



Theme:
Transforming Teaching for 21st Century Needs



ABSTRACT BOOK



Institute of Education and Research
University of the Punjab, Lahore-Pakistan





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Transforming Teaching for 21st Century Needs



ABSTRACT BOOK

Prof. Dr. Rafaqat Ali Akbar
Conference Chair

Prof. Dr. Muhammad Shahid Farooq
Conference Secretary



Institute of Education and Research
University of the Punjab Quaid-e-Azam Campus, Lahore-Pakistan
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INSTITUTE OF EDUCATION AND RESEARCH

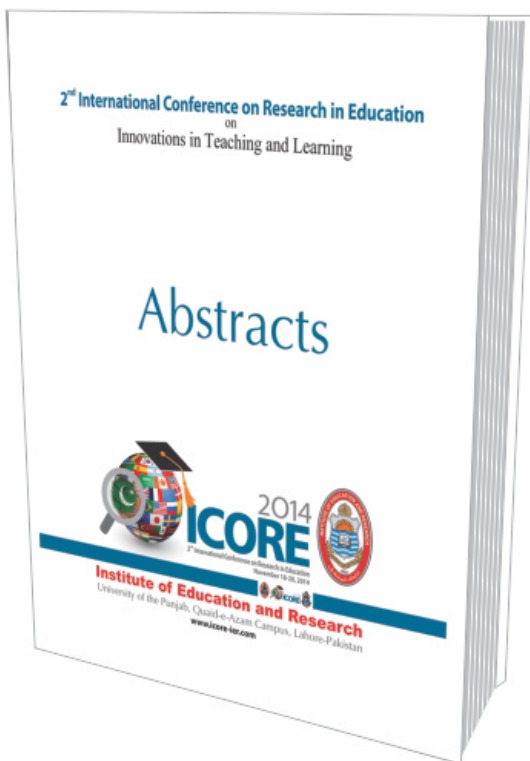
UNIVERSITY OF THE PUNJAB, LAHORE - PAKISTAN

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





**GLIMPSES
of Previous ICOREs
(2014-21)**



Welcome by Conference Patron

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

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

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

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

Welcome by Conference Chair

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



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

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

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

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

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

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



Welcome by Conference Secretary

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

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

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

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

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

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

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

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



Welcome by Conference Patron

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

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

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

Welcome by Conference Chair

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



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

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

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

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

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



Welcome by Conference Secretary

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

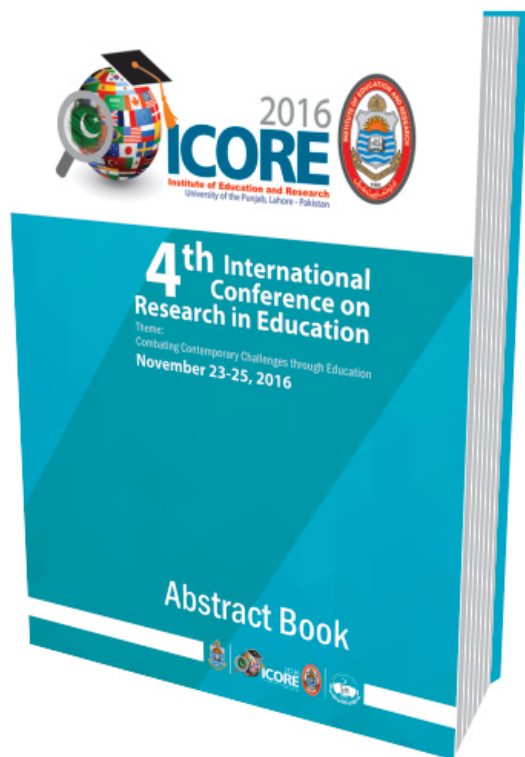
Distinguished Delegates, Ladies and Gentlemen it gives me great pleasure to extend to you all, a very warm welcome to the 3rd International Conference on Research in Education ICORE 2015 and to say how grateful we are to Vice chancellor who has accepted our invitation to be the Patron of this international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

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

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

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

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



Welcome Message

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

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

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

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

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

Welcome Message

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



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

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

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



Welcome Message

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

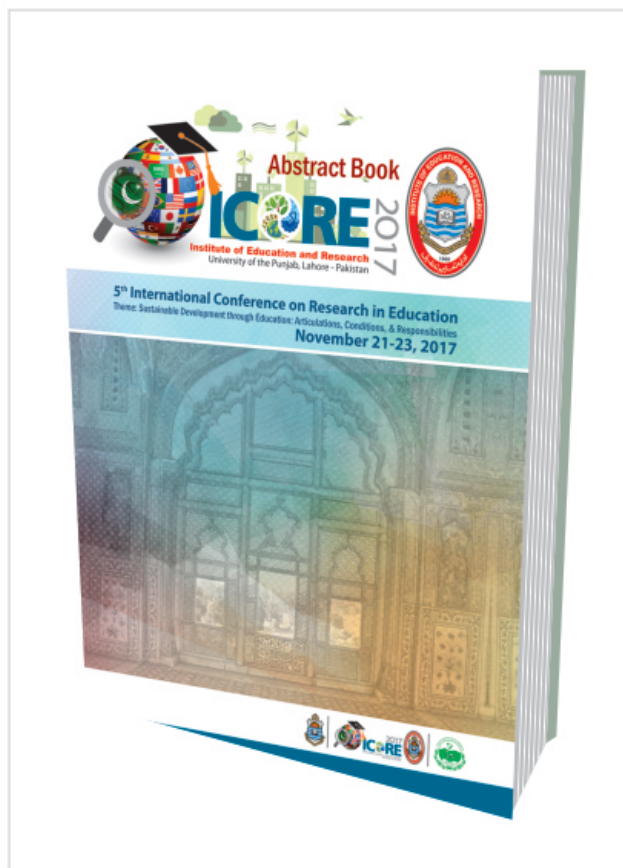
On behalf of Organizing Committee, I, from the very core of my heart, welcome you all on the propitious event of 4th International Conference on Research in Education (ICORE 2016). This conference is the occasion for which we have all been working diligently. A large number of scientific sessions, keynote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

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

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

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

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



Welcome Message

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

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

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

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

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

Pakistan Zindabad

Welcome Message



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

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

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

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



Welcome Message

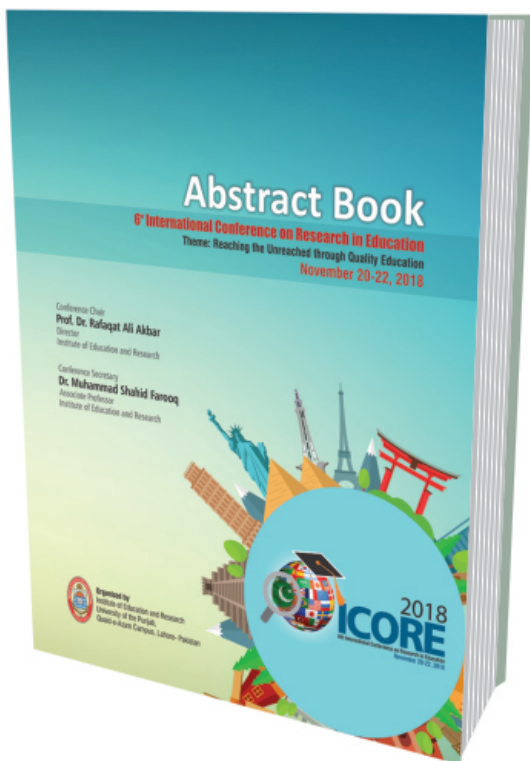
Prof. Rizwan Akram Rana, PhD
Conference Secretary
Chairman, Department of Science Education, IER

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

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

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

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



Conference Patron: Prof. Dr. Niaz Ahmad Akhtar
Vice Chancellor, University of the Punjab, Lahore



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

Conference Chair: Prof. Dr. Rafaqat Ali Akbar
Director, Institute of Education and Research, University of the Punjab, Lahore

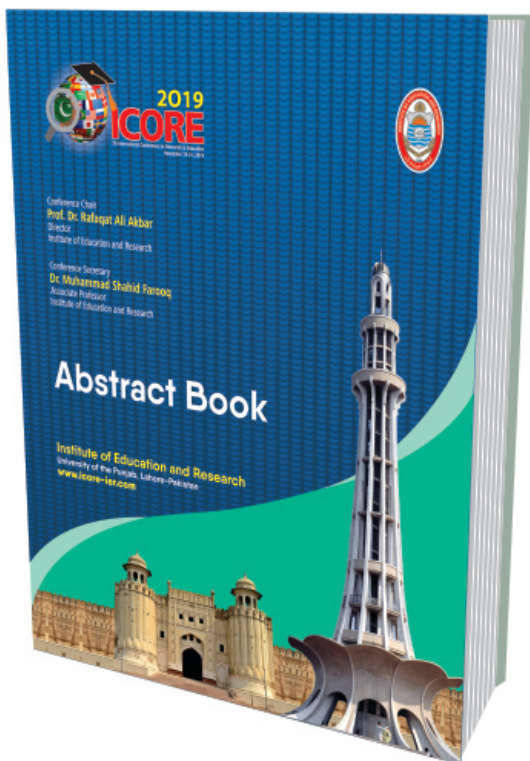
World is very much sensitized to bring prosperity, peace and harmony for individuals' enjoyable life by eradicating illiteracy and barriers in the way of accessible educational opportunities through reaching the unreached. It is a pleasure to welcome you to the 6th International Conference on Research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



Conference Secretary: Dr. Muhammad Shahid Farooq
Associate Professor, Institute of Education and Research, University of the Punjab, Lahore



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



Message from the Conference Chair

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

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

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

Message from the Conference Chair

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



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

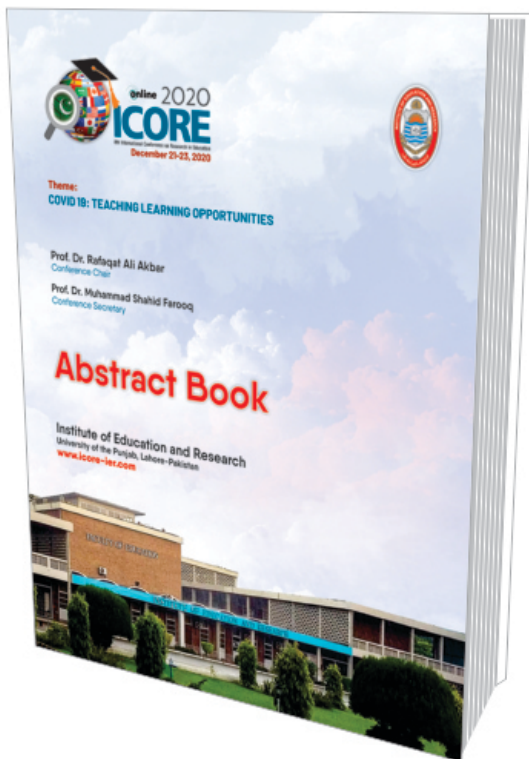


Message from the Conference Secretary

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

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

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



MESSAGE FROM THE CONFERENCE PATRON



Today the world is crumbling through a health crisis COVID-19, a pandemic which restricts humans to stay at home, halting the movement, disrupting the helix of life. Either professional or personal life is under the threat. The world is now the platform to control each community of globe. Groups of people who are from different nations, especially doctors, paramedical staff, scientists, protect the human lives, save the time, accumulate resources and all with one effort.

In the same way, the future of the country is in the hands of educators. They are also dealing with challenges like uncertainty, vulnerable teaching-learning process, scarce circumstances, and unpredictable opportunities. However, the quality of the education sector, shaping the intellectual aspects of Sustainable Development Goals as well as surrounding the education, literacy, progress. Universities, colleges, and schools are meeting another mode of education delivery. Human intellect, especially the University of the Punjab, responded swiftly to the pandemic crisis with the help of technology and saved the academic future of the youth by teaching learning mode into online interaction.

Education plays a dynamic role in lifting the nation. The quality of teaching and learning determines the grand satisfaction of the system. In the context of COVID-19, all nations are facing new challenges in educating human. The intensity of these challenges is acute critical in Pakistan context. It is the need of the day to explore and explain the phenomena related to teaching and learning in current situation on the basis of rapid research.

Institute of Education and Research (IER) is playing its leading role in improving the quality of teaching, in contribution to its rapid traditions. IER is going to organize 17th International Conference on Research in Education. There is an unique opportunity for scholars and practitioners to share their research work on innovative strategies, opportunities, and challenges related to teaching and learning in Covid-19 situation. This conference will also be a unique platform for local as well as international participants to discuss and present their ideas. On behalf of the University of the Punjab, I welcome all delegates, national and international delegates, keynote speakers, presenters, research scholars, and students to this online conference. In this conference, we can open space and, to a certain extent, free in order to engage with each other in fruitful research and learning opportunities.

I appreciate the dedicated efforts of conference Co-Patron Prof. Dr. Akmal Hameed Ch., Conference Chair Prof. Dr. Rafiqat Ali Akbar, Conference Secretary Prof. Dr. Muhammad Shahid Farooq, Members of Organizing Committee and staff members for organizing this wonderful event according to the need of the day.

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

Prof. Dr. Rafiqat Ali Akbar (PhD)
Vice-Chancellor
University of the Punjab, Lahore-Pakistan

MESSAGE FROM THE CONFERENCE CHAIR



The 2020th COVID-19 has shattered human lives body. The future educator system reform, the long-run well-being of nations, upcoming scientific entrepreneurs' identities, social and economic growth agents, and intellectual capital of one affected by this virus. As educators, it is our professional obligation and commitment to develop our educational infrastructure with rigorous digital literacy outside and inside teachers having new teaching-learning competencies, and personal and professional attributes to deal with the mental health of learners in this deteriorated state of crisis. Consequently, as compared to the past, nowadays, there is a massive need to reinvent education into reflective pedagogical practices. A technology-based professional development is a prerequisite to digitalize our institutions from traditional face-to-face manner to Blended accessible virtual entities which can swiftly respond to the research scenario. Teaching community is facing great challenges such as opaque speculative online assessment, unproductive classrooms, epidemic internet facilities and online pedagogy choices.

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

It is my great pleasure to welcome you, as Director and Conference Chair in 17th International Conference on Research in Education ICORE 2020. This International Conference on Education fits with the mission of IER to produce quality research as well as improve scholarship and educational practices. In this conference, there will be a plenty of opportunities for collaboration and sharing useful ideas related to conference theme and allied areas. We will all benefit from our combined participation at this conference.

This International Conference seeks to provide some structure and explore the processes, efforts, challenges and outcomes of teaching and learning. We are also looking to build connections between local and international stakeholders to that and contribute teaching and learning issues.

I am highly thankful to Conference Patron Prof. Dr. Akmal Hameed Ch., and Co-Patron Prof. Dr. Akmal Hameed Ch., for their kind support and guidance. I also appreciate Conference Secretary Prof. Dr. Muhammad Shahid Farooq and members of Organizing Committee on diligent efforts to make this event successful and valuable for all stakeholders. Have a good time.

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

MESSAGE FROM THE CONFERENCE SECRETARY



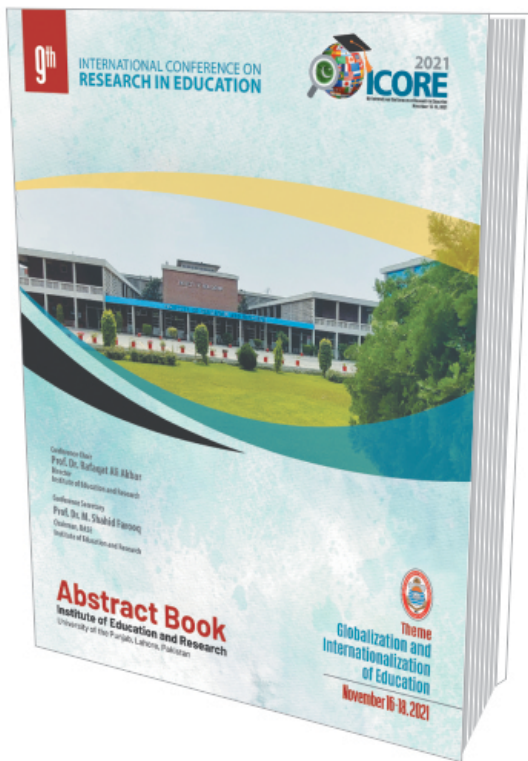
COVID-19 has shattered with the human race and definition of global challenges and opportunities in the lifecycle of humanity. The world is suffering from pandemic disease, which caused the death toll rate, disrupting economies, destroying moral activities, and halting industries as the workplace, even peeling the ethical and religious roots. As well, the daily activities of patients have presented the education sector and its stakeholders by disconcerting learning opportunities. Disruptive psychological behaviors of students, daily decisions to stay, dropouts, health problems, forced constraints to distancing measures, and the challenge of acquiring the facilities. Moreover, there is time to redefine the notion of learning teaching in the country and its academics accordingly. Provision of academic and sustainable higher education during the COVID-19 pandemic has created the largest disruption of education system in the history of the world. Conferences are focusing on creating participation of students through learning systems.

By maintaining the sound tradition to promote culture of research and theory-driven practices, as a Conference Secretary on behalf of the organizing committee, I welcome your 17th International Conference on Research in Education ICORE 2020. In view of current scenario, theme of this year conference is COVID-19: Teaching Learning Opportunities. This special order of research topics as well as research, this conference will help to come forward to explore challenges regarding teaching and learning and to provide solutions to address these challenges. Looking forward to see a large number of researchers, practitioners, and experts, and scholars to join us at this International Conference on Research in Education ICORE 2020. Every year ICORE welcomes hundreds of the great and thousands of the participants across the country as well as worldwide. I extend warmest greetings to honorable international and national guests who are going to present their presentations with their valuable contributions.

It is worth appreciating that the scope of ICORE 2020 has been widened through including other areas and disciplines of Social Sciences. It will definitely prove a milestone in strengthening the ties among researchers from field of social sciences. Through the special order of research topics, this conference will help to come forward to explore challenges regarding teaching and learning and to provide solutions to address these challenges. Looking forward to see a large number of researchers, practitioners, and experts, and scholars to join us at this International Conference on Research in Education ICORE 2020. Every year ICORE welcomes hundreds of the great and thousands of the participants across the country as well as worldwide. I extend warmest greetings to honorable international and national guests who are going to present their presentations with their valuable contributions.

On behalf of the organizing committee of ICORE 2020, I take great pride and pleasure to welcome all national and international researchers in this International Conference on Research in Education ICORE 2020. It is the pleasure to welcome and highly efficient team for national and international researchers for studies. Their contributions and suggestions. I extend warmest greetings to Conference Patron Prof. Dr. Akmal Hameed Ch., Co-Patron Prof. Dr. Akmal Hameed Ch., and Conference Secretary Prof. Dr. Muhammad Shahid Farooq for their kind support and guidance. I also appreciate Conference Secretary Prof. Dr. Muhammad Shahid Farooq and members of Organizing Committee on diligent efforts to make this event successful and valuable for all stakeholders. Have a good time.

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



MESSAGE

CONFERENCE PATRON



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

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

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

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

MESSAGE

CONFERENCE CHAIR



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

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

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

MESSAGE

CONFERENCE SECRETARY



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

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

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



CONFERENCE PATRON



MESSAGE

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

thriving learning environment with a stress-free, worry-free, more relaxed, and comfortable classroom.

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

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

Professor Dr. Asghar Zaidi

Vice Chancellor

University of the Punjab, Lahore-Pakistan

MESSAGE

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

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

Good luck and stay well.

Professor Dr. Razaqat Ali Akbar

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

CONFERENCE CHAIR



CONFERENCE SECRETARY



MESSAGE

Conventional teaching refers to a teaching method involving teachers and students interacting in face-to-face mode in the classroom through teacher centered approach. These instructors initiate classroom discussions, focusing exclusively on knowing the content in textbooks and notes. Students receive the information passively and reiterate the memorized data in the exams. On the other hand, understanding the new paradigm of education in this 21st century can significantly impact the students; it is essential also to understand the roles teachers and students in the classroom can play. The world communities have realized that the future of world may be made more astounding with the people equipped with 21st century skills; critical thinking, creativity, collaboration, communication, information literacy, media literacy,

technology literacy, flexibility, leadership, initiative, productivity and social skills. These skills need different teaching approaches and hence different teaching methodologies. This is the high time to think about the transformation of prevalent teaching methods to more innovative methodologies to meet the new century leaning needs.

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

Good vibes and warm reception to all partakers.

Professor Dr. Muhammad Shahid Farooq

Chairman, Department of Advanced Studies in Education
Institute of Education and Research
University of the Punjab, Lahore-Pakistan

Keynote Speakers

KEYNOTE SPEAKER



Keynote Address

Addressing Challenges in Teacher Retention and Professional Development through Graduate Studies and Experiential Learning in a School-University Partnership

This presentation discusses a school-university partnership model that aims to improve teacher retention and enhance teaching quality in rural school districts in Alaska. The model is based on the presenter's research of a school-university partnership project that began in August 2020. Educators in four partner school districts can complete an M.Ed. in teaching and learning consisting of 15 credits of core graduate courses and 15 nontraditional credits earned through three years of facilitated experiential learning in their classrooms or schools. The experiential learning component focuses on culturally responsive education in rural settings. This presentation addresses themes related to developing school-university partnerships and integrating experiential learning in a professional graduate program for practicing educators with the goals of improving teacher retention and enhancing teaching quality in rural schools.

This presentation draws from Dr. Jester's research on a school-university partnership project that was launched in August 2020. The overarching question that guides the qualitative action research project is: How can a school-university partnership collaboratively address teacher retention and enhance culturally responsive teaching through university graduate courses and facilitated experiential learning?

Primary research methods include questionnaires, document analysis, and reflective journals. Action research is an appropriate approach for this project because the researcher is participating in the project and the goal is to improve practices related to teacher retention and professional development.

Teacher retention is an enduring and costly issue in Alaska, especially in rural school districts that are predominately located in Alaska's indigenous communities. The school-university partnership examined in this research project aims to improve teacher retention and enhance teachers' knowledge and skills in culturally responsive practices over a three-year period. Participants in the program enroll in online graduate courses from the University of Alaska Anchorage while engaging in a facilitated experiential learning program that focuses on culturally responsive teaching in rural Alaska.

A primary goal of this research project is to design and articulate a research-based partnership model that supports teacher retention and teaching quality in Alaska's rural schools. This presentation describes the model and highlights key components of the school-university partnership and experiential learning.

Professor Dr. Timothy E. Jester
University of Alaska Anchorage, USA

Keynote Address

KEYNOTE
SPEAKER

Teaching and Learning in the 21st Century: Preparing Our Children to Live in a World of Accelerating Change

In this 21st century era, schools must be made into welcoming, healthy, safe, and engaging learning environments where every student is accepted and is made to feel cared for, safeguarded, inspired, and encouraged. Teaching and learning, school management and administration, and educational technologies that have an impact on 21st-century education are all included in the transformation program that is being debated. In the case of Malaysia, this will take place within the framework of educational or instructional technology. Malaysia has gone through several transformations, from the audio-visual era to the ICT era of the 1990s and 2000s, where there is debate about whether educational technology is a process or a product. There is a wealth of information available online that can help with research, and the 21st century learning framework takes this ethical practice into account. For that reason, schools and other higher education institutions must adapt to the changing world. Employers today are wary of hiring workers who don't have the necessary knowledge and skills to establish, grow, and contribute to the sustainability of an information-rich organization and industry. Our educational system must alter education, particularly in teaching and learning, to support learning in the 21st century. To make this happen and be sustainable, there must be a coordinated international effort, or at the very least at the national level, to build partnerships between governments, educators, scholars, and industries.



Dr. Siti Noor Ismail

Universiti Utara Malaysia, Malaysia



Transforming Teaching for 21st Century Needs

Any teacher education curriculum is by its very nature situated as well as contextual and co-determined by place and time. The recent Covid-19 pandemic that broke out in 2020 has laid bare the inequalities that exist between different layers of society and nowhere were these inequalities more visible than in higher education institutions where students from poorer backgrounds struggled with electronic gadgets and internet connectivity. We also live in an epoch where the world is divided, polarised and where conflict abounds whether it is in Palestine, Ukraine, Sahel, Yemen, Ethiopia or elsewhere. Add to this the challenge of racism in the world and it becomes a toxic mix. In this paper I will argue that all these societal ills constitute the context for teacher education in the 21st

century. What is the role of teacher education in transforming societies and how could we embrace teacher education programmes that could facilitate social transformation and the building of a more just, equitable and humane world? It is critical that teacher education is embedded in a dynamic and critical approach that can create counterhegemonic intellectual spaces. In order to achieve this aim, it is critical that we embrace teaching approaches that are embedded in social justice. Through education and the curriculum students should ask critical questions of society, e.g. whose interests are served by the curriculum, whose narratives are included and whose narratives are excluded? A central task of education and the curriculum should be the cultivation of compassionate citizens who are deeply moved by a sense of justice and the creation of a more equal and humane society. The curriculum should strengthen students resolve and commitment to strive for a different social order other than the present preoccupation with individualism, and the promotion of capitalism and profitability. George Counts, the American social theorist posed this question as far back as 1932 when he provocatively asked, "Dare the schools build a new social order"? This provocation is just as much relevant today as it was almost a hundred years ago. Given the inequalities in society/the world and the perennial challenge of racism there can be no doubt that any future curriculum should at least address these pressing issues. As Maxine Greeneso eloquently puts it:

- To teach for social justice is to teach for enhanced perception and imaginative
- Explorations, for the recognition of social wrongs, of sufferings, of pestilences
- Wherever and whenever they arise. It is to find models in literature and history
- Of the indignant ones who have taken the side of the victims of pestilences, whatever

Their names or places of origin. It is to teach so that the young may be awakened

- To the joy of working for transformation in the smallest places, so that they may
- Become healers and change their worlds (Zajda 2010).

A further critical challenge for teacher education in the 21st century is to interrogate conceptions of knowledge which historically have privileged Positivism at the cost of other ways of knowing. Finally, we need to prepare teachers for local contexts but also as global citizens who are knowledgeable, who would be able to make ethical decisions on the spot and who would become critical travellers through the world.

Professor Dr. Sylvan E. Blignaut

Nelson Mandela University, South Africa

Keynote Address

KEYNOTE SPEAKER

Transforming Education Preparation Programs for 21st Century Needs

Texas A&M International University (TAMIU) was one of six educator preparation programs at minority-serving institutions (MSIs) across the U.S. selected to participate in the Branch Alliance for Educator Diversity's (BranchED) National Teacher Preparation Transformation Center in 2021. In 2022 TAMIU received a 91% rating from BranchED for progress made towards producing highly effective and diverse teachers that meet the needs of local school districts. Professor O'Meara will share insights on what to expect, what to avoid and what is possible when Educator Preparation Programs and districts partner for 'Transforming Education Preparation Programs for 21st Century Needs' including addressing critical issues of educational equity for all students.



Transforming Education Preparation Programs for 21st Century Needs must involve providing Equitable Experiences for all candidates. Program designers must provide candidates with a multi-layered, holistic system of research-based supports, just-in-time interventions, and enrichment experiences that are informed by data and identification of candidate-specific needs. Those overseeing the provision of academic and social supports must actively monitor these efforts to determine whether the supports are effective in meeting candidates' needs and enabling their achievement.

Transforming Teaching for 21st Century Needs in Action involves faculty, administrators and district partners arriving at shared understandings and agreeing on shared responsibilities for

- embracing an ethic of care for all candidates by giving priority and attention to the needs of those that they serve
- recruiting, selecting, preparing, and retaining diverse, high potential candidates that possess the knowledge, skills, and dispositions to meet the needs of diverse PK-12 students
- mentoring candidates as they bridge the demands of their academic and personal lives
- decreasing feelings of isolation, serving as a social support system, and promoting persistence
- facilitating a smooth transition from pre-service to in-service by partnering with school districts to offer induction support throughout the first three years of teaching.

Transforming Education Preparation Programs for 21st Century Needs must involve providing Equitable Experiences that reflect shared understandings and shared responsibilities among faculty, administrators and district partners. When this occurs teacher candidates and graduates will be 21st Century ready and well placed to address the needs of the learners in their care and the communities they serve.

Professor Dr. James O'Meara

Texas A & M International University, USA

KEYNOTE SPEAKER



Keynote Address

Flexibility – The Big Lesson

The School of education and Professional Studies at Griffith University hosts an annual Summit where a current issue or challenge related to the teaching profession is explored. The topic in 2022 was: Rethinking teaching and teacher education in a post-pandemic world. The Queensland College of Teachers and the Queensland Council of Deans of Education were key collaborators and partners alongside our sector stakeholders, teachers and pre-service teachers.

The 2022 hybrid event drew delegates from more than 100 organisations. 240 attended in-person and 280 on-line from all around Australia and from 11 countries. The format was 17 challenging 5-minute provocations from education leaders nationally and around the globe and 27 speakers in panel discussions. The event was fast moving with delegates engaged in a journey of generating ideas and voting to create a shared, futures-oriented series of outcomes to address where innovative disruption has impacted the teaching profession and what we can optimistically, intentionally, and enthusiastically harness and amplify for the future.

So, what have we learned as educators, students, and members of the community; and what do we want to stop doing, keep doing, and start doing? These insights will contribute to our better understanding of what we need to do to transform teaching for 21st century needs. Insights will be shared on the following topics:

What was most challenging for teachers?

How did the pandemic change teacher work?

What are the innovations teachers would like to keep?

What legacy can we create for teachers and teacher education?

What can we do to prepare initial teacher education students for the next major disruption?

Professor Dr. Donna Pendergast

Griffith University, Australia

Keynote Address

KEYNOTE
SPEAKER

Teach for Tomorrow

The promise and perils of the contemporary world have important implications for education. Recently, the world has been beset by unforeseen catastrophes – covid-19 and results of climate change – as well as unforeseen opportunities – such as those provided by developments in information technology. We should, of course, prepare students to deal with the effects of such developments. But we should also prepare them to deal with future catastrophes and opportunities that we cannot foresee. This

involves a reorientation. Rather than being satisfied with imparting facts and skills that will serve them well in current circumstances, we need to teach them how to go beyond whatever information is at hand. Rather than just teaching students to solve problems, we need to teach them how to pose problems – that is, to ask questions in a way that makes them possible to answer. And we need to teach students to pose problems that are worth solving. That is, we need to equip them with higher order skills that enable them to reason about the powers and limitations of their available resources and the value of various alternatives. Such competence is a moving target. So traits like intellectual flexibility and deftness need to be fostered as well.

Although the perils and promises I mentioned above are in the first instance scientific or technological, they have moral and social dimensions as well. So education for the twenty-first century cannot be simply a matter of improving STEM studies. Students will need to ask how the situations they confront, the alternatives available to them involve the equitable distribution of benefits and burdens. Moral education, then, is crucial. So is education in sociability. Students will need to know how to adopt diverse perspectives and to glean useful insights from them.

A final point is that education should be the birthright of all children. Their capacity to flourish and to contribute to the flourishing of others is intimately tied to education.

Professor Dr. Catherine Z. Elgin

Harvard University, USA





Teaching Global History: Lessons between Orient and Occident

The starting point of the current Global Citizenship Education (GCED) defined by UNESCO, was contemporary with the origin of Global History as historical discipline during the XXth. The GCED was boosted by the Society of Nations after the I World War to reduce the differences between countries. Today, GCED is a consolidated trend to impulse a teaching for a more peaceful and respectful world. Since its origins, the role of historians was relevant to understand common dynamics, processes, or the path(s) to the common world where we live today. In fact, E. Morin has pointed out in his Seven complex lessons in education for the future that “the History of the planetary era should

be taught from its beginnings in the 16th century, when communication was established between all five continents [...]”. The paper proposes an analysis of the ties between the two disciplines, GCED and the Global History.

Therefore, a Global History approach includes different key features relevant to the future of Education such as common learning between cultures or the dynamics of collaboration for creating transnational networks. This framework coincides with main topics or fields of the GCED:

- Local, national and global system and structures.
- Issues affecting interaction and connectedness of communities at local, national and global levels.
- Underlying assumptions and power dynamics.
- Different levels of identity.
- Different communities people belong to and how these are connected.
- Difference and respect for diversity and collectively.
- Ethically responsible behavior.
- Getting engaged and taking action.

In this list of topics, certain paradigms of global history can be verified, such as the interrelation between the local and general, connectivity from diverse approaches, the existence of different forms of identity or the absence of a single way of understanding the past. All this is raised by historians and also by UNESCO itself as a way to improve education so that future generations can tackle the challenges of our times. The ethical commitment inherent in this proposal for training for a global citizenship is combined with the disciplinary knowledge of Global History, which precisely flees from Eurocentric view to focus on more complex visions of historical reality.

This presentation is divided in three parts: 1) a description of main features of the Global History compared with GCED; 2) examples of interactions and reciprocal influences between Asia and Europe from an historical point of view; 3) some considerations about how to teach Global History from a perspective of GCED.

Professor Dr. David Alonso García

University Complutense, Madrid, Spain

Keynote Address

KEYNOTE
SPEAKER

Teaching in Post Covid-Era: Challenges and the Way Forward

Covid-19 has become the catalyst for educational change. Many governments in the world have implemented various strategies to ensure that teaching and learning continues regardless of this pandemic. Covid-19 has provided the opportunity for innovative ways of teaching and learning both at the school level and higher institution level. Educators around the globe have been compelled to suddenly harness and utilize the available and appropriate technological tools to create content for remote learning. Malaysia provides an interesting example of how teaching has been transformed through strategic planning and implementation measures. Previous studies have consistently questioned the effectiveness of online learning due to internet connectivity, availability of devices, communication between teachers and students, readiness of teacher, parents, and home environment. Emergency remote teaching has been applied as a temporary access to instruction with instant instructional support. Students from lower socio-economic backgrounds, children with disabilities, vulnerable children and young adults encounter difficulties since they have limited access to technological devices. Malaysian government has initiated various measures such as free smart phones with one year internet connectivity offered for students in need. In addition, the Edu WebTV program also being introduced as a source of learning through mass media. The Post Covid-19 Social Distancing pedagogical elements comprise of synchronous and asynchronous learning strategies, teaching and learning activities and assessments. During Covid 19, the emphasis has been on heutagogy, peergogy and cybergogy. The experience gained during Covid-19 provides the basis for transforming our teaching to meet the 21st century needs. As blended learning might be the new normal in the post-pandemic era, assuring the quality of learning has become a common problem facing the world. The 4C skills which comprising of creativity, critical thinking, collaboration, and communication need to be emphasized through blended learning so that learners could adapt to the 21st Century learning.



Dr. Hussaina Banu Bt. Kenayathulla

University Malaya, Malaysia

KEYNOTE SPEAKER



Keynote Address

Five Lessons I've Learned in Four Decades of Experience

After four decades of professional service, I have learned some, say five for this presentation, valuable lessons I would like to share in this Keynote Address. The first lesson, and most likely the most important one I've learned, is in regard to the motto of my current university, Sam Houston State University, "The measure of a life is its service." I take this to mean that it is not all about us. For those of us who work in education, regardless of whether we work in a K-12 setting or in a post secondary setting, students are the reason we are here. The second lesson I have learned is that, early on in your career, carefully reflect on "What is the legacy you want for yourself?" Legacies are built over many years. My legacy, which I have specifically focused on in the last five years, will be my students and the people's lives that they affect. I have changed lives that will change other lives, which will then change other lives, and so on.

Third, to the extent possible, I encourage you to find a way to integrate your teaching, your scholarship, and your professional service activities. My teaching leads to my scholarship, which in turn leads to my engagement in service activities. I realize that this situation may not be feasible for everyone, but to the degree that you have synergy present in these three areas, I encourage you to make those efforts. Fourth, early on in your career, I recommend you take the time to learn the expectations of your work setting for teaching, scholarship, and service. If your current work setting is not where you intend on being in 5 to 10 to 15 years, take the time to learn the expectations of the work setting you see yourself in in the future. Work diligently on not just meeting the minimum requirements; set the bar higher for yourself. The fifth and final lesson I would like to share is to Learn when to say no. It is difficult, at best, to do all things well. When your expertise is not being used, time spent on committees is not a good use of your time and takes away from your ability to work with students. These five lessons are ones that have helped me to have the career and the resulting legacy that I have. It is my hope that you may find them helpful in your career.

Professor Dr. John R. Slate

Sam Houston State University, USA

Keynote Address

KEYNOTE SPEAKER

Increasing Participation in Online (and classroom) Classes–Practical Methods and Tools to Give Everyone a Voice

The covid-19 pandemic forced teachers to learn the basics of online teaching, often with little support and with insufficient knowledge of how to design a course for online delivery. There was a massive increase in the use of online video conferencing tools like Zoom, Microsoft Teams and Google Meet but the teaching tended to focus on traditional lecturing with very little opportunity for the student participation, discussion and interaction that is needed to foster learning. The use of pre-recorded lectures further emphasised one-way communication as the norm for online education with the student as simply a passive consumer of information rather than an active learner.

Now that most teaching is back in the classroom there are many students who wonder why they should come to class to simply listen to content that could easily have been recorded. When we meet students in class today we need to make the experience more interactive and unmissable. The session must involve all students and give everyone a chance to contribute.

One problem with synchronous class teaching (both online and on-site) is that many students are silent and seldom, if ever, contribute to discussions. The class time tends to be dominated by the teacher and a few confident and vocal students. The student voices that are heard tend to be spontaneous and sometimes not fully reflected upon whilst more reflective answers that take time to mature are seldom heard. There are many reasons why students choose to be silent in class: lack of confidence, fear of ridicule, lack of time to reflect, politeness, uncertainty of class norms, special needs etc. Silence is often interpreted as a lack of interest or understanding whilst activity is regarded as a sign of learning. We need to offer multimodal spaces for different kinds of participation. Some students prefer to contribute to the discussion anonymously rather than speaking in front of the class. Some need time to reflect before offering an opinion or asking a question. Some are good listeners and can write summaries or analyses of oral discussions rather than participating vocally. Using a variety of digital tools we can facilitate higher levels of inclusion and engagement.

Group work is often seen as the best way to let students discuss and interact but for many group work can be a daunting experience if it is not set up properly. In online classes and webinars it is not uncommon for several participants drop out when group work is announced. Some students find group work stressful and unrewarding and prefer to learn on their own. Effective group work demands careful preparation and practice and depends on a sense of mutual respect and trust. Groups can build this by progressing from simple discussion activities towards more complex questions.

The aim of this presentation is to show some practical methods for giving all students a voice and to offer a variety of ways to engage in a discussion, both in the classroom and online. These involve simple digital tools that offer collaborative spaces for different types of interaction – chats, message boards, collaborative documents, polls and quizzes. I will also show how even pre-recorded lectures can become interactive and stimulate reflection and discussion. Finally, there will be methods to make group work more rewarding. The slides how will contain many useful links for further investigation.

Alastair Creelman

Linnaeus University, Sweden



KEYNOTE SPEAKER



Keynote Address

Mental Health Literacy and Higher Education

In this talk attention is drawn towards the rise in mental health issues in University students across the globe, and address and critically discuss the meaning of 'mental health' and mental illness', drawing on her research, as well as presenting examples and case studies from practice. There is evidence that increasing numbers of students (and staff) at Universities suffer from mental health and wellbeing issues, something that has been exacerbated by the Covid-19 pandemic. This talk will provide insight into the role and impact of mental health literacy in a Higher Education context. Mental health literacy is the knowledge and attitudes individuals have about mental health and mental health services. Specifically, mental health literacy covers the following six areas: 1) knowledge and ability to identify symptoms of poor mental health; 2) knowledge and beliefs of causes of poor mental health; 3) knowledge and beliefs of self-compassion and self-care practices to maintain good mental health; 4) knowledge and beliefs of mental health services; 5) attitudes toward poor mental health and mental health services; and 6) intentions to access mental health services when needed. Research has shown that different elements of mental health literacy are associated with better mental health, improved knowledge of and attitudes toward poor mental health, and greater intentions to seek support from mental health services. Targeted strategies, such as those rooted in mental health literacy, are needed to provide students with information about mental health symptoms and disorders, ways to facilitate self-compassion and self-care, address the negative perceptions and attitudes towards poor mental health, and to provide clear pathways about how to access mental services when needed.

Dr. Wendy Sims-Schouten

University College London, UK

Conference Program

Conference Program

ICORE 2022
10th International Conference on Research in Education
November 15-17, 2022

Day 1

Tuesday, November 15, 2022

Opening Ceremony (Venue: IER Lawn)	
08:00-10:30	Registration and Guests to be Seated
10:30-10:35	National Anthem
10:35-10:45	Recitation from the Holy Quran and Hadith
10:45-10:55	Glimpses of Previous ICOREs (2014-21)
	ICORE-2022 Highlights
10:55-11:05	Welcome Address by Conference Chair Prof. Dr. Rafaqat Ali Akbar
11:15-11:30	Address by Guests of Honor
11:15-11:20	Address by Conference Patron Prof. Dr. Asghar Zaidi
11:30-11:33	Conference Format and Announcements (Exhibition, Photography)
11:34-11:45	Vote of Thanks by Conference Secretary Prof. Dr. Muhammad Shahid Farooq
14:45-11:50	Souvenir Distribution
11:50-11:55	Group Photo
11:55- 12:30	Exhibition
12:30-14:00	Prayer Break and Lunch

Plenary Sessions I (Venue: Waheed Shaheed Hall)

14:00-14:10	Welcome Note by Session Moderator Dr. Munaza Nousheen
14:10-14:25	Keynote Address Prof. Dr. Catherin Z. Elgin (USA)
14:25-14:40	Keynote Address Prof. Dr. John R. Slate (USA)
14:40-14:55	Keynote Address Dr. Wendy Sims-Schouten (UK)
14:55-15:10	Keynote Address Dr. Alastair Creelman (Sweden)
15:10-15:25	Address by Guests of Honour
15:25-15:40	Discussion, Question Answer Session, and Souvenir Distribution

Day 2
Wednesday, November 16, 2022

08:00-09:30	Registration
Plenary Sessions II (Venue: Waheed Shaheed Hall)	
09:30-09:35	Welcome Note by Session Moderator Dr. Ahmad Sohail Lodhi
09:35-10:00	Keynote Address Dr. Husaina Banu Bt Kenayathulla (Malaysia)
10:00-10:25	Keynote Address Prof. Dr. James O'Mera (USA)
10:25-10:50	Keynote Address Prof. Dr. Timothy Jester (USA)
10:50-11:15	Address by Guests of Honour
11:15-11:35	Question Answer Session and Souvenir Distribution
11:35-12:00	Tea Break and Networking
12:00-13:30	Concurrent Sessions (Room Numbers: Committee Room, Waheed Shaheed Hall, 201, 202, 206, 222, 223, 305, 308, 309, 320, 322, 323,324)
13:30-14:15	Prayer Break and Lunch

Plenary Sessions III (Venue: Waheed Shaheed Hall)	
14:15-14:20	Welcome Note by Session Moderator Dr. Muhammad Islam
14:20-14:25	Keynote Address Prof. Dr. David Alonso Garcia (Spain)
14:25-15:00	Keynote Address Prof. Dr. Siti Noor Binti Ismail (Malaysia)
15:00-15:25	Keynote Address Prof. Dr. Donna Pendergast (Australia)
15:25-15:45	Keynote Address Prof. Dr. Sylvn E. Blignaut (South Africa)
	Address by Guests of Honour
15:45-16:00	Discussion, Question Answer Session, and Souvenir Distribution

Day 3 Thursday, November 17, 2022

08:00-10:30	Registration
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Closing Ceremony (Venue: Waheed Shaheed Hall)	
10:30-10:35	Welcome Note by Session Moderator Dr. Muhammad Akram
10:35-10:45	Conference Recommendations Prof. Dr. Tariq Mahmood Ch.
10:45-11:00	Address by Conference Chair Prof. Dr. Razaqat Ali Akbar
11:00-11:35	Address by Guests of Honour
11:35-11:45	Address by Conference Patron Prof. Dr. Asghar Zaidi
11:45-11:50	Closing Remarks by Conference Secretary Prof. Dr. Muhammad Shahid Farooq
11:50-11:55	Souvenir Distribution
11:55-12:00	Group Photo
04:00	City Tour

Concurrent Sessions

Wednesday, November 16, 2022

Venue I: Room No. 201

Dated: Nov. 16, 2022

Session Chair: Prof. Dr. Tariq Mahmood Ch.			Moderator: Dr. Farrukh Munir
Session Organizers: Zainab Qamar & Hira Shahbaz			
Time	Paper ID	Title of the Papers	Presenters
12:00 to 12:15	4495	Acquiescence and Challenges in Using 9 Digital Learning Tools in the Educational Institutions of the Punjab Province for Transforming Teaching for 21 st Century in Pakistan	Hina Fazil Hina Hadayat Ali
12:15 to 12:30	4496	Relationship between Educational Institutions as Learning Organization and Organizational Commitment of Teachers at College Level	Sadaf Jabeen Fariha Gul
12:30 to 12:45	4497	English Proficiency Assessment in Government Schools Grade 7 Lahore, Pakistan	Baligua Unis
12:45 to 01:00	4498	Factors Affecting the Implementation of E-Learning at Higher Education Level	Bakhtawar Arshad Aroona Hashmi
01:00 to 01:15	4500	Tech-Knowledge: Rethinking, Reshaping and Redesigning Assessment for Learning in Virtual Learning Environment Framework (VLEF)	Yousaf Khan
01:15 to 01:30	Question/Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

Venue II: Room No. 202

Dated: Nov. 16, 2022

Session Chair: Prof. Dr. Abdul Qayyum Ch.		Moderator: Dr. Abir Hassan Naqvi	
Session Organizers: Abid Shafi Ahmed & Tayyaba Munawar			
Time	Paper ID	Title of the Papers	Presenters
12:00 to 12:15	4501	Effect of Blended Learning on Students’ Academic Achievement at Secondary Level	Ayesha Azmat Mobeen-ul Islam
12:15 to 12:30	4506	Perceptions of Primary Schools Teachers Regarding Single National Curriculum in District Okara	Sumaira Munawar Gulshan Fatima Alvi Khadija Sittar
12:30 to 12:45	4509	Appraisal of the Application of Total Quality Management in Government Elementary School Administration	Khuda Bakhsh
12:45 to 01:00	4510	Effect of Globally Used Assessment Practices on Students’ Achievement in Physics Laboratory at Secondary Level	Ijaz Mahmood
01:00 to 01:15	4512	Role of Education and Finance in Entrepreneur’s Success	Hadia Sohail Noman Arshad
01:15 to 01:30	Question/ Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

Venue III: Room No. 206

Dated: Nov. 16, 2022

Session Chair: Prof. Dr. Muhammad Sarwar			Moderator: Dr. Saima Munir
Session Organizer: Zainab Kamran & Kashif Jibran			
Time	Paper ID	Title of the Papers	Presenters
12:00 to 12:15	4520	Classroom Practices Adopted by Teachers of Students with Muscular Problem in Schools	Sobia Hussain Kashif Iqbal Ayesha Zia
12:15 to 12:30	4521	China Pakistan Economic Corridor (CPEC): Recommendations to Transform Elementary School Curriculum	Ansa Latif Rana Muhammad Usman Misbah Malik
12:30 to 12:45	4522	Investigating the Status of Banking Support System for Persons with Visual Impairment: An Exploratory Research	Muqaddas Latif Rabiasha Laraib Khan Kashif Iqbal
12:45 to 01:00	4524	Social Adjustment of Visually Impaired Students in Inclusive Set-Up: Perception of Special Education Teachers	Mehwish Pervaiz Kashif Iqbal Samina Ashraf
01:00 to 01:15	4528	A Study on the Effect of the Use of Emerging Technology on Students' Academic Achievement at Secondary Level	Shabnam Hameed Nawaz
01:15 to 01:30	Question/ Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

Venue IV: Room No. 222**Dated:** Nov. 16, 2022

Session Chair: Prof. Dr. Samina Malik		Moderator: Dr. Nighat Sana Kirmani	
Session Organizer: Muhammad Inam Ul Haq			
Time	Paper ID	Title of the Papers	Presenters
12:00 to 12:15	4529	Transformative Teaching through Head, Heart and Hands for Lifelong Learning: A Phenomenological Cross-Cultural Study	Wajeeha Aurangzeb Sehrsih Kashan Zir Ur rehman
12:15 to 12:30	4532	Study of Teaching Competency of secondary School Teachers in Relation to Teaching Attitude Personality and Anxiety	Hira Akram Ammara Azam
12:30 to 12:45	4534	Exploring Prospective Teachers Belief About Teaching and Learning	Hira Akram Muhammad Amir Ammara Azam
12:45 to 01:00	4536	Comparative Study of Teaching Competencies of Professional and Non-Professional Teachers of Public Schools at District Peshawar, Khyber Pakhtunkhwa	Tahirullah Arshad Ali
01:00 to 01:15	4537	A Study on Transforming Teaching for 21 st Century Needs	Ishrat Fatima
01:15 to 01:30	Question/ Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

Venue V: Room No. 223

Dated: Nov. 16, 2022

Session Chair: Prof. Dr. Khalid Khurshid		Moderator: Dr. Abdul Majid Khan	
Session Organizers: Saira Zafar & Sohail Ahmed			
Time	Paper ID	Title of the Papers	Presenters
12:00 to 12:15	4538	Exploring Application of Total Quality Management in Secondary School Administration in Lahore Education Zone	Isha Jameel Afshan Mumtaz
12:15 to 12:30	4542	Concept Mapping Strategy: A Road Map towards Effective and Meaningful Learning for 21 st Century	Sarah Rasul Mirza Tayyaba Muhammad Akram Aisha Sami Rabia Hafeez
12:30 to 12:45	4544	Effect of Teacher’s Experience and Qualification on Student Satisfaction: The Mediating Role of Competence of Teaching Methodology and Student Care	Syed Adnan Ali Shrafat Ali Sair
12:45 to 01:00	4545	Views of Undergraduate Students about Stress Related to their Academic Self-Perceptions	Atiqa Maqsood Tayyaba Muhammad Akram Aisha Sami
01:00 to 01:15	4546	Awareness of Undergraduate Students about CPEC: Recommendations to Transform Curriculum in Order to Develop Required Skills	Almas Tahir Misbah Malik Syeda Ayesha Naseem
01:15 to 01:30	Question/ Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

Venue VI: Room No. 226**Dated:** Nov. 16, 2022

Session Chair: Dr. Muhammad Amir Hashmi			Moderator: Dr. Ashi Zeeshan
Session Organizers: Ahmed Ali & Tayyaba			
Time	Paper ID	Title of the Papers	Presenters
12:00 to 12:15	4547	Implementation of ISO 21001:2018 in Education Sector of Pakistan	Rida Akbar Rab Nawaz Lodhi
12:15 to 12:30	4548	Perceptions of University Teachers and Students Towards Teachers Instructional Skills	Iqbal Amin Khan Munir Khan Sara Bibi
12:30 to 12:45	4549	Perception of Students Regarding the Quality of Education For 21 st Century Needs	Dana Bibi
12:45 to 01:00	4550	Socio-Civic Engagement of Undergraduate Students: An Indispensable Need to Progress in Current Scenario	Rana Muhammad Usman Ansa Latif Rozina Gohar Misbah Malik
01:00 to 01:15	4552	STEM Teaching Practices at Elementary Level: Recommendations to Transform Teaching Methods	Samra Miraj Misbah Malik
01:15 to 01:30	Question/ Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

Venue VII: Room No. 305

Dated: Nov. 16, 2022

Session Chair: Prof. Dr. Shafqat Hussain		Moderator: Dr. Mubashra Khatoon	
Session Organizers: Ahtisham Manzoor & Shahid Ismail Hamza			
Time	Paper ID	Title of the Papers	Presenters
12:00 to 12:15	4560	Perceptions of Secondary and Higher Secondary Students about Declining Interest towards the Subject of Chemistry in the Class	Sahar Ali Namal Farhat Tayyaba Muhammad Akram Aisha Sami
12:15 to 12:30	4561	Perception of Undergraduate Students about Role of Psychological Distress and Coping Strategies on Academic Performance of Students	Maryam Arif Tayyaba Muhammad Akram Aisha Sami
12:30 to 12:45	4562	Discovering Educational Technology Applications for University Students: A Theoretical Paper	Iqra Aslam
12:45 to 01:00	4563	Teachers’ Democratic Attitudes in Teaching: Fit as a Fiddle for Addressing 21 st Century Needs	Ammara Murtaza Rafaqat Ali Akbar
01:00 to 01:15	4566	Exploring the Perception of STEM and Non-STEM Teachers about the Role of Education for Sustainable Development at Undergraduate Level	Rida Dawood Mahnoor Imran Tayyaba Muhammad Akram Aisha Sami Rabia Hafeez
01:15 to 01:30	Question/ Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

Venue VIII: Room No.308**Dated:** Nov. 16, 2022

Session Chair: Prof. Dr. Naseer Ud Din		Moderator: Dr. Sumaira Rashid	
Session Organizers: Tanveer Ahmed Shah & Zunaira Kanwal			
Time	Paper ID	Title of the Papers	Presenters
12:00 to 12:15	4567	Role of Emotional Intelligence and Emotional Maturity on Student’s Academic Achievement	Kiran Shahzadi Aqsa Tayyaba Muhammad Akram
12:15 to 12:30	4569	No More Rote Learning: Transforming Education for Preparing Students for 21 st Century	Shahinshah Babar Khan Muhammad Azhar Rana Javaid Akhter
12:30 to 12:45	4573	Explore the Impact of Learning Barriers on University Students from Remote Areas	Anum Iqbal Mobeen ul Islam Mehwish
12:45 to 01:00	4575	Teachers' Views about Implementation of Students' Assessment Criteria for Promoting Learning in University of Narowal, Pakistan	Mubashara Akhtar Marina Ilyas
01:00 to 01:15	4576	Students’ Perceptions Regarding the Practice of Andragogical Adult Learning Principles: A Case of Teacher Education Institution of a Public University situated in Lahore	Umme Habiba
01:15 to 01:30	Question/ Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

Venue IX: Room No. 320

Dated: Nov. 16, 2022

Session Chair: Dr. Muhammad Uzair Ul Hassan		Moderator: Dr. Muhammad Aslam	
Session Organizers: Qamar Naz & Naveed Ahmed Taseer			
Time	Paper ID	Title of the Papers	Presenters
12:00 to 12:15	4578	Education and Life Quality in the Rural Areas of Pakistan	Kaleem Ullah Shrafat Ali Sair Sajjad Ahmad
12:15 to 12:30	4579	Socio-Cultural Factors Causing EFL Classroom Speaking Anxiety	Muhammad Usman
12:30 to 12:45	4580	An Investigation into Factors Affecting the Self-Concept and Self-Esteem of Adolescents with Visual Impairment	Iqra Fatima Samina Ashraf
12:45 to 01:00	4582	A Cross-Case Comparison Between Urban and Rural Schools of Punjab About NPST Practices	Fasiha Altaf Gulnaz Akbar
01:00 to 01:15	4583	Meta-Analysis: Models and Aspects of Education for Sustainable Development to Develop Various Competencies among Students at Undergraduate Level	Rabia Hafeez Tayyaba Muhammad Akram Aisha Sami
01:15 to 01:30	Question/ Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

Venue X: Committee Room**Dated:** Nov. 16, 2022

Session Chair: Prof. Dr. Muhamamd Ibrahim Khalid			Moderator: Dr. Amna Saeed
Venue Organizer: Samar Majeed			
Time	Paper ID	Title of the Papers	Presenters
12:00 to 12:15	4585	A Phenomenology of Teachers’ Efforts in Coping with Massive Dropout in Primary Schools	Tasawar Iqbal Muhammad Uzair-ul-Hassan Iram Parveen
12:15 to 12:30	4588	Impact of Students' Ubiquitous Learning through Web 2.0 Tool on Students' 21 st Century Skills (4Cs)	Safia Urooj Muhammad Shahid Farooq Wahaj Muhammad Khan
12:30 to 12:45	4589	Validation of questionnaire regarding online teaching (QOT) during Covid-19 in Karachi, Pakistan	Najia Rahim Shagufta Nesar Tayyaba Mumtaz Sadaf Naeem Muhammad Ali
12:45 to 01:00	4590	Relationship of Teachers’ Workplace Relations and Organizational Commitment at Secondary School Level in the Punjab	Noor Mohammad Javed Iqbal Ijaz Hussain
01:00 to 01:15	4591	Effect of student’s attitude towards mathematics on their problem-solving ability in algebra at Secondary level.	Naval Abbas Zainab Akbar
01:15 to 01:30	Question/ Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

Venue XI: Waheed Shaheed Hall

Dated: Nov. 16, 2022

Session Chair: Prof. Dr. Abdul Hameed			Moderator: Mr. Mazhar Iqbal
Session Organizers: Iffat Khalil & Noreen Rafiq			
Time	Paper ID	Title of the Papers	Presenters
12:00 to 12:15	4592	Transforming Teacher Education strategy with 21 st Century tools	Sania
12:15 to 12:30	4593	Gender Based Comparison: Effectiveness of Educational Managers in Public Sector Universities	Zarfishan Shabbir Ahmad Bilal Mubeen ul Islam
12:30 to 12:45	4599	Exploring the Relationship between Social Support, Social Adjustment and Academic Adjustment among Prospective Teachers	Faiza Fatima Ayesha Ashfaq
12:45 to 01:00	4600	Digitally Blended Learning Pedagogies: An Innovative Approach for Science Teaching	Ayesha Nazir Laraib
01:00 to 01:15	4602	Study of Teaching Competency of Secondary School teachers in Relation to Teaching Attitude personality and Anxiety	Hira Akram Ammara Azam
01:15 to 01:30	Question/ Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

Venue XII: Room No. 322

Dated: Nov. 16, 2022

Session Chair: Dr. Muhammad Abiodullah		Moderator: Dr. Misbah Malik	
Session Organizers: Muhammad Shahzad Mughal			
Time	Paper ID	Title of the Papers	Presenters
12:00 to 12:15	4606	Critical Analysis of Educational Policies Document Regarding Assessment and Examination System in Pakistan	Maryam Nasir Syeda Ayesha Naseem
12:15 to 12:30	4607	Analytical Review of Educational Policies of Pakistan (1947-2017) in Context of Higher Education	Aqsa Naseer
12:30 to 12:45	4608	The Review of Education Policies from 1947-2017 in the Context of Curriculum in Pakistan	Mahek Ali
12:45 to 01:00	4612	Analyzing the Potential of Educational Metaverse as Virtual Learning Space	Aysha Khalil
01:00 to 01:15	4619	Teachers’ Knowledge and Strategies used to Enhance the Working Memory Span of Hearing Impaired Students	Maria Anayat Samina Asharf Munawer Malik
01:15 to 01:30	Question/ Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

Venue XIII: Room No. 323**Dated:** Nov. 16, 2022

Session Chair: Dr. Abida Nasreen		Moderator: Dr. Ummara Saher	
Session Organizers: Maqbool Ahmed & Atika Maqsood			
Time	Paper ID	Title of the Papers	Presenters
12:00 to 12:15	4620	A digital Solution for monitoring the Anxiety Level of University Students	MonazaSaqlain Junaid Anwar Bilal Hameed
12:15 to 12:30	4622	Exploring educational use of YouTube among prospective teachers of IER.	Tayyaba Tariq
12:30 to 12:45	4624	Effect of Attitude towards Mathematics on Students’ Creativity in Mathematics at Undergraduate Level.	Sidra Ahmad Hussain
12:45 to 01:00	4625	Quranic and Modern Concept of Leadership Skill	Hukam Dad Rafaqat Ali Akbar
01:00 to 01:15	4627	Investigating the Role of Parent Teachers’ Meetings on the Performance of Secondary School Students of Rawalpindi	Daniyal Mushtaq Hamid Ali Nadeem
01:15 to 01:30	Question/ Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

Venue XIV: Room No. 324

Dated: Nov. 16, 2022

Session Chair: Dr. Ahmed Sher Awan			Moderator: Ms. Shaista Naheed
Session Organizers: Farwa Liaqat & Ammara Ijaz			
Time	Paper ID	Title of the Papers	Presenters
12:00 to 12:15	4633	Relationship of Instructional Leadership Style and Work Engagement of Secondary School Teachers	Samra Saeed Afshan Naseem
12:15 to 12:30	4634	Use of Information Communication Technology in Teaching at secondary schools: An Exploratory study	Aqsa Shahzadi Sadiya Durrani Najmunissa Khan
12:30 to 12:45	4636	21 st Century Skills in General Science: A Content Analysis of Single Curriculum at Primary Level	Shoaiba Mansoor
12:45 to 01:00	4638	Culture of Public and Private Universities in Comparative Perspective	Tabassum Naz
01:00 to 01:15	4639	Teachers Reflective Practices Today and Tomorrow	Mahek Arshad
01:15 to 01:30	Question/ Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

Abstracts

Abstract ID: 4495

Acquiescence and Challenges in Using 9 Digital Learning tools in the Educational Institutions of the Punjab Province for Transforming Teaching for 21st Century in Pakistan

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Transforming teaching is a dramatic change causes schools, colleges, and universities to administer digital learning tools in their existing educational systems effectively and successfully. Usage of 9 digital learning tools may not be possible in underdeveloped countries like Pakistan. The present study aimed to investigate the acquiescence and challenges in using 9 digital learning tools at the general and special educational institutions of the Punjab province, Pakistan. The researchers used purposive sampling technique. Two focus groups of 15 educationists contributed to the open discussion for the research. One focus group was organized in the Lahore and the other was in the Faisalabad. The researchers identified total 14 themes across the data set by using thematic analysis. It finally led to discuss and reflect it in the context of transforming teaching for 21st century in Pakistan.

Abstract ID: 4496

Relationship between Educational Institutions as Learning Organization and Organizational Commitment of Teachers at College Level

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In order to improve students' performance, the educational institutions are now transformed into learning organizations around the globe. However, in local context, the research studies have been carried out to find dimensions of learning organizations at higher education (university) and school level, while the middle level of colleges has been ignored. It is the phase where students, skills learned at school level are polished to help them enter in higher stream of education. At this stage role of teacher is important, but first it is necessary that teachers also take responsibility of their own learning with the support of organization or "learning organization" more appropriately. Major aim of the study is to identify perception of college teachers about their educational institutions as learning organizations. By used Quantitative research method, Data was collected from 244 college teachers from seven districts of Punjab through convenient sampling. A learning organization dimension questionnaire (LODQ) developed by Watkins and Marsick (1993) was used to collect data from respondents. Descriptive statistics was be used to analyze data, while ANOVA was used to identify mean difference in scores on the basis of demographic variables i.e., mode of employment. The results indicate that respondents believe that educational institutions are not serving as learning organizations. It is suggested on the basis of results that there is need to offer more opportunities to learn during course of profession.

Abstract ID: 4497

English Proficiency Assessment in Government Schools Grade 7 Lahore, Pakistan

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Standardized testing is a global practice which achieves objective, and reliable results of successful cognitive learning. Test items assessed learners in Benjamin Bloom's cognitive domain. Proficiency in English lexical, reading and writing skills was assessed in a paper-pencil test. This research was an independent measures design study which reported test results of a probability sample of 600 Grade 7 students (361 girls and 239 boys) from 9 Government High schools in Lahore. The test data was collected from the local norm group (urban Government schools in district, Lahore). Psychometric properties of Grade 7 standardized test items were calculated through Iteman software for Classical Analysis and out of 90 items, 2 items were identified with negative correlation. Standardized test scores were reported using cumulative mean of schools (53.438) and standard deviation (21.121). Spearman-Brown split half reliability (0.95), measurement error (3.689), and Cronbach alpha analysis of variance (0.969) was determined. Standardized testing is recommended for low road spontaneous, and automatic transfer of highly practiced skills. Teacher made tests are defective and subjective. Thorndike's (1932) stimulus-response connections, and spaced retrieval practices promote standardized tests. Standardized testing is recommended as it follows the law of recency, and the law of disuse in practice.

Abstract ID: 4498

Factors Affecting the Implementation of E-Learning at Higher Education Level

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The aim of the study was to determine the factors that affects the implementation of e-learning. The objectives of the study were to explore the factors that affect the implementation of e-learning at higher education and to differentiate the factors that affect the implementation of e-learning on the basis of demographic variables (i.e. Gender, and university) Pragmatic research paradigm was followed. Study was mixed method in nature. Explanatory sequential research design was used to conduct this research. The population was comprised of all the students enrolled in M.A Education Program session (2018-2020) in two public universities (X & Y) and teachers of that universities. There are approximately 1376 students enrolled in M.A There are 47 teachers who are currently teaching in X university of district Lahore. While 40 teachers are teaching in Y university. A multistage sampling technique was used to select the sample for this study. At the first stage a sample of 759 students was selected through proportionate stratified sampling method at 95% confidential interval. While interviews (from X university & from university Y) were conducted. Interview were taken from 10 teacher from each university were selected conveniently for in-depth study of factors that affect the implementation of e-learning at higher level of education. Questionnaire was developed on the basis of literature for quantitative phase. Thematic analysis was conducted to explore factors that affect the implementation of e-learning. While descriptive analysis was carried out for quantitative data. Furthermore, Independent samples t-test was applied to differentiate the factors that affect the implementation of e-learning at higher level of education. It is revealed from the findings that there was no significant difference was existed between Male and Female Students' Perceptions about factors that affect the implementation of e-learning at $p \leq 0.05$ level of significance. It is revealed from the above findings that there was no significant difference was existed between Students' Perceptions about factors that affect the implementation of e-learning at $p \leq 0.05$ level of significance.

Abstract ID: 4500

Tech-Knowledgy: Rethinking, Reshaping and Redesigning Assessment for Learning in Virtual Learning Environment Framework (VLEF)

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The paradigm shift is needed from pedagogy to andragogy in the form of pendulum (author, 2017) and the andragogical practices to develop knowledge to wisdom by using 8Ts Iterative Cycle Model (author, 2017) for transformational, self-regulated and continuous learning when using ICT tools and technologies in community of practice: Learning and development. This paradigm shift from traditional to e-learning requires rethinking, reshaping and redesigning in Assessment for Learning in Virtual Learning Environment Framework (VLEF). The researcher (author, 2014, 2015, 2016 & 2017) purpose of the study was developing teaching, learning and assessment in integrated form so that the Virtual Learning Environment Framework (VLEF) is facilitated for the self-regulated and continuous learners in the community of practice: Learning and development. It will help in effective instructional design for virtual learning. The objective of the study was learner's need analysis for tech-knowledgy: rethinking, reshaping and redesigning in Assessment for Learning in Virtual Learning Environment Framework (VLEF). The nature of the study was historical and qualitative. The methodology used was Critical Discourse Analysis and literature review. The finding of the study revealed that when knowledge is dynamically created and iteratively developed in Virtual Learning Environment Framework. The learners using pendulum of pedagogy and andragogy to transform and transfer learning through self-regulated mechanism, using (8Ts iterative cycle model of andragogy) need continuous assessment for learning (as feedback) through self and peer assessment in authentic and collaborative learning communities. Hence, it was concluded that in tech-knowledgy there is need of rethinking, reshaping and redesigning in Assessment for Learning to develop a model for open and flexible Virtual Learning Environment Framework for curricula and institutions.

Abstract ID:4501

Effect of Blended Learning on Students Academic Achievement at Secondary Level

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Abstract: In a critical review it is concluded that the term blended learning simply requires two or more different kinds of pedagogies that can then be mixed. Blended learning in this study refers combination of face to face interaction and use of computers. The Objective of this study is to evaluate the effectiveness of Blended Learning on the Students achievement in language learning. The population of the study consisted of forty students of class 10. These students were divided into two groups, an experimental group and a control group. Twenty Students were randomly selected for experiment group and twenty student randomly selected for control group. Pre-test and post-test randomized control group design of experimental research was used. Pre- test was taken before treatment and post- test was taken after giving treatment. The data was analyzed by descriptive statistic (mean and standard deviation) and inferential statistical methods (t-test). The research showed that the result of experimental group is higher than the learning result of control group. Based on the result of this research, it is concluded that the blended learning contributed more to the students' achievement. It is recommended that Schools may provide training to teacher about blended learning. Teachers may also incorporate this teaching strategy in their teaching.

Abstract ID: 4506

Perceptions of Primary Schools Teachers Regarding Single National Curriculum in District Okara

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The Single National Curriculum is a system of education for all in terms of curriculum, medium of instruction, and a common assessment platform, ensuring that all children have a fair and equal chance to acquire high-quality education. The aim of the study to investigate the perceptions of primary school teachers about the single national curriculum at primary level. Population of the study was consisted of all male and female primary teachers working in district Okara in public sector. Stratified proportional technique was used to select the sample of 600 male and female teachers to know about their perception regarding training of single national curriculum in district Okara. Close ended questionnaire was used rated on five-point likert scale to know about the perception of teachers regarding training of single national curriculum in district Okara. The data was analyzed by using SPSS-version21 (statistical package for social sciences), regarding Mean and standard deviation. The findings of the study revealed that teachers were aware of the main objective of the SNC. The results will be helpful for the teachers to implement Single National Curriculum effectively in their classrooms. The results of this study showed that teachers have no participation in process of curriculum development. Policy maker should involve teachers in curriculum development.

Abstract ID: 4509

Appraisal of the Application of Total Quality Management in Government Elementary School Administration

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The study was conducted to appraise the application of Total Quality Management (TQM) in elementary school administration in Punjab. Five research questions and guided the study. Descriptive survey design was employed for the study. Ten Deputy DEOs (E.E) participated in the study. A self-developed instrument titled Total Quality Management in elementary School Administration Questionnaire (TQMESAQ) was used for data collection. Findings of the study revealed that total commitment and teamwork is applied to a high extent in elementary school administration. The findings further showed that to a low extent, effective communication, student satisfaction and continuous improvement is applied in elementary school administration in Punjab. This is to say that TQM is applied to a low extent in elementary school administration. Based on the findings, some recommendations were made which include: that the Ministry of Education should organize seminars, workshops and conferences for the principals where TQM attributes will be discussed for continuous quality improvement and that Principals should be fully committed to every activity of Total Quality Management for continuous quality improvement in elementary school administration. Most of the teachers are too busy on mobiles, gup-shup and refreshment activities. The principal should use autocratic style to get the work done well in time besides Total Quality Management in teaching and administration.

Abstract ID: 4510

Effect of Globally Used Assessment Practices on Students' Achievement in Physics Laboratory at Secondary Level

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Physics provides a way for the development of nation by producing scientifically literate students. Secondary level plays foundational role for whole carrier of students. So the secondary level must be as strong as possible. Physics has important place in natural science. There is need of strong basic knowledge of physics in the field of I.T., Engineering and medical sciences. The understanding in the field of physics can be increases by the proper use of Laboratory. Globally the use of laboratory increases the deeper understanding of concepts (Hsu, 2016). This provide the bridge between what is abstract and what is concrete. Physics is real home in laboratory. The understanding in subject physics is linked with lab experiences. In the laboratory of physics procedural knowledge has a pivotal rule. Procedural Knowledge provide a way for doing something. It is a methods of inquiry and leads to the criteria for using different science soft skills. Skills relating to laboratory like observation, performance of small experiments and inference are the important parts. Different algorithms, procedures, and methods are also part of Procedural Knowledge (Mancebo, Silva Junior, &Schugurenky, 201 6). The procedural knowledge increases the competences in physics students (Gurjanov et al. 2020). The main purpose of this study was to see the effect of formative assessment in laboratory. In Pakistan student in physics laboratory mostly play a role of passive partner. Many researcher identified this problem. The education policy of 2017 also identified this problem. Under the guideline of this policy the effect of formative assessment in laboratory may be find. In this study pre-test post-test equivalent group was used. The tool of the study was the achievement test. The data of the study was the marks in the achievement test. The student of experimental group received the treatment. The analysis of data was done by using t test. The result shows that the formative assessment improve the achievement of the students. So teacher may use the formative assessment in the laboratory.

Abstract ID: 4512

Role of Education and Finance in Entrepreneur's Success

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Background: Entrepreneurship has its importance in the growth of any economy but to become a successful entrepreneur, a person needs to be aware that education is important. Education does not only mean having a degree, it means the ability to make sense of resources and opportunities. Mainly small businesses fail due to two reasons one is lack of finance, and the other is lack of intent to take educated risks. Aim: This study explores the role of education and financial development in entrepreneurship success at the macroeconomic level across Islamic countries. Method: This study selected the unbalanced panel data of all Islamic banks of 21 countries and used panel quantile regression to estimate the quadratic financial development effects and moderation of Islamic financing model. Results: The results indicated that low financial development is deterring entrepreneurship, which could be eased with the increase in the Islamic financing proportion in the economy. Further, this study categorized the sample countries into entrepreneurship promoting and entrepreneurship discouraging because of financial sector development and Islamic financing. Implications: The economists and Central bank follow the outcome to integrate increasing Islamic financing in the national financial development policy in developing a facilitative environment for new businesses.

Abstract ID: 4520

Classroom Practices Adopted by Teachers of Students with Muscular Problem in Schools

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Teachers are supposed to apply various classroom practices for students with muscular problems in their classroom. This study aimed to seek classrooms practices that teachers of physically handicapped children adapt in classrooms for students with muscular problems in special education schools of Punjab. This study was qualitative with exploratory type. A total number of 20 teachers of students with physical disabilities teaching in special education schools for physically handicapped children including male (N= 10___) and females (N=__10___). were taken as sample of the study. Semi-structured interview was developed as a tool for this study for the purpose of data collection. Validity of the instrument was confirmed through expert opinion (N=02). Reliability of the instrument was confirmed through an extensive literature review. The data were analyzed through coding & thematic analysis. Major themes of the study were teacher's perception, classroom practices, & challenges for teachers. Findings of the study revealed the current classroom practices for students with muscular problems and teaching strategies adapted for better learning of the students with muscular problems. Study recommended teachers must be trained to tackle the students with muscular problem in their classroom.

Abstract ID: 4521

China Pakistan Economic Corridor (CPEC): Recommendations to Transform Elementary School Curriculum

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China-Pakistan Economic Corridor (CPEC) is a worldwide mega event of 21st century focused on regional connectivity for trading and cultural exchange. It may turn into blessing for Pakistan by availing its underlying potential opportunities. To get benefit from those opportunities there is a dire need to create awareness and develop skills needed to produce required services and commodities. Up till now CPEC has been researched in various trade and commerce fields but its most important linkage with education was hard to find. This study was conducted to identify the different aspects of CPEC to be included in Provincial Curriculums of Pakistan. It was focused on identifying topics and content for elementary level in national/provincial curriculum. So, keeping in view the projects being executed and planned under CPEC, a Comprehensive meta-analysis was done and major CPEC allied areas in Pakistan were identified. Then major occupations and industries in those areas were identified. Moreover, alternative smart technologies used in China were explored to introduce through curriculum. On the basis of findings different topics have been suggested to include in curriculum. The available employment opportunities and manpower was identified and recommendations were made to make awareness about CPEC to get maximum benefit from this mega project.

Abstract ID: 4522

Investigating the Status of Banking Support System for Persons with Visual Impairment; An Explatory Research

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Visual impairment imposes numerous difficulties in the lives of individuals with visual impairment. It also diversifies the banking support system for persons with visual impairment in Pakistan. This study intends to seek the banking support system for visually impaired individuals. This study was qualitative and exploratory. Sample of study included 20 visually impaired individuals. Convenient sampling techniques were used to collect data for this study. The tool for data collection was self-developed semi structured interview protocol. The validity of instrument was assured by the expert opinion (N=03). The reliability of questionnaire was confirmed through an extensive literature review. Data were analyzed through thematic coding and thematic analysis. There were three major themes that were drawn from the data analysis i.e. legislation support, accessibility to banks, and dealing of bank staff. The findings of study revealed that maximum respondents were males with visual impairment who reported that present legislation is not implemented properly in the banks. Additionally, bank staff deals persons with visual impairment indecently. The study recommended to develop a mechanism of implementation of policy and legislation of banks for individuals with visual impairment with special orientation bank staff.

Abstract ID: 4524

Social Adjustment of Visually Impaired Students in Inclusive Set-Up: Perception of Special Education Teachers

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Social adjustment of visually impaired students requires various factors for firm foundations of an effective social adjustment in inclusive education. This study intended to seek the perception of special education teachers about social adjustment of visually impaired students in an inclusive settings. This study was qualitative and exploratory. Sample of study included 20 teachers working in inclusive schools at Lahore district. Purposive sampling technique was used to collect data for this study. Tool for data collection was self-developed semi-structured interview. Validity of instrument was assured by the expert opinion (N=02). The reliability of questionnaire was confirmed through an extensive literature review. Data were analyzed through thematic analysis. There were three major themes that were drawn from the thematic analysis i.e, social adjustment possibilities, problems for visually impaired students, and peer difficulties. The findings of study revealed that maximum respondents were males who reported that orientation & mobility helps the students with visual impairment in adjusting themselves socially to build-up their confidence. Additionally, majority of the respondents stated that visually impaired students experience difficulties in academic endeavors. The study recommended special training sessions of orientation & mobility for visually impaired students.

Abstract ID: 4528

A Study on the Effect of the Use of Emerging Technology on Students' Academic Achievement at Secondary Level

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The rapid expansion of technology use, particularly the use of developing technologies, has given educators the chance to research the best learning settings and more effective supplementary materials that would accommodate students' various learning preferences and levels of knowledge. Therefore, the purpose of the current study was "to investigate the impact of developing technologies on secondary students' academic achievements." All grade 10 students enrolled in Punjabi public high schools make up the study's sampling population. In G.G.H.S. No. 1 Attock sessions 2022–2023, use of developing technology and its experiment were restricted to biology students in class 10. This study set out to determine whether using new technologies to teach students enhanced their academic performance. For this research project, two distinct instructional strategies were used. The traditional lecture approach was used as the first way of instruction, while technological instruction was used as the second method. On the basis of the pre-test, two groups: one controlled and the other experimental: were chosen to represent the same amount of experimenter expertise. The researcher utilized SPSS, Mean for item analysis. Following data analysis, it was concluded that there were significant differences between experimental post and control post students. Students in the experimental post have higher mean scores than students in the control post. To maximize teaching and learning outcomes, it is advised that teachers use emerging technology-based teaching aids, such as computer animations, to pique students' interest in the subject.

Abstract ID: 4529

Transformative Teaching through Head, Heart and Hands for Lifelong Learning: A Phenomenological Cross-cultural Study

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Experiential and explorative learning are at the heart of transformative education. Transformative education requires transformative teachers who motivate students to put “head, heart and hand” together through cognitive, socio-emotional and behavioural dimensions. For developing countries, it is imperative to include formal, non-formal and informal educational modes to foster lifelong learning. It is also of prime importance to empower teachers, students, and all stake holders to contribute towards co-creating pedagogies, learning materials and assessment tools in order to create an inclusive and sustainable future for a globally competitive world as no one can survive in isolation. The researcher had been a panelist in a training held by Commonwealth of Learning in Malaysia from 1st till 4th August 2022. The focus group which was led by the researcher included female educational leaders from Pakistan, Canada, Philippines, Malaysia, Sri Lanka, and South Africa. Convenience sampling was done adopting the phenomenological study design. Sample size included 6 mid-career female educational leaders from above mentioned countries and the open-ended question posed was: i) How can we gear the teaching-learning towards implementation of transformative education? & ii) What are the challenges involved in the process of lifelong learning towards global competitiveness? Suggest possible solutions. The key take aways from the first discussion question were: Adopting cross-curriculum approach, teaching the guiding principles of peace, human rights, non-violence, fundamental freedom, cultural diversity and tolerance across multiple subject areas. The overarching themes for challenges and solutions were: assessment is still considered a grey area if we want to move towards lifelong learning for global competitiveness, learning environments have to be more democratised, teachers require more training towards internationalization of education and handling diverse groups of learners. The participants strongly supported the notion that teachers must expose learners to other global perspectives within the context of a trusting environment and motivate them to move beyond the relative safety of their own and confined world views.

Abstract ID: 4532

Study of Teaching Competency of Secondary School Teachers in Relation to Teaching Attitude Personality and Anxiety

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The main Aim of teacher is to make students learn effectively and efficiently. And for this a teacher has to plan properly. Provide effective instruction and evaluate the learning using appropriate methods and techniques. It means, a teacher has to perform a lot of activities inside and outside the classroom. The success and failure of his teaching is closely linked to teacher competence. For this research we have scanned 100 most of the relevant and reported studies done in Pakistan and abroad in the field of teaching competency among high school science teachers in relation to teaching attitude, personality and anxiety. We have analyzed 62 research articles in the present study. Successes of all programme running in the school depends on the competency of its teachers. So, it is essential to improve the competency of teachers. This study investigate the teaching of high school science teachers in relation to teaching personality, attitude and anxiety.

Abstract ID: 4534

Exploring Prospective Teachers Belief about Teaching and Learning

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Prospective teachers about teaching and learning are very significant for both students and teachers to enhance their teaching and learning abilities. It is necessary to explore prospective teachers' beliefs about teaching and learning because this study yields important aspects related to education system and the ways in which it can be modified and refined. The present study was conducted to study the beliefs of prospective teachers about teaching and learning. A sample of the study is consisting of 400 prospective teachers for data analysis. Data was collected through questionnaire. Sample comprised both male and female teachers. It was analyzed through descriptive and inferential statistics. There is enough evidence to suggest that explicitly exploring, understanding, and challenging prospective teachers' beliefs is an essential task for teacher educators. Exploring prospective teachers' beliefs will (a) help promote awareness among preservice teachers about their own beliefs, (b) help preservice teachers' instructors understand the incoming beliefs through which students will make sense of new knowledge and experiences they encounter in their program, and (c) serve as the starting point in engaging prospective teachers in conceptual change. This can be accomplished by instructors promoting prospective teachers' reflecting on the contrast between their initial beliefs and those fostered in their teacher education courses.

Abstract ID: 4536

**Comparative Study of Teaching Competencies of
Professional and Non-Professional Teachers of Public Schools
at District Peshawar, Khyber Pakhtunkhwa**

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The purpose of this study was to examine and compare the level of teaching competencies of professional and non-professional (newly inducted teachers) at district Peshawar, Khyber Pakhtunkhwa (Pakistan). Objectives of the study were to compare the teaching competencies of professional and non-professional teachers regarding four different variables (lesson planning competencies, teaching methodologies, instructional planning, strategies and assessment of the students). For this purpose, the study used mixed method explanatory sequential research design involving both qualitative and quantitative data. The population of this study was all the teachers both professional and non-professional, heads and students of 186 male secondary schools in district Peshawar, KP. Keeping in view the nature of the study that involved both professional and non-professional teachers, the researcher purposively selected 10 secondary schools for the study. The sample of the study was 396 students for the collection of quantitative data while for the collection of qualitative data the sample was 30 comprising, 10 professional and 10 non-professional teachers and 10 heads of the schools. The researcher used self-constructed likert type Questionnaire for the collection of quantitative data and semi-structured Interview for the collection of qualitative data. It was concluded that the performance of professional teachers was better than the non-professional teachers regarding lesson planning competencies, instructional planning and assessment competencies. The qualitative data also supported the quantitative findings and showed that the level of competencies of professional teachers was higher than the non-professional. It is therefore recommended that training may be provided to non-professional teachers regarding lesson planning, classroom management, assessment, students' guidance and character building of students. Special focus may be given to continuing professional development for both professional and non-professional teachers and the trainer may be highly qualified in the field of education. Professional degrees like (ADE, B.Ed, and M.Ed) may be made compulsory for the recruitment of new teachers at secondary level.

Abstract ID: 4537

A Study on Transforming Teaching for 21st Century Needs

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Since innovation starts with people ' human capital in the work face is crucial. By mastering digital skills for the twenty - first century a corporation can increase its competitiveness and innovation potential in the quickly changing information economy. Although these skills are regarded as being essential the digital components of 21st Century talents or needs has not yet been clearly defined. The major goals of this study were to investigate the relationship between digital and 21st Century skills with Conceptual aspects and significant components geared at knowledge worker. The present study was descriptive in nature and survey method was used to collect the data. A qualitative method was used to collect the data. A qualitative study method was used to interpret collected data regarding the difficulties faced by the Islamabad city. The sample of the study was N= 15 members of different institution were selected through random sampling technique. The demographic variables including gender ' residential area ' qualification and study experience of the members of the institution were the citizens of Islamabad city were performed as respondent so they have observed all the Scenario of one organization in their respective area. All the members are the employees of one institution of Islamabad city were the population of the study. Simple random sampling technique was used for selecting 285 members as sample from the target population. The researcher used adapted instrument based on the members 's performance. Using primary source ' researcher analyzed the gathered data by applying person correlation and Multiple regression considering Alpha value was 0.5. A significant Learning success of Students at secondary school level was brought by the result of the study.

Abstract ID: 4538

Exploring Application of Total Quality Management in Secondary School Administration in Lahore Education Zone

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The study was conducted to investigate the application of Total Quality Management (TQM) in secondary school administration in Lahore Education Zone. Four research questions guided the study. Descriptive survey design was employed for the study. The population of the study comprised overall secondary school administrators of Lahore zone. Multi stage sampling techniques was used to select 750 respondents, comprising of 15 principals 24 vice principals and 711 teachers from the four 15 schools of the Education zone. An adopted Questionnaire of Dr.L.K. Ejionueme on Application of Total Quality Management in Secondary School Administration was used for data collection. The data generated from the trial testing were analyzed using Cronbach Alpha statistics and the overall reliability index of 0.911 was obtained. Mean and Standard Deviation were used to answer the research questions while demographic variables was tested using t-test and ANOVA at 0.05 level of significance. Findings of the study revealed that total commitment and teamwork is applied to a high extent in secondary school administration. The findings further showed that to a little extent, effective communication is applied in secondary school administration in Lahore Education zone. This is to say that TQM is applied to a little extent in secondary school administration. Based on the findings, some recommendations were made which include: that the Ministry of Education should organize seminars, workshops and conferences for teachers where TQM attributes will be discussed for effective communication and that Principals should be fully committed to every activity of Total Quality Management for effective school administration.

Abstract ID: 4542

Concept Mapping Strategy: A Road Map towards Effective and Meaningful Learning for 21st Century

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In the dynamic age of information and technology, there is a need of an innovative teaching strategy fostering meaningful and cognitive learning. It is the demand of 21st century to transform learning styles for productive outcome. These learning styles motivate learners to think actively and creatively. In this aspect, concept mapping is an impactful teaching learning tool that fulfills the effectiveness of meaningful learning. The present research aimed at highlighting and crediting the importance of concept mapping strategy that shifts from rote learning to meaningful learning. A quantitative research approach is designed to observe student's perception about concept mapping strategy and its role on student's learning attitudes and academic success. The sample of the study comprising 510 undergraduates studied in different departments of University of the Punjab. Convenient sampling technique was used in the selection process. Since the research design was descriptive, the data was collected through survey method. The questionnaire was self-developed by the researcher. Its reliability was established as 0.73 and its validity was ensured through experts. Data was analyzed through descriptive statistics, (i.e., mean, percentage and standard deviation) and inferential statistics, (i.e., independent sample t-test and ANOVA). Descriptive findings of the study reveals that concept mapping strategy has a positive impact on the learning attitudes of students and ultimately leads to a higher academic success rate than the traditional method. Moreover, findings highlighted the recommendations for educators, policy makers and learners to induce concept mapping strategy in teaching learning process in order to improve the quality of teaching learning process. The goal of this paper is to help learners develop their proficiency in fundamental and complex scientific phenomenon.

Abstract ID: 4544

**Effect of Teacher's Experience and Qualification
on Student Satisfaction: The Mediating Role of Competence of Teaching
Methodology and Student Care**

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As overall three types of service sectors are lying in the universe, firstly manufacturing sector organizations second trading sector organizations, and third service sector organizations. This research is contributing to the service sectors organizations e.g. educations sectors for the purpose, of this research aims to explore the teachers' experience and qualification has an impact on student satisfaction. It also explores the mediation analysis of the competence of teacher methodology in student care. The data were collected from 1430 teachers of private sector higher educational institutes from Pakistani universities. The results show that teachers' experience and teacher qualifications are strong predictors of student satisfaction and the competence of teaching methodology and student care also impact student satisfaction. This research reveals the new prospectus to find out student satisfaction with the teaching experience and teacher qualification.

Abstract ID: 4545

Views of Undergraduate Students about Stress related to their Academic Self-Perceptions

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Nowadays, stress is a common issue that almost all of us experience at some point in our lives. Academic stress is a very serious issue for university students because it can harm one's health and future. Students who are under stress have lower academic self-esteem, confidence for educational success, sureness for making the best academic decisions, and assurance for future career. Students' academic reflections are frequently influenced by a variety of academic environmental and psycho-social factors. It particularly relating to their personality characteristics, level of intelligence, and prior academic achievements. The research was carried out through quantitative survey approach to observe views of undergraduate students about the stress related to students' academic self-perceptions. Total 510 undergraduates were selected through the convenient sampling technique from 17 departments of the University of the Punjab. Both descriptive (Mean and percentage) and inferential statistics (independent sample t-test, one-way ANOVA) were employed to analyze data. It is reported that negative cognitions related to exams, such as underestimating one's own capabilities or overestimating the consequences of failure, are frequently accompanied with increased anxiety and poor academic achievement. Moreover, it is recommended that the university should set up programmes that can help students to recognize and minimizing the affects of academic stress among students to enhance their self-confidence.

Abstract ID: 4546

Awareness of Undergraduate Students about CPEC: Recommendations to Transform Curriculum in Order to Develop Required Skills

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The substantive purpose of this study was to identify the awareness of university students about CPEC and its projects to get benefits of its underlying opportunities in 21st century. Certain skills are needed to develop in students to get benefits of the CPEC mega project opportunities for the development of Pakistan. The sample of the study was randomly selected from different universities of Punjab from both public and private sectors. 200 students were the subject of the study. We adapted the instrument to elicit students' responses. Reliability index (Chronbach Alpha) of the instrument was 0.94 that is statistically significant. Results showed that most of the students of the university level not aware of CPEC project and opportunities available for them. Results also revealed that male students were more aware of the opportunities than female students. Level of awareness of students in different universities was also different. It is recommended that social media campaigns and seminars should be organized for the awareness of CEPC. Policies should be made and curriculum regarding CPEC should be added at university level.

Abstract ID: 4547

Implementation of ISO 21001:2018 in Education Sector of Pakistan

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ISO 21001 (Management systems for educational organizations) is a quality management system that aims to standardize education management to ensure it meets learners' needs. It's intended to help schools, colleges, training providers and other educational organizations implement best practice. It is based on the widely followed ISO 9001 quality management systems. Enormous growth is visualized in education sectors of Pakistan in the current era but only few studies have been conducted to identify the quality of educational process. This research will examine comprehensively the needs of educational institutes and their students, and document them in a proper format to fulfill that needs with more accuracy and less defects in overall process of education. This research will address the comprehensive theoretical and empirical gap by examining the processes of knowledge creation and dissemination lead by educational institutes of Pakistan and how it can be improved by implementing ISO 21001 quality management standard in educational institutes of Pakistan. All of the terms and research variables are explained in ISO 21001:2018 published draft, so this draft will serve as a torch bearer for present study (ISO 21001:2018(E)). In the present Education sector of Pakistan, the needs of students, teachers and administration is expanding quickly. Educational institutes need its students, teachers and administration to be adaptable and qualitative so as to effectively adopt and create knowledge which is the ultimate outcome of every educational institute. Additionally, quality education has valuable impacts for the students and teachers themselves (higher execution of their education and research needs, profession fulfillment, better fit among solving today's problems and creating innovative solutions) and the institutions (hierarchical achievement and execution). These various advantageous impacts catches to ponder about improving quality of processes of educational institutes. This study purposes to illustrate this idea, by implementing ISO 21001 quality management standard in educational institutes of Pakistan. The research is conducted at Education sector specifically higher education institutes of Pakistan. This study emphasized on examining needs of students and teachers. So as to improve their quality by implementing ISO 21001 quality management standard. Research scope is also limited to using ISO 21001:2018(E) version of ISO 21001.

Abstract ID: 4548

Perceptions of University Teachers and Students Towards Teachers Instructional Skills

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This study sought to investigate the perceptions of university teachers and students towards teachers' instructional skills and also compare their perceptions. Quantitative approach was used to investigate the problem. Descriptive (survey) design was used to collect and analyze the data. All the teachers and students during academic session 2021-22 constituted the population of the study. By using stratified random sampling technique 129 teachers and 680 Bachelor of Studies students were selected as the sample of the study. A self-developed questionnaire was used to collect the data from the respondents. The questionnaire was crossly checked by BS level students of the university. The questionnaire was validated through a panel of expert. The reliability of the questionnaire was established through Cronbach's alpha value which was found 0.83. Both descriptive and inferential statistics were used to analyze the data by using Statistical Package for Social Sciences version 22.0. The study revealed that both teachers and students have positive perceptions about lesson planning skill, classroom management skill, using of appropriate teaching methods, students' judgment skill, assessment and evaluation skill, and quality teaching-learning process. Significant differences were found between the perceptions of teachers and students regarding lesson planning skills, classroom management skills, selection of teaching methods, assessment and evaluation skills, students' problems judgment skills, making teaching-learning process more effective and teachers' training capacity. It was recommended that university teachers' competencies in instructional skills can be developed through continuous professional development programmes in the form of workshops, seminars and short courses.

Abstract ID: 4549

Perception of Students Regarding the Quality of Education for 21st Century Needs

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Education is necessary for development of nation in 21st century. All developed countries focused in their education and ruled on the world. Pakistan is developing country and has less economic and physical resources. Only public sector is not sufficient to meet the needs of students so to increase literacy rate in Pakistan government as well as private sector is playing vital role to provide quality education to the students. The purpose of this study was to compare the quality of education between public and private schools of Jhang, Punjab, Pakistan. Simple random sampling technique was used in the study to collect the data from District Jhang. Random sampling technique gives equal chances of occurrence for all individuals. The frame of sample is not sub divided and every border has same chances to selection. No one is preferred in that method of sampling. Each pair has equal chances of selection which minimize the unfairness. The variation in results of sampling matches with the results of population and makes it easy to correctness of the results. The sample was divided into two parts as sample of Schools and sample of students. The results revealed that school type, location of school, student teacher ratio, tuition, gender of student, monthly test of students and computer lab significantly affect the test score of students while incentive given to students and library in school insignificantly effect students test score. The results revealed that if the school lies in urban areas, computer lab available in school, more teachers available in school was beneficial for increasing the test score of students. Before preparing the questionnaire, a pilot survey was adopted on which information was obtained from the heads of 5 government schools and of 5 private schools of District Jhang. After their suggestion, the questionnaire was prepared. The benefit of pilot surveying was that any important information is not missed in the questionnaire. Two questionnaires were used in that study to collect information from respondent. One questionnaire was prepared for head of institution other for the students of the institution. Researcher was randomly choose 30 private and 20 public schools from accessible population as a sample size, District Jhang comprises on four Tehsil 20 schools selected from tehsil Jhang, and 10 schools were chosen randomly from remaining tehsil's Shorkot, Ahmad Pursal and 18 Hazari respectively. The 05 learners and 01 head teacher from each school was chosen conveniently by making the 300 respondents.

Abstract ID: 4550

Socio-Civic Engagement of Undergraduate Students: An Indispensable Need to Progress in Current Scenario

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The economic progress of a country is impossible without social development of its inhabitants. Social development of a nation may be reflected by the trends of socio-civic engagement prevail within. In order to identify the social development of students at undergraduate level, this study was conducted at higher education in district Gujranwala, Jhelum, and Lahore. There were 230 students (Male =105, Female=125) in sample. An adapted questionnaire was used for collection of data. There were five factors and 33 statements in the questionnaire including: 1) the sense of responsibility among students as a community member having ten statements, 2) volunteering capability containing four statements, 3) political interests including eleven statements, 4) understanding of gender equality including four statement and 5) students contribution to charitable organizations comprising three statements. A pilot study was conducted that showed reliability index of 0.89 of the questionnaire that was statistically significant. Data was analyzed through IBM 24 trial version. Analysis showed that Undergraduates students are willing for volunteering, contributing to charitable organizations or political parties and are aware of gender equality. It is recommended to promote their socio-civic engagement by graded assignments and projects focused on public service and social practices.

Abstract ID: 4552

STEM Teaching Practices at Elementary level: Recommendations to Transform Teaching Methods

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Science, Technology, Engineering and Mathematics (STEM) education is associated with four disciplines i.e. science, technology, engineering, and mathematics. Initially the concept of the STEM education arose by the U.S National Science Foundation (NSF). STEM skills are crucial to compete in the current era of globalization (Siekman & Korbel, 2016). The purpose of the study was to explore the implementation of basic STEM teaching skills at elementary level in Lahore. Quantitative method and simple random sampling were used to lead the study. Elementary School Teachers (ESTs) and students subsist in public and private schools of Lahore were the population of the study. Two instruments were developed to collect data from teachers and students. The findings of the study revealed that private school teachers were much better in application of STEM skills. Lack of budget, technology and equipment were the barriers in application of STEM skills. We should enhance the implementation of STEM skills and curriculum should be developed to practice STEM teaching skills.

Abstract ID: 4560

Perceptions of Secondary and Higher Secondary Students about Declining Interest towards the subject of Chemistry in the Class

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The research aimed to explore perception of students about Chemistry class which causes declining interest towards the subject of Chemistry. Research type was quantitative in nature. The sample of the study was selected from purposive sampling technique with a sample size of 500 students from class Pre 9th, 9th, 10th, 11th and 12th who were studying Chemistry in their course. Data was collected through questionnaire which was adapted. Reliability and content validity was ensured. Data analysis was done by descriptive statistics (i.e. frequency, mean, standard deviation, percentages) and inferential statistics (i.e. t-test, ANOVA and Post Hoc). It is concluded that there is considerable difference between the opinion of respondents on the basis of demographic variables about the perception of chemistry class. Whereas, t-test revealed there is no significant mean difference between opinion of male and female students and perception of chemistry class at secondary and higher secondary level. However, one-way ANOVA revealed that there is significant mean difference between opinion of students of different levels of degree about perception of chemistry class at secondary and higher secondary level. The research was important for teachers, stake holders and curriculum developers in order to design and teach chemistry course according to modern teaching methods, cognitive level of students and psychological understandings of students to minimize the declining interest of students towards the subject of chemistry. The research is useful in creating a bright future of Chemistry in Pakistan.

Abstract ID: 4561

Perception of Undergraduate Students about Role of Psychological Distress and Coping Strategies on Academic Performance of Students

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The purpose of this study is used to identify the psychological distress factors that affect the students' academic performance and application of coping strategies to cope them. Most of the people are unaware of the fact to imply these coping methodologies binding the gap between their stressors and performance. The major strategy which came out is the avoidance method. Students adopts to tackle down the situations and this attitude did not help them to develop positive perception about coping styles. As psychological distress is a non-symptomatic disorder that effects mental health by causing depression, anxiety and stress in any form. The sample size use for the study is 500 undergraduates of different universities of government, private and federal university. The developed questionnaire was used to measure the amount of distress and its impact coping factor concerned. The data was collected randomly from total departments and universities. ANOVA, and t-test were implied in inferential statistics to test the hypotheses. The study indicates that all students had significant amount of factors associated with academic performance along side by side coping strategies created some mixed impact on students' outcomes. The results came up with mixed responses from students to use these methodologies to cover up psychological distress.

Abstract ID: 4562

Discover Educational Technology Applications for University Students: A Theoretical Paper

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Today, technology is now a very integral part of the day-to-day life for each and every one of us. Integrating technology in education provides tremendous potential to empower students' learning. The aim of this study was to enlist the Educational Technology applications for University students. The researcher explore the Educational Technology applications through research papers, Websites, Educational thesis and from other internet sources. The researcher go through a lot of research papers for getting effective list of Educational technologies for university students. The findings of this research highlight at least 15 Educational Technology applications for university students.

Abstract ID: 4563

Teachers' Democratic Attitudes in Teaching: Fit as a Fiddle for Addressing 21st Century Needs

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Democratic attitudes of teachers and understanding about demands of democratic society play important role to prepare democratic citizens. Teachers concentrate to promote democratic culture in teaching learning experiences that modifies attitudes of students. This research was framed to explore teachers' democratic attitudes, working in public sector elementary schools of Punjab Province. Researchers used quantitative research design through conducting survey. Sample consisted of 1800 respondents: 820 male and 980 female elementary schools' teachers selected from two divisions of upper and lower Punjab: two districts from each sample division; Rawalpindi and Attock, Bahawalpur and Lodhran. Researchers used validated version of instrument Democratic Attitude Scale developed by Attitude Research Laboratory (ARL) to collect data from respondents. Reliability of the instrument was confirmed by calculating Cronbach's Alpha score, .881. Findings reported that rural male teachers were more democratic as compared to urban female teachers and no significant difference was existed between democratic attitudes of teachers working on contract and regular basis. Results further showed that teachers having 30 years of age were more democratic as compared to teachers having more than 40 years of age. Teachers having MA/M.Sc / BS (Hons) qualification were more democratic as compared to MS/M.Phil qualification and teachers having less than 10 years of teaching experience were more democratic as compared to those having more than 10 years of teaching experience. It is recommended that module on democratic values may be included in teacher education programs; induction trainings, in-service trainings and workshops to develop teachers' democratic attitudes.

Abstract ID: 4566

Exploring the Perception of STEM and Non-STEM Teachers about the Role of Education for Sustainable Development at Undergraduate Level

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Sustainable development is crucial in the 21st century for assisting nations to develop ways that address the difficulties posed by climate change. It will help to save natural resources for current and future generations. This study aims to examine the perspectives of STEM (Science, Technology, Engineering, and Math) and Non-STEM teachers from universities in the city of Lahore. Education for sustainable development has the power to inculcate knowledge and actions necessary for developing a sustainable world without endangering future needs. This study was quantitative in nature. The t-test and ANOVA test were applied to test the study's hypotheses. The results illustrate that STEM and Non-STEM teachers showed positive responses regarding their perception of the role of education for sustainable development. The findings showed that there were no statistically significant differences between STEM and non-STEM teachers in terms of their teaching positions, service years, or gender. The data suggest that teachers of STEM and non-STEM subjects, regardless of their years of experience or gender, actively contribute to promoting sustainable development through their knowledge and actions. To better prepare students for the future, it is recommended that education for sustainable development be added as a separate subject in both science and non-science subjects.

Abstract ID: 4567

Role of Emotional Intelligence and Emotional Maturity on Student's Academic Achievement

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Education is one of the most important pillar for the development of any country. The main purpose of the study was to analyze the effect of emotional intelligence and emotional maturity that affect the academic achievement of students. A meta-analysis research was conducted to review literature on the relevant subject. Most of these studies were qualitative in nature with focus was on students' assessment. A student who is found to be high in the ability of understanding the emotions of others, could also perform well in the academic settings. So, there is a positive relationship between emotional regulation of students and their academic achievements. With more emotional intelligence and emotional maturity in students lead to more academic achievements. The study can be implying to recognize students' abilities and capacities instead of feeling low and develop ability to work and study in adverse emotional conditions of life. The teachers should be competent to identify the changing emotional classroom environment and have the ability to empathize, encourage and connect with students on emotional level.

Abstract ID: 4569

No More Rote Learning: Transforming Education for Preparing Students for 21st Century

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It was observed that students were achieving unbelievable high percentage of scores at Secondary School Certificate (SSC) level. For the first time in 2022, the Boards of Intermediate and Secondary Education (BISEs) decided to add 30 % concept based questions so that students may utilize mental faculties with application of knowledge and skills learnt in the classroom. The results of SSC 2022 provided that a large number of students could not get through the examination. For this, it is said that students were not prepared accordingly but these results forced teachers to think about these results also put a question mark on the performance of the teachers. The objective of this research is to investigate the effects of changing pattern of papers on the achievements of the students. The sample for the study will be the teachers who are teaching Mathematics to secondary level classes. A questionnaire will be developed to know the perception of the teachers about the changing pattern of question papers and its effects on the achievements of the students in Mathematics. To measure the effects, Analysis of Variance (ANOVA) will be calculated. The findings will be discussed in the light of obtained values.

Abstract ID: 4573

Explore the Impact of Learning Barriers on University Students from Remote Areas

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This article explores the various ways in which students encounter learning barriers in the educational environment. Three barrier themes that university students from the remote areas encounter have been identified in the research literature respectively; academic barrier, socio-economic barriers and psychological barriers. Quantitative research study followed by survey method to explore the impact of these learning barriers among the university students. For the data collection purpose cluster sampling technique was used to select the students from the different areas of Pakistan in university of Gujrat. As the instrument the questionnaire was adapted to identify the impact of these learning barriers. The validity and reliability of the instrument were insured through standardized procedures. Quantitative data were analyzed through descriptive and inferential statistics and the analysis revealed that all these learning barriers exist in students. The frequency of the existence varies in the barriers from which the socio-economic barrier leading in all then the academic barrier lead by the psychological barriers. It is advised that the host university make an effort to close the gap between student adjustment and that they conduct ongoing evaluations and research to comprehend their students' needs in the dynamic academic and social environment.

Abstract ID: 4575

Teachers' Views about Implementation of Students' Assessment Criteria for Promoting Learning in University of Narowal, Pakistan

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Students' learning is assessed through a set criteria in any educational organisation. For this purpose, instructions are given to the teachers to implement that in order to produce quality learning. The present study aimed to get the teachers' views about implementation of assessment criteria for promoting learning in University of Narowal. The study was qualitative in nature. Participants of the study consisted of 08 faculty members of University of Narowal. Semi structured interview guide was used to get their views about assessment, methods of assessment used, frequency of assessment, role of assessment, the different tools of assessment, and grading & reporting of assessment results. The interview guide was validated by three experts and one mock interview was taken prior to research study. The collected data was analysed by generating themes. The findings of the study depict that assessment provides feedback to students on learning and the more frequently a teacher shares the results with their students the better they show the performance in next assessment. Assignments, tests and quizzes were the formative assessment methods used while mid term and final term tests were considered as summative assessment by most of the teachers. Some teachers also took presentations of their classes that also improved the students' performance as well as to boost the confidence of students. More than half of the teachers were unaware of the concept of assessment in true sense and the proper use of it. Hence, it is recommended to the university administration to conduct some workshops or training for the teachers on assessment for their better understanding and further implementation in classroom effectively.

Abstract ID: 4576

Students' Perceptions Regarding the Practice of Andragogical Adult Learning Principles: A Case of Teacher Education Institution of a Public University situated in Lahore

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The purpose of this paper is to identify the students' perceptions about the practice of andragogical principles. Andragogy is art and science of teaching adults. Theory of andragogy advocates that adults and child students not learn in the same way and both have different intensions to learn. Andragogy have six adult learning principles including self-concept of the adult student, need to know, readiness to learn, previous learning experiences, orientation to learning and motivation to learn. The quantitative survey research design was used to collect the data. All the male and female students from 1st and 2nd year of B.Ed. (Hons) from a public university were the population of study. Total 167 (46 male and 121 female) students were the respondents to the questionnaire. A close ended instrument was adapted and the reliability of the instrument was ensured by Cronbach alpha which was 0.96. The data were analyzed by one-sample t-test and independent sample t-test. Findings of study revealed that students not aware about the Andragogical principles. There were significance difference exist based on the gender. Male students perceived andragogical practices slightly higher than the female. There was no significant difference exist in perceptions of students from 1st year and 2nd year of B.Ed. (hons). It is recommended that teachers may provide awareness to the students about andragogical adult learning principles and also adapt andragogical approach for teaching adults. It is also recommended that teachers may provide andragogical orientations and learning environment, especially for those students who are newly joined teacher education institutions.

Abstract ID: 4578

Education and Life Quality in the Rural areas of Pakistan

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Human asset advancement implies the upgrade of human capacities, and their work to accomplish wanted goals. Training is perhaps the main instrument that assumes its part in the human turn of events. One of the goals of Pakistan's Public Training Strategy 1998-2010 (Administration of Pakistan 1998: 7) is 'to extend fundamental instruction. Pertinent quality schooling and preparation, overwhelming in the new climate, advance a valuable and informed populace and offers open doors to the socially and monetarily oppressed segments of society. Rudimentary tutoring is the most profitable interest in instructive projects of emerging nations if opening doors for beneficial work of the informed is essential for the system. Physical and mental prosperity in a comprehensive and coordinated approach towards human improvement is especially significant. The paper examines schooling as the principal apparatus for human asset advancement in creating as well as agricultural nations of Asia. Pakistan's advancement in training improvement has been dissected as a contextual analysis.

Abstract ID: 4579

Socio-cultural Factors Causing EFL Classroom Speaking Anxiety

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In Pakistan, language anxiety research is mostly focused on psychological, personal or classroom related factors that may cause language anxiety, (Amna et.al, 2018), thus, neglecting socio-cultural and contextual factors that may cause FLA. The immediate sociocultural surroundings of students regarding FLA have received very little consideration to this point. (Lo, 2017) This study aims to address this research gap by investigating the sociocultural factors causing EFL classroom speaking anxiety at university level in Pakistan. Moreover, this lack of attention by ELT researchers towards socio-cultural factors as a potential cause of FLA, may result in ELT teachers unintentionally adopting such oral activities that could be perceived by learners as culturally sensitive thus provoking distress and uneasiness. Therefore, another objective of the current study is to find out learners perceptions of the strategies that could be adopted by different stakeholders in ELT context to create a socially acceptable low anxiety classroom environment. To achieve these objectives, this study utilizes a mixed method approach by following an explanatory sequential research design. Consequently, a questionnaire based on FLCA scale (Horwitz et. al. 1986) was administered among 140 participants in two major public sector universities of KP. Based on the statistics obtained from the questionnaires, a total of 10 participants who had comparatively higher mean values at FLCSA scale were selected for semi-structured interviews. The quantitative data were analyzed through SPSS while interviews were analyzed through exploratory content analysis to scan the data for recurring categories and themes. The findings of the study suggest a variety of sociocultural-related causes of SA that stem from geographical and educational divide in Pakistan. In addition, this study also pinpoints other social factors and their relation to learners SA such as parental child rearing practices, parental attitudes and their social background. Likely, social construction of gender, identity related issues and factors related to social capital were also identified. Furthermore, the study elicited some multifaceted strategies to be adopted by parents, teachers and learners themselves to counter their speaking anxieties. Thus, this study may therefore serve as an index for future FLA researchers. This study also aims to contribute to the current body of literature by proposing that language anxiety can be studied beyond cognitive and psychological dimensions.

Abstract ID: 4580

An Investigation into Factors Affecting the Self-concept and Self-esteem of Adolescents with Viual Impairment

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The gist of the present study was to investigate into the factors affecting the self-concept and self-esteem of adolescents with visual impairment. It was hypothesized that demographic factors were likely to affect the self-concept and self-esteem of adolescents with visual impairment. Moreover, there was likely to be significant difference in the self-concept and self-esteem of adolescents with visual impairment on the basis of gender, age, educational level, area of residence, type of visual impairment and provision of family support. Factorial research design was used to conduct the study. Sample consisted of N= 75 adolescents with visual impairment with age range of 13-19 years, randomly selected from the public and private schools for visually impaired students in the city of Lahore. Robson Self-concept questionnaire (1989), Rosenberg Self-esteem scale (1965) were used to assess the study variables. Data was analyzed through SPSS version 21. The findings of the study revealed that there was no significant gender difference or difference on the basis of type of visual impairment in the self-concept and self-esteem of adolescents with visual impairment. There was significant difference in the self-concept and self-esteem of adolescents with visual impairment on the basis of age, educational level, area of residence and family support. Demographics were the predictors of self-concept of adolescents with visual impairment. It was concluded that age, educational level, area of residence and family support was the major factors that affect the self-concept and self-esteem of adolescents with visual impairment. On the basis of the findings of the study, it is suggested that more researches are needed in this field to explore more factors affecting the self-concept and self-esteem of adolescents with visual impairment such as parenting styles, socioeconomic status, no of friends, independence in life, independent mobility, physical abilities, psychological well-being and social support

Abstract ID: 4582

A Cross-case Comparison between Urban and Rural Schools of Punjab About NPST Practices

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Several researches have been conducted on the pressing urge to improve the professional quality of teachers, yet there is not even a single in-depth study that truly encompasses the level of teachers' practices of National Professional Standards for Teachers. This qualitative multiple case study explores this phenomenon by using purposive sampling technique i.e. sample of four cases (two schools each from urban and remote district) of Punjab. The eight teachers from each sampled school with two teachers from each of the four compulsory subjects (English, Urdu, Islamiyat, and Pakistan Studies). The qualitative data collection sources included documents analysis, classroom observation and semi-structured interviews as undertaken by the researcher on the directive of her supervisor. This instrument was validated and improved in the light of experts' opinion. Triangulation approach was used to cross verify the data. The results revealed that most of the teachers were found to have insufficient knowledge and understanding about the NPSTs whereas newly appointed teachers (appointed after 2012) were found to be more curious and well-informed about the NPSTs. The teachers and education managers (in all four cases) however, were found to be unknowingly practicing these standards. This study recommends that there is a dire need for raising awareness among the teachers and education managers. The government should keep a strict check and balance on the quality of education through teacher appraisal and evaluation.

Abstract ID: 4583

Meta-Analysis: Models and Aspects of Education for Sustainable Development to Develop Various Competencies among Students at Undergraduate level

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Sustainable development is the transformative agenda by 2030 to achieve numerous goals. Quality education is one of the significant goal for betterment of the society and making learners to be practical in real life situations. The purpose of the study is to explore the models and aspects of education for sustainable development to develop competencies which includes systems thinking competency, anticipatory competency, normative competency, collaboration competency, self-awareness competency, and integrated problem-solving competency among individuals. These competencies play a central role in learning process having impact on students' academic performance with barriers affecting the teaching-learning process. Meta-analysis research design was used to explore the models and aspects of education for sustainable development. The sample of the research study comprising more than seventy research articles and other web page resources. The data for the research study was collected through different data bases related to effectiveness of education for sustainable development. For the present research study of meta-analysis, the data was screened showing the significant affect size. The findings of the given study provide the basis for using models of Education for Sustainable Development (ESD) in teaching-learning process because of the need of 21st century. Education for Sustainable Development is a skillbased learning enhancing the literacy rate in terms of various competencies viably. Therefore, models and aspects of ESD are interdependent for advancement in learning process to find sustainable solutions that enhanced the literacy rate among students.

Abstract ID: 4585

A Phenomenology of Teachers' Efforts in Coping with Massive Dropout in Primary Schools

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The dilemma of students dropping out from public schools is one of the key factors that essentially be addressed within the poor literacy landscape of Pakistan, particularly during the pandemic, the drop-out massively increased in public schools. Against this backdrop, the researchers designed a phenomenological study to explore teachers' efforts to cope with a massive dropout in primary public schools amidst the pandemic. The population of the study was school teachers of Tehsil Kotmomin of Sargodha district. As the researchers' focus was to explore teachers' efforts in public schools, therefore purposive sampling comprising 20 teachers who participated willingly in the study was used. All the teachers were face-to-face interviewed at a place of their choice where they felt comfortable. The interview protocol for the attainment of responses comprised 16 questions. Coding reliability thematic analysis was thought to be appropriate to reach the conclusion. The analysis reflected that school teachers have put extraordinary efforts during the pandemic to bring back the left-out children to the schools. The researchers recommended that heads of schools should sufficiently encourage and support primary school teachers to swing their motivation so that they keep up their efforts hence minimizing the dropout rate in the primary school of Sargodha district irrespective of ordinary or extraordinary circumstances e.g., pandemic.

Abstract ID: 4588

Impact of Students' Ubiquitous Learning Through Web 2.0 Tool on Students' 21st Century Skills

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In higher education sector, a new era has begun with the advent of ubiquitous learning environments. Ubiquitous learning is a historical return to human learning. Ubiquitous learning tools allow improving context-awareness as well as learning experiences by offering seamless availability regardless of location all the time. These also help in establishing effortless interaction between authentic and digital learning resources and at the same time offering personalized learning opportunities as well. This research was based on a survey for collecting the opinion of public sector universities' teachers related to impact of ubiquitous learning through web 2.0 tool on students' 21st century learning skills in public sector universities of Sindh and Punjab provinces of Pakistan. The aim of study was to know the impact of students' Ubiquitous learning (UL) through Web 2.0 tool on graduate level students' 21st century learning skills (4Cs: Critical thinking, Creativity, Collaboration & Communication). All the faculty members of public sector Universities of Pakistan were the population of this research. In this descriptive study, primary data of 500 university teachers were collected. A self developed questionnaire consisting of 07 points Likert type scale based 50 items was used. The findings show a significant impact of UL in developing 4Cs among university students. To promote U-learning of students both public and private sector universities may have ICT infrastructure and arrange teacher's ICT based trainings. This study may help university teachers to develop ubiquitous learning environment through web 2.0 technology tools, and students may learn through u-learning environment and develop 21st century learning skills (4Cs) efficiently.

Abstract ID: 4589

Validation of questionnaire regarding online teaching (QOT) during Covid-19 in Karachi, Pakistan

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The present study involved an extra-cultural adaptation and validation of questionnaire regarding online teaching (QOT) to know faculty perception, attitude and experiences of online teaching. Cronbach's alpha was determined for assessing internal reliability of QOT and found to be 0.886, confirmed that the scale have good reliability. Factor Analysis of the scale (Principal Component Analysis) was used to examine factor structure and then trailed by varimax rotation. The items were allocated four sub scales. A survey technique was used for the validation of QOT and the survey was conducted during September-December' 2020 in private and public universities of Karachi to determine the pharmacy faculty's perception and experience regarding online teaching. The present study summarizes that academic staff did opt online teaching over one-to-one teaching in the lock down situation during Covid-19 pandemic however, they agreed not to replace traditional teaching to online teaching. Teachers recognized some difficulties and challenges during online teaching including difficulty in preparing lecture for online teaching than traditional classroom teaching, shortage of long time training sessions. Female teachers were inclined to online teaching than male and lecturers tend to prefer online teaching compared to senior teachers. Universities and administration should take imperative acts for improving online teaching for better learning during lock down or any other situation where social distancing is required.

Abstract ID: 4590

Relationship of Teachers' Workplace Relations and Organizational Commitment at Secondary School Level in the Punjab

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The deep laying purpose of the study was to investigate the relationship of teachers' workplace relations with organizational commitment at secondary school level in the Punjab. Both workplace relationship and organizational commitment were the psychological promising aspects for teachers in school organization. Population of the study was secondary school teachers of the Punjab. 1200 teachers were selected through multistage random sampling as the Punjab was categorized in three parts as A, B, C. on the basis of literacy rate at first stage. Secondly, fifty schools were selected randomly from each category and then eight teachers were selected randomly from each selected school to collect information. Pearson correlation was the statistical technique to draw the study results. Findings showed that teachers' workplace relations and organizational commitment were significantly positive correlated with strong intensity. It was recommended that teachers' workplace relations and organizational commitment relationship should be investigated at other educational level in the Punjab and also in other contexts.

Abstract ID: 4591

Effect of Student's Attitude towards Mathematics on their Problem-Solving Ability in Algebra at Secondary Level

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Research on attitudes, as a factor related to students' difficulties in Mathematics, and particularly in solving problems, dates from the 1960s. A person's behavior and choices, when confronted with a task, are determined more by her/his beliefs and personal theories, rather than by her/his knowledge of the specifics of the task. The purpose of the study is to examine the effect of student's attitude towards mathematics on their problem-solving ability in algebra at secondary level. The sample of this research was 220 male and female students of different schools of Lahore. Data were collected through close ended questionnaire to collect information about the student's attitude towards mathematics and open-ended problem-solving test to determine the student's problem-solving ability in algebra at secondary level. Data analysis was done by using statistical package for social science software SPSS, by which frequency and percentage of every statement of the questionnaire were calculated, researcher applied t-test, ANOVA. It was found that student's attitude towards mathematics had significant effect on student's problem-solving ability in algebra. It is recommended that this study will further use for students of primary and high secondary level.

Abstract ID: 4592

Transforming Teacher Education Strategy with 21stCentury tools

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Abstract This article examines the outcomes of a professional project offered to faculty of the Institute of Education and Research of Teachers of Teacher Education and Leadership. The purpose of this project is to help instructors adapt to new technologies and modify their pedagogy to take advantage of the affordances made possible by their incorporation of web 2.0 tools. Web 2 tools are online software programs for learning that allow users to do many activities; teach curriculum content; store data; edit video; edit pictures. Instructors saw favorable results after redesigning an instructional program to include social networking. Results point to greater student engagement and a more student-centered approach to teaching as advantages of integrating social networking tools utilized in meaningful ways while carefully assessing how they fit within particular curriculum areas and teaching approaches. These are crucial factors to take into account for a 21st century teacher preparation programme.

Abstract ID: 4593

Gender Based Comparison: Effectiveness of Educational Managers in Public Sector Universities

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Effectiveness plays a vital role in employees' performance. Good performance is an indicator of effectiveness which is directly related to the achievement of goals to flourish the organizations. Leadership plays an important role in producing effective personnel and when we talk about the personnel of Educational institutions then we call them Educational Managers. A team of effective managers lead the educational organizations to achieve their goals. By considering the importance of this area, this study was designed as a census survey and an attempt to explore the effectiveness of educational managers' gender wise. Study was conducted by using the seven habits of highly effective people described by Stephen R Covey as "Proactive", "Begin with the end in mind", "put first things first" "think win / win", "Seek first to understand then to be understood", "synergize" and three levels of effectiveness based on seven habits which are Level of "Independence, Interdependence, and Continuous Improvement" to find out overall effectiveness of Educational managers. A sample of all educational managers BPS-18 and above working on regular basis in University of Gujrat and University of the Punjab was collected by using six point Likert scale tool. Effectiveness of educational managers was measured by using fisher's exact probability test for independence. Findings of this study showed, no significant difference in the overall effectiveness of educational managers in gender based comparison. However; it was concluded that Educational managers were mostly effective at all three levels of effectiveness instead of highly effective. Trainings / workshops were recommended.

Abstract ID: 4599

Exploring the Relationship between Social Support, Social Adjustment and Academic Adjustment among Prospective Teachers

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The purpose of the study is to find out the relationship between social support, social adjustment and academic adjustment among prospective teachers. Sample of the study is consist of 400 prospective teachers. Data was collected through questionnaire. It was analyze through descriptive and inferential statistics. There was a significant relationship between social support, social adjustment and academic adjustment among prospective teacher. Social support is a crucial component of adjustment. Enhancing the qualities of student support services can make the campus environment conducive for healthy social interaction. University should assist students in identifying and addressing potential barriers to social and academic adjustment.

Abstract ID: 4600

Digitally Blended Learning Pedagogies: An Innovative Approach for Science Teaching

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Digitally blended learning pedagogies combine innovative concepts that hold the ingredients of many ideas, like traditional teaching learning in the classroom blended with digital literacy for science teaching. It offers opportunities for computer-assisted learning, constructive learning, and collaborative learning. This research has three objectives; 1. Provision of a broad understanding of digitally blended learning pedagogies and to argue its dimensions in the Pakistani context. 2. Development of a practical blend of teaching-learning pedagogies adds with digital websites and tools. 3. The present paper discusses how digitally blended learning pedagogies are applied in science classes in the Pakistani educational system. For digitally blended learning pedagogies to be successfully implemented, diligent efforts, the proper attitude, a sizable budget, and highly motivated teachers and students must be diligent. It is complex and difficult to organize because it combines several modes. The current research also seeks to illustrate why digitally blended learning pedagogies combine learning methods for science teaching.

Abstract ID: 4602

Study of Teaching Competency of secondary School teachers in Relation to Teaching Attitude personality and Anxiety

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The main Aim of teacher is to make students learn effectively and efficiently. And for this a teacher has to plan properly. Provide effective instruction and evaluate the learning using appropriate methods and techniques. It means, a teacher has to perform a lot of activities inside and outside the classroom. The success and failure of his teaching is closely linked to teacher competence. For this research we have scanned 100 most of the relevant and reported studies done in Pakistan and abroad in the field of teaching competency among high school science teachers in relation to teaching attitude, personality and anxiety. We have analyzed 62 research articles in the present study. Successes of all programme running in the school depends on the competency of its teachers. So, it is essential to improve the competency of teachers. This study investigate the teaching of high school science teachers in relation to teaching personality, attitude and anxiety.

Abstract ID: 4606

Critical analysis of Educational Policies Document regarding Assessment and Examination System in Pakistan

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Assessment and Examination are interchangeable words refer to measure the performance of students but have a thin line. Assessment involves a number of techniques to measure the performance of students through formal and non formal ways as formative, summative, and placement assessment but Examination is the formal way to measure the individual 's performance based on desirable objectives. The significance of the study was that it diagnosed the past challenges and decisions about examination and assessment system and will be helpful for teachers, students, parents to recognize these hurdles and challenges and will focused on implement the current policies properly and will compete with globally by participating in international standardized exam. The purpose of the study was to review the whole system of assessment and examination in past years that suggested in educational policies of Pakistan. The study was qualitative in nature and used historical methodology to diagnose the past suggestions and problems of examination and assessment system. The results of analysis showed that problem of examination system was that It promoted rote learning and measured the students' performance on low level of thinking (knowledge and understanding) . Therefore, teachers only focused on obtaining maximum marks in boards rather to create critical thinking. Continuous and Large scale Assessment is not implemented properly, Thus, It leads to the hidden gaps in educational system. The suggestion in the educational policies were that problem solving and critical thinking techniques promoted and teachers used innovated ways to assess the students in class. The recommendations are that assessment tool can be develop for the administered the examination system precisely and affectively and training session should be arranged for school teachers for the enhancement of critical and creative thinking.

Abstract ID: 4607

**Role of International Agencies (World Bank, OECD, UNICEF etc.)
in Promoting EducationAnalytical Review of Educational Policies of
Pakistan (1947-2017) in Context of Higher Education**

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Pakistan is a developing nation, education is essential for its millennium's survival. Pakistan's social, economic, and political aspects make up its identity. In light of this, it is of the utmost importance to provide the nation's youth with the knowledge, abilities, and skills necessary to meet its challenges. Therefore, there is a pressing need for reputable and high-quality higher education institutions in order to provide students with the kind of education that will prepare them for future employment opportunities. To get down to business, Pakistan's education system has been neglected since independence, with only 2% of the GNP going toward it, despite the UNESCO recommendation of 4%. However, this amount was increased to nearly 3% of the budget in 2003. The budget's exponential growth in higher education reached approximately Rs.9 billion by 2005, a 150,000 percent increase. Since the rise in expenditures and inflationary costs has hindered efforts to improve this sector, this increase has not been beneficial. According to Ravitch (2006), if the social, economic, and intellectual aspects of national development are not addressed, the population's standard of living will not rise. This brings us back to the topic of national development. As a result, universities' growth should receive a significant portion of funding. This will make it possible to educate people from all walks of life, and talented young people will benefit and help build the country. Pakistan must consider the case of education as one of its priorities because it is the path to solving other problems the country faces. This goal will become possible as the number of educated youth grows. The analysis was done to examine Pakistan's higher education policies from 1947 to 2017 in relation to higher education. For this purpose, document analysis was conducted through qualitative research design. The collected data served as the basis for the findings. The findings of the study were the basis for a conclusion and recommendations.

Abstract ID: 4608

The Review of Education Policies from 1947-2017 in the Context of Curriculum in Pakistan

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This review study was done to critically analyze the history of educational policies from 1947-2017 in the context of curriculum in Pakistan. The main objective of this article was to examine the education policies introduced by the Governments of Pakistan for observing the planning, reforms for improvement of curricula and textbooks, review the targets and achievements related to curricula, identify the causes of failure of these policies. Since 1947 six major education policies were developed which had tried to address the problems and issues of education sector in Pakistan. Educational policies had put emphasis on qualitative aspects of education by updating and reforming the curricula, improving textbooks, reforming examination systems, and enhancing the capacity of the teaching force. The study is qualitative in nature and related to theoretical and content analysis based. This paper concluded that during the 75 years since independence, many initiatives and suggestions were made for the improvement of curricula but the process of evaluation of enacted curriculum was very slow which was the main barrier to quality education. Unfortunately, most of the policies could not achieve their objectives due to lack of political will, inconsistency, and frequent policy changes with change of governments. Negligence of administration, faulty infrastructure, lack of evaluation of previous education policies, non-availability of authentic and reliable data leads to outdated curricula and poorly aligned textbooks. Unstable political circumstances were the main reasons due to educational policies failed.

Abstract ID: 4612

Analyzing the Potential of Educational Metaverse as Virtual Learning Space

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In previous two years, as Covid-19 has disrupted education, whole world and particularly education sector has undergone high-tech digital transformation with rapid advancement in digital technologies and internet. Eventually, novel forms of immersive technologies have started replacing the digital applications and technologies. In this evolving sphere, Metaverse has emerged as next chapter of internet. Metaverse brings a new concept of blending real and virtual world by utilizing Artificial intelligence and immersive technologies (Augmented Reality, Virtual Reality and Mixed Reality). Metaverse can also open up new opportunities for creating virtual learning spaces in educational setup. Educational metaverse is not about changing only the classroom environment but it provides meaningful and immersive learning experiences. The present research was conducted to analyze the potential of educational metaverse as virtual learning space. This was a mix-method study followed by concurrent triangulation design. Sample of study comprised of 60 university teachers from three universities of Lahore, 100 university students from three universities of Lahore, and 10 digital applications developers/programmers from 4 software houses of Lahore. Data were analyzed by comparing the qualitative and quantitative results. Research objectives: 1- To explore the opinions of university teachers and university students regarding use of educational metaverse as virtual learning space 2- To analyze the opinions of digital developers/programmers regarding possibilities and prospects of developing educational metaverse as virtual learning space Findings and Recommendations: The study found that most of Pakistani university teachers were not even aware of concept of educational metaverse and its usefulness. Whereas university students, being digital natives and active online game players, were partially aware of metaverse, virtual and augmented reality and they found it interesting to utilize metaverse as virtual learning space in future. The results of interviews revealed that programmers were very much eager and excited towards developing educational metaverse. Educational metaverse were foreseen as interoperable, scalable, effective, useful and ubiquitous learning space for future. The study concludes that educational metaverse has great potential towards its utilization as virtual learning space. Study recommends that ODL policy of Pakistan should be implemented on priority and it must include options for using educational metaverse in order to coop with the prospective virtual learning trends.

Abstract ID: 4619

Teachers' Knowledge and Strategies used to Enhance the Working Memory Span of Hearing Impaired Students

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Hearing impairment impacts the working memory of students with hearing impairment as hearing impairment limits them in processing and storing the lengthy instructions in the classroom. The main purpose of the study was to identify the teaching strategies used by the teachers in the classroom to overcome the load of working memory which is an important aspect of cognition. This study was quantitative by method and results were analysed by SPSS . The population of the study comprised teachers of hearing-impaired children teaching in the schools of Lahore. Seventy teachers were selected having master's degrees in special education as a sample by using a convenient sampling technique . A questionnaire was developed to collect the data from the participants. The content validity of the instrument was estimated by expert opinion and then data was collected from the participants . The researchers collected data by themselves. The study recommended the use of mnemonics, chunking, and rehearsal as key strategies to improve the working memory of hearing-impaired students in the classroom.

Abstract ID: 4620

A Digital Solution for Monitoring the Anxiety Level of University Students

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Performance of a student is highly dependent upon the mental health and Psychological condition of student. The educational institutions are not considering this factor for the performance assessment. Depression and anxiety level of students is increased due to many reasons like getting low GPA, tired of studies, finding difficulties in course content. In order to solve this problem we proposed a digital solution through which institution can check the mental health and anxiety level of students. We developed an android application in which four tests Patient Health questionnaires-9, Westside Test Anxiety Level-10, Hamilton Anxiety Rating Scale -A and The Major Depression Inventory are included. Through questionnaires on this application anxiety level of students will be calculated. Different tips and therapies are also included to help the students in decreasing their anxiety and depression which will help them to perform well in studies. If there is need for consultation then students can also connect with professionals through this application.

Abstract ID: 4622

Exploring Educational use of YouTube among Prospective Teachers of IER

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Abstract: YouTube is one of the most popular social media sites across the globe. The purpose of this study is to explore the educational use of YouTube among prospective teachers with unified theory of acceptance and use of technology (UTAUT) and Technology Acceptance Model (TAM). The research was quantitative and descriptive in nature. The population of the study comprised of 2472 students (prospective teachers) at Institute of Education and Research. The sample consisted of 600 prospective teachers; the sampling technique was random sampling. For data collection a close ended questionnaire on educational use of YouTube developed by Venkatesh (2003) was adopted, which consists of 22 items. The quantitative data collected was coded appropriately and then analyzed using Statistical Package for Social Sciences (SPSS). Descriptive statistics including percentages, subscale means, standard deviation and frequency tables were employed in the analysis. Reliability of scale was calculated. Independent sample t-test and One-Way ANOVA test was used to measure educational use of YouTube among Prospective teachers. Results demonstrate that performance expectancy, social influence and perceived usefulness are the significant predictors of behavioral intention to use YouTube for educational purposes. The results suggest that students intend to use YouTube for improving their academic performance.

Abstract ID: 4624

Effect of Attitude towards Mathematics on Students' Creativity in Mathematics at Undergraduate Level

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The purpose of the study was to find out the effect of attitude and creativity among mathematics students. Student's attitude and creativity in mathematics is affected by a number of factors, including student's confidence, importance and engagement in mathematics. The study was based on the use of casual comparative. The population of the study was consisted of mathematics department and B.S.Ed. Math Students University of the Punjab. The Sample of the study was consisted of 200 male and female students of the University of the Punjab by using convenient sampling technique. Data was analyze through descriptive and inferential statistic by used Statistically Packages of Social Sciences (SPSS) and instrument used in the form of questionnaire and creative thinking MCQs. There was no significant differences between attitude and creativity. In order to improve mathematical creativity student should be given unlimited problem solving in one way and the teacher is expected to know students thinking style and to change teaching learning practice that would promote mathematics attitude, enjoyment and subsequent better performance and creativity in mathematics.

Abstract ID:4625

Quranic and Modern Concept of Leadership Skill

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The paper attempts to clarify the concept of leadership skill as perceived from the Western approach with that of Quran's views. Although it is conceptual as well as on a viewpoint mode and it looks at leadership from two different perspectives; namely that as understood by the West (which have been researched, deliberated and documented quite extensively), with that of the point of view mainly extracted from the Quran. Leadership skill is considered as a twenty first century skill by many researchers. Its importance is imperative for human beings. Leadership skills are the potencies and capabilities which individuals display that assist to manage procedures, direct plans and guide their employees toward the attainment of aims and goals. There have been different theories and models presented by Western writers and researchers on leadership skill. Quran presents clear notion of leadership. Quran elaborates that all prophets were sent as leaders for humanity.

Abstract ID:4627

Investigating the Role of Parent Teachers' Meetings on the Performance of Secondary School Students of Rawalpindi

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The principal reason behind the analysis was to investigate the role of PTMs on student performance at the secondary level. The populace of the study is made up of all supervision-optional school educators and students in Rawalpindi city. Twenty schools were chosen randomly, move forward 10 teachers and 10 parents from the sampled school were chosen arbitrarily including 200 teachers and 200 parents. The study was delimited to only Government Secondary Schools of Rawalpindi city. The research design was descriptive in nature. A survey method was used to collect data related to the research topic from Public Secondary Schools in Rawalpindi city. The population of the study consisted of all the government secondary schools in Rawalpindi city. A total of 20 public sector secondary schools in Rawalpindi city were randomly selected as the sample of the study (10 were boys' secondary schools and 10 were girls' secondary schools). In total as well as also district wise over 15 percent of schools were selected which is quite enough and justifiable sample size. to be reviewed

Abstract ID:4633

Relationship of Instructional Leadership Style and Work Engagement of Secondary School Teachers

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This Study aims to examine the relationship of Instructional Leadership Style of principals with Work Engagement of teachers. The population was secondary school teachers of 9th and 10th grades in public schools of Punjab. The multi-stage sampling method was used to draw the sample from population. Sample was comprised 935 teachers (475 = male and 460 = female) to share their perceptions on ILS and WE. Reliability of instruments were; ILS = .80 and work engagement = .85. A descriptive survey study was conducted and data were collected through quantitative measures. Results showed that there is a positive correlation $r = .51$ between ILS and WE of secondary school teachers. Simple linear regression analysis revealed Instructional Leadership Style of principals has positive effect on Work Engagement of secondary school teachers of the Punjab. Moreover, ILS predicted 26.5% of the variance in the work engagement.

Abstract ID:4634

Use of Information Communication Technology in Teaching at Secondary Schools: An Exploratory Study

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This study aims to explore how ICT is used at secondary school classrooms from the viewpoint of the teachers. The researcher used qualitative approach to collect the data and interview schedule was used as a data collection tool. Data was collected from ten teachers of three private sector schools. Using thematic analysis, the researcher closely examined the data to identify common themes. The findings of the study reveals that Teachers' are using ICT in their teaching practice and they are competent in certain techniques such as use of Ms office, using online resources for content enhancement such as YOUTUBE, Near pod, Google Docs, and Kahoot; Learning Games, Canva etc. Another finding of this study is that Teachers' resistance to use technology persists, to some extent. Despite the fact that skills-based professional development opportunities are being provided and ICT infrastructure is being improved too in schools. The study recommends that there should be comprehensive plan for the implementation for ICT in school, and increase the motivation of teacher there should be incentives.

Abstract ID: 4636

21st Century Skills in General Science: A Content Analysis of Single Curriculum at primary level

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To leap from labor intensive economy to a knowledge-based economy, Pakistan needs to integrate 21st century skills in its education mainstream. Schools need to overhaul themselves for helping students in their preparation for the modern world. The study in hands aimed at analyzing integration of 21st century skills in Single National Curriculum (SNC) at primary level through content analysis. The investigation also sought opinion of curriculum developers and the initiatives taken for inclusion and promotion of 21st century skills in the curricular reforms. Research Objectives: 1. To examine the document of SNC in relation to 21st century skills at primary level. 2. To analyze the perception of curriculum developers regarding integration of 21st century skills in SNC. Research Method The study adopted qualitative Thematic analysis for content analysis of SNC (General Science; Class 5). It also interviewed 04 science curriculum experts to pursue information about integration and promotion of 21st century skills. It is found that these skills are considered and given sufficient importance while developing the content of SNC. But sufficient awareness and teachers training is lacking on part of school education sector for their successful execution and integration in classrooms.

Abstract ID: 4638

**Ministry of Federal Education & Professional Training, Islamabad,
Pakistan Culture of Public and Private Universities in Comparative
Perspective**

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Present study compared Culture of Public and Private Universities in Pakistan. The objectives of the study were to identify the strands of culture in Public and Private Universities and to compare the culture of Public and Private Universities. The study was descriptive in nature. Population of the study comprised of faculty members of public and private universities. Questionnaire was used as tool for data collection from the Faculty members. Sample size of the study was 533. Data was analyzed by using statistical tools of percentage, mean, t test and Pearson Coefficient by SPSS version 16. The findings of the study revealed different prominent strands of Culture in Public and Private sector universities. It was also found out that there is a tangible difference in Culture of Public and Private Universities. It is recommended that there is a need to involve Faculty members in decision making process and Faculty members must be provided with feedback about their work. Skill development training programs must be arranged at regular intervals to polish the leadership skills, communication skills, team making skills, collaborative skills and other life skills to improve the weak areas of educational managers.

Abstract ID: 4639

Teachers Reflective Practices Today and Tomorrow

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The study aimed to determine reflective practices of teachers at university level. Present study was descriptive in nature. Population of the study comprised of all the 5404 teachers teaching in universities of Islamabad. 12% of teaching faculty was selected by using proportional stratified sampling technique. Questionnaire developed by Wilkes and Chapman (2015) was adapted as research tool. Findings revealed that tertiary level teachers were practicing reflection in-action and reflection on-action, using different tools of reflection, they practice reflection by examining others and own perspectives and question assumptions of others as well as their own related with their teaching. A significant difference was found among teachers regarding their demographic differences. On the basis of findings of the study it is recommended that at tertiary level workshops and awareness seminars may be conducted to raise teacher's awareness of the importance and use of reflective practices in teaching especially for female teachers.

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