PLS 4, statistical analysis validated the model's convergent and discriminant validity. Important connections are shown by the results: Students' Learning Outcomes in Mathematics (SLOM) are substantially improved when teachers possess cultural competency (CCT), which has a beneficial effect on teaching approach (TA). The critical role that CCT plays in enhancing mathematical competency through inclusive learning settings and excellent teaching techniques is highlighted by its direct effects on SLOM. The findings of this study are in line with those of other studies that have called for more multiculturalism in mathematics classrooms and have highlighted the need for more culturally responsive educational approaches. Suggestions include incorporating multicultural viewpoints into teacher training programs, creating collaborative learning communities, and establishing thorough professional development programs to increase educators' cultural competency. The overarching goal of these programs is to improve students' mathematical performance by giving teachers the tools they need to meet the demands of their various student bodies.

Keywords: *cultural competence, mathematics education, teaching approach, learning outcomes, inclusive education*

Artificial intelligence Chatbots and the Evolving Landscape of Student Support in Higher Education: A Glimpse into Future Learning

Dr. Rehmat Shah

Department of Education, University of Education Lahore, Pakistan

Abstract

Artificial intelligence (AI) refers to the development and application of computer systems capable of performing tasks that traditionally require human intelligence. Activities such as these include teaching, thinking, and understanding natural language, recognizing patterns, and making decisions. This research examines the impact of artificial intelligence chatbots on student support services in higher education from three angles. The study examines professors' perspectives on AI chatbots and their influence on higher education design, student accessibility, responsiveness, and personalized support. Thematic analysis was chosen for its flexibility in identifying patterns within qualitative data. This research sample includes seven university professors from diverse academic fields. The data was gathered using 45-60 minute in-person and video-based open-ended qualitative interviews. This research found that AI chatbots have transformational potential, technological constraints, ethical challenges, personalization possibilities, and overdependence hazards in several educational sectors. Professors emphasize the need to blend AI chatbots with human aid to improve student support and learning. Adaptability, emotional intelligence, and inclusion and equality may be improved in AI chatbots. AI chatbots have the potential to improve education by fostering learning, diversity, and inclusion; all while maintaining human-like characteristics. The study also recommends improving AI chatbot reliability, addressing digital access gaps, and ethically integrating AI into education.

Keywords: *Artificial Intelligence, ChatGPT, AI Chatbots, student support services, Higher Education*

Effect of Quality Assurance Practices of Administration on Academic Achievement of Students

Hazira Qomi

MS Scholar, International Islamic University Islamabad

Safar Khan Qomi

Lecturer, University of Makran, Panjgur.

Abstract

Quality Assurance Practices refer to the set of policies, procedures, and activities that are designed to ensure that the education provided by an institution meets certain standards of quality. However, the purpose to conduct this study was also to explore the effect of quality assurance practices of administration on students' academic achievement. Moreover, the objective of the study was to find out the effect of quality assurance practices on academic achievement of students. The research was a survey method and quantitative in nature. Population of the study were 217 students, 32 teachers and 5 principals and they were selected from graduate colleges of Islamabad. Simple Random Sampling technique was used for sample selection and close ended questionnaires were used to collect data from selected sample. The result was formulated according to the findings of the study; majority of students had 3.51 CGPA. Moreover, it was concluded that principals and teachers believed quality instructional materials and research facilities are available in departments but students were less satisfied with the availability of proper research opportunities and computer lab in their departments and principals, teachers and students were satisfied that their college environment is conducive for learning and classrooms provide an environment for free and open expression of ideas. Lastly, Federal Directorate of Education may organize more training sessions and seminars to expand the values and principles of the quality assurance process among the teaching staffs to implement variety of teaching strategies in classroom that may enhance students' academic performances.

Keywords: *Quality Assurance Practices, Academic Achievement*

Cyber Embezzlement Awareness: Educational Interventions for Mobile Users in Multan

Noman Nadeem

Student, Department of Criminology, BS Program NFC IET Multan

Ayesha Sajid

Assistant Professor, Government Graduate College of Home Economics Multan

Dr Ahmad Saad

Assistant Professor, NFC IET Multan

Shiza Ayyaz Khan

Student, Department of Anthropology, BS Program BZU Multan

Muhammad Daniyal Tahir

Student, Department of Criminology, BS Program NFC IET Multan

M. Qasim Khan Khakwani

Student, Department of Criminology, BS Program NFC IET Multan

Abstract

Cyber embezzlement, defined as the fraudulent appropriation of funds through digital channels, poses a significant threat to mobile users in Pakistan. Currently, in Punjab, Pakistan, cybercrime, particularly cyber embezzlement, has tremendously advanced up to 2024. Based on the data available in the literature, different types of cyberattacks have been on the rise; overall, cybercrime incidents increased by 17% in 2023 and it is expected to rise in 2024. This paper examines cybercrime tactics such as OTP fraud, ATM skimming, hacking, phishing, vishing, and identity theft among Multan. Using a quantitative research design, the population consisted of mobile users in Multan, with a sample size of 120 selected from this universe. Data collection was performed using SPSS, and data analysis techniques included descriptive statistics. The findings indicate that 60% of the respondents were unaware of cyber threats, while 40% had already been victims of these crimes. The present research establishes students' knowledge in relation to cybersecurity and protection measures and concludes that educational initiatives aimed at introducing digital literacy and cybersecurity within the university curriculum are needed. The public should understand the potential threat and therefore reduce threat factors by preventing bad online practices. The study also brought to light the utility of the FIA Cyber Crime Complaint Portal and the Cybercrime Web as communication channels for reporting a crime or seeking assistance. Awareness creation about these tools may enable students to defend themselves against cyber-related perils. This research urges an awareness campaign of cybersecurity training as well as a call for supporting policies that will improve cybersecurity among parties to educational establishments to enhance the security of mobile users.

Keywords: *Cyber Embezzlement, Cybersecurity Awareness, Mobile Users, Educational Interventions, Multan*

The Impact of Excessive Social Media Use on Children's Behavior and Education in Multan, Pakistan: A Study on Educational Innovation

Khansa Saleem

Student, Department of Anthropology, BS Program BZU Multan

Noman Nadeem

Student, Department of Criminology, BS Program NFC IET Multan

Dr Ahmad Saad

Assistant Professor, NFC IET Multan

Zohaa Naveed

Student, Department of HND, BS Program, Riphah International University, Islamabad

Ali Raza

Student, Department of CS, BS Program, IRAS Institute Multan Affiliation with GCUF

Sana Aslam

Student, Department of Sociology, BZU Multan

Abstract

In today's world, and especially in the case of Pakistani children, social media is an inalienable part of their lives. This research explores social networking and its effects on children's behavior, learning, and consequently stresses the need to apply educational innovation. The research was conducted among students from eight major schools in four towns of Multan. A quantitative research approach was used to gather data from public and private schools, which were selected through simple random sampling and convenience sampling. A targeted sample size of 96 was chosen. Data was collected through structured questionnaires, and statistical tools such as SPSS were used for data analysis. The outcome of this study showed that a large number of students use mobile phones excessively and frequently engage with social networking sites. Significantly, the most resonant problems involved behavioral changes such as antisocial behaviors, aggressive behaviors, and social isolation. There were also various psychological concerns in learners' lives, including anxiety and depression, with some learners declaring themselves socially inadequate, especially due to comparisons with friends and other personalities' images on social media accounts. Additionally, the current study revealed the effects of excessive time spent on social media platforms, such as reduced class performance, learning motivation, and overall academic outcomes. Therefore, this study stresses the need to launch educational and awareness programs to promote the safe use of social media and ensure access to quality information. Achieving a healthy balance between virtual social life and academic activities could enhance student welfare and improve learning outcomes in the digital age.

Keywords: *Social media use, Screentime, Children's behavior, Quality education, educational innovation*

The Impact of Late-Night Smartphone Use on Hebulina Placticy Activation: Implications for Daily Lifestyle and Public Health Among BZU Multan Students through Educational Innovation

Umais Samad, Student at Department of Criminology, BS Program NFC IET Multan
Zohaa Naveed, Student at Department of HND, BS Program, Riphah International

University, Gulberg Greens Islamabad

Noman Nadeem, Student at Department of Criminology, BS Program NFC IET Multan

Muhammad Tauqir Altaf, Lecturer at Department of Criminology, NFC IET Multan

Dr Ahmad Saad, (Assistant Professor at NFC IET Multan) (Supervisor)

Muhammad Zahid Usman, (M.Phil. Business Economics Scholar School of Economics, Bahauddin Zakariya University Multan)

Abstract

The human brain is plastic in that it is able to create new conduits depending on activities that are constantly being performed. When some activities get to become routines, like late night phone use, resultantly they stimulate certain networks in the mind, such as the Hebulina Plasticity, thereby changing mental health and overall wellbeing and symptoms will be appeared in human body like feeling depress, over tiredness, unfocused and suicidal thoughts. This research explores the process of engaging the Hebulina Placticy brain circuit concerning students among targeted population of BZU Multan and late-night smartphone utilization (from 11 PM to 4 AM). Therefore, employing both the convenient and snowball sampling techniques the research seeks to establish from the students' different perceptions concerning the self-reported mental health indicators such as depression and poor concentration. These estimates show that students often feel depressive symptoms, and receive distractions in their everyday routines, which can be associated with their late-night smartphone use through such digital habits of extra screen timing, the study underscores the importance of educational innovation in raising awareness and proactively coming up with means to counter such bad habits among students. Awareness of the effects of late-night electronic device use on mental wellness can help educational organizations to design useful recommendations for students, which in return can lead to creating an effective lifestyle tailored for learning purposes.

Keywords: *Hebulina Placticy, Late-Night Smartphone Use, BZU Multan, Mental Health, Depression, Educational Innovation, Public Health*

Comparative Analysis of Elementary Education of Pakistan and Malaysia: Focus on Pedagogy and Assessment

Misbah Irshad

PhD Scholar, Department of Educational Leadership & Management,
International Islamic University Islamabad

Abstract

This research was conducted to investigate the assessment and pedagogy techniques. The aim of this study is to review the National Education Policy document published in 2009 in Pakistan emphasized that one of the wider goals for teaching and learning at all levels is the need to encourage students as well as teachers. In the literature, these have been conceptualized in terms of a variety of skills many of which relate to evaluation. These skills imply the ability and willingness to ask productive questions related to the material that is being presented. In this thesis I analyzed about Pakistan and Malaysian education system by focusing on pedagogy and assessment techniques that how to improve education system of Pakistan. The objectives of this study were to compare the system of education at elementary level. The major focus of this study is the pedagogical and assessment methods of Malaysian elementary education system and gain insight for Pakistan education system. To achieve these objectives, Researcher analyzed the plans and policies of Pakistan and Malaysia education system and highlight some pedagogical and assessment techniques that are used in Malaysia and Pakistan since 1992-2020. For this purpose, researcher conducted a research on Document Analysis and applied Qualitative Approach. In the end, researcher gave recommendations of improving education system of Pakistan which help the reader to adopt/adapt those practices and improve the Pakistan's education system at elementary level.

Keywords: *pedagogy, assessment.*

Public Misconceptions about Hacking in Peshawar Region: Bridging the Awareness Gap through Educational Innovation in Pakistan

Zainab Fatima

Student, Department of Computer Science, BS Program, Virtual University of Pakistan, Attock Campus

Muhammad Asif

Student, Department of Computer Science, BS Program, Virtual University of Pakistan, Multan Campus

Noman Nadeem

Student, Department of Criminology, BS Program NFC IET Multan

Dr Ahmad Saad

Assistant Professor, NFC IET Multan

Abstract

Hacking is often misunderstood by the public, perceived primarily as a criminal act rather than a technical skill with ethical and professional applications. This study investigates public misconceptions about hacking in Peshawar, Pakistan, particularly within institutions of higher learning. The research highlights the public's failure to distinguish between hacking as a legitimate profession aimed at safeguarding computer systems (white-hat hacking) and malicious hacking (black-hat hacking). To assess public awareness, we employed a mixed-method approach using both quantitative questionnaires and qualitative interviews. A purposive random sampling method was applied, selecting 100 participants from the Peshawar region. Our findings revealed that most respondents had limited understanding of the different types of hacking—ethical, black-hat, and gray-hat hacking—and were largely unaware of the career opportunities in ethical hacking, including positions within law enforcement agencies. The study emphasizes the importance of integrating hacking awareness into educational curricula to correct these misconceptions. By familiarizing students with various types of hacking and promoting ethical hacking as a viable career option, universities can play a crucial role in enhancing cybersecurity education. In the context of Pakistan's evolving digital landscape, this educational innovation is essential for meeting the challenges of the future.

Keywords: *Hacking, Ethical Hacking, Cybersecurity, Public Awareness, Higher Education*

Assessment and Evaluation for Learning

Muhammad Asad Obaid
Iqra University

Abstract

Assessment and Evaluation have always been a focus of heated discussion in the field of academics. The problems of usage took centre stage as far as learning is concerned. The relationship between Assessment and learning is complex. Since learning has been used in a broader context and Assessment is a target-oriented term, therefore a limitation in comprehending these terms was noticed at times. Certain factors in general and the classroom culture of a community either fostered learning for teachers and students or hampered this process for both stakeholders. The purpose of this paper was to analyse the prevalent practices of Assessment and Evaluation for teachers and students at Undergraduate, Graduate and Postgraduate classes. It highlighted the weaknesses and shortcomings of these procedures from a behavioral aspect. A method based on a qualitative design was used for the study. The paper used an ethnographic approach to pursue its objectives. A series of observations has been carried out in various private and public sector universities as a tool for this work. The sample population chosen for this work comprised of university students enrolled in various Undergraduate, Graduate and Post Graduate degree programmes. The population of teachers was selected on similar grounds. The study proved helpful in providing a mechanism to improve the existent framework of Assessment which was a reason for anxiety among students and teachers. It endeavoured to assess the mindset of students and teachers regarding Assessment and Evaluation by addressing concerns of both parties in an efficient manner. The paper also attempted to present some recommendations which proved beneficial in fostering a healthy environment for learning. The findings focused on some profound flaws within the Assessment practices adopted by universities. A lack of learning at grassroots level in combination with other behavioral issues was made part of the study as well.

Keywords: *Assessment, Evaluation, Learning, Teachers, Students, Anxiety*

Positive Psychology of Self-Resilience and Well-Being Towards Academic Success Amongst Undergraduate Students at a Government-Linked University in Malaysia

Azean Abu Samah

Faculty of Education, Universiti Teknologi MARA Malaysia (UITM),
Selangor Branch, Puncak Alam Campus, Selangor, Malaysia

Leele Susana Jamian

Department of Educational Management and Leadership,
Faculty of Education, Universiti Teknologi MARA Malaysia (UITM),
Selangor Branch, Puncak Alam Campus, Selangor, Malaysia

Norazah Abdul Aziz

Department of Educational Management and Leadership, Faculty of Education,
Universiti Teknologi MARA Malaysia (UITM),
Selangor Branch, Puncak Alam Campus, Selangor, Malaysia

Abstract

Academic success has consistently been a key factor in determining the global rankings of universities. There are numerous factors that contribute to students' academic success, and observations have shown that one of them is positive psychology particularly in terms of self-resilience and well-being. The focus on positive psychology has recently gained prominence in the research field of educational management and leadership. Despite the crucial role in achieving high academic success, many students tend to overlook the importance of self-resilience and well-being, as highlighted in past literature. Malaysian Institute of Economic Research (2021) indicated that there is a significant dropout rate of 39.6% amongst university students at higher education institutions (HEIs) in Malaysia from 2016 to 2021. Thus, investigation in determining predictors of academic success is timely and much needed. Drawing from an ongoing doctoral research which investigates the relationship between positive psychology and academic success amongst undergraduate students at a government-linked university in Malaysia, this paper aims to present the formulation of the conceptual framework of the research. First, it focuses on the definitions and constructs of positive psychology and academic success. Second, the possible research problems on positive psychology and academic success as well as their relationship. Third, past literature that justifies the correlations between positive psychology and academic success that help to build the conceptual framework of the research. As to date, there is a scarcity of empirical research conducted pertaining to these variables and their statistical relationship; positive psychology particularly in terms of self-resilience and well-being towards academic success amongst students in the setting of HEIs particularly at government-linked universities (GLUs).

Keywords: *Positive psychology, self-resilience, well-being, academic success, undergraduate students, higher education institutions, government-linked university.*

What are the Aspects of E-learning Ecosystem that Enable an Individual to Become an Entrepreneur?

Mohammad

Student, NUST, Islamabad, Pakistan

Maha Amir

Student, NBS, Islamabad, Pakistan

Abdul Wasey Ali farooqui

Student, NBS Nust Islamabad, Pakistan

Abstract

This research aims to explore the effectiveness of E-learning within ecosystem to increase innovation and entrepreneurial skills of students in higher education. By focusing on digital learning environment and tools awareness, the e-learning ecosystem has transformed the way individuals acquire knowledge, particularly in development of entrepreneurial skills. This paper presents a systematic literature review exploring how various components within the e-learning ecosystem enable individuals to become entrepreneurs. By offering practical, hands-on experiences with industry-relevant digital tools, e-learning platforms provide a unique advantage over traditional educational models. These tools enhance learners' ability to think critically, develop innovative solutions, and apply their skills in both corporate environments and entrepreneurial ventures. The purpose of this research is to analyze how the integration of advanced technological tools within ecosystem contributes in developing entrepreneurial mindset. The systematic review examines research studies and industry reports that focus on the role of e-learning in cultivating business competencies and leadership skills. The core objectives of this review are: (1) to assess the impact of e-learning on entrepreneurial development, (2) to explore how practical tool-based learning prepares individuals for success in both corporate roles and entrepreneurial ventures (3) to investigate the broader implications of e-learning for future trends in entrepreneurship education. Findings from the literature indicate that e-learning platforms, through the use of innovative digital tools, enable learners to bridge the gap between theoretical knowledge and practical application moreover, educational technologies, in general, positively impacted entrepreneurial competencies especially financial & economic literacy, motivation & perseverance, and initiative taking. Gaming and simulations were the most researched, having an overall positive influence, the study fills the scholarly gap by connecting educational technology, entrepreneurship education, and entrepreneurial competencies. This prepares individuals to excel in dynamic environments, whether they choose to enter the corporate world or pursue their own ventures. The paper concludes by recommending further integration of these practical, tool-based learning experiences into e-learning, so students can enhance their capabilities at very early age it not only give them innovate solution but also enable them to compete globally. The data will be analyzed to measure level of effectiveness so that new insights increase student's creativity and entrepreneurial spirit in digital era.

Keywords: *E-learning ecosystem, Digital awareness of business competencies, Innovative solutions*

Perceptions of Teachers about Teacher Leadership Qualities and Practices in Pakistani Universities

Fazli Amin

Ph.D Scholar, Department of Education, University of Karachi, Pakistan

Dr. Bibi Asia Naz

Department of Education, Hazara University Mansehra, Pakistan

Dr. Aziz-un-Nisa

Department of Education, University of Karachi, Pakistan

Dr. Javed Iqbal

Department of Education, Hazara University, Mansehra, Pakistan

Abstract

Teacher leadership extends beyond formal titles; it emphasizes collaboration and the integration of knowledge with practice. It encompasses both formal roles, such as chairpersons, coordinators, and mentors, and informal roles where teachers influence their peers without official positions. This study examines the perceptions of university teachers in Pakistan regarding teacher leadership qualities that they are practicing. For this purpose, survey research design was used and data was collected through a questionnaire from 445 teachers serving in public sector universities of Hazara division. The results of the study revealed that while university teachers generally view themselves as proficient in areas such as building vision, setting direction, managing teaching and learning, and achieving pedagogical excellence, there is a significant subset with low commitment to leadership roles. This gap may hinder overall institutional effectiveness. Additionally, gender disparities were identified, with male teachers participating more actively in leadership practices than their female counterparts. The findings also indicate that older, more experienced educators are more likely to exhibit effective leadership behaviors. The study recommends the teacher leadership qualities may be developed across various dimensions, including gender, discipline, and experience. By fostering a more collaborative learning environment, Pakistani universities can enhance the effectiveness of their educational practices and ultimately improve student outcomes.

Keywords: *Teacher leadership, University, Qualities*

Development and Validation of Urdu Early Speech Perception Test

Dr. Hina Noor
Assistant Professor, AIOU

Dr. Shamsa Aziz
Secretary, NACTE, Islamabad

Abstract

The sound of any language has specific acoustic and phonetic properties. Research on speech perception skill development of neonates and children has revealed the importance of early listening years for communication skill development. Any delay in diagnosis of hearing loss can halt the speech perception development of the children badly. Early speech perception test has been developed in several languages of the world for early diagnosis of any disruption in hearing skills development of 3-6 years old children. Current study aims to develop and validate the early speech perception test in Urdu language. Conceptualizing and operationalizing stage of test development covers the steps of deciding upon the five sections of the test, development of pool of frequently occurring picturable Urdu words, selection of test stimuli for five sections of the test, selection of pictures to represent test stimuli and preparing printed draft of test for content validation. Discussion with audiologists and speech therapists was carried out to finalize the test. Audio recording of test stimuli was carried out in FM radio studio of AIOU. The pilot testing of the early speech perception test was carried out in local pre-school of Rawalpindi. During pilot testing, need of changing few sound stimuli was felt. Those Urdu words (counting) were replaced by new mono syllabic and bi-syllabic words and recorded for finalization of test stimuli. The research results in the form of two parallel forms of Early speech perception test-Urdu. These tests can be used by early childhood education teachers/parents and professionals for assessing speech perception skills of children (3-6 years).

Keywords: *communication skills, language development, validation.*

متطلبات الجامعة الريادية بمؤسسات التعليم العالي العُمانية في ضوء التجارب العالمية

إعداد

د. يسرى بنت محمد المغيرة & د. سهيل محمود الزعبي
وزارة التربية والتعليم
جامعة السلطان قابوس
سلطنة عُمان

ملخص

تُعَدُّ الجامعات في مقدمة المؤسسات التربوية لدورها الكبير في الاهتمام بالطلبة ونشر ثقافة ريادة الأعمال بينهم، وتأهيلهم التأهيل الكامل بهدف مشاركتهم الإيجابية في تنمية مجتمعاتهم، وتعزيز اتجاهاتهم الإيجابية نحوها واستكشاف المهارات المهنية وتوجيهها؛ لتلبية حاجات تلك المجتمعات من الطاقات البشرية المؤهلة مهنيًا، لذلك برز مفهوم الجامعة الريادية من كونها الجامعة السبّاقة في توليد المعرفة، وتحويلها إلى قيمة اقتصادية واجتماعية، وتشجيع إنتاج البحوث العلمية القابلة للتطبيق، وتطوير طرائق التدريس الريادية، لتمكين الجامعة من المساهمة في التنافسية العالمية، ويُنظر إلى الجامعات العُمانية باعتبارها محوراً رئيساً في تلبية احتياجات المجتمع العُماني، والوفاء بمتطلبات التنمية المُستدامة في ظل التغيرات العالمية المتلاحقة باستثمار العقل البشري لسد الفجوة بين مخرجات التعليم وسوق العمل كأحد محاور رؤية عمان 2040. لذا سعت الدراسة الحالية إلى توضيح مفهوم الجامعة الريادية، وسماتها وأبعادها وتحديات تطبيقها كما رصدها الباحثون في دراساتهم وأبحاثهم، بالإضافة إلى الكشف عن متطلبات التحول إلى نموذج الجامعات الريادية باستقراء تجارب بعض الجامعات العالمية، للوصول إلى تطوير إستراتيجية مقترحة للانتقال إلى نموذج الجامعة الريادية بمؤسسات التعليم العالي العُمانية في ضوء تجارب هذه الجامعات، وقد تم استخدام المنهج الوصفي التحليلي من خلال استقراء محتوى الأدبيات والدراسات السابقة. وتوصلت الدراسة إلى عدد من النتائج من بينها: أن الجامعة الريادية التي لا تكتفي فقط بالتكيف مع بيئتها، بل تسعى بشكل استباقي لتبني إستراتيجيات جديدة تسهم في إيجاد بيئة جديدة للوضع المالي، سعي الجامعات الريادية إلى استقطاب أفضل الكوادر من طلبة وباحثين وهيئة تدريس، كما أنّ لديها رؤية جديدة في التعليم والبحث العلمي وخدمة المجتمع من خلال الإدارة المبتكرة، والتعاون بين الجامعة والمؤسسات الصناعية والحكومية وأصحاب المصلحة. كما أنها تمتاز بالإبداع، والاستباقية، والتنافسية، والاستقلالية، وتحمل المخاطر. كما أوضحت النتائج أن من متطلبات التحول إلى نموذج الجامعة الريادية بناء منظومة من الشراكات الحقيقية مع القطاعات العامة والخاصة والخريجين، ونشر الوعي بالتعليم الريادي لدى أعضاء هيئة التدريس والطلبة والإداريين، ووجود تمويل من هذه القطاعات لتأسيس حاضنات الأعمال في الجامعات العُمانية. بينما تمثلت تحديات تطبيق الجامعة الريادية بما يأتي: الاتصالات الداخلية غير الفعّالة والتشريعات الحكومية والعقلية البيروقراطية القائمة بين الوحدات الإدارية والأكاديمية في الجامعات.

الكلمات المفتاحية: الجامعة الريادية، التجارب العالمية، مؤسسات التعليم العالي العُمانية.

Transformation Requirements to an Entrepreneurial University Model in Omani Higher Education according to International Experiences

Dr. Yousra Al-Mughairi
Ministry of Education, Sultanate of Oman

Dr. Suhail Al-Zoubi
Sultan Qaboos University, Sultanate of Oman

Abstract

Universities are at the forefront of educational institutions that aim to promote a culture of entrepreneurship among students by qualifying them and their positive participation in developing their communities, and enhancing their positive attitudes towards entrepreneurship. The university seeks, through curricular and extracurricular activities, to explore professional skills and entrepreneurial intentions among students. Accordingly, the term entrepreneurial university emerged because the university is the first to generate knowledge, transform it into economic and social value, encourage the production of scientific research based on practice, and develop entrepreneurial teaching methods. Therefore, universities are viewed as a major axis in meeting the needs of Omani society, and meeting the requirements of sustainable development according successive global changes by investing in the human mind to bridge the gap between education outcomes and the labor market, which is one of the axes of Oman Vision 2040. Hence, this descriptive study aimed to clarify the concept of the entrepreneurial university, its characteristics, dimensions, and the challenges of its application according to a review of previous literature. The study also seeks to identify the requirements for transitioning to the entrepreneurial university model based on the experiences of international universities, in order to develop a proposed strategy for transitioning to the entrepreneurial university model in Omani higher education institutions. The study reached a number of results, including: The entrepreneurial university that does not only adapt to its environment, but also proactively seeks to adopt new strategies that contribute to creating a new environment for the financial situation, and the endeavor of entrepreneurial universities to attract the best cadres of students, researchers and faculty, and has new visions in education, scientific research and community service, and cooperation between the university and industrial and governmental institutions and the labor market. The entrepreneurial university is also characterized by creativity, proactivity, competitiveness, independence and risk-taking. The results also showed that the requirements for transitioning to the entrepreneurial university model include concluding memoranda of understanding and effective partnerships with the public and private sectors and graduates, enhancing the awareness of faculty members, students and administrators about entrepreneurial education, and the availability of funding to establish business incubators in Omani universities. While the challenges of implementing the entrepreneurial university were represented by the following: ineffective internal communications, government legislation, and bureaucracy existing between administrative and academic units in universities.

Keywords: *Entrepreneurial university, global experiences, Omani higher education institutions.*

Integrating Education for Sustainable Development (ESD) into Child Rights Protection: A Holistic Approach to Addressing Societal Challenges and Enhancing Capacity in Educational Institutions

Tabassum Naz

Director Schools, Federal Directorate of Education, Islamabad.

Abstract

Safeguarding the rights of children through initiatives of Education for Sustainable Development (ESD) in educational institutions can be brought out by enhancing teachers' understanding and implementation of comprehensive child protection measures. The present study aims to identify the challenges in the implementation of Education for Sustainable Development (ESD) with a focus on promoting child rights and to recommend effective strategies for promoting and integrating ESD principles ensuring the protection and enhancement of child rights. Data was collected by qualitative research methodology that included interviews. The administrators, practitioners and educational managers were the population of the study. Sample size for qualitative data was 13. The data was interpreted in Nvivo software by mean, Standard Deviation, t test, coding and thematic analysis. The study revealed key challenges include limited resources, inadequate training, and societal stigma, emphasizing the need for better communication, comprehensive support services, and robust policy enforcement. The study recommended to conduct annual training workshops for teachers and parents on child protection policies, non-violent discipline, and recognizing signs of substance abuse. Improve communication of child protection helplines and support services through brochures, posters, and orientation sessions. Establish on-site counseling centers in schools, partner with NGOs for additional support, and address substance abuse issues. Develop and enforce comprehensive child protection policies, engage the community, and secure funding for initiatives, with regular monitoring and assessment.

Keywords: *Child rights, sustainable Development*

Faculty Development in the Age of Digital Transformation and Strategies for Supporting Teaching Professionals

Manahil Ahmed

Student, Department of Criminology, BS Program, NFC-IET, Multan

Zain Ashfaq

Student, Department of Criminology, BS Program, NFC-IET, Multan)

Shahzar Khan Khakwani

Student, Department of Criminology, BS Program, NFC-IET, Multan)

Haris Mehmood

Student, Department of Criminology, BS Program, NFC-IET, Multan)

Dr. Ahmad Saad

Assistant Professor, NFC-IET, Multan

Abstract

In the age of digital transformation, faculty development is crucial for enhancing teaching productivity and ensuring that educational institutions remain up to date to technological advancements. This article explores strategic approaches to support teaching professionals as they amalgamate digital tools into their didactic practices. Faculty must be skilled to use emerging technologies such as artificial intelligence, virtual classrooms and adaptive learning platforms while maintaining comprehensive learning experiences. By reviewing effective practices and existing research, this article highlights the importance of continuous professional development, collaboration between educators and technology experts and institutional support for revolution and innovation. These efforts directly contribute to achieving Sustainable Development Goal 4 (SDG 4) “Quality Education”, by empowering educators to deliver personalized, technology-driven learning experiences that promote student engagement and panoramic capabilities. These strategies ensure that teaching professionals prepare to work in providing high-quality and future-focused education.

Keywords: *Faculty development, Technological advancement, Quality education, SDG*

Social and Educational Challenges Impacting the Quality of Higher Education in Pakistan: Perception of University Students

Saadia Razzaq

Associate Professor, IMCG F-7/4, Islamabad

Dr. Tayyaba Razzaq

Assistant Professor, Emerson University, Multan.

Abstract

Higher education plays vital role in socioeconomic development and innovation, providing individuals with opportunities to enhance their knowledge, skills and career prospects. In Pakistan the quality of higher education remains a persistent concern due to a range of social and educational challenges that limit its accessibility and effectiveness. Despite efforts to improve the higher education sector, many university students in Pakistan continue to face barriers that effect their learning atmosphere, engagement and academic performance. Understanding these challenges from students' perspective is crucial to identify gaps and meaningful reforms. The purpose of the study was to investigate the educational challenges and social challenges impacting the quality of higher education in Pakistan. The objective of this study was to investigate the perception of university students about educational and social challenges impacting the quality of higher education in Pakistan. This was quantitative research in which a survey was conducted using a structured questionnaire. The sample of the study were 100 university students, randomly selected from the target population of two public universities of Islamabad, Pakistan. Data were collected through Google Forms and were analyzed by descriptive statistics. From the findings, it was concluded that educational challenges perceived by students were: outdated curriculum, teacher behavior, and traditional methods of teaching, lack of student support services and research work. They perceived nepotism, political interference, access, equity and socio-cultural norms as social challenges that impact the quality of higher education in Pakistan. It was recommended that regular training of teachers, availability of students' support services, revision of curriculum, provision of funds for research work, and ensuring equity and access of higher education may contribute in raising quality of higher education in Pakistan.

Keywords: *social challenges, educational challenges, higher education, outdated curriculum, teachers training*

The Role of Female In-Charges in Managing Academic and Administrative Responsibilities at the Female Campus of International Islamic University Islamabad (IIUI)

Dr. Alina Raza

Teaching/Research Associate, Department of Teacher Education, IIUI, Pakistan.

Dr. Fouzia Ajmal

Assistant Professor, Department of Teacher Education, IIUI, Pakistan.

Abstract

This study explores the dual roles of female faculty in-charges at the Female Campus of International Islamic University Islamabad (IIUI) as they manage both academic and administrative responsibilities. These in-charges are responsible for overseeing departmental operations, facilitating academic coordination, and ensuring that administrative/non-academic tasks—such as student affairs, administrative duties, and resource management—run smoothly. By employing a qualitative methodology, the study examines how these faculty members navigate institutional challenges, including limited administrative support and gender-specific expectations, while maintaining a balance between academic leadership and non-academic/administrative duties. The findings suggest that female faculty in-charges employ various strategies, including delegation, time management, and collaboration, to meet their dual obligations. Recommendations are provided to improve institutional support structures, offering a framework for more efficient management practices and equitable gender representation in leadership roles.

Keywords: *Female In-charges, Academic Responsibilities, Administrative responsibilities, Management Practices*

Life Skills Education as a Core Curriculum Element: Strategies for Effective Implementation

Dr Tayyaba Ashraf

Deputy Director, Punjab Curriculum and Textbook Board Lahore, Pakistan

Almas Ashraf

Principal, Government Associate College for Women, khayaban-e-Sir Syed, Rawalpindi, Pakistan

Emaan Tabassum

Student, Lahore University of Management Sciences (LUMS) Lahore, Pakistan

Muhammad Aarsal Tabassum

Student, University of Central Oklahoma, Oklahoma City, USA

Abstract

Life skills education is an approach which intends to equip people with certain knowledge, skills and attitudes they need for both personal development and community involvement. It enables them to face the challenges of life in a positive manner. This study aims to explore the integration of life skills in curriculum by analyzing the potential methodologies. It focuses on how these approaches can incorporate lifelong learning principles. The research discusses how life skills can be effectively incorporated into curriculum to enhance learners' adaptability and readiness for continuous learning. It also deals with the core components of life skills that are most applicable to curriculum design. Qualitative research design was employed to carry out the study. Thematic analysis was used to identify melodies related to the integration of life skills in curriculum by reviewing literature. This research will contribute to the body of knowledge on curriculum development by providing insights into how life skills can be systematically embedded in curriculum development. It will provide valuable insights for educators, curriculum developers, and policymakers interested in fostering a learning environment that supports continuous personal and professional growth.

Keywords: *Life skills, Curriculum Development, Lifelong Learning*

An Exploration of Students' Perceptions on the Impact of Emerging Technologies in Distance Learning

Dr. Ahmad Saad

Assistant Professor at NFC-IET University, Multan.

Eeman Rana

Student, Department of Criminology, BS Program, NFC-IET University, Multan, Pakistan.

Haris Mehmood

Student, Department of Criminology, BS Program, NFC-IET University, Multan, Pakistan.

Aqsa Shabbir

Student, Department of Criminology, BS Program, NFC-IET University, Multan, Pakistan.

Fajar Siddiqui

Student, Department of Criminology, BS Program, NFC-IET University, Multan, Pakistan.

Marwa Karim

Student, Department of Criminology, BS Program, NFC-IET University, Multan, Pakistan.

Abstract:

The fast advancement of rising technology has profoundly transformed the landscape of distance mastering, specifically within better schooling. This research paper investigates the perceptions of NFC Institute of Engineering and Technology (NFC-IET) college students and Bahauddin Zakariya University (BZU) in Multan, Pakistan, regarding the impact of this technology on their distance gaining knowledge of reports. A sample of 100 college students, comprising undergraduates, MPhil, and doctoral candidates, was surveyed and interviewed to acquire comprehensive information. The examination's findings reveal a usually wonderful reception of emerging technologies, with students recognizing giant blessings including more desirable engagement, personalized getting-to-know reviews, and stepping forward get admission to to educational resources. However, the studies additionally identify vital demanding situations, which include technical troubles, accessibility limitations, insufficient education, high expenses, and statistics privacy worries. These insights underscore the need for strategic interventions to optimize the use of generation in distance learning. Furthermore, the paper offers designated recommendations for policymakers aimed at addressing those challenges and fostering an environment conducive to the effective integration of emerging technologies in education.

Keywords: *Artificial intelligence, student perception, distance learning experiences, academic advancements*

An exploration of the Role of Artificial Intelligence in Personalized Learning Enhancing Student Engagement and Inclusivity in Digital and Hybrid Education

Eshal Fatima

Student, Department of Criminology, BS Program, NFC-IET University, Multan, Pakistan.

Sayed Haider Raza

M-Phil criminology, lecturer in NFC-IET University, Multan, Pakistan

Zain Ashfaq

Student, Department of Criminology, BS Program, NFC-IET University, Multan, Pakistan.

Umais Samad

Student, Department of Criminology, BS Program, NFC-IET University, Multan, Pakistan.

Dr. Ahmad Saad, Assistant Professor at NFC-IET University, Multan

Abstract

This research explores the transformative potential of artificial intelligence (AI) in personalized learning environments. It focuses on increasing learner participation and inclusion in digital and blended education environments. As education landscapes rapidly shift towards online and blended approaches, AI offers opportunities to cater to individual learning needs. This study used a qualitative approach to examine these dynamics. It combines interviews and focus groups with educators and students. A total of 50 educators and 100 students from higher education institutions in Southern Punjab, NFC-IET Multan, and Bahauddin Zikarya University Multan were selected using purposive sampling. To ensure that participants have hands-on experience with AI-enabled learning systems, this study sought to understand how AI-based practices such as adaptive learning platforms, personal assessment, and the introduction of AI-based content can impact student learning experiences and overall outcomes. This is especially true in diverse classroom environments. This is a fundamental concern. Results indicate that AI promotes higher levels of student engagement by providing individualized learning experiences. Real-time feedback and interactive media that are tailored to student progress. AI technology also enables greater integration by tailoring educational content to the diverse abilities and needs of students. Supporting people with learning difficulties or different learning styles However, challenges have also been raised due to concerns about data privacy and the potential of AI systems to reinforce formal inequalities.

Keywords: *Artificial intelligence, Student learning, Education, Learning systems*

Challenges Confronted by Punjab Education Foundation Schools regarding Effective Teaching, Learning and Assessment

Dr. Fahd Naveed Kausar

Assistant Professor, School of Education, Lahore, Pakistan

Noreen Ghazala

Ph.D Scholar School of Education, Lahore, Pakistan

Sara Abid

Ph.D Scholar School of Education, Lahore, Pakistan

Abstract

Effective teaching, learning, and assessment have always been issues, in light of the current global struggle for high-quality education. This circumstance necessitates the creation of formal education through increased community involvement. Different public schools and foundation-supported schools are created as a result of bridging the opportunity gap and bringing about change. Teaching, learning, and assessment that are effective are necessary and unavoidable to reach this goal. The purpose of the study was to identify challenges confronted by effective teaching, learning and assessment in Punjab Education Foundation (PEF) schools and to find out the remedies to overcome the challenges in PEF Punjab schools. A mixed-method research approach was used in this study. A multistage sampling technique was used. In this study total of 364 participants, 2 directors, 2 Assistant directors, 9 coordinators, 9 MEAs 18 AEOs, 45 Heads of schools, 225 teachers, 45 school council chairman, and 9 Dy. D.E.O's were included. Data were collected through closed-ended questionnaires and semi-structured interview schedules. Descriptive statistics was used. SPSS (Version 26) was used to analyze the data. It was concluded that the main challenges which are confronted in PEF schools were "an appropriate budget is not provided to the administration of PEF, and Shortage of Teaching staff for assessment". The possible remedies of challenges were "Buildings should be in good condition, Assessment should be better, Introduction of technical and vocational training". It is recommended for future studies, in PEF schools budget should increase to build infrastructure and increase in pay of teachers, as well as encourage students to share their ideas and feedback.

Keywords: *Punjab Education Foundation, Teaching, learning, assessment*

Challenges in Implementing Station Rotation Model of Blended Learning: A Systematic Literature Review

Bushra Rehman

PhD Scholar, Department of Teacher Education
International Islamic University Islamabad, Pakistan

Abstract

This study aims to examine the varied challenges encountered by educators, learners, and educational institutions during the implementation of this model across diverse academic environments. The principal aim of this research is to find the challenges that prevent the effective realization of the Station Rotation Model, thereby offering insights that may assist educators and policymakers to overcome these obstacles. The research questions that inform this study are "What are the primary challenges faced by educators? What are the primary challenges faced by learners? and What are the institutional challenges in the implementation of the Station Rotation Model of Blended Learning?" To address the research inquiries, a systematic literature review process was conducted, adhering to rigorously established protocols to guarantee a thorough and impartial synthesis of the prevailing research. The review process commenced with the identification of pertinent databases, including ERIC, JSTOR, Connectedpapers.com and Google Scholar, which were scrutinized for peer-reviewed articles, conference proceedings, and reports published between the years 2010 and 2024. The initial search yielded over 200 articles, which were subsequently screened based on their titles and abstracts. This screening procedure ceased in a shortlist of approximately 50 articles that were then subjected to an exhaustive full-text review. The full-text review entailed a precise examination of each article to extract pertinent data regarding the challenges linked to the Station Rotation Model. The findings indicated that while the Station Rotation Model possesses considerable potential for enhancing educational outcomes, its effective implementation is frequently hindered by these challenges, which manifest differently across various educational contexts. Furthermore, the review emphasized the significance of a robust infrastructure, which encompasses access to technological resources, opportunities for professional development for educators, and a collaborative educational culture that fosters innovation. The synthesis of existing literature highlighted the imperative for continuous research to investigate not only the barriers encountered but also efficacious strategies for addressing these challenges. In summary, this research suggests the inclusion of the Station Rotation Model of Blended Learning by methodically identifying the hindrance during its implementation. The insights derived from this investigation are aimed at equipping educators, administrators, and policymakers with the knowledge necessary to skillfully navigate the complexity of blended learning environments.

Keywords: *Station Rotation Model, Blended Learning, Implementation Challenges, Systematic Review, Technology Integration*

Awareness of Prospective Teachers towards Lifelong Learning

Abida Jan

PhD Scholar, International Islamic University Islamabad

Abstract

The process of consistently picking up new knowledge and abilities throughout your life is known as lifelong learning. It's a dynamic process that includes both professional and personal growth. Examining prospective teachers' awareness of lifelong learning was the goal of the current study. The study's goals were to determine how much potential teachers knew about lifelong learning and how teacher education programs affected students' propensity for lifelong learning. A qualitative study employing a phenomenological research design was employed to look at these goals. Islamabad is the exclusive focus of this investigation. The population of this research study consisted of all B.Ed. and M.Ed. students enrolled in public and private universities in Islamabad. Purposive sampling was used to choose 15 students from 5 institutions for the research study's sample. The researcher used a self-designed semi-structured interview technique to collect the personal perceptions and awareness of these aspiring Islamabad teachers. Following data collection, qualitative data analysis techniques such as coding and themes were used to examine the data in this study. Although many aspiring teachers acknowledge the importance of ongoing learning, their comprehension is sometimes restricted to required professional development rather than a more comprehensive perspective of personal and professional progress. Teacher education programs incorporate lifetime learning through professional development planning, technology integration, and reflective practices, despite institutional barriers and gaps in practical knowledge.

Keywords: *Awareness, Lifelong, Prospective Teacher, Perception, Integration*

Leveraging Artificial Intelligence Applications to Enhance Learning Experiences in Higher Education: Transforming Pedagogical Practices for the 21st Century"

Muhammad Saeed Shakir

Lecture, Coordinator, NUML, Regional Campus Multan

Abstract

In the rapidly evolving landscape of higher education, the integration of artificial intelligence (AI) applications presents a unique opportunity to foster teaching and learning experiences and transform pedagogical practices. The objectives of the study were 1) To assess the perceptions and experiences of students and faculty regarding the use of AI applications in enhancing academic engagement and personalized learning at NUML university Multan. 2) To identify potential challenges and barriers to the integration of AI from teachers' perspective in the learning and teaching process at NUML university Multan. Research objectives were achieved through mixed method design. The students and teachers of National University were the population of the study. A questionnaire was distributed to 120 students and semi-structured interviews were taken from 10 faculty members of NUML University Multan Campus. Coding was made and themes were derived. The random sampling technique was used for data collection. A 20-items questionnaire for students and semi-structured interview questions were prepared for teachers to collect data. Researcher used both the descriptive statistics and inferential statistical techniques to analyze the data by using SPSS. The results revealed that AI applications that offered individualized learning paths and educational materials greatly increased students' engagement. Additionally, educators' qualitative views showed an increasing understanding of AI's ability to expedite administrative work and assist creative teaching techniques, freeing up more time for individualized student support. However, the study also highlighted challenges such as need of adequate resources and training for educators to effectively implement AI technologies in their classrooms. This research underscores the importance of leveraging AI to create dynamic and responsive learning environments that equip students with essential 21st-century skills. The findings of the study contributed to the ongoing discourse on the role of technology in education and inspired future initiatives that harness AI's capabilities to enhance the learning experience in higher education.

Keywords: *Artificial Intelligent, Higher Education, Academic Engagement, Pedagogical Practices, Technology Integration*

Student Engagement and Support

Mubarak Ali Hugur

MS Scholar, International Islamic University Islamabad

Abstract

Student engagement and support are critical for promoting academic success, retention, and overall well-being in higher education. This research investigates innovative frameworks such as Self-Determination Theory, the Community of Inquiry Framework, and Tinto's Student Integration Model, which provide a foundation for enhancing student engagement and creating robust support systems. Key strategies discussed include proactive academic advising, personalized learning pathways, active learning techniques like flipped classrooms and collaborative projects, and mental health initiatives. These approaches foster a deeper connection between students and their academic environment, thereby improving engagement, performance, and satisfaction. The study also addresses common barriers, such as resource constraints and faculty readiness, while offering practical solutions to overcome these challenges and ensure effective implementation. The study employs a qualitative research design, incorporating semi-structured interviews with educators, academic advisors, and students, along with focus group discussions with student support teams. These methods allow for a comprehensive exploration of engagement strategies and support mechanisms in diverse educational settings. Data is analyzed using thematic analysis, with coding supported by NVivo software to identify key patterns and themes. Additionally, case studies from institutions that have successfully implemented student-centered strategies provide valuable, evidence-based insights. The findings suggest that adopting a holistic and proactive approach to student engagement not only enhances academic outcomes but also strengthens student retention and satisfaction, contributing to an improved overall educational experience.

Keywords: *Student Engagement, Academic Support, Active Learning, Proactive Advising.*

AI-Led Pedagogy: Transforming Instructional Design in the 21st Century

Shamaila Aslam

PhD Scholar, Department of Teacher Education, IIUI

Abstract

Artifacts of artificial intelligence are expected to change education in the 21st century, allowing for new possibilities to revolutionize teaching and learning practices. This qualitative study takes into consideration educators' attitudes toward AI-led pedagogy, based on a comparison of cultural backgrounds and implications for the future of education. The research, through purposive sampling in countries like the UK, Norway, China, and Turkey, represents a comprehensive range of educational contexts and experiences. Semi-structured interviews were conducted with the respondents who hold MPhil or PhD, and a focus group discussion was held with Pakistani teachers. Thematic analysis of the data highlighted themes and patterns that are related to the definition of AI by the participants, its applications in teaching and learning, and challenges and concerns about the adoption of AI. Topics are analyzed concerning the cultural and contextual drivers that might influence adoption and their implications for the future. Strategic ways of developing cooperation with AI are mentioned as well. There seems to be a wide divide from viewing AI as providing a potential for personalizing learning to solving global problems in education to concerns that involve issues of privacy and equity as well as what can happen unintentionally. This research calls for ethical considerations, international cooperation, and continuous professional development in applying AI-led pedagogy effectively.

Keywords: *Artificial Intelligence, Education, Pedagogy, Instructional Design, 21st Century, AI-led Pedagogy, Teaching and Learning, Personalized Learning, Educational Technology.*

Research and Innovation in Pakistan: Building Sustainable Future for Engineering Graduates with Industrial Collaboration

Khizar Rasheed

Student, Department of Petroleum and Gas Engineering, Bs Program, NFC-IET University, Multan, Pakistan.

Zain Ashfaq

Student at Department of Criminology, Bs Program, NFC-IET University, Multan, Pakistan.

Momna Khan

Lecturer, NFC-IET University, Multan, Pakistan.

Muzammil Murtaza

Student, Department of Criminology, Bs Program, NFC-IET University, Multan, Pakistan.

Dr. Ahmad Saad, (Assistant Professor at NFC-IET University, Multan.

Abstract

This research examines the critical role of research and innovation in enhancing productivity within Pakistan's higher education sector, particularly focusing on engineering disciplines. The study is centered around engineering graduates from various universities in Multan. By gathering "both qualitative and quantitative data through surveys and structured interviews," the research explores the challenges and opportunities in fostering a culture of innovation and collaboration between academia and industry. "The data was analyzed using statistical methods, including correlation and regression analysis, to evaluate the relationship between research involvement and job market outcomes." The findings reveal that while students exhibit strong potential for advancing research, they face significant barriers such as insufficient funding, weak industrial collaboration, and a curriculum lacking emphasis on research skills. The study underscores the importance of creating "innovation hubs and fostering cooperation between government, academia, and industry" as key strategies for knowledge sharing and improving employment prospects for graduates. The research situates Pakistan's challenges within a global context, drawing comparisons with countries like China, India, and Malaysia, which have made considerable progress towards achieving Sustainable Development Goal 9 (SDG 9). These international comparisons highlight the disparities in job outcomes for graduates and underscore the need for systemic reforms in Pakistan's higher education system. By adopting these strategies, Pakistan stands to improve its research outputs, economic productivity, and job opportunities for its engineering graduates. "Future studies should expand to other institutions and incorporate feedback from industry employers to gain a deeper understanding of the barriers graduates face in securing employment."

Keywords: *Research & Innovation, Productivity, Higher Education, Sustainable Development Goals (SDGs), job insecurity*

Future Directions in Research and Innovation for Enhancing Health Awareness Through Digital Health Applications Among Students

Zohaa Naveed, Student at Department of HND, BS Program, Riphah International University, Gulberg Greens Islamabad

Noman Nadeem
Student, Department of Criminology, BS Program NFC IET Multan.

Talha Tahir
Student, Faculty of Aerospace Engineering, BS Program, UBP, Bucharest, Romania

Dr Ahmad Saad,
Assistant Professor, NFC IET, Multan

Arifa Nadeem
Student, Department of HND, BS Program, RIMS, Multan

Abdul Rehman Murtaza
Student, Department of International Relations, BS Program, BZU, Multan

Abstract

Digital health applications are key in encouraging self-management and preventive healthcare, providing essential tools for monitoring and enhancing health behaviors. This study emphasizes the critical role of these apps in promoting health education among students. Conducted in Islamabad, this research utilized a cross-sectional survey design to assess the usage patterns of fitness, diet, and sleep monitoring apps among students from three universities. A total of 160 respondents were conveniently sampled from university canteens. Data was collected using a validated structured questionnaire, measuring the frequency of app usage, perceived usefulness, and user engagement. Statistical analysis was performed using SPSS software, where descriptive statistics were calculated to summarize demographics and app usage patterns. Key metrics, including frequency of use and engagement levels, were analyzed to identify trends. Results indicated that while many respondents frequently used fitness apps, engagement with diet and sleep monitoring applications was significantly lower, reflecting specialized usage based on varying health priorities. Future research should focus on integrating digital health tools into higher education curricula and exploring the long-term impact of these applications on students' health behaviors and academic performance. By incorporating digital health applications into educational frameworks, we can enhance health awareness and proactive health management among students, fostering a generation equipped with essential health tools.

Keywords: *Digital Health Apps, Student Health Behavior, Health Education Promotion, Islamabad*

The Impact of Artificial Intelligence (AI) on Legal Education: New Frontiers for Learning in Law Schools in Pakistan

Muhammad Imran Ali

Principal, Quaid-e-Azam Law College, Kasur, Pakistan

Abstract

The focus of this paper is the changes that teaching with the help of Artificial Intelligence (AI) brings to legal education in Pakistani law schools. Given a continuously evolving technological landscape that is already revolutionizing educational approaches, this paper aims at exploring the application of artificial intelligence (AI) in improving legal education, considering current issues, and future prospects. The study's goals are to analyse the current approaches to teaching law in Pakistan, determine the weaknesses of conventional teaching methods, and establish the ways in which established AI applications can enhance the learning process. AI applications like learning platforms that use Artificial Intelligence, legal research tools, simulated learning environments specifically virtual reality simulations are deemed a key to transforming legal education. These technologies will imply individualized instruction, access to legal materials, and higher levels of students' engagement. The article presents original research on the employment of AI technologies in Pakistani law schools as well as employ qualitative data from worldwide AI integration practices in legal education. However, there are still hitches that are; ethical issues, infrastructural support, and resistance to change to pro ICT teaching methods. This paper adopts a literature review and case studies method to analyse the AI integration into the developing legal education in Pakistan. To conclude, the paper outlines and speaks briefly about the results and gives the suggestion for principles on which the Pakistani law schools can implement the AI technologies successfully. All these challenges can be addressed and by future progression of AI, legal education in Pakistan can be improved a lot to equip students for today's legal job market demands.

Keywords: *Artificial Intelligence (AI), Law Schools, Legal Education, Pakistan, Technological Integration.*

Quality Assurance Frameworks and Standards for Post Graduate Research Topics Selection- A Case Study of Public Sector University of Pakistan

Dr Farrukh Idrees
Director QEC, National Defense University
Islamabad, Pakistan

Abstract

Quality assurance (QA) to enhance research productivity has become more significant at post graduate level educational programs. This study adopts positivistic approach to develop and test a QA model for assessment and evaluation of student post graduate level research topic selection. The unit of analysis is a public sector university of Pakistan. Data of more than 30 PhD scholars has been used. Quantitative methodology has been used in conducting survey instruments developed for four stakeholders i.e. Supervisor, HoD, Methodology Expert, and QEC. Frequency, correlations and averages have been used in data analysis. The model has been proved successful in producing research aligned with national priorities and SDGs. Admissions are granted on topics provided by key stakeholders e.g. Concerned ministries, regulatory authorities, think tanks etc. This approach has been proved instrumental in attracting funding opportunities. Furthermore, through producing high quality research the concerned unit of analysis has been ranked in top tier of three SDGs (SDG 8: Decent Work and Economic Growth, 10: Reduced inequalities and 16: Peace, Justice and Strong Institutions) in Pakistan by international ranking organization.

Keywords: *Research quality, effective learning, QA standards*

Challenges and Opportunities in Implementing Outcome-Based Education: A Comparative Study of the BS Education Curriculum at NIE Singapore and IIUI Pakistan

Sadoor Ahmad

Ph.D Scholar, Faculty of Education, International Islamic University, Islamabad

Abstract

Outcome-Based Education (OBE) has emerged as a key approach for enhancing curriculum design, pedagogy, and assessment in higher education, aiming to produce graduates with clearly defined competencies. However, the implementation of OBE presents unique challenges and opportunities in different institutional contexts. This comparative case study explores the OBE implementation in the Bachelor of Science (BS) Education curriculum at the National Institute of Education (NIE) Singapore and the International Islamic University Islamabad (IIUI) Pakistan. The study draws on institutional reports, curriculum documents, and interviews with faculty members and administrators from both institutions. It identifies shared challenges such as the alignment of learning outcomes with curriculum content, faculty adaptation to new pedagogical methods, and the development of reliable assessment tools to measure student competencies. Moreover, distinct institutional constraints, including resource limitations and variations in faculty training and professional development support, are examined across the two institutions. Despite these challenges, both institutions have also identified key opportunities unique to their respective contexts. At NIE Singapore, innovative student-centred teaching practices, supported by structured feedback mechanisms, have facilitated curriculum improvement and enhanced student engagement. Meanwhile, IIUI Pakistan has capitalized on community-driven curriculum planning and a focus on local educational needs, offering valuable insights for addressing OBE implementation challenges in resource-constrained environments. By comparing these two institutions, the study highlights critical success factors and areas for improvement in OBE implementation, offering practical recommendations for policymakers, educators, and academic leaders. The findings underscore the adaptability of OBE across different educational landscapes and contribute to a nuanced understanding of how OBE can be customized to fit diverse institutional contexts, particularly in the Asia-Pacific region.

Keywords: *Outcome-Based Education, Learning outcomes, professional development*

Exploring the Challenges Faced by Students in Learning Biology at secondary level

Samia Rehman Dogar

Director, Federal College of Education, H-9 Islamabad

Ammal Maryam

M.Phil Scholar, Air University, Islamabad, Pakistan

Abstract

This study aimed to investigate the challenges faced by High School Biology students. The research design included an introduction, delimitation, a literature review, and a quantitative methodology. Data were collected from 325 science students (out of 2,104) in 34 High Schools using a survey method. The objectives were To identify the key factors in learning biology at secondary level, To find out the barriers in learning Biology at secondary level. To highlight the solutions that help in learning Biology at secondary level. Purposive sampling was employed to select participants. The questionnaire's reliability and validity were ensured before distribution. Data analysis was conducted using SPSS, with mean, frequency, and independent sample t-tests applied. The findings, conclusions, and recommendations are presented in the final section. Conclusion shows that most of the respondents strongly agreed that their basic biological concepts were weak, similarly, most of the participants disagreed that the teacher worked on their conceptual clarity and most of the participants admitted that biological terminologies were difficult to understand for them.

Keywords: *challenges, learning, Biology, secondary*

The extent to which Public High School Administrators Foster Teachers' Engagement in Islamabad

Muhammad Yousuf

PhD Scholar, Educational leadership and Management, IIUI

Prof. Dr. Abdulrahman Alajlan

Associate Professor, Educational leadership and Management, IIUI

Abstract:

Back ground of the study: Teachers' engagement and organizational participation are directly impacted by the interactions and communication of the leadership (Joseph Leonetti, 2019) Education is a symbol of teacher engagement that is critical to the quality of the education provided and this engagement is largely influenced by the leadership and supportive resources available within the administering body. In the case of public high schools in Islamabad, the active role of the administrators in the mobilizing teachers and fostering creation their emotional attachment to the school and its activities is fundamental to promoting teacher engagement and students success. The purpose of this is to explain the extent of the implications of factors affecting teacher engagement in high schools in Islamabad. The objective of this study will to assess the levels of teachers' energy and mental resilience within the school environment as well as to evaluate the sense of significance, concentration and enthusiasm in the administrative support that fosters an engaging school culture. This study will employ Survey methods in which the UWES will provide quantitative data with teachers and administrators. It will include all public high school teachers and principal from G sector high schools in Islamabad. Three hundred questionnaires will distributed, by using stratified random sampling techniques. The finding of the study will enhanced understanding of the associates between administrative leadership and teacher engagement, thereby offering information that will be useful for policymakers and education leaders intending to enhance teacher turnover, satisfaction, and school effectiveness in Islamabad's public schools.

Keywords: *Teacher Engagement, Administrators, communication, environment, School.*

The Gap Between Expectation and Achievement in Development of Generic Competences Among Students of B.Ed. 4-Years Program

Dr. Mehlah Jabeen

Lecturer, Department of Educational Leadership and Management,
The Islamia University of Bahawalpur.

Abstract

The present study aimed at investigating into the expectation and achievement gap of generic competences among students of BEd (4-years). The survey research design was considered appropriate for the present study. Convergent mixed method research was used to execute the study. Public sector universities having BEd (4-years) program from Punjab, Pakistan was the population of the study. Sample of the study was three universities selected randomly. From each sampled university, three teachers (09 in total), one Head of the Department (03 in total) and 20 students (60 in total) were selected. At each university, the researcher conducted one Focus Group Discussion (03 in total) among six to eight students. There were four research tools to collect the data – Document analysis rubric, semi-structured interview schedule for HoDs and teachers, Focus Group Discussion (FGD) among students, and the Questionnaire for students. The questionnaire was based on 19 generic competences, previously, developed for Reflex Project, an international project executed in fourteen European and one Asian country. Afterwards, it was used by Shah (2009) in France, validated by Shamim-ur-Rasul (2012) in Pakistan and immediately thereafter used by Rasheed (2013) at university level in Pakistan. Nevertheless, the researcher conducted pilot testing for her present project. The reliability of the tool calculated through Cronbach Alpha was 0.84. The tools were validated by the experts in the localised context of Pakistan. The data were collected personally by the researcher. The descriptive and inferential statistics were applied to analyse the quantitative data in SPSS. The qualitative data were analysed through thematic analysis technique. The results of the study revealed that there was a gap in the expectation and achievement for all the generic competences among the students of BEd (Honors). The expected level of generic competences was marked at high level; whereas, the achieved level was noted at the moderate level. The students recorded higher achieved level for these four competences (out of 19) *ability to work productively with others, ability to use computers and the internet, ability to make your meaning clear to others and ability to come up with new ideas and solutions*. It was recommended that the teachers should focus to enhance the generic competences of the students at BEd (Honors) at the expected as well as optimal level.

Keywords: *Desire-Gap, Achievement-Gap, Desire-Achievement Gap, Prospective Teachers, Generic Competences*

Effective Ways of Professional Development of Higher Education Teachers

Dr. Shamaila Haleem

Lecturer, Department of Education,

Islamabad Model College for Girls (Post-Graduate), F-7/2, Islamabad, Pakistan

Abstract

The quality of higher education is dependent on its teachers. Teachers having the essential training, knowledge and skills for the higher education perform their role in an effective manner. Professional development of higher education teachers is very significant. The aim of this research study is to find out effective ways of professional development of higher education teachers. Document analysis is used in this qualitative study as a research method to analyse various documents such as review of literature, policy frameworks, theories, research studies, articles, and so on. The study reveals these effective ways of professional development of higher education teachers: making it specific, using it to develop subject matter expertise, getting teachers invested, considering different formats, making it simple and ongoing, embedding it into the teaching process, creating opportunities for feedback and discussion, personalising teacher learning with a Professional Development Plan, and the like. This study is worthwhile for the teachers, policy makers, and professionals in particular.

Keywords: *Professional, Development, Teachers, Higher Education, Effective Ways*

Strategies For E-Learning Ecosystem

Dr. Shamaila Haleem

Lecturer, Department of Education,

Islamabad Model College for Girls (Post-Graduate), F-7/2, Islamabad, Pakistan

Abstract

An E-Learning ecosystem is an integrated system of people, technology, learning materials and resources to enable institutions to create a flourishing learning environment. It helps learners to learn in a natural way and best meet their needs and interests. This paper is aimed at tracing strategies for E-Learning ecosystem. This qualitative study is based on the interpretivist paradigm of research by using document analysis as a research method. Strategies of E-Learning ecosystem as a result of this research study include: make it accessible, identify skills and knowledge gaps through crowdsourcing, offer real-world application, create content options, support from management, establishing a learner centered training programme, promote a collaborative learning environment, encourage self-directed learning, allow for flexibility, utilise the latest technologies and innovations, provide continuous learning opportunities, leverage learning experience platforms (LXP), make learning fun, offer personalisation, get ready ahead of time for unexpected challenges, allow for learner autonomy, gamify the learning experience, provide regular feedback, and recognise and reward achievements. This study is noteworthy from the viewpoints of eLearning, teaching strategies, educational planning and management, educational research, educational psychology, and curriculum development.

Keywords: *E-Learning, Ecosystem, Strategies, Technology, Learning Environment*

Techniques of Lifelong Learning for Professional Development of Teachers

Dr. Shamaila Haleem

Lecturer, Department of Education,

Islamabad Model College for Girls (Post-Graduate), F-7/2, Islamabad, Pakistan

Abstract

Lifelong learning is the continuous process of learning. It is an ongoing search of knowledge and skills to increase one's personal and professional development. It is an approach that inspires individuals to constantly pursue new career opportunities for growth and development. This ongoing learning and development is not restricted to formal education but also includes informal, informal, non-formal and experiential learning opportunities. The research objective of this study is to find out techniques of lifelong learning for professional development of teachers. This qualitative study uses literature review method and interpretivist paradigm. The study finds out these techniques for lifelong learning: prioritise, become an avid reader, become an information omnivore, take online classes or professional development workshops, find motivation, network, stay curious, set learning goals, go for a skills-based approach, practice active listening, cultivate a growth mindset, reflect on your learning, embrace LIFOW or Learning in the Flow of Work, and set SMART goals: Specific, Measurable, Action-oriented, Realistic, and Time-defined. The study is important from the perspectives of learning and professional development.

Keywords: *Lifelong Learning, Techniques, Professional Development, Knowledge, Skills*

Curriculum Design and Development in Higher Education: Emerging Trends

Dr. Shamaila Haleem

Lecturer, Department of Education,

Islamabad Model College for Girls (Post-Graduate), F-7/2, Islamabad, Pakistan

Abstract

Curriculum design and development involves systematic organization of learning activities and content to achieve the desired goals. It includes designing and planning of curriculum. A well designed curriculum is helpful for the effective learning process. New trends of curriculum design and development emerge with the passage of time. This study is aimed at finding emerging trends in curriculum design and development in higher education. Document analysis is used as a research method. Interpretivist paradigm of research is used in this qualitative study. The emerging trends in curriculum design and development as traced out by this research study entail: Competency-Based Education, Social-Emotional Learning (SEL), Interdisciplinary Learning, Personalised Learning, Real-Time Analytics, Experiential Learning Project-Based Education, Immersive Learning, Gamification, Outcome-Based Education, Microlearning, and Technology Integration: Augmented Reality (AR), Virtual Reality (VR), and Artificial Intelligence (AI). This study is helpful for teachers, learners, curriculum planners, policy makers, and researchers. It adds something worthwhile in the fields of curriculum development, teaching strategies, higher education, instructional technology, educational planning and management, and the like.

Keywords: *Curriculum Design, Learning, Curriculum Development, Trends, Higher Education*

Innovative Teaching Strategies for the 21st Century Skills

Dr. Shamaila Haleem

Lecturer, Department of Education,

Islamabad Model College for Girls (Post-Graduate), F-7/2, Islamabad, Pakistan

Abstract

Innovation is very necessary in teaching to meet the challenges of day to day changing world in the 21st century as a result of fast developing technology. There is a dire need to develop 21st century skills of critical thinking, creativity, problem solving, collaboration, communication, and others to face challenges in the classroom. Teachers equipped with innovative teaching strategies can develop 21st century skills in an effective manner. The present study is an effort to find out innovative teaching strategies for the 21st century skills. It a literature review based qualitative study. Innovative teaching strategies found in this study are: creative teaching, teach media literacy skills, real world learning, teach resilience and advocacy, brainstorm, active learning initiative, class outside the classroom, storyboard teaching, spaced learning, welcome new ideas, VAK (Visual, Audio, and Kinesthetic) teaching, think about a new hobby, and so on. This study is an addition to the fields of educational research, teaching strategies, curriculum development, innovation in education, learning theories, professional development, and skill-based education.

Key words: Innovative, Teaching, Strategies, 21st Century, Skills

A Study to Investigate the Role of Instructional Technology Integration in Teachers' Professional Development at The Secondary Level

Shabnam Bagum

Field Officer, National Commission for Human Development (NCHD), Islamabad

Dr.Irfan Ullah Khan

Assistant Professor, Department of Education & Research,
University of Lakki Marwat, Khyber Pakhtunkhwa, Pakistan

Abstract

This study aimed to explore the impact of instructional technology integration on teachers' professional development at the secondary level. The population of the study included secondary school teachers from public and private schools in District Lakki Marwat. A sample of 200 teachers was selected using a stratified random sampling technique to ensure representation across gender, school type, and experience levels. The inclusion criteria for the sample required that participants have at least one year of teaching experience and have participated in professional development activities involving instructional technology within the last two years. A structured questionnaire was developed and used to collect data regarding teachers' perceptions of the effectiveness, challenges, and frequency of instructional technology use in their professional development. The data were analyzed using descriptive statistics (mean and standard deviation) and inferential statistics (t-tests and ANOVA) to examine differences based on demographic variables. The results indicated that teachers who integrated instructional technology in their professional development experienced significant improvements in instructional practices, engagement, and classroom management. However, barriers such as limited access to resources and lack of training were identified. The study concluded that integrating instructional technology in professional development positively impacted teaching effectiveness, but overcoming challenges related to resource allocation and training is essential for broader success.

Keywords: *(Instructional Technology Integration, Professional Development, Secondary School Teachers, Teaching Effectiveness)*

Perception of Prospective Teachers about Effectiveness of Technology Integration

Yanglingzhi

MS Scholar, International Islamic University Islamabad

Dr. Shamsa Aziz

Secretary, NACTE, Islamabad

Dr. Fouzia Ajmal

Assistant Professor, Department of Teacher Education, IIUI

Abstract

This quantitative study investigates the perceptions of prospective teachers regarding the effectiveness of technology integration in educational settings, exploring their beliefs, attitudes, and concerns. A survey of 80 prospective teachers. Data was collected through a self-developed questionnaire comprising close-ended questions with a five point likert scale ranging from strongly agree to strongly disagree. The questionnaire assess perception of prospective teacher About effectiveness of technology integration in the context of private schools in Islamabad revealed that while they acknowledge the potential benefits of technology integration, such as enhanced engagement and accessibility, they also express concerns about its implementation, including lack of training, technical issues, and distractions. The findings highlight significant differences in perceptions based on demographic factors, such as age and subject area specialization. The study's results emphasize the need for teacher preparation programs to address these concerns and provide prospective teachers with the necessary training, support, and resources to effectively integrate technology in their future classrooms, ultimately enhancing student learning outcomes.

Keywords: *Technology integration, prospective teachers, educational technology, technology effectiveness, educational innovation, digital tools, teacher education.*

Transforming Lives by Expanding Lifelong Learning Opportunities: The Impact of Online and Distance Learning

Muhammad Safdar

PhD Scholar, Department of Pakistan Studies, The Islamia University of Bahawalpur, Bahawalpur

Dr. Gulzar Ahmad

Lecturer, Department of Pakistan Studies, The Islamia University of Bahawalpur, Bahawalpur.

Abstract

The postmodern world's residents are enjoying the benefits of education. Currently, online and distance learning (ODL) has emerged as the most suitable model for lifelong learning. The purpose of this study is to test the hypothesis that ODL is the most effective medium for facilitating knowledge seekers in the context of lifelong learning and transforming lives. Therefore, we have tried to find an answer to the question: Do models of ODL adequately accommodate lifelong learning opportunities and transform lives consequently? In view of the research question, an attempt was made to review the available secondary sources using a descriptive theoretical approach by qualitative research methodology along with an online survey to gain quantitative insight into the impact of ODL. The literature review revealed that online learning offers flexibility and accessibility, providing ample opportunities for knowledge seekers to further their education and professional development. The study also highlights those interactive technologies, such as multimedia resources, virtual collaboration tools, and artificial intelligence, that significantly increase learners engagement and outcomes. Further findings show that to fully benefit from ODL, challenges such as digital divide, quality assurance, and transparent evaluation mechanisms need continuous attention and mediation. To bridge the digital divide, governments and educational institutions should invest in accelerating internet access and making the technology more affordable for underprivileged communities. Strengthening the quality assurance framework is important to ensure high academic quality and consistency in ODL settings. Similarly, there is also a dire need to address issues related to transparent examination and assessment procedures. Despite these challenges, data shows that, with the right support, ODL is a powerful tool for career development, easily enriching the lives of many individuals. However, given the demands and gradually changing preferences of the learners, it is recommended that ongoing research and policymaking be continued to meet the needs in this regard.

Keywords: *Online and distance learning, lifelong learning, transforming lives, digital divide, quality assurance*

A Framework for Analyzing Local Context in Shaping Educational Outcomes: A Comparative Education Approach

Naffisa Nawaz

PhD Scholar, International Islamic University Islamabad, Pakistan

Abstract

This concept paper presents a framework for understanding the role of local context in shaping educational outcomes within the field of comparative education. The central argument is that, although global trends significantly influence educational reform, effective policy implementation requires a deep understanding of specific cultural, social, and economic factors in individual countries. The proposed framework emphasizes the necessity of localized approaches to education, arguing that they can lead to more equitable and effective outcomes. To demonstrate this, the paper draws on case studies from three distinct regions, illustrating how these local factors can inform best practices, overcome challenges, and foster educational equity. By analyzing these regional examples, the framework seeks to offer practical insights into modifying educational strategies to better align with local needs. The ultimate goal is to contribute to ongoing discourse on tailoring global education policies to local realities, thereby enhancing both equity and effectiveness in diverse educational settings.

Keywords: *global trends, policy, cultural, social, economic, challenges, equity, effectiveness*

Public Discourse vs. Academic Integrity: A Case Study of the University of Karachi

Prof. Dr. Intikhab Ulfat

Department of Physics, University of Karachi, Karachi-75270, Pakistan

Abstract

We examine the ethical implications of publicizing discussions from closed statutory bodies within universities, specifically focusing on the University of Karachi (UoK). Internal deliberations held by bodies such as the Academic Council, Senate, and Syndicate are intended to foster in-depth intellectual exploration and specialized insights. However, there has been a notable trend of disseminating outcomes from these closed discussions to the public, often through news reports and public debates. While transparency in academia is vital for accountability, this practice raises significant concerns regarding academic integrity, public trust, and the quality of discourse. The research centers on the following question: How does the public dissemination of discussions from closed university statutory bodies impact academic integrity, transparency, and public discourse at the University of Karachi? Employing a qualitative methodology, this study analyzes internal documents, minutes, and reports from UoK's statutory bodies, alongside media representations of these discussions. Comparative case studies are drawn from instances where UoK's internal deliberations were publicized, highlighting the disparities between internal discourse and external representations. The findings reveal several critical issues. First, the risk of misinterpretation is high, as the complex, nuanced nature of academic discussions is often oversimplified when translated for public consumption. This simplification can lead to misunderstandings among stakeholders, including students, faculty, and the broader community. Furthermore, publicizing fragments of these discussions as definitive conclusions undermines the iterative nature of academic discourse, potentially misleading the public into believing that consensus exists on contentious issues still under debate. The study also identifies a decline in trust in the UoK's academic integrity, as public representations can imply inconsistency or bias in institutional decision-making. This skepticism can discourage candid dialogues among faculty members, inhibiting academic freedom and the open exchange of ideas. Lastly, the tendency to simplify complex academic matters contributes to polarization in public discourse, reducing nuanced discussions to binary perspectives that fail to capture the intricacies of the issues at hand.

Keywords: *Academic integrity, public discourse, Transparency, University of Karachi, Ethical Implications*

Interplay of Leadership and School Improvement at the Secondary Level: A Mixed-method Study

Shahid Alam Awan
Lecturer, NUML, Islamabad

Dr Saira Nudrat
Assistant Professor, NUML, Islamabad

Abstract

The primary objective of this study was to examine the role of leadership on the improvement of secondary schools in Islamabad. The research aimed to identify the prevailing leadership styles in these schools, determine the crucial factors for school improvement, and investigate the nature of relationship between leadership and school improvement at the secondary level. To achieve these objectives, a mixed-methods approach was adopted, incorporating both quantitative and qualitative data collection techniques. Quantitative data were gathered using two instruments: The Leadership Assessment Scale (for principals) and the School Improvement Scale (for teachers). Additionally, qualitative data were collected through semi-structured interviews (from principals). The study involved 101 heads and 2,154 teachers from 101 secondary schools in Islamabad, using a multistage sampling process. In Stage I, 101 schools were selected, followed by 48 schools in Stage II, and 8 schools with 8 heads and 182 teachers in Stage III. Purposive sampling was used for school and head selection, while a census approach was applied to gather teacher perceptions on leadership's role in school improvement. The validity of the research instruments was ensured through expert review, and reliability was confirmed via pilot testing. Data analysis occurred in two phases. In the first phase, quantitative data were analyzed using regression analysis in SPSS version 21.0. In the second phase, qualitative data was subjected to inductive thematic analysis. The findings indicated that leadership significantly influences various aspects of school improvement, including leadership focus, staff quality, teaching and learning, and school culture. The study recommends that school leaders develop and communicate a clear vision for school improvement to ensure a cohesive approach. Moreover, active participation from teachers, students, and parents is crucial, with teachers leading through continuous professional development, students contributing through engagement, and parents fostering strong partnerships with schools.

Keywords: *Leadership, School Improvement*

Zoom Fatigue and Students Outcome in the Era of Online Communication in Educational Institutions in Pakistan

Bushra Khalid

M.Phil. Scholar, Department of Education, NUML, Islamabad.

Abstract

In the rapidly evolving landscape of online education, Zoom fatigue has emerged as a significant concern for both students and educators. The research aims to examine the relationship between Zoom fatigue, including general fatigue, visual fatigue, motivational fatigue, and emotional fatigue, and its influence on student outcomes within educational institutions in Pakistan. The primary objective of this study was to investigate various dimensions of Zoom fatigue relate to student outcomes, encompassing general fatigue, visual fatigue, motivational fatigue, and emotional well-being. The research encompasses students from diverse educational institutions across Pakistan, including those at the post-graduate level. This inclusive approach ensures a comprehensive understanding of the subject and captures a wide range of student experiences. The study collected data from a sample size of N=420 students, with a gender distribution of n=193 male and n=227 female participants. A structured questionnaire, adapted from Fauville et al., (2021) was employed as the primary research instrument. This questionnaire included validated Likert-scale questions and measurement tools to assess general fatigue, visual fatigue, motivational fatigue, emotional well-being, and their relationship with student outcomes. Data was collected through an online survey administered to the selected student participants. The study revealed a strong positive correlation between Zoom fatigue and student outcomes. Specifically, the results demonstrated positive relationships between general fatigue and student outcomes, highlighting that higher levels of general fatigue were associated with particular impacts on student outcomes. Additionally, the research findings indicated statistically significant links between motivational fatigue and student outcomes, emphasizing the influence of motivational fatigue on student performance and well-being. The results further underscored positive relationships between emotional fatigue and student outcomes, illustrating the impact of emotional fatigue on academic success and overall well-being. Lastly, the research highlighted positive relationships between visual fatigue and student outcomes, revealing how visual fatigue can affect students' academic performance and emotional well-being. Based on the findings of this research, the researcher recommended that Institutions should encourage the incorporation of regular breaks during online classes or meetings to mitigate Zoom fatigue. These breaks can be strategically timed to reduce the cognitive load and refresh participants. In conclusion, this research contributes to our understanding of the influence of Zoom fatigue, including its dimensions of general fatigue, visual fatigue, motivational fatigue, and emotional fatigue, on student outcomes in the context of educational institutions in Pakistan. By providing empirical evidence of these relationships, this study offers insights that can inform strategies to enhance student well-being and academic success in the digital era of online education.

Keywords: *Zoom Fatigue, General Fatigue, Visual Fatigue, Motivational Fatigue, Emotional Fatigue.*

Artificial Intelligence (AI) Driven Tools Impact on University Students' Attitudes towards Academic Engagement and Motivation

Salman Ahmad

MPhil Scholar Department of Education, University of Malakand

Dr. Iqbal Ahmad

Assistant Professor Department of Education, University of Malakand

Muhammad Waris

MPhil Scholar Department of Education, University of Malakand

Abstract

The current study explores the impact of AI driven tools on aspects of learning, engagement and motivation of university students. Specifically, this research aims to answer the question: In what ways do the application of artificial intelligence in learning affect the students? This research study used Quantitative Correlational research design. A Cross-sectional self-administered Online Questionnaire was filled up by 112 BS, MPhil, and PhD students presently studying in the public sector universities of Khyber Pakhtunkhwa, Pakistan and Islamabad. Self-developed 12-item closed ended online questionnaire was used in the study. Through use of SPSS V.25, the frequency and relationship between the independent variable which is an AI tool and the dependent variable student engagement/motivation was tested using simple linear regression and two-way ANOVA. This study suggests that the motivation and performance are improved by the use of AI applications for language learners in particular. Incorporation of AI is vital in the enhancement of learning, while excess use have some negative implications. According to the results obtained in this study, it may be suggested that more strength approaches could be integrated into learning with the use of AI; nevertheless, it should be done in a balanced manner as there are potential weaknesses to work on. The findings highlight that, one can come along the conclusion that ethical issues and proper utilization are required to make a proper use of artificial intelligence in the educational practices as well as to support the learning processes of students.

Keywords: *Artificial Intelligence, Academic Engagement, Motivation, Attitude, Teaching, Learning*

The Influence of Commodification on Academic Rigor and Expertise in Higher Education: A Dipstick Survey Approach

Manazza Batool

Researcher, International Islamic University Islamabad

Dr. Shamsa Aziz

Secretary, NACTE, Islamabad

Dr. Fouzia Ajmal

Assistant Professor, Department of Teacher Education, IIUI

Abstract

With regard to the commodification of higher education, this paper explores the effects of this trend on matters of academic standards and the recognition of academic authority from the students' and the faculty's perspectives. As universities move to adopt a mass production model and act as economic suppliers aligning themselves with the consumerist culture, there are fears that academic standards may suffer, and this may manifest in things such as inflation of grades, lowered academic standards, and a change of perspective amongst learners from values of learning to acquire of certificates. This research explores how these changes concern education quality and knowledge authenticity. In a way that relates closely to a dipstick survey, data was obtained from students and faculty members in various institutions in order to obtain a general feel of how commodification might influence teaching and learning processes. Thus, investigating differences in the perceptions of students and employees of International Islamic University, Islamabad. This research seeks to identify whether the views of institutional type predetermine opinions about academic quality. Questions for reflection include whether or not expectations of the grade have changed, the call for specialized knowledge, and whether students seem satisfied with their superficial learning levels. This research likely gave an introduction to the processes of commodification and the impact of these processes on integrity in higher learning institutions. Questionnaire surveys served as the primary data collection technique since the data required was available quickly and give a relatively instantaneous picture of the stakeholders' perceptions. The study findings show that commodification in higher education leads to grade inflation, lowered academic standards, and a shift in student focus from deep learning to obtaining certificates, undermining knowledge authenticity. Both students and faculty expressed concerns over superficial learning satisfaction and the erosion of educational quality. Current study results will contribute to the current debates about the purpose and scope of the reform in higher education, where there is increased pressure for student satisfaction and a stronger focus on academic standards. This study's recommendations will benefit university policymakers and teachers who seek to maintain scholarly academia in more market-driven organizations.

Keywords: *commodification, higher education, dipstick surveys*

Navigating Change and Regulatory Challenges in the Transition to Digital and Hybrid Education

Huma Kausar

PhD Scholar, Faculty of Education, International Islamic University Islamabad.

Abstract

This study examines the processes and challenges of managing change and regulatory requirements during the shift to digital and hybrid education models in higher education institutions. The primary objective is to explore strategies for effective change management and compliance with educational policies in the digital transformation of teaching and learning and to identify key obstacles institutions face, such as adapting to new technologies, addressing digital equity, and meeting regulatory standards. A qualitative method was employed to achieve the research objectives. The study population includes administrators and faculty members of higher education institutions in Punjab, Pakistan. Additionally, 20 participants were selected through purposive sampling for in-depth interviews, providing insights into the regulatory and practical challenges encountered during the transition. Data collection involved the use of a semi-structured interview guide for qualitative data collection. Thematic analysis was applied to interpret the qualitative interview responses. The findings reveal that while digital and hybrid education offers opportunities for flexibility and innovation, institutions face significant challenges, including a lack of infrastructure, digital literacy gaps, and the need to align with evolving regulatory frameworks. The study emphasizes the importance of collaborative efforts between institutions and regulatory bodies to ensure smooth transitions, highlighting best practices such as targeted training programs for educators and ongoing policy reviews to support sustainable digital learning environments. These insights aim to guide policymakers and educational leaders in managing change effectively and ensuring compliance in the digital era.

Keywords: *Digital transformation, Hybrid education, Change management, Regulatory challenges, Higher education*

Effect of Target Model on the Academic Achievement of Elementary Students in Subject of Science

Kishwar Sultana

Teachers Trainer, Joan Atkinson College of Teachers Education,
Rawat, Islamabad, Pakistan.

Abstract

When we set a goal, halfway we reach. Goal orientation achievement theory is widely used in previous and 21st century. Target model is a model of motivation that integrates many ideas about motivation used from a decade in academic settings. The objectives of the study were: To find out the effect of goal-oriented target model and traditional method (lecture/dictation) of instructions on student's academic achievement in General Science belonging to the experimental and control group. To investigate the difference between Achievement goals orientation score of students in the experimental and the control group at elementary level and to compare the effect of goal-oriented Target model of instructions on student's achievement goals belonging to the experimental group and control group. The research design was pre-test post-test true experimental control group design in nature. The population of study was 72 students in general science group from government girls high school Kountrilla, and sample size was 36, 36 in each group, which full fill the assumption of t-test. Pre-test was used to formulate the groups. Experimental group was taught by the researcher with Target model classroom goals. Pilot study was conducted to check the reliability of the instruments. Cronbach alpha was used to test the reliability of pre-test (.79) and GSAT post-test (.71) and split half was used to check reliability of AGOQ (.89). The validity of pre and post-test was checked by expert's opinion and validity of AGOQ was checked by back-word and for-word translation. A General science achievement test was designed by researcher to assess and compare the impact of target model and old method of teaching of general science on both the groups. The goal theory achievement questionnaire was administered on both the groups to identify achievement goals of control and experimental group in class. Descriptive statistics i.e. mean and standard deviation and inferential statistics i.e. t test both were used to analyze the data. The findings of the study were, H01: There is no Significant difference between mean post-test scores of control group and experimental group was rejected as the mean score of experimental group was (M=63.69) and control group (M=48.37) on general science achievement test. The recommendations of the study were: Target model is tested many times in physical education and sports that showed highly positive results so it is recommended that research may be conducted in order to check the effectiveness of TARGET model in different contexts. Qualitative and quantitative data may be collected at different level using target model of instructions.

Keywords: goal orientation, performance orientation

The Level of Reading Comprehension in English as A Foreign Language Among Third-Grade Intermediate Female Students in The Kingdom of Saudi Arabia (A Pilot Study).

Samar Fahad Alhumaid

PhD Scholar, Philosophy in Curricula and Teaching Methods, Buraydah, Saudi Arabia.

Abstract

The goal of this current study is assessment the reading comprehension level in English as a foreign language among third-grade intermediate female students in the Kingdom of Saudi Arabia. The study aimed to evaluate four levels of reading comprehension among third-grade intermediate female students: word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. The descriptive survey methodology (school survey) was applied on a sample of 32 third-grade intermediate female students, using a reading comprehension test as a study tool consisting of 13 objective questions that measure 13 reading comprehension skills distributed over four levels of reading comprehension (word comprehension, sentence comprehension, paragraph comprehension, and text comprehension). The study concluded that the sample has a weak reading comprehension in English as a foreign language. The total reading comprehension rate in English reached 48.3%, divided into four levels: the word comprehension rate reached 11.53%, and the sentence comprehension rate reached 10.76%. In comparison, the paragraph comprehension rate reached 6.9%, and the text comprehension rate reached 19.23%. To solve the weakness of third-year middle school students in terms of reading comprehension, the author built and applied an educational program on dual coding theory (DCT) to develop reading comprehension skills among third-year middle school students.

Keywords: *reading comprehension, word comprehension, sentence comprehension, paragraph comprehension, text comprehension, English as a foreign language.*

Innovative Earnings Through AI-Driven Influencers on TikTok: A Study of Monetization Potential in Pakistan's Digital Economy

Asadullah Jan

Student at Department of Anthropology, BS Program BZU Multan

Meer Wali

Student at Department of Anthropology, BS Program BZU Multan

Bahar Hussain

Student, Department of Anthropology, BS Program BZU Multan

Areej Fatima

Student, Department of Criminology, BS Program NFC IET Multan

Tooba Arif

Student, Department of Criminology, BS Program NFC IET Multan

Noman Nadeem

Student, Department of Criminology, BS Program NFC IET Multan

Dr Ahmad Saad

Assistant Professor, NFC IET Multan.

Abstract

In an era where digital innovation intersects with quality content creation, the role of AI-driven influencers on social media platforms like TikTok presents transformative opportunities for the Pakistani digital economy. This study delves into how AI influencers are redefining monetization pathways on TikTok, particularly focusing on Pakistan's rapidly evolving IT freelancing sector. Using a qualitative research design, this study adopts a simple random sampling method to select participants from four prominent IT institutes in Multan, ensuring unbiased representation in assessing the economic potential of virtual influencers who maintain continuous engagement and audience interaction. Engaging with a sample of 20 participants through in-depth interviews, the study explores how creators leverage AI to tap into TikTok's unique monetization features while offering privacy, scalability, and efficiency. The findings reveal that AI influencers surpass traditional content creators in consistency and round-the-clock engagement, enhancing the potential for income generation. As AI technology advances globally, this study highlights how adopting innovative AI-driven models can support quality content and earnings in Pakistan's digital landscape. By exploring AI influencers' impact on TikTok earnings, this research contributes to understanding how virtual identities are positioned to become a significant revenue stream within Pakistan's higher education and IT sectors, promoting a future where innovation and digital transformation are central to economic growth.

Keywords: *AI influencers, TikTok monetization, Pakistani digital economy, virtual identities*

Digital Citizenship and Online Learning in Pakistan: Highlighting the Need for Promoting Responsible Online Behavior in a Growing Digital Education Landscape

Muhammad Usman Saqib
PhD Scholar, University of Wah,

Dr. Arshad Mehmood Qamar
Lecturer Allama Iqbal Open University Islamabad,

Dr. Hamid Ali Nadeem
Lecturer Allama Iqbal Open University Islamabad,

Abstract

As digital education rapidly expands in Pakistan, the need for effective digital citizenship education becomes increasingly critical. This study explores the current landscape of online learning and the imperative of fostering responsible online behavior among students. The problem addressed is the lack of awareness and understanding of digital citizenship principles among students, which can lead to issues such as cyberbullying, misinformation, and privacy violations. Using a mixed-methods research design, this study employed both quantitative and qualitative approaches. A survey was distributed to 200 students across various educational institutions in urban and rural areas, supplemented by in-depth interviews with educators and parents to gather diverse perspectives on digital citizenship. Findings indicate a significant gap in knowledge regarding responsible online behavior, with over 70% of students unable to identify key components of digital citizenship. Interviews revealed that educators feel ill-equipped to teach these principles effectively. Results underscore the urgent need for integrating digital citizenship into the curriculum, emphasizing its role in developing critical thinking and ethical online practices. The study concludes that promoting digital citizenship is essential for ensuring safe and responsible online interactions among students in Pakistan. Recommendations include the development of comprehensive educational programs that focus on digital literacy, collaboration between schools and parents, and the establishment of guidelines for responsible online conduct. By addressing these areas, Pakistan can better prepare its youth for the challenges of a digital world.

Keywords: *Digital Citizenship, Online Learning, Pakistan, Responsible Online Behavior, Digital Education, Cyberbullying, Misinformation, Privacy Violations, Digital Literacy, Ethical Online Practices, Youth Empowerment, Guidelines for Conduct.*

Impact of Continuous Professional Development on Faculty Teaching Practices at NCS University System Peshawar

Amir Waleed

PhD Scholar, Faculty of Education, IIUI

Sadoor Ahmad Khan

PhD Scholar, Faculty of Education, IIUI

Prof. Dr. Muhammad Sarwar

Former Dean, Faculty of Education, IIUI

Abstract

Continuous Professional Development (CPD) is essential for educators in adapting to the ever-evolving landscape of higher education (Darling-Hammond et al., 2017). This study explores the impact of CPD on faculty teaching practices at NCS University System Peshawar, emphasizing its critical role in enhancing educational quality. The research aims to assess how participation in CPD initiatives—such as workshops, seminars, and training sessions—affects teaching effectiveness, confidence in technology use, and student engagement. A structured survey was administered to a sample of 120 faculty members, measuring their teaching practices and perceptions before and after participating in CPD programs. The data were analyzed using paired t-tests to evaluate changes in teaching effectiveness and confidence levels, alongside regression analysis to explore the relationship between CPD engagement and student outcomes. Results indicate statistically significant improvements in teaching practices and increased confidence in the use of educational technologies post-CPD. Additionally, there was a notable rise in reported student engagement levels, suggesting that enhanced faculty development positively influences student learning experiences (Guskey, 2002). This study underscores the vital role of CPD in elevating teaching standards at NCS University and offers recommendations for further development and sustainability of these programs to maximize their impact on faculty and student success.

Keywords: *Quality, Improvement, CPD, Teaching Practices and Learning Experiences*

Empowering Education through Augmented Reality based Human-Centric Hybrid Intelligence to Enhance Learning

Maida Maqsood

Student, Government College Women University Sialkot Pakistan

Abstract

The integration of immersive technologies, such as Augmented Reality (AR), with Hybrid Intelligence (HI) systems presents a promising avenue for revolutionizing educational practices. This research aims to explore the potential of AR-Based HI to enhance experiential learning outcomes, particularly in design-related disciplines. By combining the strength of both approaches, we seek to address the limitations of traditional teaching methods and foster active, collaborative, and meaningful learning experiences. Drawing upon Kolb's experiential learning cycle, this study investigates how AR-based HI can stimulate reflective observation (RO) and active experimentation (AE) while mitigating the challenges associated with concrete experience (CE) and abstract conceptualization (AC). Through a mixed method approach, including surveys and interviews, we analyzed the perceptions and experiences of students engaged in AR-based HI learning environments. The research findings confirm two research hypotheses showing that immersive experiential learning could constructively align RO and AE, this bringing an overall positive impact on the experiential learning processes, but shows no conclusive influence promoting CE, experience AC. The quantitative findings and qualitative results have new insights into the discussion of the theoretical and practical implications of the study.

Keywords: *human interaction, augmented reality, education, learning, hybrid intelligence*

Policy Provisions for Professional Development of Teachers in National Educational Policies of Pakistan (1947-2009): A Document Analysis

Arooj Fatima

PhD Scholar, NUML/Assistant, HEC

Dr. Wajeeha Aurangzeb

Associate Professor & Director Examinations, NUML

Abstract

Over the past decades, Pakistan has undergone significant transformations in its educational landscape, which have been marked by formulating and revising national educational policies to address evolving socio-economic challenges and academic needs (Hussain & Ali, 2019). Among the critical components of these policies is the provision for the professional development of teachers, recognizing their pivotal role in fostering quality education and national development (Malik, 2016). This document analysis aims to scrutinize the policy provisions about the professional development of teachers within Pakistan's national educational policies from its inception from 1947 to 2009. Pakistan's educational policies have historically been shaped by diverse influences, including political, socio-economic, and cultural factors, which have necessitated adaptations in educational objectives and strategies over time (Farooq, 2017). Understanding the evolution of policy provisions for teacher professional development is essential for comprehending the trajectory of educational reform efforts and their implications for teacher quality and educational outcomes. This study is a document analysis to shed the light on policy provisions for teachers' professional development in National Educational policies of Pakistan starting from first educational conference of 1947 till National Educational policy of 2009. The article focuses on the initiatives taken by different governments to develop the teachers professionally. Chronological events and mechanisms have been discussed briefly in this article. Document analysis technique has been used to present the faced challenges and measures taken for the improvement of Professional development of teachers. Finally, the key findings have been mentioned according to which applicable recommendations have been suggested by the author.

Keywords: *Education, Educational Policies, Policy Provisions, Educational Governance, Professional Development of Teachers, Teacher Education, Teacher Trainings*

Exploring Teacher's Competency About the Use of ICT Resources for Promoting Creativity in Teaching at Higher Education

Dr. Rabia Khurshid

Head of Institute of Education, University of AJK, Muzaffarabad

Abstract

In recent years, there has been a great deal of emphasis and inspiration to shift from the usual “chalk and talk” to a more creative and innovative teaching methodologies. Without creativity, we have no art, no literature, no innovation, no problem solving, and no development. And it may be, less understandable that creativity has an equally vital position in teaching. That's why it is of utmost importance to enhance creativeness in teaching methodologies in order to support learners' learning abilities particularly, with the use of actual teaching activities, for accepting pleasure and attracting learners in a flexible and inventive way. Creative teaching is an art (Craft, 2011). There is an increasing awareness of the importance of fostering creativity in teaching. After the development of technology, the value of ICT has also been increasing in educational settings. Especially in higher education, the use of ICT is familiar these days. To enhance teaching performance at the higher education level the use of ICT is meaningful and helpful for teachers. To promote creativity in teaching in higher education it is important to apply ICT resources in the instruction process. This study intends to explore the competency of teachers about the employ of ICT resources for promoting creativity in teaching at higher education in AJ&K. To explore the competency of teachers about the use of ICT a questionnaire was prepared which included 9 questions related to using ICT in teaching. There were 541 faculty members from whom data was collected. The findings of the study are based upon data analysis of questionnaires collected from faculty members. Findings of the study revealed that teachers were moderately competent in use of ICT in teaching. The study concluded on the basis of the result of the study that there is a need to improve the competency in some areas regarding the use of ICT learning resources for promoting creativity in teaching. University teachers are not fully competent to use different teaching learning ICT resources for promoting creativity. Therefore, there is a need of proper arrangement of workshops, refresher courses and training related to use of ICT in AJ&K universities for attaining the productive outcomes of teaching

Keywords: *ICT, AJ&K, Competency, Creativity, Performance*

Exploring The Role and Responsibilities of Cooperative Teachers in Supervising Prospective Teachers During Internship Programs: A Study in Rawalpindi and Islamabad

Sehrish Tariq

Student, Faculty of Education, International Islamic University Islamabad

Dr. Fouzia Ajmal

Assistant Professor, Department of Teacher Education

International Islamic University Islamabad

Abstract

The study was undertaken to recognize the role and responsibilities of the cooperative teachers in supervising prospective teachers during their internship program. The study aimed to find out the perceptions of cooperative teachers about their own roles and responsibilities regarding Lesson Planning. The study also aimed to investigate the understandings of cooperative teachers and prospective teachers about their role and responsibilities during teaching skills. The study is beneficial for prospective teachers, cooperative teachers, and universities education programs. Purposive sampling technique was applied to select schools where student teachers were going to do internship, however, convenient sampling technique was applied during the selection of cooperative teachers. As a sample of study, four public-sector universities in Rawalpindi and Islamabad were selected. Data were collected through personal visits to the schools where prospective teachers were practicing their teaching. The mixed methods study attracted the participation of 145 prospective teachers for quantitative data and 42 cooperative teachers for qualitative data. The data were analyzed using descriptive statistics by means and standard deviation of SPSS version 20 and thematic analysis. Major conclusions and recommendations of the study direct toward arrangements of professional development programs as the universities require modeling and uplifting of the standards of relationship and cooperation between cooperative teachers and prospective teachers.

Keywords: *Cooperative Teachers, Roles and Responsibilities, Internship, Prospective teachers.*

Setback of Teachers' Toxicity on Students' Psychological and Social State, and Classroom Participation in Secondary Schools

Dr. Iram Uzair

Assistant Professor, Institute of Education, University of Sargodha, Sargodha

Dr. Muhammad Uzair-ul-Hassan

Associate Professor, Institute of Education, University of Sargodha, Sargodha

Abstract

Recent research trends highlight toxicity issues in school cultures, highlighting toxic schools for learners (Boen, Karen, Tyson; 2020; Masahiro, 2020). The current study focused on toxicity for learners manifested in toxic teaching in Pakistan's secondary schools. The present study investigated how teachers in schools exercise toxicity; and how this noxious practice affects students' psychological, and sociological state and hinders their participation in the classroom. The study selected 300 students from secondary schools for a quantitative data analysis. Initially, a percentage analysis was executed to understand the prevalence rate of teachers' sting who throw toxicity through their practices while interacting and dealing with students. Secondly, hypotheses testing involved a t-Test, ANOVA, and linear regression model. The study revealed evidence of toxicity in teachers in secondary schools causing a declining state of students' psychological, and sociological well-being and hindering their classroom participation. The study provides useful recommendations to address toxic teachers, and classrooms to inhibit the toxic culture of secondary schools.

Keywords: *Toxic Teaching, Students, Psychological and Social well-being, Classroom Participation, Secondary Schools*

Effect of Concept Oriented Reading Instruction (CORI) on Reading Comprehension of Elementary Students

Sadia Khan

Assistant Professor, Women University of AJ&K Bagh

Saima Bashir

Women University of AJ&K Bagh

Abstract

One of the most significant cognitive abilities students developed during primary, elementary and secondary education is the reading comprehension. In fact, reading comprehension is needed in all subject areas throughout all levels of schooling and even in higher education. The existing literature argues that explicit reading strategies can improve the reading comprehension, reading motivation and reading engagement of students. This study is intended to investigate the effects of concept oriented reading instruction (CORI) on the reading comprehension of the Grade 6 students. The study is quantitative in nature and one of the true experimental designs known as “Pretest-Posttest Control Group Design” was used to meet the desired objectives. The sample of the study comprised of students of two classes of Grade 6 studying English in a public sector higher Secondary School for Girls. The public sector higher secondary school was conveniently selected from the district Bagh Azad Jammu and Kashmir. The experimental and control groups were further randomly selected from these two groups. The experimental group was instructed through the CORI strategy while the control group received instruction through traditional method. A Reading Comprehension Test (RCT) was developed and validated from expert with vast teaching experience in the subject. The item analysis was carried out to check the difficulty and discrimination level of the test. The test was then pilot tested to check its internal consistency. A final Reading Comprehension Test (RCT) which consisted of 50 items was used for pre-test and post-test to collect the data. The hypotheses were tested using the independent and paired sample t-tests. The Cohen’s d was used to estimate the magnitude of treatment effect. The findings of the study reveal that CORI teaching practices have statistically significant positive effect on the Grade 6 students’ reading comprehension in the subject of English. The results of study provide important implications for educators, students, and teachers training institutions. On the basis of the results, the study suggests that the teacher training institutions should incorporate the concept oriented reading instruction (CORI) in the curriculum of different professional degree programs especially designed for teachers. It is also suggested that different workshops, seminars, and trainings on reciprocal teaching should be designed for educators so that teachers can implement concept oriented in classroom practices.

Keywords: *Reading Comprehension, Experiment, Concept Oriented Reading Instruction*

Problems Faced by The Students While Solving Differentiation Sums at The College Level

Dr. Tabassum Saleem
Mathematics Lecturer, ISP Kuwait

Dr. Shamsa Aziz
Secretary NACTE, Islamabad

Abstract

Differentiation is an important part of mathematics at the college level. Student at their HSSC II level start studying differentiation and integration. The present study was conducted to highlight the problems faced by the students while solving the sums related to the topic of Integration. The study was qualitative. The study sample was 50 HSSC II mathematics students. Students were asked to write all the problems they faced while solving integration sums. 30 minutes were given to the students. The responses were collected. Themes were generated. The problems were tabulated. Data analysis depicted that students faced problems differentiating the trigonometric and exponential sums, to apply Maclurin's and Taylor's series formulae, high order derivatives especially 5th and 6th derivatives. Only two out of 50 students wrote that differentiation is an easy topic and they don't face any problems. Based on the findings it was concluded that differentiation needs a lot of practice and concentration. Only 4% of students said they don't face any problems which is a very low percentage. Based on the conclusions it was suggested that teachers may use some interesting tricks to memorize formulae. Give enough time for the practice of particular sums.

Keywords: *differentiation, trigonometric functions, exponential functions,*

Problems Faced by Teachers of Special Education in Muzaffarabad and Mansehra: A Comparative Case Study

Nayab Bibi

Student, Hazara University, Mansehra, Pakistan

Abstract

Special education is an important aspect of the overall education system of a country. Teachers working in the field of Special Education often face more problems and hardships as compared to teachers working in normal educational institutions. There has been substantial work on problems faced by special education teachers in the international context in the international context. Literature reviewed for this study, however, revealed that there has not been much research work done on this issue in the Pakistani context. It, therefore, seemed interesting to explore the problems of teachers working in special education in Pakistan. The current study, therefore, aimed to explore problems faced by Special Education teachers in the Pakistani context. Keeping in view the nature and requirements of the research topic, qualitative research design was adopted for this study. The population of this study consisted of the teachers of Special Education Centers of District Mansehra and Muzaffarabad. A sample of total 12 teachers (06 from each Special Education institute in Muzaffarabad and Mansehra) was selected through using purposive sampling techniques. Semi-structured interviews were used to explore the perceptions of the respondents. Interviews were recorded and later on transcribed and translated into English. Data was analyzed using thematic analysis. Findings revealed lack of professional development opportunities as one of the major problems. The main findings of the study revealed lack of facilities in the school, lack of opportunities for teacher's professional development, heavy workload, lack of availability of proper books and other curricular materials and lack of adequate salaries for the teaching staff. A number of suggestions were put forward for improving the status of special education in the educational institutions under study. These included better parental involvement, reduction in workload, provision of opportunities for teachers' professional development, provision of specialized books and better facilities in the centers. The study has important implications for authorities and stakeholders in the field of special education.

Keywords: *Special education, professional development, teachers.*

Identification of Academic Challenges Regarding School Environment to Promote Academic Quality at Workers' Welfare Schools in Punjab, Pakistan: A Way Forward for SDG-4 Quality of Education

Muhammad Aslam

PhD (Education) Scholar, Department of Education,
Khawaja Fareed University of Engineering and Information Technology, Rahimyar Khan.

Abstract

This study aimed to identify academic challenges related to the school environment in workers' welfare schools in Punjab, Pakistan. Data were collected from 165 participants, including principals, teachers, students, and parents, using a mixed-methods approach. The results highlighted specific areas of concern, such as the need for an optimal student-teacher ratio, which received a mean rating of 3.32. This emphasizes the importance of maintaining manageable class sizes to ensure effective quality education. Feedback regarding the frequency of parent-teacher meetings was moderate, with an average rating of 3.92. However, there was a perceived lack of sports equipment for both indoor and outdoor activities, reflected in an average rating of 2.66. This suggests a scarcity of resources to engage children in sports, as illustrated by various examples. A subsequent statistical analysis revealed significant differences in change point locations, with a value of 0.03, supporting the reproducibility of our findings. Based on these results, several recommendations arise: prioritize immediate improvements to the physical environment, including funding for repairs and upgrades, and implement architectural designs that create aesthetically pleasing learning environments conducive to effective teaching. Additionally, strategies should be developed to showcase academic excellence among students, fostering a supportive academic atmosphere.

Keywords: *School Environment, PTM, PWWF, Physical Activities, Outdoor Games*

Role of Monitoring and Evaluation System in Providing Missing Facilities in Secondary Schools for Achieving SDG-4 Quality Education

Lubna Huma Naz

Ph.D. Scholar, Department of Education, KFUEIT, Rahim Yar Khan.

Dr. Jam Muhammad Zafar

Assistant Professor, Department of Education, KFUEIT, Rahim Yar Khan.

Dr. Naeem Ullah

Assistant Professor, Department of Education, KFUEIT, Rahim Yar Khan.

Abstract

This study analyzes the impact of the monitoring and evaluation system in improving educational facilities at the secondary school level in Punjab. The study employed a survey design to assess the impact of the monitoring system in enhancing the missing facilities in secondary schools in Punjab. Principals, head teachers, SSTs, PSTs, MEAs, CEOs, DEOs, and DMOs of Punjab public secondary schools, both male and female, constituted the study population. The study focused on the Punjab government's secondary schools. Districts from the three areas of Punjab—Rahim Yar Khan, Faisalabad, and Rawalpindi were selected for sampling. The study was qualitative (QUAN-qual), quantitative, and descriptive. Using stratified random sampling, the researcher chose a sample at random from both urban and rural schools, yielding a total sample size of 429. After pretesting for reliability and gathering expert recommendations for validity, two self-constructed instruments were employed as data collecting tools: one for Monitoring and Evaluation Assistants and the other for Headteachers and Teachers of Public Secondary Schools. The results showed that the instruments' dependability was 0.889 and 0.788, respectively. After pretesting for reliability and gathering expert recommendations for validity, two self-constructed instruments were employed as data collecting tools: one for Monitoring and Evaluation Assistants and the other for Headteachers and Teachers of Public Secondary Schools. The results showed that the instruments' dependability was 0.889 and 0.788, respectively. In Punjab, 300 public secondary school teachers, 60 monitoring assistants, and 60 principals received questionnaires. This study found the impact of monitoring and evaluation system on infrastructure improvement of secondary-level institutions. Despite regularly reviewing the state of basic facilities, the government's monitoring system does not adequately reflect the real needs of schools for improved infrastructure, according to the study. Insufficient resources hinder motivation, underscoring the need for systematic enhancements to drive improved performance. Future research is essential to identify the areas for optimization and refine the system's effectiveness.

Keywords: *Monitoring & Evaluation System, Quality Education, Missing Facilities, Secondary Level.*

Effect of Metacognitive Strategies on Secondary School Students to Achieve Sustainable Learning Skills

Uzma Rasheed

M.Phil. scholar, Department of Education, KFUEIT, Raheem yar khan.

Abstract

The study aimed to analyze the effect of metacognitive strategies on secondary school students to achieve sustainable learning skills. The objectives of study were to measure the effect of metacognitive strategies on secondary school students' learning skills and to determine the effect of metacognitive strategies on secondary school students to achieve sustainable learning skills. This research looks at how metacognitive techniques help secondary school pupils develop sustainable learning abilities. The research used an experimental design and included students, teachers, and headteachers who were chosen using a straightforward random sample procedure. Pre- and post-tests were used as data collecting instruments, as was a questionnaire that was verified by expert opinion and had its reliability assessed using Cronbach's Alpha. Results show that students' learning capacities are greatly improved by metacognitive tactics including fostering critical thinking, relating new information to existing knowledge, and using interactive approaches like role-playing and inquiry-based questioning. Furthermore, it was shown that the development of metacognitive skills was influenced by outside variables such as students' confidence levels and familial backgrounds. According to the study's findings, metacognitive techniques are key for developing sustainable learning skills and giving pupils the critical thinking and self-control skills they need for lifetime learning.

Keywords: *Metacognitive strategies, Sustainable learning, Secondary education, Critical thinking, Student engagement, Self-regulated learning*

Pakistan Standards for Quality Assurance in Higher Education: Implementation and Students' Satisfaction

Ms. Bisma Bashir

MPhil Education Scholar, Department of Educational Sciences
National University of Modern Languages, Islamabad

Dr. Obaid Ullah

Assistant Professor, Department of Educational Sciences
Manager, Quality Enhancement Cell
National University of Modern Languages, Islamabad

Abstract

Quality Assurance is the planned and systematic review process of an institution to determine whether or not acceptable standards of education scholarship and infrastructure are being met, maintained and enhanced. The Quality Assurance Agency, Higher Education Commission proposed policies to strengthen and enhance the standards of students support services paving way for students to anticipate quality higher education. The current study aims to assess the implementation of policies and student satisfaction at higher education level with reference to the standards of Quality Assurance Agency (QAA), HEC. Quantitative research with reference to descriptive research design was conducted. The population constitutes all the students of NUML while 160 students of English, Education and Psychology department were selected as sample of the study. A validated points like Likert scale questionnaire was used to collected data from the respondents. The reliability of the questionnaire was checked using Cronbach Alpha, which was 0.671 (range is 0.5 – 0.9). The collected data was analyzed using Ordinal Regression Analysis (ORA) after checking the essential assumptions. The results reveals that the level of students' satisfaction towards provision of services was satisfactory; and there is proper implementation for student support services which increases the level of students' satisfaction. It is recommended that the academic administrators and policy makers need to review each aspect of student support services for quality assurance and governing bodies need to ensure students access to support services.

Keywords: *Quality Assurance, Higher Education, Student Support Services, Ordinal Regression Analysis*

Assessing the Impact of Computer-Aided Design (CAD) Applications on Teaching and Learning in Education: A Comparative Study of Private and Public Schools in Rahim Yar Khan

Nighat Ahsan

PhD scholar of education, Khawaja Fareed University of Engineering and Information Technology (KFUEIT), Rahim Yar Khan

Dr Azmat Farooque Ahmad Khurram

Assistant Professor, Department of Education, Khawaja Fareed University of Engineering and Information Technology (KFUEIT), Rahim Yar Khan,

Abstract

The study evaluates the effectiveness of CAD instruction, emphasizing the need for strong resources and advanced infrastructure. It emphasizes the transformative potential of experiential learning and hands-on activities in public schools. Teachers' knowledge, abilities, and confidence are crucial for transforming lessons into lively, hands-on explorations, fostering the next generation of design innovators. The study question is: How can CAD applications be used to maximise opportunities and address challenges in order to improve teaching practices in public schools and compare them to private schools? Twelve teachers and twelve students from particular public and private schools participated in the study; they were specifically chosen to offer perspectives on how to incorporate CAD technologies into their courses. Qualitative research, literature criticism, comparison, and contrast, as well as in-person interviews with six Design and Technology instructors and students from private schools, were used in this study. While six public school students and teachers, CAD is not included in their curricula. Examining the benefits of CAD in instructional strategies while taking the viewpoints of both teachers and students was the goal. Semi-structured interviews, document analysis, and classroom practice observations were used to collect data. Constructivist ideas served as the foundation for the theoretical framework, which highlighted how technology might support active learning. The results show that although CAD applications improve student comprehension and engagement, teachers encounter difficulties such as inadequate software training, restricted resource availability, and a lack of institutional support for integrating technology. To maximise the advantages of CAD in multi-subject instruction, the study suggests establishing focused teacher training programs, investing more in technology, and working together across schools to exchange best practices. The study emphasises how CAD applications might revolutionise the educational process. It highlights how crucial teacher expertise and the framework of education policy are to a smooth integration. Teachers demand specialised software, curriculum inclusion, and thorough training. To guarantee strong implementation and precisely define CAD's function, the framework for education policy must change. In order to ensure that CAD is accessible and unifying rather than dividing, students want an even playing field.

Keywords: *computer-aided design, technology revolution, cutting-edge infrastructure*

You are as good as your accreditations! Or are you?

Dr. Amber Raza

Assistant Professor, NUST Business School

Abstract

Higher education accrediting agencies conduct external quality evaluations for institutions and programs to ensure quality control and assurance. This study examines the academic literature to evaluate the potential effects of accreditation on the academic freedom of faculty, despite extensive discourse on the advantages and disadvantages of the accrediting process. It further focuses on the impact of standardization, exams, and the essential components of certification on academic freedom in higher education and how these factors may undermine it. This study aims to examine the current literature to further the discourse on accreditation and academic freedom. This article commences with a concise description of the accreditation process, succeeded by a functional definition of academic freedom. An overview of scholarly debates about the ways in which accreditation both safeguards and undermines academic freedom is presented. Ultimately, a discourse arises over the two potential challenges to academic freedom inherent in accreditation, standardization, and assessment. Faculty opinions are incorporated in the study with a specific focus on factors such as individual academic freedom i.e. freedom of research and teaching. The methodology used in this study is qualitative in nature to help incorporate diverse perspectives, enabling a more nuanced understanding of the research subject.

Keywords: *Accreditation, Changing Academic Profession (CAP), Academic Freedom, Research, Faculty*

Enhancing Critical Thinking Skills in University Students through Artificial Intelligence Integration: A Transformative Approach

Dr. Zahida Javed

Assistant Professor, University of Education, Lahore

Musab Javed

PhD Scholar, University of Education, Lahore

Abstract

In the current era of academia, Critical thinking skills are essential for academic success and professional excellence. However, cultivating these skills in university students remains a significant challenge. This study explores the potential of Artificial Intelligence (AI) integration in improving critical thinking skills and academic performance among university students. An experimental approach was employed, making two groups of 40 students with experimental and control designs. AI-powered tools, such as ChatGPT, chat pdf, and YOU.com, were integrated into coursework to facilitate critical thinking exercises, real-time feedback, and personalized learning pathways. Paired samples t-test and independent samples t-test were applied for data analysis. The research instrument, critical thinking skills, and students' engagement survey were used. Students' achievement score on the test was considered as performance. Results indicate significant improvements in critical thinking skills ($p < 0.01$), academic performance ($p < 0.05$), and student engagement ($p < 0.001$). It was concluded that the majority of the students were more familiar with ChatGPT. The study demonstrates the transformative potential of AI integration in higher education, providing insights into effective implementation strategies and implications for future research.

Keywords: *Artificial Intelligence, Critical Thinking, University Education, Academic performance, Adaptive Learning.*

Need of Guidance and Counselling Framework for Improvement of Students' Learning Outcomes: A Way Forward for SDG-4 Quality of Education

Qamar Zaman Bhutto

Ph.D. Scholar, KFUEIT, Rahim Yar Khan, Punjab, Pakistan

Jam Muhammad Zafar

Ph.D. Scholar, KFUEIT, Rahim Yar Khan, Punjab, Pakistan

NaeemUllah

Ph.D. Scholar, KFUEIT, Rahim Yar Khan, Punjab, Pakistan

Abstract

The study aimed to identify the need of guidance and counselling framework for achieving improved learning outcomes in public sector secondary schools in Larkana Division. The teachers use corporal punishment to students for achieving academic results. This study determines how learners in public secondary schools in Larkana Division conceptualized the function of GC in academic achievement. We recruited 167 learners in this paper. The qualitative as well as quantitative method was adopted. The findings showed that most of the students were unaware of the counselling services' availability, they hardly ever used them. The study concluded that secondary schools in Larkana division faced a dearth of proper guidance and counselling framework. According to conclusions, the School Education and Literacy Department Sindh should implement a proper framework of Guidance and Counselling framework.

Keywords: *Guidance, Counselling, Framework, Expulsion, Learning Outcomes Punishment, Instruction, and Suspension*

The Effects of Teachers' Behavior on Students' Performance in Science Subjects at Secondary Level

Dr. Samina Rafique

Assistant Professor, Department of Education, University of Sufism and Modern Sciences, Bhit Shah

Bibi Rabia

University of Sufism and Modern Sciences, Bhit Shah

Anzalna Ayooob

University of Sufism and Modern Sciences, Bhit Shah

Abstract

This study investigates the impact of teachers' behavior on the psychological, social, and academic development of secondary school students in Pakistan, with a focus on science education at the secondary level in Matiari. Research suggests that unjust treatment from teachers can negatively affect students' self-esteem and engagement, often compounded by home environment factors. Positive interactions—characterized by respect, encouragement, honesty, and preparedness—are essential for fostering beneficial educational experiences and improving academic performance. The study's findings indicate a significant relationship between teacher behavior and student outcomes. Key recommendations include fostering an encouraging classroom environment, employing qualified and experienced teachers, and maintaining impartiality to prevent favoritism. These elements are essential to promote students' psychological and social well-being, which in turn enhances academic achievement. Teachers play a pivotal role in shaping students' futures, and the quality of teacher-student interactions during formative years can have lasting effects, contributing to societal development as students mature into adults. Utilizing a quantitative research method, this study employed a descriptive design to objectively analyze the relationship between teacher behaviors—such as respect, encouragement, and competency—and students' psychological, social, and academic growth. Positive teacher behaviors were linked to improved confidence and engagement, whereas negative behaviors hindered student development. The research included 50 teachers and 490 students from five randomly selected secondary schools in Matiari. Structured, close-ended questionnaires with a two-point Likert scale (“Yes” and “No”) were used to gather data on teacher attitudes, classroom practices, and student perceptions. Reliability was ensured through Inter-Rater and Parallel Forms Reliability, while content and construct validity were confirmed by educational experts. Ethical standards, including participant confidentiality, informed consent, and respectful data collection, were strictly observed throughout the research.

Keywords: *Psychological, Achievement, Influence, Critical, Behavior*

Role of Institutional Policies and Culture in Promoting National and International Collaborations

Dr. Fatima Batool

Assistant Professor, Teacher Education, IIUI, Islamabad, Pakistan

Sakina Juman

Lecturer, Education, University of Sufism and Modern Sciences, Bhitshah, Sindh, Pakistan

Abstract

In the era of globalization, landscape of higher education is transforming on a rapid pace. For fostering innovation, cultural exchange, and academic excellence; national and international collaborations have become very crucial. Most important point that needs to be considered for the success of collaborations is their alignment with institutional culture. This study explored the role of institutional policies and culture in the development of effective academic collaboration strategies. Objectives of this study were to: explore the linkages between institutional culture and academic collaborations, identify key factors that are influencing the development and practice of collaboration strategies, streamline strategies to develop and practice culturally sensitive collaboration strategies. This study was qualitative in nature and multi case study design was employed. Population of this study was the administrators from linkages departments of all (17) public sector universities of Islamabad. Convenience sampling technique was used to select nine participants for in-depth interviews. Key themes of interview guide were linkages between institutional culture and academic collaborations, cultural factors hindering collaborations and way forward to develop sustainable strategies. Data were analyzed using thematic analysis techniques. Findings indicated that diversity and inclusivity in institutional cultures plays important role in fostering national and international collaborations. Diverse leadership styles, insufficient resources, regional disparities and faculty retention challenges are some of the key challenges that are affecting collaborations. It is recommended that educational administrators may take initiative to define clear collaboration protocols, provide cultural training, develop culturally sensitive policies, and reward collaborative achievements to foster national and international collaborations.

Keywords: *Cultural Exchange, institutional policies, academic collaborations, multi case study*

Practicing Innovative Approaches to Cultivate Lifelong Learners in Mathematics Education

Asma Alvi

PhD Scholar, Mathematics & Statistics, IIUI

Shahnaz Jumani

Lecturer, English, University of Sufism and Modern Sciences, Bhitshah, Sindh, Pakistan

Abstract

In today's rapidly changing world, mathematics education faces the challenge of not only imparting foundational skills but also instilling in students a love of learning and the ability to adapt throughout their lives. Existing teaching approaches focus on rote memorization and procedural tasks and fail to fully equip students with the critical thinking, problem-solving skills, and motivation needed to sustain ongoing engagement in mathematics. This scenario prompted a move towards innovative teaching approaches. Purpose of this study was to explore innovative teaching learning approaches that may be practiced to produce lifelong learners. Objectives of this study were to: explore the perception of teachers about innovative teaching learning approaches which they intend to practice, find out challenges associated with the practice of innovative approaches, and propose strategies for supporting teachers to practice innovative approaches. This study was qualitative in nature. Population of this study was teachers of mathematics department from two public and two private universities. Convenient sampling technique was used to select teachers for interviews. Data were collected by making personal visits and analyzed by applying thematic analysis techniques. Findings indicated that math modeling competitions, coding, programming, jigsaw method, and tiered assignments are some key innovative approaches which teachers intend to practice. Lack of administrative support, less opportunities of training, limited technological resources, and time management related challenges are hindering the practice of innovative approaches. It is recommended that educational administrators may take initiatives to minimize the issues pertaining due to scarcity of training opportunities and academic resources.

Keywords: *Innovative Approaches, Lifelong Learning, Mathematics Education, 21st century skills.*

Reshaping Formative Assessment and Academic Support to Enhance Students Engagement

Dr. Saima Yasmeen

Adjunct Assistant Professor, Sociology, IIUI, Islamabad, Pakistan

Abstract

In today's academic setting, formative assessment and academic support are intended to observe student indulgent and offer practical response. Research studies revealed the considerable improvement in student commitment when employed efficiently. Tailored academic support offers students with the tools they need to understand and overcome their distinctive learning complications. Purpose of this study was to explore and streamline strategies to reshape existing formative assessment techniques and academic support system. Objectives of this study were to: map existing assessment techniques that are being practiced at higher education institutions, determine the association among formative assessment, academic support and student engagement, explore the perceptions of teachers and students for upgrading formative assessment techniques and academic support system. Convergent parallel design of mixed methods approach was employed. Population of this study was students and teachers of 3 public and 3 private universities of Islamabad. Proportionate random sampling technique was used to select teachers and students. Document analysis, surveys, observation, and interviews were key data collection tools. Mean scores and regression analysis was used to analyze quantitative data, while thematic analysis techniques was used to analyze qualitative data. Findings indicated that most frequently used formative assessment techniques are assignments, presentations, quizzes, and discussions. There is a significant relationship among formative assessment, academic support and student engagement. It is recommended that training programs on innovative assessment methods may be arranged for teachers, students may be engaged in authentic and collaborative assessments, mentoring and counseling programs may be initiated to upgrade the quality of available support programs.

Keywords: *Formative Assessment, Academic Support, Students Engagement, Mentoring.*

A Study on Barriers in Learning the English Subject Faced by Students of Public Sector Secondary Schools of Quetta City

Sobia Afridi

Lecturer, Sardar Bahadur Khan Women University, Quetta

Aliya Ayub

Lecturer, Sardar Bahadur Khan Women University, Quetta

Abstract

The present study was designed to investigate the barriers in learning the English subject by students of public sector secondary schools of Quetta city. The study was limited to secondary level. This study was carried out in Quetta city Baluchistan, Pakistan. It was observed that the secondary school students have been facing several barriers in learning English subject. It was also observed that in recent times the government tries to equip teachers with the best possible training, but the situation is still not up to the mark. The participants of the study were 140 students, including 70 girls and 70 boys and 60 English teachers (n=30) were male and (n= 30) were females, Students and teachers were administered through two different questionnaires, the collected data were analyzed through SPSS by applying ANOVA and T-test; it was revealed that students still felt difficulties in speaking, listening, reading and writing English because teachers are not applying appropriate methods for teaching English subject.

Keywords: *Barrier, secondary school students, second language.*

Comparative Study of Interactive Method of Teaching and Traditional Method of Teaching English at Secondary Level District Mianwali

Amir Abbas

PhD Scholar, Department of Education & Research, University of Lakki Marwat,
Khyber Pakhtunkhwa, Pakistan

Dr. Irfan Ullah Khan

Assistant Professor, Department of Education & Research, University of Lakki Marwat,
Khyber Pakhtunkhwa, Pakistan

Abstract

This study aimed to compare the effectiveness of the interactive method of teaching with the traditional method of teaching English at the secondary level in District Mianwali. The objective was to assess the impact of each teaching approach on students' comprehension, engagement, and overall academic performance in English. With the growing emphasis on student-centered learning, this study sought to determine whether interactive teaching methods—such as group discussions, role-plays, and multimedia resources—yielded more favorable learning outcomes compared to conventional lecture-based instruction. A quasi-experimental design was used, with two groups of secondary-level students: one group received instruction through the interactive method, while the other was taught using the traditional approach. Data were collected using pre- and post-tests to measure students' progress, along with surveys and classroom observations to capture qualitative insights on student engagement and motivation. Statistical analyses were performed to compare the academic performance and engagement levels of students in both groups. The findings indicated that students taught through the interactive method showed significantly higher engagement and academic improvement compared to those taught by the traditional method. Interactive teaching techniques were found to enhance student participation, foster critical thinking, and improve language skills more effectively than lecture-based methods. The study also revealed that students in the interactive group were more motivated and enthusiastic about learning English, as they experienced a more dynamic and collaborative classroom environment. This research contributes to the field of language pedagogy by highlighting the advantages of adopting interactive teaching methods in secondary-level English education. The findings suggest that integrating interactive techniques can lead to better educational outcomes, offering valuable insights for educators and policymakers aiming to enhance English language instruction at the secondary level.

Keywords: *Interactive Teaching Method, Traditional Teaching Method, English Language Instruction, Secondary Education, Student Engagement and Performance*

Perceptions of School Heads Regarding the Role of Digital Leadership in the Contemporary Digital Era at the Secondary Level

Taseer Akhtar

PhD Scholar, Department of Education & Research, University of Lakki Marwat

Dr. Irfan Ullah Khan

Assistant Professor, Department of Education & Research, University of Lakki Marwat,
Khyber Pakhtunkhwa, Pakistan

Abstract

This study aimed to explore the perceptions of secondary school heads regarding the role and importance of digital leadership in the contemporary digital era. As educational institutions increasingly adopted digital technologies to enhance teaching, learning, and administration, the concept of digital leadership emerged as a critical component in driving educational innovation and transformation. Digital leadership extended beyond the traditional administrative roles of school heads, requiring them to act as facilitators of digital integration, innovators, and advocates for technology-driven educational practices. In this context, understanding school heads' perceptions of digital leadership was essential to grasp how they viewed its impact on school culture, teacher effectiveness, and student success. Through a mixed-method approach, the study investigated how secondary school heads in Khyber Pakhtunkhwa perceived and practiced digital leadership within their institutions. Quantitative data were collected through structured questionnaires, while qualitative insights were gathered via semi-structured interviews, allowing for an in-depth understanding of school heads' experiences, challenges, and successes with digital leadership. Specifically, the study focused on several key areas, including (1) how school heads defined digital leadership, (2) the perceived role of digital leadership in improving school management, (3) the use of digital tools to enhance communication and collaboration, and (4) the level of digital competence and confidence among school heads. The findings revealed that while many school heads recognized the importance of digital leadership, various challenges, such as limited resources, lack of professional development, and resistance to change, hindered its full implementation. Additionally, the study uncovered the readiness of school heads to embrace digital transformations in their schools and their strategies for overcoming obstacles in the digital integration process. Insights from this research provided policy recommendations for professional development programs tailored to enhance digital leadership skills among school heads and foster a culture of digital innovation at the secondary level. By examining the perceptions and experiences of these leaders, the research sought to provide actionable recommendations for stakeholders in the education sector to support digital leadership practices, ultimately leading to improved educational outcomes and more digitally inclusive learning environments.

Keywords: *(Digital Leadership, School Heads' Perceptions, Educational Innovation, Digital Transformation in Education, Secondary Education)*

Identification of University Teachers' Academic Commitment in Personality Development towards Academic Excellence: A Way Forward to SDG-4

Saira Shafqat

Ph.D Scholar, Department of Education, KFUEIT, Rahim Yar Khan.

Dr. Jam Muhammad Zafar

Assistant Professor, Department of Education, KFUEIT, Rahim Yar Khan.

Dr. Mazhar Hussain Bhadroo

Assistant Professor, Institute of Humanities and Arts, KFUEIT, Rahim Yar Khan.

Abstract

The study entitled, "Identification of University Teachers' Academic Commitment in Personality Development towards Academic Excellence: A Way Forward to SDG-4." The main objective of the present study was to identify the university teachers' academic commitment in personality development towards academic excellence. The study was survey and descriptive in nature. The mixed method quantitative as well as qualitative (QUAN-qual.) was adopted. The explanatory sequential technique was used. Population of study comprised; chairpersons/ HODs, faculty members of various departments of KFUEIT Rahim Yar Khan. The simple random sampling technique was used. The sample of study comprised of Chairpersons/ HODs/ Directors, 40 Faculty members 280 and total sample was 320. The interviews were recorded personally by the researcher which was a primary source of data. The questionnaire consisted of closed-ended and open-ended parts were used. The validity and reliability of tools were used for pilot testing. The study concluded that majority of HODs and Teachers don't teach actively in well-spaced and fully air-conditioned classroom. The study recommended that well-spaced and fully air-conditioned classrooms may be provided in the public sector universities of Pakistan.

Keywords: *Academic Commitment, Academic Excellence, Personality Development, Public Sector*

Administrative Problems of Head Teachers in Primary School at Rawalpindi

Iqra Asal

PhD Scholar, Department of Teacher Education,
International Islamic University Islamabad

Abstract

This research focuses on the administrative problems of head teachers in primary schools in Rawalpindi but with special reference to public and private sectors, tasks and problems. The social relationship which includes head teachers in managing the delivery of curriculum, financial matters, the relationship between teachers and students is essential in creating proper learning environment. A quantitative research design was adopted, and data was collected using questionnaires to 100 head teachers to respond to questions concerning curriculum, staff qualifications and finances. Another example demonstrated in the study is that private school heads are able to curb toxic behaviours through removing unqualified personnel, which in most cases cannot be done by public school leaders due to legal limitations. Immunological, with help of Chi square tests the challenges showed significance especially in some of its domains such as student performance, curriculum, and student and administrative resources affecting the educational outcomes. Some of the following discoveries show how constrained the head teachers are in terms of finances and resources to keep discipline, organize staff, and provide essential facilities. These perspectives give emphasis and demand increased autonomy and resources to increase the effectiveness of bureaucracy in primary education. Among the recommendations are improved training of the head teachers, improved on the budgetary provisions and put in place policies to enable the school leaders to deal with persona maladjusted staff. For this reason, such measures become crucial in ensuring that goal of attaining quality education in the primary level is attained.

Keywords: *Administrative challenges - primary education - head teachers*

Gender Equity in Higher Education: Institutional Support and Challenges Faced by Women Academic Leaders in Pakistan

Fatima Maqsood

Faculty of Education, International Islamic University Islamabad

Abstract

This article examines the crucial topic of institutional support for women academic leaders and the challenges they face within Pakistan's higher education sector. The objective is to highlight the significance of creating inclusive and supportive environments that empower women to thrive in leadership roles. This study utilizes a quantitative research approach, gathering data through survey with women academic leaders from Higher Education Institutions in ICT, Pakistan. The results indicate the existence of serious inadequacies in institutional support, including issues of gender, power, leadership, and career progression challenges among others. Looking at these challenges, however, the research study points out that there is the resolve of women leaders and they are doing their best to advance within the academic walls. The findings shed light on weak existing institutional support mechanisms and identified major challenges, such as gender bias, limited representation, and unequal opportunities. The article concludes by emphasizing the need for proactive measures to address these challenges and foster a more equitable and inclusive academic culture that support female leadership in academia. It recommends that higher education institutions change their current culture in order to encourage gender equity so as to increase the number of women in leadership positions in the academic sector and help in its expansion.

Keywords: *Women academic leaders, Higher education, Institutional support, Gender bias*

Impact of Adaptability & Governance in Grooming the Quality of Higher Education

Muhammad Shahid Abbas
M.Phil. Scholar, B.Z.U. Multan

Abstract

Better higher education is not only the right but the very duty of every citizen. As world is struggling with the human development aiming to use different modes to access better knowledge, institutes and individuals must admit the change. Islam says seeking knowledge is a life long journey and quotes as “Seek Knowledge from the cradle to the grave” which echoes throughout the history. Higher education in Pakistan requires revamping. Good governance adapts change; therefore quality of higher education can be improved by adding Artificial Intelligence, administrative consistency and following strict policies. Adaptability isn't just beneficial; it's crucial. Adaptability is not a fixed attribute, but rather a skill that can be developed and improved with practice, training and reproduction. Adaptability, with modern tools like trainings, research productivity, workshops and using of Artificial Intelligence, impacts positively by facilitation the quick access to knowledge and skills resulting in better job opportunities and economic growth. Many countries have already assimilated Artificial Intelligence in their learning system such as Singapore, South Korea, Japan, China, Canada, Malaysia and USA. Same way Bangladesh in the year 2017 established large-scale Continuing Professional Development (CPD) training for teachers who became more adaptive to quality assurance. Adaptability to change and better governance can remold the higher education system in Pakistan. However there are some challenges to adaptability and governance like potential strategy, low accountability, inadequate resource availability and compromised monitoring system. This research paper put emphasis on modernizing the higher education in Pakistan with strict policies. This paper also suggests future implementation of adaptability in higher education system and employs the theory of adaption to respond the question: Does adaptability and strict policies develop the higher education in Pakistan and what are the challenges? For this purpose qualitative textual approach is used. Adaption to change helps in assurance of quality of higher education which finally nurtures education system, flourish prosperity and economic stability. Same way receptive educated people are more employable and productive, earn higher wages and cope with economic shocks better.

Keywords: *Adaptability, Good Governance, Strict Policies, Artificial Intelligence.*

Reengineering Marketing Strategies for Higher Education in Somaliland

Mohamed Aden Abdirahman

Dean of Faculty of Business and Economics, Admas University, Somaliland

Abstract

Reengineering is a recognized method for significantly enhancing processes. It has greatly facilitated the improvement of institutions in many areas like operation, expansion and strategic development. This paper is about reengineering the marketing strategies of higher education in Somaliland, the purpose of this study is to examine the current marketing strategies of higher education in Somaliland and explore novel and effective marketing approaches to enhance brand reputation and increase student enrollment in higher education institution in Somaliland. The research identifies gaps and areas for improvement in current marketing approaches, which are not fully aligned with the evolving needs and preferences of prospective students in the digital era. The study utilized survey research design and get data from purposively selected study participants which are available in the study case area, The study utilized a comprehensive analysis of the current marketing approaches of selected universities in Hargeisa and Borama, student preferences, and competitive landscape. Both qualitative and quantitative data were collected through interviews, surveys, and secondary research. The findings indicate that higher education institutions in Somaliland are highly utilized traditional marketing methods and these approaches are no longer sufficient to meet the evolving needs and expectations of prospective students. Study result shows that it is needed to reengineer the current marketing strategies that universities have and particularly indicated the areas for improvement include leveraging digital platforms, enhancing personalization, and implementing innovative marketing techniques to better appeal to the target audience.

Keywords: *Marketing Strategies, Higher Education*

Problems of Technological Integration in Computer Science Instruction at Secondary Level

Dr. Humaira Akram

Assistant Professor, Department of Teacher Education, Faculty of Education, IIUI

Abstract

The emerging trends in 21st century education have transformed the entire scenario of pedagogy. Therefore, this paradigm shift demanded technological knowledge and expertise from teachers along with pedagogical content knowledge. The central theme of this study was based on technological, pedagogical and content knowledge (TPACK). This framework was based on Lee Shulman's construct of pedagogical content knowledge to include technology knowledge. The objectives of this study included to; (a) investigate various modes of technological integration in computer science instruction, and (b) identify problems and gaps of technological integration in computer science education. This study has applied descriptive research design. The target population was comprised of all 144 computer science teachers working at public and private secondary schools located in the urban area of Islamabad. Using proportionate stratified random sampling technique, 32 computer science teachers (from public schools) and 40 computer science teachers (from private schools) were selected as sample of study. Data were collected using a self-developed questionnaire and observational assessment tool. Quantitative data analysis was conducted using descriptive statistics while for the qualitative data analysis, descriptive explanations were used under relevant themes. Pertaining to modes of technological integration Results of the study concluded that both groups of teachers taught theoretical concepts in the classroom while practicals were managed in the computer lab. Besides, the theory class was not equipped with any resource material or technological equipment/ICT media however, in lab class related software and systems were ensured. Moreover, both groups of teachers exhibited content mastery, classroom management, and effective pedagogy. However, private school teachers preferred group work and brainstorming techniques for better understanding of students. Problems and gaps related to technological integration included lack of resources and equipments i.e. updated computers, high speed internet, multimedia and related technological devices, Students did not have individual systems to practice ICT skills, outdated content in textbooks & practical notebooks, lack of qualified staff and professional trainings to teachers support staff.

Keywords: *Technological integration, Problems and gaps, Computer science, Secondary level*

The Role of Teachers' Work in Shaping Their Overall Well-Being and Its Broader Impacts on Educational Outcomes

Umer Jan Khan

PhD Scholar, Department of Education & Research, University of Lakki Marwat.

Dr.Irfan Ullah Khan

Assistant Professor, Department of Education & Research, University of Lakki Marwat, Khyber Pakhtunkhwa, Pakistan

Abstract

This study will investigate the role of teachers' work in shaping their overall well-being and examine its broader impacts on educational outcomes. The research will aim to explore how professional demands, workload, and the working environment that teachers experience influence their physical, emotional, and mental well-being. Data will be collected from a representative sample of 500 teachers across primary, secondary, and high school levels using structured surveys and in-depth interviews, covering both urban and rural areas. The sample will include an even distribution of teachers by gender, experience level, and school type, providing a comprehensive perspective on teachers' well-being. The study anticipates that findings will reveal a strong association between teachers' well-being and educational outcomes. Teachers with higher well-being, projected to be about 60% of the sample, are expected to report greater job satisfaction, resilience, and engagement. This increased well-being is hypothesized to lead to a 15-20% improvement in student achievement and more positive classroom dynamics, as indicated by preliminary literature. Conversely, teachers experiencing high stress and low support—estimated at around 25% of the sample—are expected to face higher rates of burnout, negatively impacting their instructional quality, professional commitment, and potentially leading to higher turnover rates. It is anticipated that the study will conclude with findings that reinforce teachers' well-being as a critical component of an effective educational system, underscoring significant implications for policy and practice in teacher support and retention. These findings will highlight the need for targeted interventions, such as mental health support programs and manageable workload adjustments, to promote teachers' well-being, thereby enhancing overall educational outcomes. The study's outcomes aim to inform educational policies, suggesting that a 10-15% increase in well-being support initiatives could result in a measurable boost in overall teacher and student performance.

Keywords: *Teachers' Well-Being, Educational Outcomes, Workload and Professional Demands, Job Satisfaction and Engagement, Burnout and Teacher Retention*

Balancing Innovation and Ethics: The Challenges of Adopting AI in the Education Sector

Azizan Had

University Malaysia Sabah Sandakan Campus Sabah, Malaysia.

Starry Garijih

Sandakan, Malaysia

Abstract

As artificial intelligence (AI) continues to revolutionize various sectors, its integration into the field of education has become a topic of increasing interest and concern. This paper explores the ethical implications of incorporating AI technologies within the educational ecosystem. One of the primary ethical considerations is the impact of AI on student privacy and data privacy. The collection, storage, and use of student data by AI-powered educational platforms raise questions about informed consent, data ownership, and the potential misuse or exploitation of sensitive information. Additionally, the algorithmic decision-making processes underlying AI-driven personalized learning and assessment tools must be scrutinized to ensure fairness, transparency, and accountability. Another critical ethical dimension is the potential for AI to perpetuate or exacerbate biases within the educational system. AI algorithms, if not carefully designed and monitored, can reinforce existing societal biases related to race, gender, socioeconomic status, and other factors, leading to unequal access to educational opportunities and resources. Addressing these biases requires a concerted effort to diversify the teams developing and deploying AI in education, as well as the implementation of rigorous testing and evaluation protocols. Furthermore, the integration of AI in education raises concerns about the changing role of teachers and the potential displacement of human agency. As AI-powered tools automate various educational tasks, there are considerations around the ethical implications of human-AI collaboration, the responsibility for educational outcomes, and the potential dehumanization of the learning experience. This paper delves into these ethical challenges and proposes a framework for the responsible and ethical deployment of AI in education. A methodological approach involving a mix of qualitative analysis is employed to examine the impact of AI technology in educational settings. Additionally, the paper discusses various frameworks for the responsible deployment of AI in education, highlighting key components such as transparency, accountability, fairness, and human oversight. By incorporating ethical principles into AI deployment, we aim to ensure the ethical use of AI technologies while promoting a collaborative relationship between humans and AI systems in educational contexts.

Keywords: *Artificial Intelligence (AI), Educational Ethics, Algorithmic Bias, Human AI Collaboration*

POSTER PRESENTATIONS



Quality Assurance Frameworks and Standards

Bibi Afroza

Student, Faculty of Education, International Islamic University Islamabad

Abstract

In an era of rapid educational transformation, quality assurance frameworks and standards have become indispensable for ensuring consistency and excellence. This poster delves into the principles and practices underpinning effective quality assurance, emphasizing their role in enhancing teaching methodologies, institutional accountability, and student learning outcomes. It further examines case studies that demonstrate how quality assurance mechanisms adapt to diverse educational environments, including online and hybrid models, ensuring equity and maintaining high standards. Emphasis is placed on continuous improvement and stakeholder involvement in creating a culture of quality.

Innovative Teaching and Learning Technologies

Zainab Noor

Student, Faculty of Education, International Islamic University Islamabad

Abstract

The integration of emerging technologies into education is revolutionizing the teaching and learning process. This poster explores cutting-edge tools such as augmented reality (AR), virtual reality (VR), gamification, and adaptive learning platforms that foster interactive and engaging educational experiences. Through examples of real-world applications, the poster highlights how these technologies support differentiated instruction, enhance collaboration, and improve student outcomes. Additionally, it discusses the challenges of technology adoption, including teacher training, infrastructure requirements, and the importance of aligning tools with pedagogical goals.

AI Applications to Enhance Learning Experiences

Sameen Naz

Student, Faculty of Education, International Islamic University Islamabad

Abstract

Artificial Intelligence (AI) is reshaping education by offering innovative solutions to traditional challenges. This poster examines AI applications that personalize learning experiences, automate administrative tasks, and provide intelligent tutoring systems capable of adapting to individual learner needs. It also explores AI's potential to enhance accessibility for students with disabilities and its role in analyzing educational data to predict student success. Ethical considerations, including data privacy and the potential for bias in AI systems, are discussed, emphasizing the need for responsible implementation to maximize benefits while minimizing risks.

Assessment and Evaluation for Learning

Hafza Faraqat

Student, Faculty of Education, International Islamic University Islamabad

Abstract

Assessments are pivotal in driving and measuring learning, yet traditional methods often fail to capture the depth of student understanding. This poster explores innovative approaches to assessment, such as formative assessments, competency-based evaluation, and digital tools that provide real-time feedback. It highlights how these methods foster critical thinking, creativity, and problem-solving skills, moving beyond rote memorization. The poster also discusses the integration of self-assessment and peer-assessment strategies to promote reflective learning and accountability. Challenges in implementing these methods are addressed, along with strategies to overcome them.

Academic Integrity

Iqra Sadaqat

Student, Faculty of Education, International Islamic University Islamabad

Abstract

Upholding academic integrity is a critical challenge in today's digital learning environment, where access to online resources and opportunities for academic dishonesty are abundant. This poster examines strategies to foster a culture of integrity through policy enforcement, ethical awareness programs, and the integration of plagiarism detection tools. It also highlights the role of educators in modeling ethical behavior and creating assessments that discourage misconduct. The discussion extends to the challenges posed by AI-generated content and how institutions can adapt their policies to address emerging threats to integrity.

Faculty Development and Support

Afshan Ali

Student, Faculty of Education, International Islamic University Islamabad

Abstract

Faculty development is a cornerstone of educational excellence, equipping educators with the skills to adapt to evolving pedagogical and technological demands. This poster examines the importance of continuous professional development through workshops, mentorship programs, and peer collaboration. Special emphasis is placed on equipping faculty with digital literacy skills and strategies for engaging students in hybrid and online learning environments. The poster also explores models for faculty support, including mental health resources and recognition programs, that ensure educators remain motivated and effective in their roles.

Student Engagement and Support

Ayesha Ejaz

Student, Faculty of Education, International Islamic University Islamabad

Abstract

Engaging students in meaningful learning experiences is a critical challenge for educators, especially in digital and hybrid environments. This poster presents evidence-based strategies for fostering active learning through interactive teaching methods, gamification, and personalized feedback. It also highlights the importance of student support services, such as counseling, academic advising, and peer mentorship programs, in promoting holistic development. The role of technology in facilitating engagement, from learning analytics to mobile apps, is explored, alongside the importance of fostering a sense of community in online settings.

Accessibility, Inclusion, and Diversity

Mahnoor

Student, Faculty of Education, International Islamic University Islamabad

Abstract

Accessibility, inclusion, and diversity are foundational principles for equitable education. This poster explores strategies to create learning environments that cater to diverse student needs, including those with disabilities and underrepresented groups. It highlights the role of assistive technologies, universal design for learning (UDL) frameworks, and inclusive pedagogical practices in fostering equity. The poster also examines the importance of cultural competency in education and strategies to combat bias and discrimination. Real-world examples demonstrate how institutions can successfully implement inclusive policies and practices.

Policy, Governance, and Management

Ansa Ajmad

Student, Faculty of Education, International Islamic University Islamabad

Abstract

Strong policy frameworks and governance structures are essential for driving innovation and sustainability in education. This poster discusses key elements of effective governance, including strategic planning, stakeholder collaboration, and transparent decision-making. It highlights how policies can support equitable access, promote research and innovation, and address challenges such as funding constraints and regulatory compliance. The role of leadership in fostering a culture of accountability and adaptability in the face of evolving educational demands is emphasized through case studies and best practices.

Managing Change and Regulatory Challenges in Transitioning to Digital and Hybrid Education

Sehar Shehzadi

Student, Faculty of Education, International Islamic University Islamabad

Abstract

Transitioning to digital and hybrid education presents significant challenges, including resistance to change, regulatory compliance, and technological barriers. This poster explores strategies for managing this transition effectively, including stakeholder engagement, capacity-building initiatives, and robust change management frameworks. It also highlights regulatory challenges and how institutions can navigate them through policy advocacy, partnerships, and innovative solutions. Examples of successful transitions are presented, offering insights into best practices and lessons learned in creating flexible, sustainable, and inclusive educational models.

E-Learning Ecosystems and Infrastructure

Afshan Arif

Student, Faculty of Education, International Islamic University Islamabad

Abstract

A robust e-learning ecosystem is the backbone of successful online and hybrid education. This poster examines the components of effective e-learning infrastructure, including learning management systems (LMS), content delivery networks, and cloud-based platforms. It explores the integration of tools for collaboration, assessment, and analytics to create cohesive learning experiences. Challenges such as scalability, cybersecurity, and digital equity are addressed, alongside strategies to ensure that e-learning ecosystems remain adaptable to changing needs and technologies.

National and International Collaborations

Areeba Khatab Abbasi

Student, Faculty of Education, International Islamic University Islamabad

Abstract

Collaboration between institutions and countries enhances educational opportunities and innovation. This poster examines the impact of partnerships on resource sharing, joint research initiatives, and cross-cultural learning. It highlights successful case studies where national and international collaborations have improved access to education, promoted diversity, and fostered global competencies. The discussion extends to challenges in managing collaborations, including regulatory differences and resource disparities, and strategies to overcome them.

Lifelong Learning

Sahar Tariq

Student, Faculty of Education, International Islamic University Islamabad

Abstract

Lifelong learning is essential in a rapidly changing world where knowledge and skills need constant updating. This poster explores frameworks for fostering lifelong learning through flexible educational pathways, micro-credentialing, and online platforms. It highlights the importance of integrating lifelong learning into institutional missions and promoting a culture of continuous improvement. The role of governments and industries in supporting lifelong learning through policies and funding initiatives is also discussed, with examples of successful programs and initiatives.

Curriculum Design and Development

Sadia Mohamed

Student, Faculty of Education, International Islamic University Islamabad

Abstract

Curriculum design is a dynamic process that requires alignment with societal needs, technological advancements, and learner aspirations. This poster explores modern approaches to curriculum development, including competency-based education, interdisciplinary integration, and the use of digital tools for content delivery. It also discusses the importance of involving stakeholders, such as industry experts and students, in the design process to ensure relevance and adaptability. Case studies of innovative curricula demonstrate the impact of thoughtful design on student outcomes and employability.

Research and Innovation

Sundas Nadeem

Student, Faculty of Education, International Islamic University Islamabad

Abstract

Research and innovation are driving forces in transforming education. This poster highlights groundbreaking projects that leverage technology, pedagogy, and policy to address challenges in education. Topics include the use of big data in education, innovative teaching methodologies, and advancements in educational technology. The poster also emphasizes the importance of fostering a culture of research within institutions, providing support for faculty and students, and building networks that promote interdisciplinary collaboration.

Future Directions and Innovation in Education

Dua Awaiz

Student, Faculty of Education, International Islamic University Islamabad

Abstract

Education is at the forefront of transformation, with emerging trends shaping the future of teaching and learning. This poster explores visionary innovations such as AI-driven education, virtual campuses, and global knowledge networks. It highlights how these trends are addressing challenges like accessibility, equity, and lifelong learning while reshaping the traditional classroom. The poster concludes with insights into the role of educators, policymakers, and technologists in steering education towards a sustainable and inclusive future.

Ethical and Responsible Use of Technology in Education

Hooria

Student, Faculty of Education, International Islamic University Islamabad

Abstract

The integration of technology in education has brought immense opportunities but also ethical challenges that need careful consideration. This poster explores the ethical implications of technology use, such as privacy concerns, digital equity, and the responsible use of data. It emphasizes the importance of establishing guidelines for ethical practices, providing educators and students with the tools to understand their rights and responsibilities. Through case studies, the poster illustrates best practices for fostering a culture of responsibility and digital citizenship, ensuring that technology is used to enhance learning while safeguarding student well-being.

Gamification and Immersive Learning Strategies

Imaam Yousaf

Student, Faculty of Education, International Islamic University Islamabad

Abstract

Gamification and immersive learning techniques are transforming educational experiences by making learning engaging and interactive. This poster presents a variety of gamification tools and immersive learning environments, such as AR and VR, that create opportunities for experiential learning. It highlights how these strategies foster motivation, collaboration, and deeper comprehension of complex topics. Practical examples from classrooms are provided to illustrate the effectiveness of these methods, as well as the challenges educators may face in terms of training, accessibility, and alignment with educational objectives.

Data-Driven Decision Making in Education

Saleha Zulfiqar

Student, Faculty of Education, International Islamic University Islamabad

Abstract

In the age of data, educational institutions have access to vast amounts of information that can guide decision-making. This poster explores the role of data analytics in improving learning outcomes, customizing student support, and optimizing curriculum delivery. It delves into methods for collecting, analyzing, and interpreting data to inform teaching practices and policy decisions. Challenges such as data privacy, interpretation accuracy, and teacher readiness are discussed, alongside strategies for fostering a data-driven culture that benefits both educators and students.

Social and Emotional Learning (SEL) in Digital Environments

Ali Hassan Bharwana

Student, Faculty of Education, International Islamic University Islamabad

Abstract

Social and Emotional Learning (SEL) plays a vital role in developing well-rounded students, and integrating SEL into digital environments presents unique opportunities and challenges. This poster explores strategies for embedding SEL within online and blended learning settings, including the use of digital tools that promote empathy, resilience, and self-awareness. It highlights the role of teachers in facilitating SEL through activities and interactions that build a positive online community, and addresses challenges related to screen fatigue, student engagement, and the need for teacher training.

Global Competencies and Intercultural Education

Nawaz Sharif

Student, Faculty of Education, International Islamic University Islamabad

Abstract

In a globalized world, education must equip learners with competencies that transcend borders. This poster delves into the importance of global competencies and intercultural education, highlighting methods to promote cross-cultural understanding and global awareness. Examples from educational programs are presented to show how global competencies are developed through intercultural projects, language exchanges, and virtual classrooms. The challenges of addressing cultural biases and creating inclusive curricula are also discussed, along with practical approaches for educators to foster intercultural skills.

Sustainability in Education and Digital Practices

Abdul Wahab

Student, Faculty of Education, International Islamic University Islamabad

Abstract

Sustainability in education requires integrating environmentally friendly practices into both pedagogy and digital initiatives. This poster explores approaches to incorporating sustainability principles into educational programs, including promoting awareness of environmental issues and implementing digital practices that reduce resource consumption. The poster highlights case studies of institutions that have successfully adopted sustainable teaching practices and provides practical recommendations for educators to reduce their digital carbon footprint, such as leveraging cloud services efficiently and minimizing unnecessary digital activity.

Digital Literacy and Critical Thinking Skills Development

Wahiullah

Student, Faculty of Education, International Islamic University Islamabad

Abstract

Developing digital literacy and critical thinking skills is crucial for preparing students for the demands of the 21st century. This poster explores effective strategies for integrating digital literacy across different disciplines, enabling students to navigate, evaluate, and create digital content responsibly. It also examines the role of educators in fostering critical thinking by encouraging students to question information, analyze sources, and solve complex problems. Challenges related to digital equity and curriculum integration are discussed, along with recommendations for overcoming these barriers.

Personalized and Adaptive Learning Pathways

Shah Fahad

Student, Faculty of Education, International Islamic University Islamabad

Abstract

Personalized and adaptive learning pathways have the potential to meet diverse learner needs by tailoring instruction based on individual progress. This poster examines technologies and strategies for implementing personalized learning, including the use of AI and data analytics to adapt content, pace, and learning styles to students. It also discusses how adaptive learning environments can support struggling learners while challenging advanced students. Challenges such as resource constraints, teacher training, and maintaining student motivation are explored, with examples of successful applications of personalized learning in various educational contexts.

CONFERENCE ORGANIZING COMMITTEES



Conference for Quality and Innovation in Higher Education (F2F&ODL) CQIHE
December 4-5, 2024

Patron

Prof. Dr. Ahmad Shuja Syed (President, IIUI)

Conference Convener

Dr. Fouzia Ajmal (FoE, IIUI)

Steering Committee

Prof. Dr Muhammad Amir

Dr. Azhar Mehmood

Mr. Hasan Aftab

Dr. Muhammad Munir Kayani

Dr. Zarina Akhtar

Dr. Abdul Rehman Alajlan

Organizing/Management Team

**Faculty of Education
(Dept of Teacher Education
& Dept of Educational
Leadership and
Management)**

Dr. Zarina Akhtar
Dr. Munazza Mahmood
Dr. Asad Abbas Rizvi
Dr. Alina Raza
Dr. Humaira Akram
Dr. Fatima Maqsood
Dr. Fatima Batool
Dr. Sufi Amin
Dr. Sherbaaz Ali
Ms. Sumaira Batool
Ms. Rabia Mumtaz
Ms. Bushra Rehman
Mr. Muhammad Arif
Mr. Umer Saeed
Mr. Muhammad Adeel
Ms. Sehrish Niazi
Ms. Nabeela Khalid
Mr. Hamza Kiani

**Iqbal International
Institute for Research &
Dialogue (IRD)**

Mr. Nasir Farid
Mr. Syed Mansoor Ali Shah
Mr. Irfan Ullah

**Office of Research,
Innovation &
Commercialization
(ORIC)**

Prof. Dr. Muhammad Amir
Dr. Zaheer Ahmad
Mr. Shafiq Ahmad
Mr. Muhammad Imran

**Admas University,
Somaliland**

Dr. Samina Khan

Conference Managers

Ms. Huma Kausar
Ms. Sana Maqsood



CQIHE

**CONFERENCE FOR QUALITY AND
INNOVATION IN HIGHER EDUCATION
(F2F&ODL)**

