12th Edition

Theme:
**Learning for
the Future: Challenges
and Opportunities**

2024
ICORE
12th International Conference on Research in Education
May 20-22, 2025

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

FACULTY OF EDUCATION

INSTITUTE OF EDUCATION AND RESEARCH

ABSTRACT BOOK

Theme:
Learning for the Future: Challenges and Opportunities

ABSTRACT BOOK

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

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

Conference Secretary
Prof. Dr. Muhammad Shahid Farooq
Chairman, Department of Advanced Studies in Education-IER

Institute of Education and Research
University of the Punjab Quaid-e-Azam Campus, Lahore-Pakistan
www.icore-ier.com

12th Edition

Theme:
Learning for the Future: Challenges and Opportunities

2024
ICORE
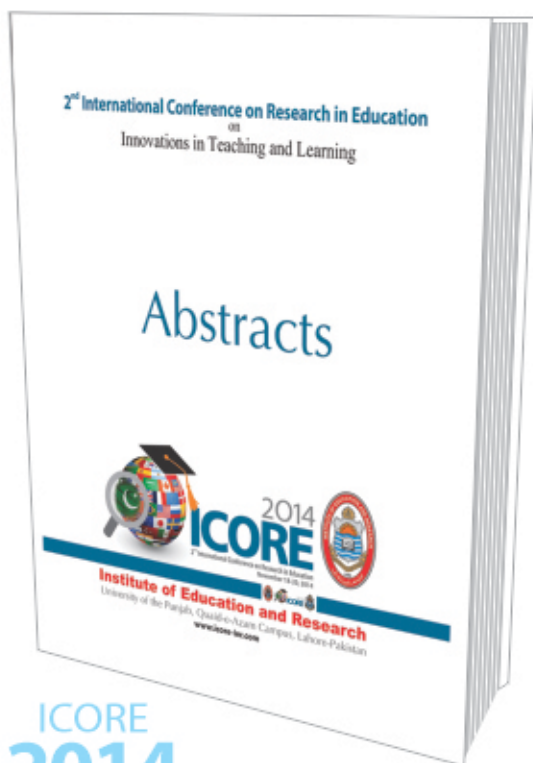International Conference on Research in Education
May 20-22, 2025

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
(2014-2023)

2nd International Conference on Research in Education
on
Innovations in Teaching and Learning

Abstracts

ICORE 2014

Institute of Education and Research
University of the Punjab, Quaid-e-Azam Campus, Lahore-Pakistan
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ICORE
2014

Welcome by Conference Patron

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

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

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

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

Welcome by Conference Chair

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

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

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

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

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

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

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

Welcome by Conference Secretary

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

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

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

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

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

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

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

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

3rd International Conference on Research in Education

Abstracts

ICORE **2015**

Welcome by Conference Patron

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

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

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

Welcome by Conference Chair

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

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

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

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

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

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

Welcome by Conference Secretary

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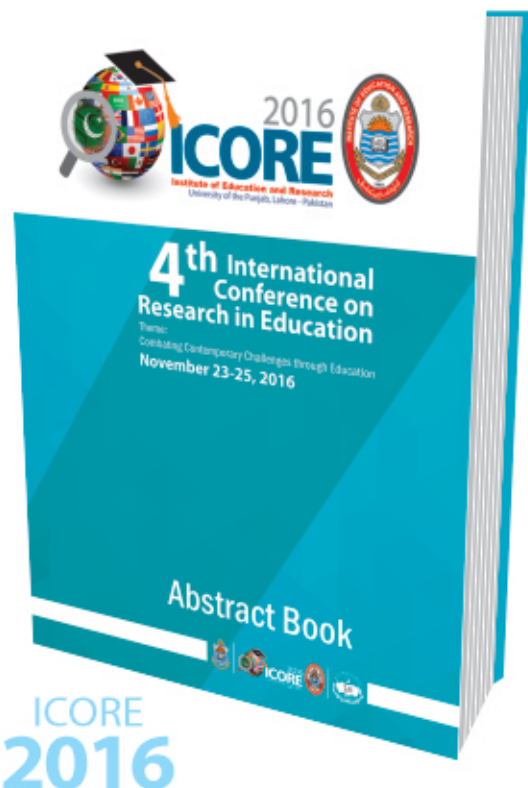University of the Punjab Lahore- Pakistan

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

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

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

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

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

2016
ICORE
Institute of Education and Research
University of the Punjab, Lahore - Pakistan

4th International Conference on Research in Education

Theme:
Combating Contemporary Challenges through Education
November 23-25, 2016

Abstract Book

ICORE
2016

Welcome Message

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

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

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

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

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

Welcome Message

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

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

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

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

Welcome Message

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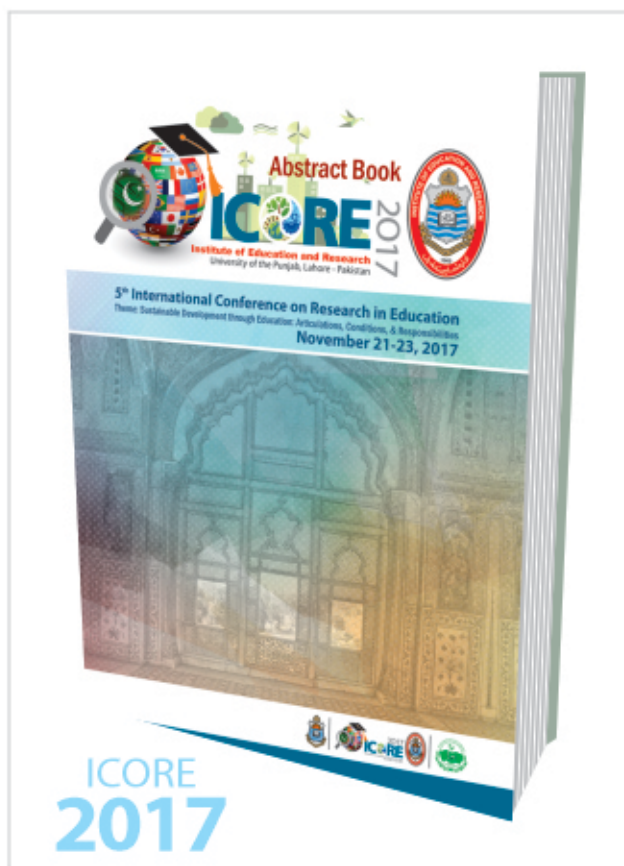Chairman, Department of Secondary Education, IER

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

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

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

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

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

Abstract Book

ICORE 2017

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

5th International Conference on Research in Education
Theme: Sustainable Development through Education: Articulations, Conditions, & Responsibilities
November 21-23, 2017

ICORE
2017

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

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

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

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

endeavor of taking Pakistan to the height of glory.
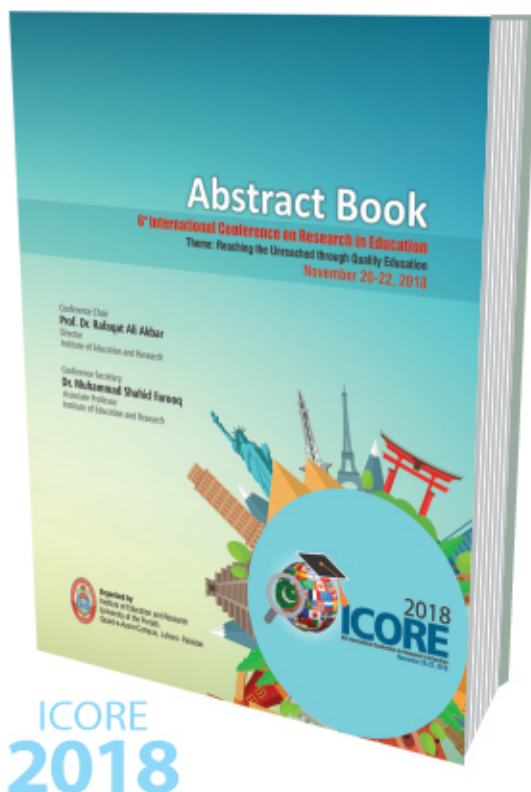
Welcome Message

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

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

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

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

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

Abstract Book

6th International Conference on Research in Education
Theme: Reaching the Unreached through Quality Education
November 20-22, 2018

Conference Chair
Prof. Dr. Rafaqat Ali Akbar
Director
Institute of Education and Research

Conference Secretary
Dr. Muhammad Shahid Farooq
Associate Professor
Institute of Education and Research

Organized by
Institute of Education and Research
University of the Punjab,
Quaid-e-Azam Campus, Lahore, Pakistan

ICORE 2018

ICORE
2018

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

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

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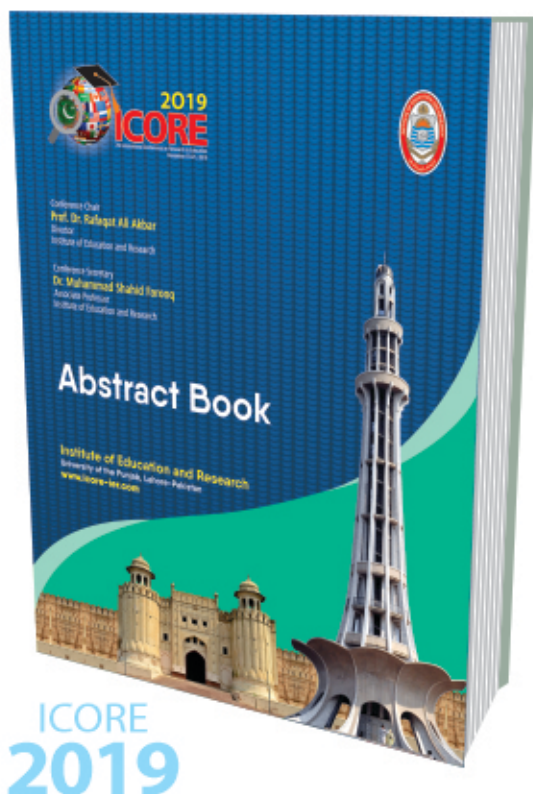Director, Institute of Education and Research, University of the Punjab, Lahore

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

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

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

2019
ICORE

Abstract Book

Conference Chair
Prof. Dr. Rafaqat Ali Akbar
Director
Institute of Education and Research

Conference Secretary
Dr. Muhammad Shahid Farooq
Associate Professor
Institute of Education and Research

Institute of Education and Research,
University of the Punjab, Lahore-Pakistan
www.icore-ier.com

ICORE
2019

Message from the Conference Chair

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

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

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

Message from the Conference Chair

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

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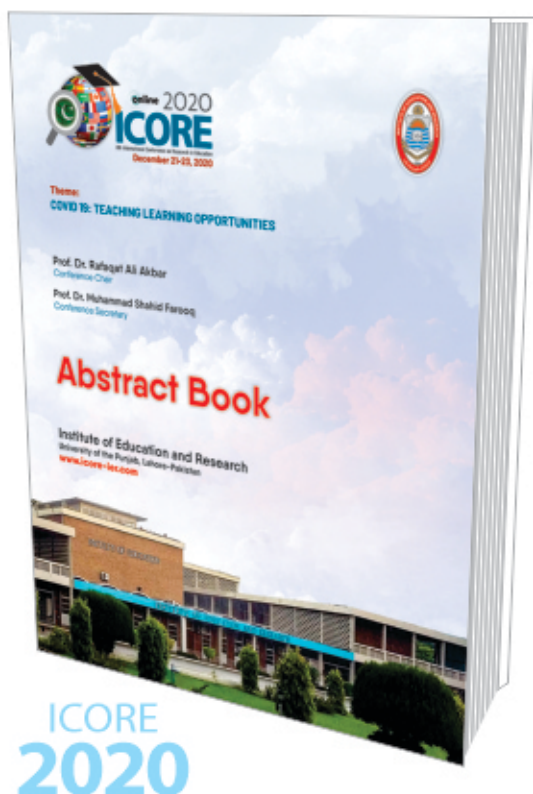

Message from the Conference Secretary

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

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

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

Online 2020

ICORE

December 21-23, 2020

Theme:
COVID 19: TEACHING LEARNING OPPORTUNITIES

Prof. Dr. Rafaqat Ali Akbar
Conference Chair

Prof. Dr. Muhammad Shahid Farooq
Conference Secretary

Abstract Book

Institute of Education and Research
University of the Punjab, Lahore-Pakistan
www.icore-ier.com

ICORE
2020

MESSAGE FROM THE CONFERENCE PATRON

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

MESSAGE FROM THE CONFERENCE CHAIR

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

MESSAGE FROM THE CONFERENCE SECRETARY

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

ICORE
2021

MESSAGE
CONFERENCE PATRON

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

The new modes of teaching have been learnt and embraced by the schools, colleges and universities to achieve the educational millennium goals. Grooming of teachers in the right direction and with the appropriate skills have been one of the 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

ABSTRACT BOOK

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

ICORE
2022

CONFERENCE PATRON

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

The veneer of 10th International Conference on Research in Education (ICORE 2022) is 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

CONFERENCE CHAIR

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

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

Good luck and stay well.

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

CONFERENCE SECRETARY

Conventional teaching refers to a teaching method involving teachers and students interacting in face-to-face mode in the classroom through teacher centered approach. These instructors initiate classroom discussions, focusing exclusively on knowing the content in textbooks and notes. Students receive the information passively and reiterate the memorized data in the exams. On the other hand, understanding the new paradigm of education in which 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 learning 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

Theme
Restructuring Teacher Education for
the Next Generation of Teachers

ICORE 2023

Abstract Book

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

ICORE
2023

CONFERENCE PATRON

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

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

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

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

With best wishes for a successful and impactful conference.

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

CONFERENCE CHAIR

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

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

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

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

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

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

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

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

With warm regards and best wishes for a successful conference.

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

CONFERENCE SECRETARY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Keynote Speaker

Addressing Systemic Inequities through Critical Crosscultural Communicative Competence in Future Teachers: Engaging Students in STEM using a Critical Conceptual Framework

This keynote speech will share a critical conceptual framework that threatens systemic inequities through computer-assisted language learning (CALL) using a critical crosscultural communicative competence (C5) and equity literacy to engage English learners (ELs) in Science, Technology, Engineering, and Mathematics (STEM) to meet 21st century standards. The proposed critical conceptual framework is compatible with ways of thinking in STEM-based problem solving (English, 2023). To achieve this goal, a theory adaptation critical research design was used with a sociocultural analysis and a modified transactional epistemology critical approach. The researcher argues for building a critical conceptual framework that is based fundamentally on a critical view of equity literacy and a critical definition of culture where educators use their C5 to threaten systemic inequities. Classroom-tested practical strategies and use of a classroom vignette will be provided to illustrate the use of CALL in developing C5 and STEM content for ELs. Research-based recommendations for institutions of higher education that focus on teacher preparation and professional development are shared.

Prof. Dr. Abdelilah Salim Sehlaoui
Professor of TESOL and Applied Linguistics
Sam Houston State University (SHSU) in Texas, USA.

Innovative Approaches to Rural Teacher Retention and Professional Development: Integrating Experiential Learning and Distance Education in Alaska

This presentation describes an innovative program addressing the challenge of teacher retention and professional development in rural schools in Alaska. It highlights experiential learning and distance education as promising practices for educator retention and professional development in rural settings.

In 2020, two school superintendents in the Bristol Bay region of Alaska shared a vision of improving teacher retention through a master's degree that recognizes the value of living and teaching in rural Alaska and focuses on place-based, culturally responsive practices. Leaders in the University of Alaska (UAA) School of Education and the Bristol Bay Foundation (BBF) embraced the vision, which led to a partnership between UAA, BBF, and four rural school districts: Bristol Bay Borough, Dillingham City, Lake and Peninsula, and the Southwest Region.

Between 2020 and 2023, the partners developed a pathway for teachers to earn the M.Ed. in Teaching and Learning. The program includes 15 credits of online coursework and a 15-credit experiential learning portfolio, which allows teachers to demonstrate their professional growth through hands-on, place-based experiences. Key features of the program include experiential learning, distance education, portfolio assessment, and sustained collaboration between university faculty and school and community leaders. Retention rates are encouraging: Participants remained in their schools at significantly higher rates than other teachers in the Bristol Bay region. Between 2020 and 2023, participating teachers' average retention rate was 95% compared to 66% of non-participating teachers.

Interest in the program is growing across the state as rural districts outside the Bristol Bay region, including the state's largest, have adopted the model. Discussions are also underway to transfer the program to other rural districts in Alaska and beyond.

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

Keynote Speaker

Inspiring Learners as Curriculum Agents, Co-creating Learning

Student engagement is vital for learning for the future. Learners as curriculum agents, co-creating and personalising learning in collaboration with teachers, is an approach that provides students with agency and enhanced engagement. Personal and social aspects of agency and self-regulation are underpinned by constructivist learning theory, enabling learners to construct knowledge and meaning from their lived experiences rather than being passive recipients of the curriculum. This requires a shift from predominantly transmission modes of learning delivered by teachers to students, to a co-created space where students take responsibility and learning is personalised.

Letting go of the control of learning and how it is delivered and assessed to enable co-creation by privileging student voice and curiosity is courageous, exciting and challenging. It can also be highly rewarding, leading to powerful learning outcomes, including alignment with 21st century competencies, such as persistence, adaptability, collaboration, resilience, critical and creative thinking – learning that is potentially transformational and empowering, for both students and teachers. This presentation introduces these concepts along with some of the practical considerations and approaches to co-creating with learners as curriculum agents.

Prof. Dr. Donna Pendergast
Griffith University, Australia

Crossing Borders, Measuring Adaptation: A Quantitative Analysis of International Student Experiences in a Canadian MEd Leadership Program

This presentation shares the quantitative findings from a study involving 30 international students currently enrolled in a Master of Education (MEd) in Educational Leadership program at a Canadian university. The study explores their experiences and the ways in which they have adapted their learning in response to a new academic and cultural environment. Through careful analysis of survey responses, we have gained valuable insights into how these students navigate unfamiliar educational practices and expectations while building new professional identities as educational leaders.

While this Alberta-based MEd program has attracted domestic students for over two decades, this marks the first cohort to include international students. The research investigated how these 'new to Canada' students are adjusting to the academic expectations of the Canadian graduate education system—particularly those rooted in Western pedagogical traditions that emphasize critical reflection, collaborative learning, and equity-oriented and relational leadership. This transition represents not only an academic challenge but also a significant cultural adjustment for many participants.

The survey data highlights how international students engage with these approaches, offering insight into the broader implications for supporting student success. Though the primary focus is on quantitative data, selected responses to open-ended questions will also be shared to provide context and depth. These qualitative elements help illuminate the lived experiences behind the statistics, providing a more nuanced understanding of the adaptation process.

Initial findings reveal clear patterns in academic adaptation, with students' previous educational experiences emerging as a key factor in how they navigate their current program. Many participants noted substantial differences between educational philosophies and practices in their home countries compared to Canadian approaches.

The study identifies several significant areas of contrast between their home-country education and their current experiences in Canada, including:

- A redefinition of leadership as a dynamic, relational process grounded in empathy, collaboration, and continuous learning, which often differs from more hierarchical and position-based leadership conceptions many students previously encountered.

- A shift in learning approaches, with increased emphasis on technology integration, collaborative and practical learning, global perspectives, and a strong orientation toward lifelong learning—aspects that some students found refreshing yet challenging to master.

- A reframing of leadership—not simply as the acquisition of knowledge, but as the development of skills and mindsets necessary to inspire meaningful change in educational contexts, requiring many students to reconsider their fundamental understanding of what leadership entails.

The survey results suggest that while this adaptation process presents challenges, many international students view it as transformative, expanding their professional horizons and deepening their understanding of educational leadership across cultural contexts. Several participants indicated that their evolving perspectives would influence their future practice when they return to leadership positions in their home countries.

These findings have informed the development of a second research phase, which will involve a qualitative exploration of international students' lived experiences through in-depth interviews and focus groups. Together, both phases aim to generate valuable insights that can guide the enhancement of program design and support services for international graduate students in Canada. This presentation focuses on the results of the quantitative phase, providing a foundation for understanding the broader implications of internationalization in graduate education programs.

Prof. Dr. Heather Henderson
City University, Canada

Keynote Speaker

Unleashing Creative Potential and Cultivating Future Skills: The Transformative Power of Artificial Intelligence in Higher Education

This keynote address explores the profound impact of Artificial Intelligence on the future of learning in higher education. Moving beyond conventional applications of automation, it delves into AI's potential to serve as a catalyst for fostering both essential future-ready skills and the creative capacities of students. The presentation will examine how AI-powered tools and platforms can personalize learning pathways to cultivate critical thinking, problem-solving, and digital literacy, while simultaneously unlocking new avenues for innovation, artistic expression, and imaginative problem-solving across disciplines. It will also address the evolving role of educators in leveraging AI to design engaging learning experiences that seamlessly integrate creative exploration with the acquisition of competencies vital for navigating the complexities of tomorrow's workforce. This session offers a compelling vision for harnessing the transformative power of AI to shape a future where graduates are not only skilled but also highly creative and adaptable.

Prof. Dr. Mohamed Moustafa Mahmoud
CEO, Global Performance Management Academy, KSA, Egypt, UAE & Canada

Keynote Speaker

Multiple Learning Pathways: A Mounting Challenge for Teacher Education

Our new generation is engaged in new learning through multiple pathways. Most of these learning activities are free of linguistics skills and use oral commands and direction. The goal setting is blurred yet a dynamic process which keeps changing according to media interface. This learning engagement works like an addiction and has tendency to violate ethical boundaries. The children using these learning pathways build a tendency to revolt against schooling. School for them is a static reality isolated from digital world. School is continuously failed to provide attractive and enriching environment for youth. But unfortunately, not all children have access to digital devices with a reasonable connectivity speed. The digital divide is, therefore, widening at an at an alarming pace. The classroom is becoming more and more diverse for which teacher is not adequately equipped with new tools and gadgets The teacher education program must be equipped with conventional as well as digital instructional systems. There is a need to offer multiple means of engagement to meet the diversified learning needs of students in the classroom. Similarly future teacher must be able to create multiple means of presentation instead of lecturing only. Students should also be allowed to use multiple means of presentation instead doing assignments with paper and pencil. The only way to attract technology native learners to attend schools is planning of action-oriented activities in regular classroom. I was astonished to see action-oriented activities and project in a linguistic class. Whereas our math class is mostly based on oral instruction. It is time to bring Universal Design for Learning (UDL) in teacher education classrooms. UDL embedded with AL has a great potential to prepare teachers for tomorrow.

Prof. Dr. Abdul Hameed
MD Center for Inclusive Education and Research, Lahore

Keynote Speaker

Reimagining Education: A Critical Approach to Learning Challenges and Opportunities in Pakistan

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

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

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

HONOURABLE GUESTS

Malik Muhammad Ahmad Khan
Speaker, Provincial Assembly of the Punjab

Rana Sikandar Hayat
Minister of Education, Govt. of the Punjab

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

Prof. Dr. Nasir Mahmood
Vice Chancellor
Allama Iqbal Open University
Islamabad

Prof. Dr. Rauf-i-Azam
Vice Chancellor
Govt College University
Faisalabad

Prof. Dr. Zahoor ul Haq
Vice Chancellor
University of Gujrat
Gujrat

Prof. Dr. Muhammad Ramzan
Vice Chancellor
Emerson University
Multan

Prof. Dr. Nadeem Bhatti
Vice Chancellor
Lahore Leads University
Lahore

Prof. Dr. Zaib Un Nisa
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Prof. Dr. Faheem Aftab
Vice Chancellor
University of Jhang
Jhang

Prof. Dr. Riaz ul Haq Tariq
Former Vice Chancellor
University of Sargodha
Sargodha

Prof. Dr. Munawar Sultana Mirza
Former Vice Chancellor
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Lahore

Prof. Dr. Naseer Ud Din
Pro Vice Chancellor
Kohat University of Science
and Technology, **Kohat**

Prof. Dr. Mumtaz Akhter
Former Dean, Faculty of Education
University of the Punjab
Lahore

Conference Program

Conference Program

12th International Conference on Research in Education
May 20-22, 2025

Day 1

Tuesday, May 20, 2025

Opening Ceremony Faisal Auditorium, IER	
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 (2014-2023)**
10:55-11:00	**ICORE-2024 Highlights** Prof. Dr. Muhammad Shahid Farooq
11:00-11:10	**Welcome Address by Conference Chair** Prof. Dr. Abdul Qayyum Ch.
11:15-11:50	**Address by Honorable Guests** Prof. Dr. Nasir Mahmood *Vice Chancellor, Allama Iqbal Open University Islamabad* Prof. Dr. Muhammad Ramzan *Vice Chancellor, Emerson University Multan* Prof. Dr. Rauf-i-Azam *Vice Chancellor, Govt College University Faisalabad* Prof. Dr. Zahoor ul Haq *Vice Chancellor, University of Gujrat* Prof. Dr. Faheem Aftab *Vice Chancellor, University of Jhang* Prof. Dr. Mumtaz Akhter *Ex-Dean, Faculty of Education, University of the Punjab*
11:50-12:00	**Address by Chief Guest** Mr. Malik Muhammad Ahmad Khan *Speaker, Provincial Assembly of the Punjab*
12:00-12:10	**Address by Conference Patron** Prof. Dr. Muhammad Ali Shah *(S.I., T.I.)*
12:10-12:15	**Conference Format, Announcements (Exhibition, Photography), and Vote of Thanks by Conference Secretary**
12:15-12:20	**Souvenir Distribution**
12:20-12:30	**Group Photo + Exhibition**

12:30-14:00	**Prayer Break and Lunch**

Day 1
Tuesday, May 20, 2025

Plenary Session I	
Waheed Shaheed Hall, IER	
14:00-14:10	**Welcome Note by Session Moderator** Dr. Muhammad Islam
14:10-14:30	**Keynote Address** Prof. Dr. Shahid Siddiqui *Former Vice Chancellor, AIOU*
14:30-14:50	**Keynote Address** Prof. Dr. Abdelilah Salim Sehlaoui (USA)
14:50-15:10	**Keynote Address** Prof. Timothy Jester (USA)
15:10-15:25	**Address by Honorable Guests** Prof. Dr. Munawar Sultana Mirza *Former Vice Chancellor, University of Education* Prof. Dr. Nadeem Bhatti *Vice Chancellor, Lahore Leads University*
15:25-15:40	**Discussion, Question Answer Session, and Souvenir Distribution**

Day 2
Wednesday, May 21, 2025

Plenary Session II	
Waheed Shaheed Hall, IER	
09:30-09:40	**Welcome Note by Session Moderator** Dr. Effat Alvi
09:40-10:05	**Keynote Address** Dr. Mohamed Moustafa Mahmoud (KSA)
10:05-10:30	**Keynote Address** Prof. Dr. Donna Pendergast (Australia)
10:30-10:55	**Keynote Address** Prof. Dr. Heather Henderson (Canada)
10:55-11:20	**Keynote Address** Prof. Dr. Abdul Hameed *Distinguished Professor, Pakistan*
11:20-12:00	**Address by Honorable Guests** Prof. Dr. Riaz ul Haq Tariq *Former Vice Chancellor, University of Sargodha* Prof. Dr. Zaib Un Nisa *Vice Chancellor, University of Home Economics, Lahore* Prof. Dr. Naseer Ud Din *Pro Vice Chancellor, Kohat University of Science and Technology*
12:00-12:30	**Question Answer Session and Souvenir Distribution**

12:30-02:00	**Prayer Break and Lunch**

02:00-03:30	**Concurrent Sessions (**I – VII)

Day 3
Thursday, May 22, 2025

Closing Ceremony Waheed Shaheed Hall, IER, University of the Punjab Moderator: Dr. Muhammad Akram	
10:30-10:35	**National Anthem**
10:35-10:40	**Recitation of Holy Quran and Hadith**
10:40-10:45	**Conference Recommendations** Dr. Munaza Nausheen
10:45-10:50	**Address by Conference Chair** Prof. Dr. Abdul Qayyum Ch.
10:50-11:00	**Address by Honorable Guests** Prof. Dr. Khalid Mahmood *Pro Vice Chancellor, University of the Punjab*
11:00-11:15	**Address by the Chief Guest** Mr. Rana Sikandar Hayat *Minister of Education, Govt. of the Punjab*
11:15-11:30	**Address by Conference Patron** Prof. Dr. Muhammad Ali Shah *(T.I., S.I.)*
11:30-11:45	**Pictorial Highlights of the 3 days**
11:45-11:50	**Closing Remarks by the Conference Secretary** Prof. Dr. Muhammad Shahid Farooq
11:50-11:55	**Souvenir Distribution**
11:55-12:00	**Group Photo**

Concurrent Sessions

Wednesday, May 21, 2025

Venue I: Room No.107   **Dated:** 21-May-2025

Session Chair: Dr. Muhammad Idrees Khan		Moderator: Dr. Azhar Majeed Qureshi	
Time	**Paper ID**	**Title of the Papers**	**Presenters**
02:00 to 02:15	4826	Integrating Artificial Intelligence in Teacher Education Programs for Professional Development	Ghulam Mustafa Ahmadani
02:15 to 02:30	4827	Role of Innovation and Technology: Female Leadership Competencies in School Setting	Najmonnisa Khan Iffet Sultana
02:30 to 02:45	4835	Teacher's Perception and Actual Knowledge to Handle Children with Attention Deficit Hyperactivity Disorder (ADHD) in Classroom	Ifra Sohail
02:45 to 03:00	4837	Mapping Sustainability in the Classroom: Equipping Future Educators through SDG-Focused Curriculum Evaluation	Sarah Rasul Mirza Samra Bashir
03:00 to 03:15	4839	Learning through AI Supported Tools at University Level: Opportunities and Challenges	Uzma Mazhar
03:15 to 03:30	4841	Stakeholders' Perspectives on Early Childhood Education Initiative in Public Sector Schools	Nuzhat Iqbal
03:30 to 03:45	Question Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

Venue II: Room No.108   **Dated:** 21-May-2025

Time	Paper ID	Title of the Papers	Presenters
02:00 to 02:15	4850	Factors Affecting Secondary School Teachers' Quality of Performance: An Exploration	Ghina Farooq Muhammad Shahid Farooq
02:15 to 02:30	4852	Out of School Children in Balochistan: Reasons and Solutions	Madiha
02:30 to 02:45	4855	Faculty Insights on Professional Development Opportunities and their Effectiveness at the University of Education, Lahore: A Qualitative Study	Sumera Rashid Samina Safdar Fiza Zia
02:45 to 03:00	4856	Gamification as Pedagogical technique in learning Mathematics: A perceptual insight from prospective Teachers	Mehwish Pervaiz
03:00 to 03:15	4858	AI-Powered Personalized Learning in STREAM Education	Safia Urooj Kamran Ahmed Wahaj Muhammad Khan
03:15 to 03:30	4859	Effect of Instructional Behavior of Teachers on Students' Motivation towards Learning Science at Secondary School Level	Iqra Bibi
03:30 to 03:45	Question/Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

Venue III: Room No.108-A　　　　　　　　　　　　　　**Dated:** 21-May-2025

Session Chair: Prof. Dr. Humara Bano			**Moderator:** Dr. Sumaira Rashid
Time	**Paper ID**	**Title of the Papers**	**Presenters**
02:00 to 02:15	4863	Assessing the Level of Adolescent Girls' Social, Emotional and Behavioral Skills	Shahida Nasreen Rizwan Akram Rana
02:15 to 02:30	4872	Future Oriented Learning: Navigating the Challenges and Seizing the Opportunities in a Rapidly Evolving Educational Landscape	Allah Dad
02:30 to 02:45	4874	A Study on Cognitive Load Management as a Pedagogical Strategy in Science Education	Shahzad Ahmad Zafar Waqar
02:45 to 03:00	4877	A Study on Problems Faced by Female HoDs in Higher Education Institutions of Punjab	Irfan Bashir Rizwan Akram Rana Fariha Gul Afshan Naseem
03:00 to 03:15	4878	Effect of Emotional Intelligence on Early Childhood Education Teachers' Classroom Management Practices	Amna Javed
03:15 to 03:30	4879	AI in Education: A Meta-Analysis of Opportunities, Ethical Risks, and Future Directions (2019–2024)	Noor-ul-ain Abbas
03:30 to 03:45	Question/Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

Venue IV: Room No.109   **Dated:** 21-May-2025

Session Chair: Prof. Dr. Nasreen Akhter			Moderator: Dr. Shazia Malik
Time	**Paper ID**	**Title of the Papers**	**Presenters**
02:00 to 02:15	4880	Reflective Practices of Secondary School Teachers for effective Teaching and Learning using Gibbs' Reflective Model	Amana Ishaaq Abida Nasreen
02:15 to 02:30	4881	Teachers' Perspectives on Non-Violent Discipline Policies (Maar Nahi Pyaar Initiative)	Maryam Batool
02:30 to 02:45	4882	Effect of Digital Literacy on the Academic Performance on the Student's at Undergraduate Level	Faiqa Naaz Amna Saeed Naaz Abbas
02:45 to 03:00	4886	Effect of Cognitive Diagnostic Assessment as a Teaching tool in Teaching of Mathematic at Secondary Level	Ijaz Mahmood
03:00 to 03:15	4895	Integrating AI in BS English 2017 Curriculum in Pakistan: Navigating the Future of Language Education	Farhana Yasmin Hamdan Bin Mohammed
03:15 to 03:30	4899	An Extensive, Methodical Analysis of the Effects of Technology, the Environment, Organizations, and Policies	Ishrat Fatima
03:30 to 03:45	Question/Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

Venue V: Room No.201   **Dated:** 21-May-2025

Time	Paper ID	Title of the Papers	Presenters
Session Chair: Prof. Dr. Muhammad Dilshad			**Moderator:** Dr. Tariq Hussain
02:00 to 02:15	4900	Impact of Technology Proficiency on Employability Skills of University Students	Anam Alia Muhammad Akram
02:15 to 02:30	4902	POSTER - Study the Effectiveness of School Health Program in Education	Muhammad Zaman Faridi Muhammad Latif Javed Sajjad Hussain Saeedi
02:30 to 02:45	4903	Role of Artificial Intelligence on Learning Mathematics among Students with Visual Impairment Studying at Intermediate and Graduate Levels	Uswa Sadaqat Samina Ashraf
02:45 to 03:00	4905	Assessing Prospective Teachers' Familiarity and Perception towards Generative Artificial Intelligence (AI) Technologies	Urwa Riaz
03:00 to 03:15	4906	Assessing Scientific Literacy of Prospective Science Teachers and Prospective Scientists	Areeba Imtiaz Menahil Hashim
03:15 to 03:30	4913	Leadership for Learning in Uncertain Times: A Vision for Educational Futures	Bushra Subhan
03:30 to 03:45	Question/ Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

Venue VI: Room No.202   **Dated:** 21-May-2025

Session Chair: Dr. Javed Iqbal			Moderator: Dr. Saima Munir
Time	**Paper ID**	**Title of the Papers**	**Presenters**
02:00 to 02:15	4916	Effect of Techno-Pedagogical skills on University Teachers' Quality of Teaching	Muqaddas Afzal Muhammad Shahid Farooq
02:15 to 02:30	4917	Effect of Institutional Experiences on Developing Entrepreneurial Mindset among University Students	Asma Asghar Muhammad Shahid Farooq
02:30 to 02:45	4919	Effect of Innovative Pedagogies on Undergraduate Students' Entrepreneurial Skills	Wajiha Hahsmi Muhammad Shahid Farooq
02:45 to 03:00	4920	Investigating Teachers' Perspectives: The Interplay of Peer Victimization and its Influence on Students' Learning	Maham Muzamil Farzana Iqbal
03:00 to 03:15	4921	Effect of Academic Uses of Artificial Intelligence (AI) on Educational Leadership and Decision Making	Meerab Ayoub
03:15 to 03:30	Question/ Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

Venue VII: Room No.275 (Seminar Room – New Building)   **Dated:** 21-May-2025

Session Chair: Prof. Dr. Muhammad Aamir Hashmi		Moderator: Dr. Ashi Zeeshan	
Time	**Paper ID**	**Title of the Papers**	**Presenters**
02:00 to 02:15	4838	Integrating Technology in Teaching Practices: Exploring how Digital Tools and Platforms can Enhance Teacher Training Programs and Prepare Educators for Tech-savvy Classrooms in Private Schools at Karachi, Pakistan	Rukshanda Jabeen Gul Hina Bhutto
02:15 to 02:30	4860	Impacts of Educational Technology on Students Learning at Private Sector Primary Schools of Karachi	Safia Urooj Muhammad Murid Gabol Wahaj Muhammad Khan Farwa
02:30 to 02:45	4873	The Future of Healthcare Communication: Addressing Global Challenges in the 21st Century	Hadiqa Qaisar Laiba Akram
02:45 to 03:00	4885	Empowering Educators for Tomorrow: Leader's Intellectual Stimulation as a Catalyst for Teachers' change Adaptability	Uzma Rana Javed Iqbal Sadia Rana Wasif Nadeem
03:00 to 03:15	4908	Role of Head Teacher in School Improvement Plan as Perceived by School Education Department Punjab	Shiekh Muhammad Abdullah Muhammad Latif Javed Muhammad Zaman Faridi Sajjad Hussain Saeedi
03:15 to 03:30	Question/ Answer Session, Concluding Remarks by Session Chair and Souvenir Distribution		

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Abstracts

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Abstract ID 4921

Effect of Academic Uses of Artificial Intelligence (AI) on Educational Leadership and Decision Making

Meerab Ayoub

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The main focus of this research is to investigate the effect of academic uses of Artificial Intelligence (AI) on educational leadership and decision-making of universities in Lahore, Pakistan. This study used a qualitative research design and interviewed 20 educational leaders selected by purposive sampling. An interview guide was used to enhance the content validity and reliability of the interviews, which included questions based on leadership roles, the extent of technology integration in their work, the use of details of artificial intelligence tools, and ethical considerations involved. The study established that AI boosts organizational performance, curriculum, and decision-making. Several barriers were also cited; the first being resistance to adopting such systems; secondly, there are ethical issues; and thirdly, the infrastructural development varies. Several recommendations involve creating broad-based AI training for the faculty, creating ethical awareness among students, and creating AI policies that meet international requirements. This research should be continued in future to study the effects of AI in education in the longer run and the cultural aspects of implementing AI. The findings underscore themselves to students, educational managers and administrators, policymakers, and technology providers with recommendations on socially responsible and sustainable use of artificial intelligence.

Keywords: Artificial Intelligence, educational leadership, decision making, technology integration, ethical concerns

Abstract ID 4920

Investigating Teachers' Perspectives: The Interplay of Peer Victimization and its Influence on Students' Learning

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"Leadership for Learning in Uncertain Times: A Vision for Educational Futures" The paper will discuss the following three approaches to educational leadership for learning in uncertain time. 1) President Donald Trump's Contemporary Educational Policies 2)Visionary Educational Leadership 3)Transformational Leadership Analysis: The paper will analyses the DEI (Diversity, Equity, Inclusion) policy, privatization of Educational Institutes and CRT (critical race theory). The Trump's administration attempt to eliminate or weaken DEI policies which poses a threat to inclusive educational leadership. Emphasis privatization and bans on CRT pose a challenge to educational equity. Furthermore, the paper will discuss the concept of 'Visionary Educational Leadership' and explore the following key qualities essential for its implementation: 1)Emotional intelligence 2)Cross-cultural competence 3)Spiritual integrity 4)Data-informed decision-making. Moreover, the study will also analyses the transformational leadership as an inspiring and motivative force in uncertain times. It is a practical learning by acceptance uncertainty as an opportunity for growth. The educational leaders can prepare students for systemic inner and outer change. For this the present study will recommend the Prophetic methodology of learning that is called "The methodology of transformation of Prophet Muhammad PBUH". Objectives: In light of President Trump's education policies and the prevailing global uncertainties, the education sector may face several significant challenges in the future. Understanding these challenges is essential in order to move towards a more equitable, resilient, and inclusive educational system. The paper objective to high light the current education, besides how political leadership shapes the future direction of education. It is emphasized the need for leadership to be ethical, inclusive, and adaptable in times of global uncertainty. Methodology: The qualitative, policy analysis approach with thematic analysis will be used in this study to examine educational future regarding

Keywords: DEI, CRT, Visionary, Transformational, Leadership, Policies, Cross-cultural, Data

Abstract ID 4919

Effect of Innovative Pedagogies on Undergraduate Students' Entrepreneurial Skills

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This study examines the impact of novel pedagogical methods on the entrepreneurial competencies of undergraduate students in Pakistan, focusing on engineering and business programs at three public institutions in Lahore. Traditional educational systems that rely on rote memorization fail to provide students with the necessary entrepreneurial skills, such as creativity, resilience, leadership, problem-solving, and critical thinking, to navigate today's economies. The study employs a quantitative methodology, including a causal-comparative design, to address this issue. The population comprises students in the 7th and 8th semesters, from which a sample of 384 individuals was obtained using stratified random sampling. Two self-developed questionnaires, the IPQ and ESQ, served as the study instruments, having undergone expert validation and pilot testing, resulting in high dependability. Data collection adhered to ethical guidelines and involved analysis through descriptive and inferential statistical methods. The primary findings indicate that (1) a significant positive relationship exists between innovative pedagogies and entrepreneurial skills, and (2) innovative pedagogies have a significant positive effect on entrepreneurial skills. The findings emphasize the importance of shifting away from traditional instructional methods and toward more student-centered, collaborative, and experiential approaches. To promote potential development, it is recommended that these pedagogies be integrated into a variety of curricula. This study adds to educational reforms and policies by emphasizing the need for active, student-centered teaching methods in developing entrepreneurial skills for economic growth in Pakistan.

Keywords: innovative pedagogies, entrepreneurial skills

Abstract ID 4917

Effect of Institutional Experiences on Developing Entrepreneurial Mindset among University Students

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The growing development of an entrepreneurial mindset among university students has received a lot of attention in recent years because of its potential to promote self-dependence, creativity, and economic progress. The purpose of this study was to examine how institutional experiences effect the development of an entrepreneurial mindset among students in the universities of Pakistan. It is focused on investigating how different institutional experiences divided into classroom, department, and campus level experiences help in cultivating entrepreneurial characteristics such as self-confidence, autonomy, risk-taking, innovativeness, interpersonal-sensitivity, and persistence. A causal-comparative research design was used to collect data from 450 university students randomly using two separate self-developed questionnaire (with .90 reliability of one questionnaire and .92 reliability of other questionnaire), and the data was analyzed through correlation and regression analysis. The study found that institutional experiences specifically classroom and campus-level experiences improve entrepreneurial mindset characteristics. Classroom experiences were shown to have a strongest effect on interpersonal sensitivity and self-confidence, whereas departmental and campus-level experiences have influence on autonomy and risk-taking. In order to promote this mindset, institutions should use more participatory and innovative teaching techniques, and encourage such atmosphere across the campus that promote entrepreneurship.

Keywords: institutional experiences, entrepreneurial mindset, Pakistani university students, risk-taking, autonomy, self-confidence

Effect of Techno-Pedagogical skills on University Teachers' Quality of Teaching

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The main purpose of the research was to study the effect of techno-pedagogical skills on university teachers' quality of teaching. Techno-pedagogical skills included in the study were digital literacy and tech integration, instructional resource management, digital collaboration practices, capacity building, and digital citizenship. Quality of teaching indicators include balance of power, planning and preparation, student engagement, assessment and evaluation, and professional attributes. The study was quantitative in nature, and a causal-comparative research design was used to determine the effect of techno-pedagogical skills on teachers' quality of teaching at the university level. A sample size of 329 university teachers from five different universities were selected using a multistage sampling technique. The data were collected through surveys using self-administered research instruments TPS and QoT, which were validated by experts. The reliability of TPS was 0.911, and QoT was 0.92. Data were analyzed using descriptive statistics, inferential statistics, and multiple regression analysis. Main findings of the study revealed that techno-pedagogical skills have a significant effect on the quality of teaching. The current study recommended that teacher education curricula at universities may be revised to emphasize techno-pedagogical skills, ensuring that future teachers are equipped to meet the demands of modern classrooms with technology and digital tools. By focusing on these skills in teacher training programs, Lahore's universities can ensure that future educators are well-prepared to use technology effectively, leading to improved quality of teaching.

Keywords: Techno-Pedagogical Skills, Quality of Teaching

Abstract ID 4913

Leadership for Learning in Uncertain Times:
A Vision for Educational Futures

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"Leadership for Learning in Uncertain Times: A Vision for Educational Futures" The paper will discuss the following three approaches to educational leadership for learning in uncertain time. 1) President Donald Trump's Contemporary Educational Policies 2)Visionary Educational Leadership 3)Transformational Leadership Analysis: The paper will analyses the DEI (Diversity, Equity, Inclusion) policy, privatization of Educational Institutes and CRT (critical race theory). The Trump's administration attempt to eliminate or weaken DEI policies which poses a threat to inclusive educational leadership. Emphasis privatization and bans on CRT pose a challenge to educational equity. Furthermore, the paper will discuss the concept of 'Visionary Educational Leadership' and explore the following key qualities essential for its implementation: 1)Emotional intelligence 2)Cross-cultural competence 3)Spiritual integrity 4)Data-informed decision-making. Moreover, the study will also analyses the transformational leadership as an inspiring and motivative force in uncertain times. It is a practical learning by acceptance uncertainty as an opportunity for growth. The educational leaders can prepare students for systemic inner and outer change. For this the present study will recommend the Prophetic methodology of learning that is called "The methodology of transformation of Prophet Muhammad PBUH". Objectives: In light of President Trump's education policies and the prevailing global uncertainties, the education sector may face several significant challenges in the future. Understanding these challenges is essential in order to move towards a more equitable, resilient, and inclusive educational system. The paper objective to high light the current education, besides how political leadership shapes the future direction of education. It is emphasized the need for leadership to be ethical, inclusive, and adaptable in times of global uncertainty. Methodology: The qualitative, policy analysis approach with thematic analysis will be used in this study to examine educational future regarding

Keywords: DEI, CRT, Visionary, Transformational, Leadership, Policies, Cross-cultural, Data

Role of Head Teacher in School Improvement Plan as Perceived by School Education Department Punjab

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In the present study the researcher made effort to explore and investigate different dimensions of the role play by head teachers along with their in-depth perceptions about whole school development. The main objectives of the study were to evaluate the current practices of role of head teacher for implementation of school improvement in secondary level of District Bahawalnagar, to explore the quality of education about the secondary schools students. The research methodology was used a descriptive, quantitative approach through a questionnaire using a purposive sampling technique. The population of the study consists of all public secondary school teachers in district Bahawalnagar, comprising 1500 teachers from 250 schools. The sample size was 150 secondary school teachers. The data collection tool was a questionnaire with 35 items, validated by a supervisor and analyzed using SPSS 25.0. It is concluded from study that the role of head teachers is very significant. Head teacher develop school goals and responsible for implementation of School Improvement Plan (SIP) in true spirit. However it is recommended that incentives may be given to teachers for effective implementation of School Improvement Plan (SIP).There may be strong coordination between school administration and school council members.

Keywords: SIP, School improvement plan, School improvement, Head teachers

Abstract ID 4906

Assessing Scientific Literacy of Prospective Science Teachers and Prospective Scientists

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This study aimed to assess the scientific literacy levels of two key groups: prospective science teachers and prospective scientists with respect to their demographic variables (Gender, Department, Program and CGPA). The study also aimed to explore that if there were any significant difference among the eight components of level of scientific literacy (Metacognition, the nature and function of science, Science as human endeavor, Habits of mind, Interest in science, The teaching of scientific literacy, A sense of moral and social responsibility, Ethics in science) towards the science community. The research was descriptive in nature and the research approach was quantitative. The population of the study was prospective teachers and prospective scientists from University of the Punjab, Lahore. Sample size was 936 prospective teachers and prospective scientists of different departments. 387 prospective science teachers and 549 prospective scientists were the part of study. Questionnaire was used for data collection. The research instrument consists of 2 Sections. The first section consists of demographics information. Second section assess the level of scientific literacy in prospective science teachers and prospective scientists having 41 statements.

Keywords: Scientific literacy, Prospective science teachers, Prospective scientists, Science community, Science teacher education department.

Abstract ID 4905

Assessing Prospective Teachers' Familiarity and Perception towards Generative Artificial Intelligence (AI) Technologies

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This study aimed to investigate the source of certain background variables (gender, university, previous Qualification, program, CGPA, and Courses related to computer in teaching degree programs) on prospective teachers' familiarity and perceptions towards generative AI technologies. The study also aimed to explore if there were any significant differences among the five dimensions of perception towards generative AI technologies: prospective use, ease of use, role of scaffolding, threats, and limitations. Population of all Universities/ Colleges having teacher education programs in district Lahore. 1193 were the sample. There are 262 male and 931 female. An adapter questionnaire was used in collection of data. There were 38 statements in the questionnaire.

Keywords: Prospective teachers, Generative AI, Artificial intelligence, Higher education, Teacher teaching institutions.

Role of Artificial Intelligence on Learning Mathematics among Students with Visual Impairment Studying at Intermediate and Graduate Levels

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AI tools are used to address the challenge of teaching math by generating multiple explanations for math concepts and formulas to learners with visual impairment. AI tools in mathematics for visually impaired individuals, developed to increase accessibility by utilising auditory and tactile feedback, translate complex math notation into accessible formats, and offer personalised learning experiences. The main objectives of the study were to explore the benefits of AI tools in learning mathematics among visually impaired students, access and problems faced in utilizing independently the latest AI tools to solve math queries by visually impaired students. Considering the importance of this phenomenon, researchers collected data from visually impaired students studying Math at intermediate and graduation levels. A descriptive research design was used. The population of the study comprised visually impaired students studying at different colleges and universities in Punjab. The sample of the study consisted of 70 students with visual impairment, 42 females and 58 males, selected through a purposive sampling technique. The data for this study were collected via snowball sampling. A self-developed questionnaire was used for data collection. A reliable and validated (Cronbach=.81 questionnaire was used to collect the data from the students. In the instrument, the first part consists of demographic information such as Age, Gender and Qualification, and the second part consists of 23 items. The five-point Likert scale was used to collect the data from respondents. Frequency, along with percentages of the responses, was calculated through SPSS. The majority of the respondents expressed that learning mathematics is a great challenge for visually impaired students. However, the use of AI, including JAWS, Talkback, Finger Reader, and Be My Eyes aids, has made reading printed text, translations, and completing math assignments easy and accessible for them.

Keywords: Artificial intelligence, Learning mathematics, Visually impaired

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Study the Effectiveness of School Health Program in Education

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

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

Abstract ID 4900

Impact of Technology Proficiency on Employability Skills of University Students

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This study aimed to examine the impact of technology proficiency on the employability skills of university students in Lahore. Multistage random sampling was used to collect data from 540 undergraduate students from 4 public universities in Lahore. Two adapted instruments i.e. Technology Proficiency (TPSA-21), and Employability Skills Scale were used to gather data from respondents. The research design was quantitative. The two adapted questionnaires had the level of extent from "Strongly Agree" to "Strongly Disagree" on a Likert scale. Both questionnaires were found to be highly reliable. The tools used in this study were Mean to examine the level of variables, Pearson-r to assess the relationship between technology proficiency and employability skills, and Regression Technique to analyze the influence of technology proficiency on employability skills of undergraduate students. The study found a significant moderate positive relationship between technology proficiency and the student's employability skills. The study further explored that technology proficiency impacted 42 percent of the variance in employability skills of undergraduate students. Higher Education Institutions (HEIs) should prioritize integrating employability skills and technology proficiency into curricula through interdisciplinary projects, workshops, and industry partnerships to better prepare university students for the job market.

Keywords: Technology proficiency, Employability skills, Technology integration, Globalization, Work ethics

Abstract ID 4899

An Extensive, Methodical Analysis of the Effects of Technology, the Environment, Organizations, and Policies

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This extensive systematic review, which draws from 88 peer-reviewed articles, fills a critical gap in the literature by examining the complex effects of EV adoption from technological, environmental, organizational, and policy perspectives. Previously, the literature frequently isolated the impact of EV adoption without taking into account holistic effects. Technological advancements include innovations in the battery technology and energy storage systems, enhancing EV performance and mitigating range anxiety. Policy analysis underscores the crucial role of government incentives, regulatory measures, and infrastructure investments in accelerating EV adoption. The review identifies future research areas such as efficient battery recycling methods, the potential impact of EVs on grid stability, and long-term economic implications. This study offers insights for stakeholders aiming to foster sustainable transportation and achieve global climate goals. In order to solve the issue, the study's primary goal is to comprehend its causes at the individual, social, and micro levels. This study looks at the effects of organizational, policy, and environmental factors. According to data gathered from a survey of female technician teachers from five technical farms using stratified random sampling, EVs may have an effect on grid stability and have long-term economic ramifications. SPSS Version 24's descriptive and inferential statistics demonstrate the significance of governmental reforms and educational initiatives in tackling the issues

Keywords: Multifaceted impacts' technical advancements'

Abstract ID 4895

Integrating AI in BS English 2017 Curriculum in Pakistan: Navigating the Future of Language Education

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Despite global advancements in educational technology, the BS English 2017 curriculum in Pakistan remains largely traditional, lacking integration of Artificial Intelligence (AI) to support modern pedagogical practices. This study explores how AI can be effectively integrated within the BS English curriculum to enhance teaching, learning, and assessment, as well as the opportunities and challenges of such integration. Guided by the Technological Pedagogical Content Knowledge (TPACK) framework, this qualitative study employed purposive sampling to select 20 participants from public and private universities. Semi-structured interviews were conducted and analyzed thematically using Creswell and Clark's (2017) qualitative analysis model, with the aid of NVivo 12 software. Findings revealed four major themes: the potential of AI to enhance pedagogical innovation, the lack of institutional readiness, ethical concerns regarding AI use in education, and the necessity for policy-level support. Participants emphasized the need for AI training programs, infrastructural upgrades, and a strategic framework for AI integration. Key limitations include exclusion of student perspectives. Recommendations include revising the BS English curriculum to incorporate AI competencies, initiating faculty development initiatives, and fostering university-industry partnerships. Future research may explore the longitudinal effects of AI integration on student learning outcomes for sustainable and equitable AI integration in higher education.

Keywords: Artificial Intelligence (AI), BS English 2017 curriculum, English language education, higher education, Technological Pedagogical Content Knowledge (TPACK) framework

Abstract ID 4886

Effect of Cognitive Diagnostic Assessment as a Teaching tool in Teaching of Mathematic at Secondary Level

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The teaching-learning process in Mathematic classroom in Pakistan mostly based on passive approach. Problem-solving strategies are not included. Student performance is measured only memorising abilities even in subject like Mathematics. Cognitive Diagnostic Assessment is a kind of informative assessment that is intended to measure specific knowledge constructions and processing skills in students. This provides information about their cognitive strengths and weaknesses. Cognitive Diagnostic Assessment (CDA) has been involved in diagnostic, expressive, and good levels of feedback. Although cognitive diagnosis aims to promote student learning based on diagnostic feedback. Currently, studies have focused on and evaluated the effectiveness of such feedback (e.g., Wang et al., 2020; Tang and Zhan, 2021; Wang S. et al.). The purpose of the study was to find out the effectiveness of Cognitive Diagnostic assessment as a tool for teaching Mathematics at Secondary level. Pre-test post-test Equivalent Group design was used for the study. For the pre-test and post-test, two equivalent tests were constructed. Data collected through tests was analyse by using SPSS and t-test was applied. There was significance difference between the mean scores of pre-tests and post-test of experimental group. So, the students who were provided the treatment showed improvement in their achievement. Mathematics teacher may use it in their classroom.

Keywords: Cognitive diagnostic assessment, Diagnostic feedback

Abstract ID 4885

Empowering Educators for Tomorrow: Leader's Intellectual Stimulation as a Catalyst for Teachers' change Adaptability

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Effective learning and instruction need instructors to adapt their professional skills in continuously changing educational landscapes. Based on transformational leadership theory, this study investigates how school leaders' capacity for intellectual stimulation enhances teachers' ability to welcome change and pursue continuous professional development. Objectives of this study are (a) to find out perceptions regarding presence of school leaders' intellectual stimulation in educational institutions. (b) to determine the relationship between intellectual stimulation and teachers' change adaptability. A sample of 322 respondents from 28 public elementary schools was drawn out of population comprising 1606 teachers and heads of 169 elementary schools of district Dera Ghazi Khan through stratified random sampling. It is a quantitative study. The correlational research design is carried out. A questionnaire was administered as a tool. Data analysis was done through SPSS software using frequency, mean, standard deviation as descriptive statistics while Pearson correlation as inferential statistics. It was concluded that intellectual stimulating abilities are positively present in school heads. A moderate positive correlation exists between intellectual stimulation and teachers' adaptability. It was recommended that to encourage teachers' change adaptability, school administrators should implement transformational leadership practices. The development and resilience of educators may further be strengthened through participatory decision-making and regular professional trainings.

Keywords: Intellectual stimulation, Change adaptability

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Effect of Digital Literacy on the Academic Performance on the Student's at Undergraduate Level

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This research study aims to investigate an overlooked aspect of the impact of digital literacy on undergraduate students' skills and academic performance in Lahore, Pakistan. With the soaring usage of electronic devices and online resources in education nowadays, the quantitative approach used in this descriptive study seeks to explore the association between students' level of digital literacy and performance in their studies. The present research has surveyed students from public and private sector universities in Lahore to probe into the impact of digital literacy skills on their academic performance. The positive high correlation between the students' proficiency in digital literacy and their academic performance was exercised by the analysis of data collected. A student who scores well in digital literacy tends to post better outcomes academically. This research also points out that training and support should be offered to increase the students' digital literacy in order to succeed in academics. Recommendations based on the findings included the implementation of training programs, workshops, and seminars that are necessary for improving the digital literacy competency in students with a view to bringing out the optimum level of educational performance. The research added significant input to the debate on digital literacy and further supports its importance in sculpting the academic life and success of the learner.

Keywords: Digital literacy, Digital skills, Academic performance, Digital competency, Online learning

Abstract ID 4881

Teachers' Perspectives on Non-Violent Discipline Policies (Maar Nahi Pyaar Initiative)

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The "Maar Nahi Pyaar" initiative, launched by the Punjab government, aims to improve students' academic performance and behavior through non-violent disciplinary practices. This study investigates teachers' perspectives on the initiative, focusing on its impact on student learning, behavior, and classroom environment, and identifying challenges in its implementation. Using a qualitative phenomenological approach, data was collected through semi-structured interviews with ten teachers from five girls' public schools. Thematic analysis revealed that the initiative fostered a friendly classroom environment, increased student motivation, regular attendance, and improved academic performance. Students were more open in sharing learning difficulties. However, many teachers observed a decline in student discipline, reporting increased disrespect and poor behavior. Major challenges included difficulty in maintaining order without corporal punishment, lack of training in alternative strategies, and prevailing cultural expectations. To enhance policy outcomes, the study recommends teacher support through targeted training, mentorship, and adequate resources, along with recognition and appreciation. Additionally, community engagement, parental awareness, and student involvement through school councils are crucial for promoting understanding and long-term success of non-violent discipline practices.

Keywords: Non-violent Discipline, Maar nahi pyaar, Teachers' perspectives, Policy implementation, Student behavior

Abstract ID 4880

Reflective Practices of Secondary School Teachers for effective Teaching and Learning using Gibbs' Reflective Model

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Reflection is considered an important aspect of continuous improvement, learning, and professional proficiencies. Although it is not evident in Pakistani public schools, the teachers are seen to be involved in reflection implicitly. Gibbs' reflective cycle offers them a systematic and organized structure to write their reflection about the different events they experienced and tackled with. This study aimed to explore the reflective practices of secondary teachers in Punjab, using the 6-stage cyclic model of Gibbs. The research objectives of the study were to investigate how secondary school teachers engage in reflective practices in their teaching and learning process, using Gibbs' reflective cycle, to examine the role of Gibbs' reflective cycle in writing the reflections of the SSTs, and to find out the recommendations of SSTs that they devise for the future in light of their reflections. The research questions were up-stretched accordingly. The study design was qualitative; interviews were conducted based on Gibbs' reflective cycle. Secondary school teachers were the population of the study, and 14 secondary school teachers were chosen as a sample of the study using convenient sampling technique from 4 high schools in Dist. Okara. Data were analyzed using NVivo 12 software. Deductive coding and thematic analysis were used to analyze the data; project maps and diagrams have been generated. The study found that how well the secondary school teachers reflected upon the situations they experienced during their teaching learning, described their emotional state, evaluated and analyzed the situations, and finally made conclusions and recommended action plans for the future in a systematic and organized way with the help of Gibbs' reflective cycle. It is recommended in the light of this research that there must be educational sessions and workshops for making reflective practices a successful and practical approach for teachers at different levels from bottom to top. With the help of reflective practices, teaching may be at the next level. The study contributed to the existing body of knowledge and implications of Gibbs' reflective model in exploring systematic reflections of secondary school teachers.

Keywords: Reflective practices, Gibbs' reflective cycle, Secondary school teachers

Abstract ID 4879

AI in Education: A Meta-Analysis of Opportunities, Ethical Risks, and Future Directions (2019–2024)

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This meta-analysis synthesizes 50 peer-reviewed studies (2019–2024) to evaluate the transformative potential and ethical challenges of artificial intelligence (AI) in education. Findings reveal AI improves personalized learning outcomes by 20–35% and reduces teacher workload by 6–10 hours weekly. However, critical risks include algorithmic bias (30% of studies), data privacy violations (25%), and widening equity gaps. The study highlights the need for robust ethical frameworks, teacher training, and equitable AI access policies. Stakeholders must balance innovation with accountability to harness AI's benefits while mitigating harm.

Keywords: AI in education, Algorithmic bias, Personalized learning, Ethical AI, Educational equity

Abstract ID 4878

Effect of Emotional Intelligence on Early Childhood Education Teachers' Classroom Management Practices

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This study investigates the effect of emotional intelligence (EI) on classroom management practices among early childhood education (ECE) teachers. Classroom management is crucial for creating an effective learning environment, particularly in the formative years of a child's education. Emotional intelligence, defined as the ability to perceive, understand, and manage one's own emotions and those of others, is hypothesized to significantly influence how teachers handle discipline, student engagement, and overall classroom dynamics. The population of the study was consisted of public and private schools of Lahore and sample was consisted of 400 teachers. Petrides (2009) Trait emotional intelligence Questionnaire-Short Form and self-constructed classroom management practices questionnaire were used to collect data. T-test, ANOVA, descriptive statistics technique were applied to analysis data. Results show that early childhood education teachers with higher emotional intelligence show more empathy, adaptable management techniques, and a more peaceful classroom environment. These findings highlight the importance it is to include emotional intelligence training in preparation for teachers courses in order to improve classroom management and create a supportive learning environment for students. The result of the analysis showed that there was statistically significant positive between two variables emotional intelligence and classroom management practices. So it is recommended that early childhood education teachers should be high in their emotional abilities so that they can teach effectively and manage their classroom. They should be provided opportunity to enhance their emotional intelligence.

Keywords: Emotional intelligence, Classroom management, Education, Early, Childhood

Abstract ID 4877

A Study on Problems Faced by Female HoDs in Higher Education Institutions of Punjab

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This study explores glass ceiling experiences as reported by female Heads of Departments (HODs) in higher education institutions in Pakistan. Women in leadership positions often encounter various challenges that hinder their career advancement, especially within academia. These obstacles, known as glass ceiling experiences, arise from systemic, cultural, and individual factors that disproportionately limit women's access to senior leadership roles. Despite the increasing presence of women in academia, systemic and cultural barriers continue to impede their career growth and shape their leadership behaviors. Using a quantitative research design, data was collected from 200+ female HODs across both public and private universities. The results reveal that gender biases, organizational challenges, and societal expectations significantly affect women's leadership paths. The study emphasizes the importance of targeted interventions, such as mentorship programs and inclusive policies, to foster gender equity. These findings contribute to a deeper understanding of gender disparities in academic leadership and suggest that higher education institutions should implement structured mentorship programs. Such initiatives should provide guidance, professional development, and resources to help female HODs navigate institutional barriers and enhance their leadership skills, ultimately promoting gender equity in academic leadership.

Keywords: Female leadership, Higher education, Gender equity, Leadership styles, Organizational barriers, Cultural norms, Mentorship programs.

Abstract ID 4874

A Study on Cognitive Load Management as a Pedagogical Strategy in Science Education

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Cognitive Load Management (CLM) has emerged as a valuable approach to optimize learning by balancing intrinsic, extraneous, and germane cognitive loads within instructional design. As science education presents unique cognitive challenges due to complex and abstract concepts. This study examines CLM's effectiveness as a pedagogical strategy to reduce cognitive strain, address misconceptions, and deepen conceptual understanding. Conducted as a quasi-experimental one-group pre- and post-test study with 30 secondary level students from a private school in Abbottabad, KP. The assessment included 15 dual-tier conceptual questions of 10th grade physics, specifically focusing on current electricity. Psychometric analysis revealed a mean difficulty index of 0.67, a discrimination index of 0.30, and a reliability index of 0.78. CLM interventions such as dynamic scaffolding, sequential chunking, adaptive visualizations, distraction management, and phased conceptual layering minimized cognitive load and promoted engagement, enabling students to better understand complex topics. Consequently, the interventions optimized working memory use and enhanced long-term memory encoding. Quantitative analysis showed a significant improvement, with pre-test scores averaging 54 ± 8 SD, rising to 83 ± 6 SD on the post-test. A paired t-test confirmed this improvement ($p < 0.001$), reinforcing the effectiveness of CLM as a pedagogical strategy.

Keywords: Cognitive load management, Distraction management, Dynamic scaffolding, Misconceptions in science, Physics education

Abstract ID 4873

The Future of Healthcare Communication: Addressing Global Challenges in the 21st Century

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The digital revolution has reshaped healthcare communication, presenting both opportunities and obstacles. This article delves into the global communication challenges confronting healthcare professionals in the 21st century, from social media's impact to the complexities of digital information exchange. This research investigates how social media platforms and user-generated content impact healthcare communication globally, highlighting the benefits and obstacles faced by medical professionals. Digital innovation has profoundly transformed the healthcare landscape worldwide, with health professionals increasingly relying on social media and web- based platforms in their daily practice. Healthcare's digital landscape is marked by regulatory ambiguity, with professionals using social media and web-based tools without comprehensive understanding of associated risks or clear ethical and legal parameters. Considering the sacred nature of the practitioner-patient relationship and the significance of a healthcare professional's reputation, navigating the ethical and legal complexities of digital interactions is crucial. Practical recommendations are outlined to protect healthcare professionals from legal, ethical, and reputational risks associated with digital interactions. A comprehensive guide is provided to help healthcare practitioners navigate digital challenges and avoid common mistakes. The recommendations are built on the cornerstone of moral character and medical excellence, encapsulated in the phrase 'be a good person and a good doctor'. The discussion focuses on the key aspects of publication and the repercussions of failing to meet social media's expected publishing norms. In this context, publication refers to the distribution of content to a third party or group, with social media specifically denoting online platforms facilitating multi-person sharing. Health professionals must recognize that social media posts constitute published content, entailing potential risks and liabilities if not approached with thoughtful consideration and professionalism.

Keywords: Healthcare communication, 21st century healthcare, Global health challenges

Future Oriented Learning: Navigating the Challenges and Seizing the Opportunities in a Rapidly Evolving Educational Landscape

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In the 21st century, the educational landscape is undergoing a rapid transformation driven by technological advancements, global shifts in workforce demands, and changing pedagogical practices. This paper critically examines the concept of future-oriented learning, emphasizing the importance of preparing learners for an unpredictable and dynamic world. The research identifies key challenges in adapting to this evolving environment, including disparities in access to technology, the inadequacy of traditional teaching methods, and the increasing need for digital literacy and soft skills such as critical thinking and adaptability. Through a review of recent studies and analysis of current trends, this paper also explores the opportunities presented by emerging technologies such as artificial intelligence (AI), personalized learning platforms, and hybrid models of education. These innovations have the potential to enhance learning outcomes, foster inclusivity, and equip students with future-proof skills. However, their effective implementation requires addressing policy gaps, ensuring teacher preparedness, and fostering a culture of continuous learning among educators and students alike. The findings of this research highlight the critical role of collaboration between governments, educational institutions, and industry in shaping a future-ready educational system. The paper concludes with recommendations for policymakers and educators to embrace a forward-thinking approach that balances technological integration with human-centered learning, thereby preparing learners to thrive in an increasingly complex and interconnected world.

Keywords: Future-oriented learning, Educational transformation, Technological integration, Digital literacy, Personalized learning, AI in education.

Abstract ID 4863

Assessing the Level of Adolescent Girls' Social, Emotional and Behavioral Skills

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With the advent of the 21st century, the world has witnessed a growing interest and emphasis on developing students' social skills, emotional intelligence and addressing their behavioral issues in order to ensure their well-rounded growth. The current study was designed to assess the level of social, emotional and behavioral (SEB) skills of the adolescent girls studying in Grade VII in four semi-government schools of Lahore, Pakistan. In order to measure the social, emotional and behavioral skills of the adolescents, a scale called BESSI (Behavioral, Emotional and Social Skills Inventory) was developed by Soto et al. (2022). In this study, BESSI-96 was adopted and translated into Urdu to be used as an instrument to gather data. The data was analyzed by using descriptive statistics in SPSS-21. Findings revealed that the participants were on low levels in Social Engagement Skills, whereas their Emotional Resilience Skills, Cooperation Skills, Self- management Skills and Innovation Skills were found to be at moderate level. Out of total 32 sub-skills, 15 with lowest scores in ascending order included Persuasive Skill, Time Management Skill, d Skill, Abstract Thinking Skill, Responsibility Management Skill, Anger Management Skill, Creative Skill, Teamwork Skill, Perspective-Taking Skill, Conversational Skill, Expressive Skill, Ethical Competence, Confidence Regulation, Goal Regulation and Decision-Making Skill respectively.

Keywords: Social skills, Emotional skills, Behavioral skills, BESSI, Adolescence

Abstract ID 4860

Impacts of Educational Technology on Students Learning at Private Sector Primary Schools of Karachi

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Educational technology plays a fundamental role in enhancing teaching learning process. The main objectives of this study to examine the Impacts of Educational Technology on increase students engagement and motivation at primary level this study aim to explore the Impacts of Educational Technology improve students learning outcomes at primary level. The Research study was survey and descriptive nature population of this study was all private primary schools teachers and students Gulshan-e-Iqbal town Karachi. 200 teachers and 300 students. Primary schools 25 were selected through random sampling. Data collected through closed-ended questionnaire developed for teachers and students. Data analysis percentage method was used. Results that educational technology is very useful for the effective teaching learning process at primary level. It was found that educational technology tools are available majority private schools, these flip charts overhead projectors, multimedia projectors, educational software's, computers, and internet facilities. It was concluded educational technologies integral part of learning helps the in-personality development removes traditional environment makes learning interesting gives better understanding saves timing and makes learning very easy. It's recommended that Internet facilities should be ensured in each school. Teachers should be provided sound and facilitated atmosphere for the effective utilization of education technology.

Keywords: Educational Technology, Students Learning, Primary Schools

Abstract ID 4859

Effect of Instructional Behavior of Teachers on Students' Motivation towards Learning Science at Secondary School Level

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The current study examined the effect of instructional behavior of teachers on students' motivation to learn science at the secondary level in Lahore. The aims of this research were as to investigate the instructional behavior of teachers, to assess the effect of instructional behavior of teachers on students' motivation towards learning science, examine the relationship between the instructional behaviors of teachers and students' motivation. A causal-comparative research design, quantitative in nature, was adopted for the purpose of the study and simple random sampling technique was used to draw a sample of 540 students from grades IX and X of public secondary schools of three Tehsils of Lahore. Data were obtained using an adapted questionnaire that has been reviewed by experts with a Cronbach alpha of .806. Results revealed no significant differences in most instructional behaviors between male and female students, although a significant difference was noted in the organizational behaviors of teachers. The study concluded that encouraging a social and friendly classroom atmosphere can raise student motivation. Based on the study's findings, it was recommended that teachers investigate the motivating and demotivating behavioral factors influencing students' learning at the secondary school level.

Keywords: Instructional behavior of teachers, Instruction, Behavior, Motivation

Abstract ID 4858

AI-Powered Personalized Learning in STREAM Education

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AI's integration into education has created opportunities for personalized learning, especially in STREAM education (Science, Technology, Reading, Engineering, Arts, and Mathematics). The study will concentrate on creating and using adaptive AI systems to meet students' individual learning styles, requirements, and learning progress. The objective of this research is to investigate how AI-driven personalized learning platforms can transform STREAM education by boosting student involvement, enhancing academic results, and fostering customized educational experiences. This is a qualitative research study. The research has been examined the ability of AI algorithms to adapt content delivery, assessment, and feedback in order to enhance learning. 25 University students have been selected as a sample through purposive sampling and conducted interviews. Content analysis have been done. The results revealed that substantial enhancements in student independence, persistence, and the acquisition of STREAM skills. In the end, this study will play a part in creating better, diverse, and captivating educational approaches, laying the groundwork for the future of individualized learning.

Keywords: Artificial Intelligence, Personalized Learning, STREAM Education Science, Technology

Abstract ID 4856

Gamification as Pedagogical technique in learning Mathematics: A perceptual insight from prospective Teachers

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Effective Teaching and learning strategies are helpful to enhance the learning outcome. Among many of the teaching strategies, gamification significantly helps to improve the motivation of the prospective teachers in learning mathematics at university students. Appropriate selection and application of gamification as a teaching technique could help to increase student's motivation, Active learning and engagement, promote critical thinking and encourage collaboration and participation in learning activities to make them able to solve their real-life problems. Gamification as teaching a technique helps to increase their analytical skills to cope with life challenges. The study was designed to identify the perceptions of prospective teachers about gamification as a teaching technique in learning mathematics. A survey study was conducted on 60 students in the Department of Educational Sciences to identify their perception about gamification as a teaching technique. The sample was selected from the students of the B. Ed Program who were currently learning mathematics as their specialization The results indicated that gamification helps to improve students' motivation and enhance their reasoning skills reflect improvements in their academic performance. This study helps to fill the need for planning and application of appropriate pedagogical techniques in learning Mathematics.

Keywords: Gamification, Perspective teachers, Motivation, Engagement, Active learning,

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Abstract ID 4855

Faculty Insights on Professional Development Opportunities and their Effectiveness at the University of Education, Lahore: A Qualitative Study

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Professional development of faculty members is considered an important aspect of ensuring academic excellence. It ensures that teachers are skillful, innovative, and capable of delivering outstanding teaching. This study investigated the perspective of university faculty members on the professional development opportunities available to them and their effectiveness. The purposive sampling technique was used to select faculty members from the University of Education, Lahore. A total of forty-six faculty members were selected as a sample for the study. Semi-structured interviews were conducted to gather detailed information from the participants till achieving the saturation point. These semi-structured interviews were transcribed verbatim and translated into English. The data were analysed using reflexive thematic analysis. Most of the faculty members mentioned that professional development opportunities were provided to them in the form of workshops, seminars, webinars, training sessions, conferences, induction training, Ph.D. and Postdoc scholarships which were significant contributors to enhancing their teaching and learning experiences. However, some faculty members showed their dissatisfaction by considering professional development activities as less effective due to their irrelevant content, inexperienced master trainers, and provision of basic knowledge by resource persons rather than introducing something new to their fields. Some faculty members perceived that professional development opportunities were infrequent and limited to fulfill their needs. It is recommended that professional development opportunities be provided by conducting a proper need analysis that can bridge the gap between the perceived needs and actual needs of faculty members. Additionally, professional development programmes might be improved by promoting a collaborative learning environment, providing continuous feedback mechanisms, and enhancing induction and mentorship.

Keywords: Professional Development Opportunities, Perceived Effectiveness, Faculty Members, University of Education, Lahore, Qualitative Study

Abstract ID 4852

Out of School Children in Balochistan: Reasons and Solutions

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This study aimed to investigate the phenomenon of out of school children in Balochistan, underline the primary reasons for their non-enrollment in the education system. To identify solutions to increase school enrollment and reduce the number of out of school children in Balochistan. This study was conducted across three district of Makran division (Panjgur, Turbat, and Gwadar). This study utilized a mixed method approach. For qualitative data 21 out of school children and their parents were selected through snowball sampling and for quantitative data 255 primary teachers and community workers were selected through purposive sampling. Semi-structured interview protocols titled: "Interview for OOSC" and "Interview for OOSCP" were developed with the help of literature for qualitative part of the study. A questionnaire titled: "Out of school children questionnaire" (OOSCQ) on five point Likert scale was developed with the help of literature for quantitative part of study. Thematic analysis was used for interviews to detect recurring themes and patterns. Descriptive statistics were used to describe demographic data, while liner regression and correlation coefficient test was used to answer the research questions. Economic factors, geographical and infrastructure challenges, and cultural factors were emerged as three main themes for reasons and economic support, improved access to education and community empowerment and governance strengthening were emerged as main theme for solutions. Quantitative analysis confirmed a statistical relationship between the reasons and solutions and linear regression analysis further confirmed the significant impact of solutions on reasons for out-of-school children. The overall findings of the study show that the main reasons were poverty, unemployment, child labor, parental involvement, lack of concern for their children's education, lack of awareness because they don't know the importance of education, focus on basic needs for survival, underprivileged, lack of community and government involvement, lack of transportation, distance to school, lack of schools, gender biased, early marriage, and traditional and Islamic beliefs. And the main solutions to address these issues were provision of scholarships, financial aid and school supplies, cash transfer and subsidies, constructing additional schools, services for transportation, adjustable school schedules, and programs for raising community and parental awareness and bosting educational policies. It is recommended that scholarships and stipends for out of school children should be established. These financial aid packages should include tuition, uniforms, books, and other school-related costs. Conditional cash transfer schemes to incentivize families should be implemented, new schools in remote and underdeveloped locations should be build, transportation choices, such as school buses or community-organized transportation should be provided, community-wide awareness programs to promote education for both genders should be conducted.

Keywords: Out of school children, Balochistan, Reasons, Solutions

Abstract ID 4850

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

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The main purpose of the study was to explore the factors affecting teachers' quality of performance and then the effect of those factors on quality performance of secondary school teachers of Lahore. Sample of the study was teachers of public secondary schools in Lahore. Research design was causal comparative and survey method was used for data collection. A sample of 384 faculty members was selected by using simple random sampling technique. It split into 178 male and 206 female candidates. The questionnaire was self- administered. It consisted on 125 items, on Five-point Likert scale. Expert opinion and pilot testing were used to confirm the validity. Cronbach's alpha was used to the analyze reliability of the questionnaire. Researcher visited the schools personally to collect the data through questionnaire. Then used descriptive statistics and linear regression to analyze the effect of factors affecting teachers' quality of performance on indicators of quality performance of secondary school teachers. Study suggested that there was strong effect of organizational, educational and social factors on indicators of quality performance of secondary school. Null hypotheses were rejected. This study recommended to ensure that teachers should have manageable workload, competitive salaries and performance-based incentives. School infrastructure should be well-maintained, modern, and teaching tools and technology should be used to maintain teachers' quality performance.

Keywords: Factors Affecting Teachers' quality of performance, Secondary school teachers', Indicators of teachers quality of performance

Stakeholders' Perspectives on Early Childhood Education Initiative in Public Sector Schools

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Early Childhood Education (ECE) refers to the period of learning for holistic child development, which includes activities for cognitive, emotional, social, and physical growth. Early childhood education has a great impact on children's growth and developmental needs. The School Education Department of Government of the Punjab is working hard to expand Early Childhood Education (ECE) across the region. This study aimed to investigate early childhood education initiative by examining the perspectives of head teachers and teachers. For this study a qualitative research methodology was employed. The study utilized a phenomenological research design to understand the lived experiences of stakeholders involved in the ECE initiative in Punjab, Pakistan. Data were collected through in-depth interviews with purposive sample of different stakeholders, including Head Teachers, ECE Teachers and Grade 1 teachers from public sector schools. This approach allowed for in-depth exploration of participants' experiences and suggestions regarding the ECE initiative. The findings highlight that stakeholders have a positive view of early childhood education (ECE) and understand its crucial role in building a solid educational base. This broad recognition underscores the importance of ECE and its impact on future learning and development. However, concerns about resource allocation, teacher training, and curriculum standardization were also raised. The study recommends that training may be provided periodically to in-service teachers and financial resources may be provided to ECE programs in order to improve children's skills. Focus on teacher training and duration of training may be enhanced. Parental involvement was also increased and prioritize the health, hygiene and safety of children's.

Keywords: Early childhood education initiative, Stakeholders, Perspectives

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Learning through AI Supported Tools at University Level: Opportunities and Challenges

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This research article aimed to explore the frequency of utilization of artificial intelligence (AI) supported learning tools in undergraduate programs at university level along with the challenges and opportunities created through these platforms. The main objective of the study was to trace the impact of AI supported learning tools on learning outcomes, engagement, and skill development of students. This study employs a mixed-methods approach, utilizing survey, interviews, and performance assessments across various disciplines of teacher education program. Total 100 prospective teachers provided data in the survey and 10 prospective teachers were interviewed to get in depth information about the phenomena. These students were selected through purposive sampling. Findings indicate that most frequently used AI supported tools are personalized Chat GPT, Google Bard and digital tutorials, significantly improving student understanding and retention of complex concepts. Moreover, students report higher levels of motivation and satisfaction when using these technologies due to the personalized responses generation according to the academic needs and requirements of students. However, challenges such as accessibility and the need for structured training, specially about ethics of using digital platforms were identified. This article highlights best practices for implementing AI tools through embedding AI supported education in curricula and recommends for teachers and institutions to optimize the use of AI supported learning practices to build an effective and inclusive learning environment for coping with global trends in education.

Keywords: Artificial intelligence (AI), Digital platforms, Digital literacy, Learning

Abstract ID 4838

Integrating Technology in Teaching Practices: Exploring how Digital Tools and Platforms can Enhance Teacher Training Programs and Prepare Educators for Tech-savvy Classrooms in Private Schools at Karachi, Pakistan

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The research, which is focused on Karachi's rapidly changing educational environment, holds great importance. It seeks to investigate how digital tools and platforms are being incorporated into teaching practices at a private schools in Karachi, Pakistan. The primary goal is to thoroughly assess how these technological advancements can improve the training of educators, providing them with the necessary skills to succeed in modern, technology-driven classrooms. By identifying effective strategies and conducting a comprehensive analysis of current practices, this study aims to offer a detailed understanding of the role of administrators in integrating technology into teaching pedagogies, as well as the advantages and challenges of integrating technology into teacher training. Qualitative research methodology is employed. Sampling includes 8x teachers (four from each school) 2x Principals, 1x Director Education and 1x Executive Director Education. Self-developed semi-structured Interview Guide was used to collect data. The data was then analyzed through thematic analysis. The findings from this research have provided valuable insights for educational institutions, offering a promising direction to enhance their teaching practices employed and better equip educators for the demands of the digital era. Future recommendations were suggested to emphasize to design and integrating tech-savvy teachers' professional development programs for a pedagogical shift and bringing policy reforms in teacher education programs.

Keywords: Curricular reforms, Digital tools, Integrating technology, Pedagogical shift, Policy reforms, Tech- savvy classrooms

Abstract ID 4837

Mapping Sustainability in the Classroom: Equipping Future Educators through SDG-Focused Curriculum Evaluation

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This study focuses on evaluating the integration of Sustainable Development Goals (SDGs) within the Single National Curriculum (SNC) for grades 1-3 in Pakistan, aiming to equip future educators with the tools necessary to foster sustainability in the classroom. Utilizing a qualitative research design, the study employed content analysis to systematically examine textbooks and curriculum documents across subjects such as English, Urdu, Mathematics, General Knowledge, and Islamiyah. The sample included SNC materials published by the Punjab Textbook Board, with a purposive sample selected to represent the early grades. Instrumentation was based on a coding framework aligned with UNESCO's Education for Sustainable Development (ESD) learning objectives, allowing for the identification and analysis of SDG-related content. Data analysis revealed that while some SDGs are moderately integrated into the curriculum, there are notable deficiencies, particularly in promoting environmental sustainability, critical thinking, and participatory decision-making. The findings suggest that the current curriculum partially aligns with the goals of sustainable development but requires significant enhancement to fully prepare students for the challenges of the future. The study concludes that while the SNC has made initial efforts to incorporate SDGs, there is substantial room for improvement in terms of comprehensive and balanced integration across all subjects. Recommendations for curriculum policymakers includes; to incorporate more comprehensive ESD principles, enhancing teacher training on ESD pedagogies, and ensuring that future educators are well-equipped to lead students toward a sustainable future and developing supplementary materials to strengthen the coverage of underrepresented SDGs.

Keywords: Sustainable development goals, Single national curriculum, Education for sustainable development, Curriculum analysis, Elementary education, Pakistan

Abstract ID 4835

Teacher's Perception and Actual Knowledge to Handle Children with Attention Deficit Hyperactivity Disorder (ADHD) in Classroom

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Teachers are the pillars of learning. Their knowledge/understanding contributes to developing their pedagogical skills and to guidance and counseling to the parents as well as contributes to forming perceptual meaning for children in school and the classroom. This contribution of knowledge matters for perceptual development in handling children with ADHD in the classroom. Thus, the present case study helped to find out the knowledge level and comparison of knowledge with the perception of teachers for handling children with ADHD in the classroom from five teachers. Data were collected through a survey and a semi-structured interview with teachers by applying a mixed-method research approach. The results of the present case study indicated that the mostly teachers were at a good level of knowledge, whereas; on comparison of knowledge of teachers with their perception (to handle children with ADHD), the teachers showed the same level of perception although they were at different knowledge levels. The results refer to teachers' training to enhance their knowledge level from good to excellent, as there was no teacher with an excellent level of knowledge.

Keywords: Teacher's knowledge, teacher's perception about ADHD

Abstract ID 4827

Role of Innovation and Technology:
Female Leadership Competencies in School Setting

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The current study investigate the crucial role of innovation and technology in empowering female school leaders in Karachi Pakistan. The study aims to examine how technological advancements and innovative practices can develop the leadership competencies of women leaders in educational settings, addressing the persistent gender disparities in leadership roles. The researchers used descriptive research methodology, collected through survey technique, involving female school leaders from diverse educational institutions. The findings reveal that technology serves as a critical tool in fostering more inclusive and effective leadership. Female leaders who use digital platforms and innovative strategies are better equipped to manage administrative tasks, facilitate collaborative learning environments, and drive school improvement initiatives. Additionally, the research highlights that access to technology and training in its use significantly enhances the confidence and leadership efficacy of women in these roles. The study concludes that integrating innovation and technology into leadership development programs is essential for empowering female leaders in education, ultimately contributing to more equitable and dynamic school environments. Recommendations are made for policy makers and educational institutions to prioritize technological integration in leadership training, with a focus on gender inclusivity.

Keywords: Female leadership, Innovation, Technology, Gender equality, Leadership empowerment

Abstract ID 4826

Integrating Artificial Intelligence in Teacher Education Programs for Professional Development

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The integration of Artificial Intelligence (AI) in education has the potential to revolutionize teacher education, offering transformative opportunities and posing significant challenges. Researcher conducted open ended interview and opinions from the faculty members of universities. The purposive sampling technique selected 5 faculty members from different universities. A semi-structured interview guide was developed to get data from the participants. Data was analyzed thematically by facilitation of NVivo 14. The concerns of data confidentiality and ethical considerations were also addressed on the expert opinion of senior faculty data was analyzed and main themes were developed about future of Teacher Education and professional development of educators in the Pakistani perspective. This paper explores the multifaceted role of AI in shaping the future of teacher education especially soft skills of teaching department. It examines how AI technologies can enhance teacher training through personalized learning, data-driven insights, and innovative pedagogical tools. The study also delves into the challenges associated with AI adoption, such as the need for teachers to acquire new digital competencies and the risk of over-reliance on technology. Furthermore, the ethical implications of AI in education are scrutinized, particularly regarding data privacy, algorithmic bias, and the potential impact on the human element of teaching. By analyzing current trends and future prospects, this paper provides a comprehensive overview of the opportunities and challenges presented by AI in teacher education, ultimately highlighting the critical considerations for educators, policymakers, and researchers in navigating this rapidly evolving landscape. Therefore, the findings also emphasize the diverse implications of equalizing technological innovation with keeping important human fundamentals in education while highlighting the justice and inclusivity.

Keywords: AI, Teacher education, Professional development, Educational technology