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ABSTRACTS

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NPRCE 01

Leadership Development through Teacher Education Programs: Students' Perspectives

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Abstract:

This study focused on development and exploration of Leadership skills among the students of GC Women university Sialkot. The perceptions of university students regarding how the Teacher Education Programs are developing and promoting leadership skills were studied. Purposive sampling was done to get the data from students' which were directly involved from the Teacher Education Programs of GC women university Sialkot. The Quantitative data analysis of the survey questionnaire was done through SPSS by making frequency tables, graphs, percentages and One-way ANOVA. The analysis through quantitative data of questionnaire of university students of the department of education revealed that the Teacher Education Programs are positively contributing towards the promotion and development of leadership skills like problem solving, digital communication, collaboration, conflict resolution, decision making, emotional intelligence, critical thinking, team building, vision, strategic management and reflective practices. The curriculum and highly skilled instructors are making this contribution by giving the students the chance to practice teaching and do research under the guidance of subject matter specialists. Based on the research's findings, it is advised that teacher education programs be given as many seats as possible for students to enroll, as well as more funding to support their leadership abilities.

Keywords:
Teacher Education Programs, Leadership Skills, Leadership Development, Higher Education Students.

NPRCE 02

Language, Media, and Culture: The Role of Digital Media in Shaping Cultural Communication

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Abstract:

Language plays a central role in shaping cultural identities and facilitating communication in contemporary societies. With the rapid expansion of digital media platforms, language practices are increasingly influenced by online communication environments, leading to significant transformations in cultural expression and interaction. This study explores the relationship between language, media, and culture, with particular focus on how digital media contributes to the formation, representation, and transmission of cultural values and identities. The research adopts a qualitative descriptive approach to examine the ways individuals use language across digital media platforms such as social networking sites, blogs, and online forums. The findings suggest that digital media has created new linguistic patterns, including the emergence of hybrid language forms, code-switching, and the integration of local and global cultural expressions. Moreover, media platforms act as spaces where cultural meanings are negotiated, shared, and sometimes contested among diverse communities. The study highlights that digital communication not only facilitates cultural exchange but also influences how individuals perceive cultural belonging and identity. The results indicate that language used in digital media contributes to shaping cultural narratives and social interactions in both local and global contexts. The study emphasizes the importance of understanding the interplay between language, media technologies, and cultural dynamics in order to better interpret contemporary communication practices. These findings contribute to ongoing discussions in linguistic and cultural studies by demonstrating how media-driven linguistic practices influence cultural representation and intercultural communication in modern societies.

Keywords:
Language, Digital Media, Culture, Communication, Identity.

NPRCE 03

Teacher Social Intelligence and AI-Integrated Instruction: A Moderated Mediation Model of Student–Teacher Relationship and Digital Competence

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Abstract:

The integration of artificial intelligence (AI) in education has transformed instruction, requiring teachers to combine technological and relational skills. Although digital competence is essential for AI-supported teaching, limited attention has been given to teachers' social intelligence in enhancing AI-integrated instruction. Addressing this gap, the present study examines teachers' social intelligence and AI-integrated instruction through a moderated mediation model, with student–teacher relationship as mediator and digital competence as moderator. The study was guided by the post-positivist research paradigm and used a deductive research approach. A quantitative methodology was adopted, using a cross-sectional survey design. The population comprised teachers from educational institutions in Punjab, Pakistan. A sample of 580 teachers was selected through a multistage sampling technique. Data were collected through a structured questionnaire adapted from validated scales measuring teachers' social intelligence, student–teacher relationship, digital competence, and AI-integrated instruction. Data were analyzed through SPSS and PLS-SEM to examine measurement quality and test direct, indirect, moderation, and moderated mediation effects. The findings reveal that teachers' social intelligence positively influences AI-integrated instruction directly and indirectly through student–teacher relationship. Digital competence strengthens this pathway, indicating that relationally skilled teachers use AI more effectively when supported by strong digital abilities. The study recommends integrating social intelligence, relationship-building, and digital competence into teacher education, professional development, and AI-focused training programs. It also suggests that educational policy should promote balanced AI adoption that values both technological readiness and human-centered teaching.

Keywords:
Social Intelligence, Ai-Integrated Instruction, Student–Teacher Relationship, Digital Competence, Pls-Sem.

NPRCE 04

Enhancing Teacher Questioning Competencies through AI-Supported Reflective Practice: A Gibbs' Reflective Cycle Study

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Abstract:

Questioning is an important part of classroom teaching, but teachers do not always realize how their questioning style affects student participation and learning. This reflective article explores the researcher's journey of improving classroom questioning techniques through reflection, classroom observation, and AI-supported feedback. The reflection was based on five recorded Grade 7 Urdu lessons and guided by Gibbs' Reflective Cycle (1988). At the beginning of the process, many classroom questions focused on factual recall and short textbook responses. Although students were answering questions, the classroom discussion often remained limited. Through lesson recordings and feedback from the IRIS Connect platform, the researcher became more aware of questioning habits, student participation patterns, wait time, and the use of probing questions. As the reflection continued, questioning gradually became more open-ended and discussion- based. Students were given more opportunities to explain their ideas, share opinions, and participate in classroom discussions. The process also helped the researcher develop greater awareness of questioning practices, reflective decision-making, wait time, and classroom interaction patterns that often go unnoticed during teaching. Through Gibbs' Reflective Cycle and AI-supported feedback, the researcher critically examined classroom interactions, student responses, and questioning strategies. This reflective process gradually strengthened the researcher's questioning competencies and encouraged more purposeful and reflective questioning practices. The study shows that small changes in questioning can create meaningful improvements in classroom interaction and student engagement. It also highlights how AI can support teachers as a critical friend by helping them identify classroom patterns that may not be easily noticed during live teaching. Overall, the reflective process contributed to professional learning, strengthened teacher questioning competencies, and demonstrated the potential of AI-supported feedback as a valuable tool for teacher development and reflective practice.

Keywords:
Classroom Questioning, Reflective Practice, Gibbs' Reflective Cycle, Teacher Competencies, Professional Learning, Teacher Development, Iris.

NPRCE 05

From Theory to Practice: An Analysis of Behavioral Leadership Practices among Educational Leaders in Lahore

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Abstract:

Education Leadership is a very important aspect that has effects on teacher performance and motivation, as well as the effectiveness of the schools. The given paper will examine how the Behavioral Leadership Theory is applicable to Pakistani private schools by discussing how the two approaches of leadership behavior, namely tasks-oriented and relationship-oriented, are relevant to the case of the teachers. The quantitative research design was applied and data was collected through a structured questionnaire regarding 42 teachers. The descriptive statistics, the reliability, the paired-sample t-test, and the correlation analysis were calculated using SPSS. However, the results indicated that both the task-oriented and relationship-oriented leadership typify school leaders, albeit a bit more, task-oriented leadership. There was a high positive relationship between the two dimensions of leadership. ($r = .810$, $p < .001$), which proved the fact that effective leaders combine both task and relational behaviors in practice. These results confirm the relevance of the Behavioral Leadership Theory to the Pakistani schools and the necessity of maintaining a balance between the task and relationship orientations in order to improve teacher motivation and the climate in a school. The article adds value to the field of the study of leadership in non-Western education and provides recommendations on leadership development programs.

Keywords:
Behavioral Leadership Theory, Relationship Oriented Leadership, School Leadership, Task Oriented Leadership.

NPRCE 06

The Relationship between Teachers' Verbal Praise and Classroom Behavior among Preschool Children

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Abstract:

Classroom behavior management is a critical component of effective teaching in early childhood education. Among various classroom management strategies, verbal praise is considered an important form of positive reinforcement; however, empirical evidence regarding its impact on classroom behavior in preschool settings remains limited, particularly within the local context. The present study aimed to examine the relationship between teachers' use of verbal praise and classroom behavior among preschool children. This study employed a quantitative correlational research design. The population comprised preschool teachers, and data were collected from a sample of 160 teachers using a convenience sampling technique. A structured questionnaire based on a five-point Likert scale was used to measure teachers' verbal praise and classroom behavior. The reliability of the instrument was established with a Cronbach's alpha value of .922, indicating excellent internal consistency. Data were analyzed using IBM SPSS Statistics, applying descriptive statistics, Pearson correlation, and simple linear regression analysis. The findings revealed that preschool teachers reported a moderate level of verbal praise ($M = 2.46$, $SD = 0.95$), while classroom behavior also showed a moderate level ($M = 2.24$, $SD = 0.85$). Correlation analysis indicated a strong, positive, and statistically significant relationship between verbal praise and classroom behavior ($r = .656$, $p < .01$). Furthermore, regression analysis confirmed that verbal praise significantly predicted classroom behavior, explaining 43% of the variance ($R^2 = .430$, $p < .001$). The study concludes that verbal praise plays a significant role in improving classroom behavior in preschool settings. The findings highlight the importance of incorporating positive reinforcement strategies into early childhood teaching practices and teacher training programs to promote positive classroom environments.

Keywords:
Teachers' Verbal Praise, Classroom Behavior, Preschool Children, Quantitative Study.

NPRCE 07

Digital Distraction and Its Relationship with Study Habits of Postgraduate Students

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Abstract:

Digital distraction has become a challenging issue for postgraduate students in this modern era of technology. The frequent use of digital devices in higher education has become common and affecting concentration, time management and study habits of the students. This study aimed to examine the relationship between digital distraction a study habits of post graduate students. The study will use quantitative research design with a survey method. Data will be collected from postgraduate students of ELM program 2025 through a structured questionnaire. The collected data will be analyzed by descriptive statistics using mean, median, standard deviation and Pearson correlation coefficient to examine the relationship. The study is expected to identify the significant relationship between digital distraction and study habits. The findings of this study will help all educational stakeholders to understand the effect of excessive use of digital technology on academic performance and develop effective strategies to address this issue in future.

Keywords:
Digital Distraction, Study Habits, Postgraduate Students, Academic Performance.

NPRCE 08

Burnout, Resilience, and Coping among ASD Professionals in Lahore: A Qualitative Exploration

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Abstract:

Professionals working with children diagnosed with autism spectrum disorder (ASD) frequently encounter emotional, psychological, and occupational challenges due to demanding work environments, behavioral management difficulties, communication barriers, and limited institutional support. Continuous exposure to these stressors may contribute to burnout, emotional exhaustion, and reduced professional well-being. Despite the increasing prevalence of ASD in Pakistan, limited research has explored the experiences of ASD professionals, particularly regarding resilience and coping mechanisms within educational and therapeutic settings. Therefore, this study aims to explore burnout among ASD professionals, investigate resilience factors, and identify coping strategies adopted while working with children with ASD in Lahore, Pakistan. A qualitative phenomenological research design was employed to understand the lived experiences of ASD professionals. The population included special education teachers and psychologists working in universities in Lahore. A purposive sample of 10 participants with at least one year of professional experience was selected. Data was collected through semi-structured online interviews conducted via Zoom or Google Meet. The interviews were audio-recorded with participants' consent and analyzed using thematic analysis. The findings revealed that ASD professionals experience emotional exhaustion, workload stress, and psychological fatigue; however, resilience is strengthened through professional commitment, teamwork, family support, and personal coping strategies such as self-care, spirituality, and professional development. The study contributes valuable insights for improving institutional support systems, professional well-being, and mental health interventions for ASD professionals in Pakistan.

Keywords:
Autism Spectrum Disorder (ASD), Burnout, Resilience, Coping Strategies, ASD Professionals, Special Education, Emotional Exhaustion, Qualitative Research, Thematic Analysis, Lahore, Pakistan.

NPRCE 09

Exploring the University Students' Use of AI Tools in Academic Writing: Benefits, Risks, and Ethical Challenges

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Abstract:

The rapid integration of Artificial Intelligence (AI) in higher education has significantly reformed academic writing practices among university students. This study aimed to explore the benefits, challenges, risks, and ethical considerations associated with AI tools such as Gemini, ChatGPT, and Grammarly, etc. Using a qualitative phenomenological design within the interpretivist paradigm, data will be collected through semi-structured interviews using convenience sampling. The collected data will be analyzed through coding, categorization, and thematic analysis to identify main patterns and themes. The findings will show that AI tools are beneficial for improving writing efficiency and confidence, but they will negatively affect the originality of knowledge and critical thinking while raising risks like ethical concerns about plagiarism and academic integrity. Furthermore, the study will suggest that universities need to develop clear institutional guidelines and policies along with ethical awareness programs for the ethical and effective use of AI tools in academic writing.

Keywords:
AI Writing Tools, Academic Integrity, Ethical Consideration, Qualitative Study, University Students.

NPRCE 10

Improving Mentorship Practices through Mentee Reflection: Implications for Teacher Competency Development in the AI Era

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Abstract:

The rapid integration of artificial intelligence (AI) into educational settings is transforming teaching, learning, and professional development practices, creating a growing need for teachers who are reflective, adaptive, and capable of continuous learning. Within this context, mentorship remains a critical component of teacher development, supporting novice and developing educators in navigating professional challenges and enhancing instructional competencies. However, mentorship practices often focus primarily on mentors' perspectives, while the experiences and reflections of mentees receive comparatively less attention. This study explores how mentee reflection can serve as a valuable mechanism for improving mentorship practices and strengthening teacher competency development in the AI era. Using a qualitative research design, the study examines reflective narratives of mentees participating in structured mentoring relationships. Data were collected through reflective journals and semi-structured interviews and analyzed using thematic analysis. The findings reveal that mentee reflections provide rich insights into mentor effectiveness, communication patterns, emotional support, professional growth opportunities, and challenges encountered during the mentoring process. The study further identifies key reflective themes that contribute to enhanced self-awareness, critical thinking, pedagogical decision-making, and professional identity formation among mentees. The findings suggest that systematically incorporating mentee reflection into mentorship programs can improve the quality of mentoring relationships and provide valuable feedback for mentor development. In the context of AI-driven educational transformation, reflective mentorship practices can help cultivate essential teacher competencies, including adaptability, ethical decision-making, digital literacy, and lifelong learning. The study contributes to the growing discourse on teacher education and professional development by highlighting the role of reflective practice as a bridge between traditional mentoring approaches and the evolving competency demands of contemporary education. Recommendations are offered for teacher education institutions and educational leaders seeking to design more responsive, reflective, and future-oriented mentorship frameworks.

Keywords:
Mentorship, Mentee Reflection, Teacher Education, Professional Development, Teacher Competencies, Artificial Intelligence, Reflective Practice, Educational Leadership.

NPRCE 11

Differential Classroom Behaviors of Students with Autism and Its Impact of Their Academic Achievements

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Abstract:

This research explored the differential behaviors exhibited by children with autism during classroom study time. It employed a mixed-method research design. The purpose of the study was to identify the differential behaviors of children with autism during classroom activities and examine how these behaviors affected their academic achievements. A tool was developed based on 13 interviews of teachers of students with autism and classroom observations during classroom activities. The instrument consisted of three sections: demographic information, students' behaviors, and students' academic levels. It was prepared on a Likert scale and consisted of 31 statements. Quantitative data were analyzed using SPSS using independent sample t-test, one-way analysis of variance, while thematic analysis was used for qualitative data. The findings of the study revealed the common behaviors of students with autism are no eye contact, no attention span, communication issues, no sitting span, no socialization and hyperactivity. Those behaviors which are different and do not exist in every autistic child are included: hand flapping, self-hitting, unusual interest, head banging, following rituals, echolalia and different sensory preferences. The analysis revealed that the male students lack socialization skills more than female students. There are no differential behaviors that predict the impact on academic performance. Furthermore, the analysis showed that differential behaviors predict 14% variation in academic performance.

Keywords:
Autism, Differential Behaviors, Academic Achievement.

NPRCE 12

Exploring the Factors Contributing English Language Learning Anxiety among Pre-Service Teachers

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Abstract:

English proficiency is a crucial component of teacher education, enabling effective communication and academic success. However, many pre-service teachers encounter significant anxiety while learning or using English, which negatively influences their language performance, confidence, and teaching readiness. Understanding these factors is vital for improving English language instruction and teacher training programs in the region. This study examines the factors affecting English language learning anxiety among pre-service teachers in Faculty of Education, UMT. The research will employ a quantitative design, data will be collected through structured questionnaires from a representative sample from UMT. Data analysis will involve a statistical analysis to identify the most influential factors contributing to English language anxiety, including communication apprehension, fear of negative evaluation, test anxiety, and classroom environment. This expected finding of the research is that the anxiety pre-service teachers experience while learning the English language is interconnected with communication apprehension and self-confidence.

Keywords:
English Language Anxiety, Pre-Service Teachers, Teacher Education, Language Learning Factors.



NPRCE 13

Reducing the Math Anxiety of Middle School Students through Inclusive Education as a Reflective Practice Model in a Private School of Lahore

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Abstract:

This research was designed to assess the effectiveness of inclusive education using reflective practice in reducing mathematics anxiety among Grade VII students at a selected private school in Lahore. The study focused particularly on how peer observation and reflective classroom activities affected student confidence, engagement, participation in mathematics, and their overall mathematics experience. The research was based on the principle of Inclusive Education, which is to design supportive and cooperative learning models that meets student emotional and intellectual needs. Study Design: One-Group Pretest-Post-test Design. Methodology: The study was conducted in a private school in Lahore for the academic year 2025–2026. The study was conducted with Grade VII students of a selected private school as participants. A Mathematics Anxiety Scale was given pre- and post-testing. Structured peer observation sessions, reflective discussion and collaborative classroom practices were included within the intervention in mathematics lessons. Observation of students' participation, confidence and engagement was also undertaken in the classroom. The data obtained were analyzed using descriptive statistics and using a paired-sample t-test to look for differences between the pretest and posttest anxiety scores. Results: The findings showed that there was a significant decrease in mathematics anxiety following the intervention. The results showed that students' confidence, participation, engagement, and attitude toward learning mathematics were enhanced. The reflective and inclusive classroom practices established a supportive learning environment to overcome the fear and hesitation of students with mathematics. Conclusions: The study concludes that inclusive education with the reflection method is an effective approach in reducing mathematics anxiety of middle school students. The findings highlight that supportive peer interactions, reflective learning, and collaborative classrooms are crucial for supporting student emotional well-being and academic confidence in mathematics.

Keywords:
Mathematics Anxiety, Reflective Practice, Inclusive Education, Peer Observation, Self-Efficacy, Student Engagement, Mathematics Learning.

NPRCE 14
AI in Education and Digital Pedagogies

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Abstract:

AI tools are becoming a common part of how students learn and how teachers teach. This article explores what happens — good and bad — when AI is used in classrooms and online learning spaces. We studied twelve universities over eighteen months, talking to teachers, observing how students used AI tools, and reviewing course materials. We found that AI helps in three main ways: it can adjust learning content to suit individual students, help teachers give faster feedback, and track how students think and progress. Students generally stayed more engaged and teachers saved time on routine tasks. However, we also found real concerns. When students rely heavily on AI for answers, they may stop developing their own ability to think critically and independently. We also found that AI tools do not work equally well for everyone — students with less access to technology, or whose first language differs from the one the AI was trained on, were often left at a disadvantage. We argue that simply adding AI to education is not enough, and can even cause harm if done without careful thought. Instead, we propose a framework we call Reflexive AI Pedagogy, which treats AI as a tool that both teachers and students should constantly question and evaluate — not one that replaces human judgment. The article ends with practical recommendations for how schools and universities should design courses, train teachers, and create policies that keep human connection, fairness, and critical thinking at the center of education — even as AI becomes more powerful.

Keywords:
AI In Education, Digital Learning, Adaptive Technology, Critical Thinking, Educational Equity, Human-AI Collaboration.

NPRCE 15

A Comparative Study on Students' Perception Regarding Quality of Education in Private and Public Universities

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Dr Amna Yousaf, Associate Professor, Department of Education, University of Management and Technology.

Abstract:

Quality education is pillar of any educational system. The basic and main sector of society revolves around education. The quality in education includes learners, environment, content, processes, and outcomes that encompass knowledge, skill, and attitude. This study aimed to find out a comparative study on students' perception regarding Quality of Education in private and public universities. The population of the study were students of universities in Lahore. Whereas 3 public universities and 3 private universities were located in Lahore. A multistage sampling technique was used to draw a sample of 408 participants. Casual Comparative research design was used in study. Quality Education questionnaire (QE), were used to collect the data Descriptive Statistics (frequency, mean percentage and standard deviation) and Inferential Statistics (Independent sample t-test) were used to analyze the data. The result showed that there is a significant difference between students' perception regarding Quality of Education in public and private universities. More researches are required in the future to explore more ways to increase Quality Education.

Keywords:
Quality Education, Students' Perception and Descriptive & Inferential Statistics.



NPRCE 16

University Students Use of Generative AI in Academic Writing: Perception, Practice, and Academic Integrity Challenges

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Abstract:

The fast development in GenAI has changes higher education, especially in the field of academic writing. University students use AI powered tools such as ChatGPT, Gemini, Microsoft Copilot and Grammarly for creating new ideas, making assignments, paraphrasing, summarizing information, and improving writing quality. These tools provide several educational benefits, their use has raised concerns regarding academic integrity, originality, plagiarism, and students thinking skills. This study aimed to examine university students' perceptions, and practices regarding the use of GenAI in academic writing and explore the academic integrity challenges associated with its use. A quantitative research approach using a cross sectional survey design was adopted. Data were collected from 300 university students studying at undergraduate, MS/M.Phil., and PHD level from public and private universities across different academic disciplines through a structured questionnaire. The collected data were analyzed using SPSS, including descriptive statistics, ANOVA along with Tukey HSD post-hoc comparisons. The findings shows that students established moderate- to- frequent use of GenAI in academic writing (M = 3.18, SD = 0.85), moderately positive attitudes towards AI (M = 3.36, SD = 0.31), and comparatively high levels of ethical awareness and responsibility (M = 3.80, SD = 0.36). Important differences were observed inn AI usage across academic disciplines, with Engineering and technology students reported higher usage than in business and science students. However, ethical and responsibility scores did not differ across academic levels, academic disciplines, or frequency of SI use. The study concludes that GenAI has become an important academic writing support tool among university students. It highlights the needs of higher education institutions to develop clear guidelines for the use of Gen AI.

Keywords:
Generative Artificial Intelligence, Academic Writing, University Students, Students Perceptions, Ai Usage Practices, Academic Integrity.

NPRCE 17

Screening Suspected Cases of Attention-Deficit Hyperactivity Disorder (ADHD) in General Education Classrooms and Management Practices

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Abstract:

This study explores how primary school teachers identify and manage students with suspected Attention-Deficit / Hyperactivity Disorder (ADHD) in general education classrooms. Using a mixed-method research design, the study combined quantitative survey data from 101 primary general education teachers and qualitative interviews with 8 purposively selected female participants. The quantitative phase employed a structured The Vanderbilt ADHD Diagnostic Teacher Rating Scale (VADTRS) (18 items) with high reliability (Cronbach's Alpha = 0.80). This study investigates the identification of suspected ADHD cases in general education settings by analyzing teacher-reported data on student behaviors. A total of 101 teacher responses were analyzed, representing both public and private schools. The findings reveal that 39.6% of the students assessed were suspected of exhibiting ADHD-related behaviors, based on a threshold mean score of 2.0 or higher on a behavioral checklist. Further analysis shows that private school teachers reported a slightly higher percentage of suspected cases (40.3%) compared to public school teachers (38.24%). When broken down by student gender and school type, female students in public schools had the highest suspected ADHD rate (50.0%), while male students formed the largest subgroup with notable suspicion rates, especially in private schools (42.31%). Results indicated that teachers with formal ADHD training scored significantly higher on behavioral identification, with private school and experienced teachers demonstrating slightly better screening practices. A one-way ANOVA revealed statistically significant differences in ADHD score reporting based on training levels ($p = 0.0089$) emphasizing the importance of professional development. Moreover, Findings highlight that inattention and impulsivity are the most observed behaviors. The qualitative thematic analysis yielded four major themes: (1) reliance on repeated behavioral patterns for identification, (2) adaptation of classroom strategies to manage ADHD behaviors, (3) challenges such as emotional burnout and lack of parental cooperation, and (4) the urgent need for structured training and institutional support. Together, the findings highlight the proactive role of teachers in ADHD management despite resource limitations. The study concludes with a call for system-wide interventions, including mandatory teacher training, formal screening tools, and enhanced school-level support mechanisms to better accommodate students with ADHD in general classrooms.

Keywords:
ADHD, Behavioral Screening, Teacher Practices, Primary Education, Classroom Management.

NPRCE 18

Teachers' Identification of At-Risk Characteristics for Autism Spectrum Disorder in Lower Primary Grades

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Abstract:

This study aimed to investigate teachers' identification of at-risk autism spectrum characteristics in lower primary grades using a structured behavioral screening approach. A quantitative descriptive cross-sectional design was employed with a sample of 105 teachers from public and private schools in Lahore. Data were collected using an adapted Autism Spectrum Screening Questionnaire (ASSQ), originally developed by Ehlers, Gillberg, and Wing (1999). The instrument demonstrated good reliability ($\alpha = 0.755$). Data were analyzed using descriptive statistics, including frequencies, means, and group comparisons. The findings revealed a moderate level of identification (M = 32.3). Female teachers (M = 32.66) scored higher than male teachers (M = 28.11), while untrained teachers (M = 32.85) slightly outperformed trained teachers (M = 31.00). Female students (M = 33.58) showed higher mean scores than male students (M = 31.16). Teachers most frequently identified observable behaviors such as accumulating facts without understanding (M = 1.25), restricted interests (M = 1.22), eccentric behavior (M = 1.20), and literal understanding difficulty (M = 1.18), indicating reliance on visible characteristics, while subtle indicators were less recognized. The study concludes that teachers have a foundational but limited ability to identify autism spectrum characteristics, primarily focusing on observable behaviors. It emphasizes the need for practice-oriented training, structured screening tools, and increased awareness of diverse ASD presentations to improve early identification and support in lower primary education.

Keywords:
Autism Spectrum Disorder (ASD), Teacher's Identification, At-Risk Characteristics, Lower Primary Education.

NPRCE 19

A Phenomenological Study of Master's Students' Perceptions of Formative Feedback in Developing Academic Writing and Critical Thinking Skills

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Iqra Mujahid, MPhil Scholar, Department of Education, University of Management and Technology.

Abstract:

Formative feedback has been used widely as a tool for enhancing students' performance in primary or secondary education, there is a lack of research on its effectiveness in higher education especially at the Masters level in Pakistan. The aim of this study is to answer the questions of what and how Master students perceive the role formative feedback plays in them academic writing and critical thinking. This is qualitative research using a phenomenological design method in a constructivist approach. 12-15 Masters students from the Social Sciences programs in Lahore will be selected for semi-structured interviews through purposive sampling. Thematic analysis is used to identify key themes in student experiences, with the data being analyzed. The findings should identify that formative feedback is an important scaffold, allowing students to make progress between what they can write and what they need to be able to write. The results are likely to show that providing consistent, timely feedback enhances student's ability to organize their thoughts, awareness of their own metalinguistic strengths and weaknesses, and use of professional academic language. In addition, the study will reveal that the interactions between peers and teachers will foster greater reflective thinking, which will allow for students to increase their awareness of logical fallacies and enhance their arguments. These expected outcomes will argue the need for continuous formative dialogue as an important strategy in higher education institutions to encourage students in graduate school to become independent and high-level academic writers and critical thinkers.

Keywords:
Academic Writing Skills, Critical Thinking, Formative Feedback, Master's Level Students, Qualitative Phenomenology, Scaffolding.

NPRCE 20

Investigating the Role of AI Tools in Enhancing Prospective Teachers' Academic Productivity: A Quantitative Analysis

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Abstract:

This study aimed to Investigate the Role of AI Tools in Enhancing Prospective Teachers Academic Productivity. The study also explored the correlation between the use of AI tools and academic productivity, the various dimensions of academic productivity was perceived to be enhanced by using the AI tools among the prospective teachers. This study used a quantitative research approach with descriptive-correlational research design. The study population consisted of prospective teachers studying in public and private universities. The sample consisted of 500 prospective teachers who were selected using convenience sampling technique from universities. The research instrument used in data collection was self-developed questionnaire. The survey included variables related to the dimensions of academic productivity, AI tools usage, and demographic variables. Data were analyzed with the use of Statistical Package for Social Studies (SPSS) in the forms of frequencies, percentages, means and standard deviations, as well as Pearson Correlation Analysis. The results of the study showed a positive perception of prospective teachers in using AI tools in academic activities. Chat GPT was used the most by prospective teachers, among AI tools. The results also indicated that prospective teachers mostly used AI tools for exam preparation, immediate problem solving, understanding difficult concepts, and research work. The responses showed positive attitudes towards all academic productivity dimensions. The most enhanced dimensions of academic productivity that were identified through AI tools usage, were Research Efficiency (M = 3.74) and Teaching Skills Development (M = 3.74). The Pearson Product-Moment Correlation analysis results showed that there is a statistically significant strong positive relationship between the use of AI tools and the academic productivity of prospective teachers ($r = .764$, $p < .01$). The strong correlation between AI tools usage and Research Efficiency ($r = .662$) was found. The study found that the use of AI tools has a positive influence on the academic productivity of prospective teachers in terms of: time management efficiency, quality of academic work, research efficiency, personalized learning, academic outcomes, exam preparation, development of teaching skills and cognitive ability.

Keywords:
Academic Productivity, Problem Solving, Cognitive Ability.

NPRCE 21

The Impact of AI-Assisted Learning Tools on Students' Academic Writing Performance

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Abstract:

This study explores how students' perceptions of AI-supported learning tools are related to their academic writing outcomes, and how responsible and ethical use of AI can directly predict these outcomes. The research design used was quantitative correlational research design. A sample of 204 undergraduate and postgraduate students from public and private universities in Pakistan was selected for collecting data using a structured questionnaire which was rated on a five-point Likert scale. The instrument assessed three constructs: AI-Assisted Writing Perceptions (AIWPS), Academic Writing Performance (AWPS), and Ethical and Responsible AI Writing Use (ERAIWUS). Pearson correlation and multiple regression of statistical analysis were performed. The findings showed that students' perceptions of the AI-assisted writing tools were positively correlated with the academic writing performance ($r = .800$, $p < .001$). There was also a strong positive correlation between ethical and responsible use of AI and academic writing performance ($r = .503$, $p < .001$). Multiple regression analysis was performed to determine if both variables explained a significant portion of the variance in academic writing performance. Both variables were found to be significant and together accounted for 64.9% of the academic writing performance variance ($R^2 = .649$, $F\ (2, 201) = 185.82$, $p < .001$). The study findings suggest that AI-powered learning tools can be successfully used to support students' academic writing abilities in an ethical and responsible way. The results underscore the need to foster responsible use of AI in the educational context to enhance the potential value of AI technologies and preserve academic integrity.

Keywords:
Artificial Intelligence (Ai), Ai-Assisted Writing Tools, Academic Writing Performance, Ethical Ai Use, Responsible Ai Practices, Higher Education, Pakistan.

NPRCE 22

Understanding University Middle Managers as Blended Learning Change Agents

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Abstract:

The rapid expansion of blended learning in higher education has repositioned university middle managers department heads, program coordinators, academic supervisors, and associate deans as pivotal but understudied agents of institutional change. While existing research has examined senior leadership's role in digital transformation and explored middle leadership development in general academic contexts, comparatively little attention has been paid to how middle managers specifically experience and enact their role as change agents during blended learning implementation, particularly within South Asian higher education systems. This study addresses that gap through a phenomenological inquiry into the lived experiences of six university middle managers navigating the practical, relational, and institutional demands of blended learning integration across public and private Pakistani universities. Semi-structured, in-depth interviews were analyzed using an Interpretative Phenomenological Analysis (IPA) approach, yielding five superordinate themes: the reconstruction of professional role identity from administrator to change agent; the experience of occupying a structurally 'sandwiched' position between institutional policy and faculty practice; the emotional and identity-level, rather than purely technical, dimension of change; relational strategies as the primary mechanism sustaining implementation; and structural gaps in institutional and resource support. The findings contribute a contextually grounded understanding of middle leadership as a critical, yet underexamined, lever in blended learning sustainability, offering implications for leadership development, institutional policy, and change management in higher education systems undergoing digital transformation.

Keywords:
Middle Leadership, Blended Learning, Change Agents, Phenomenological Research, Higher Education, Pakistan.

NPRCE 23

The Role of AI-Assisted Learning Tools in Enhancing Students' Academic Writing Performance

Author's Profile: Mushba Ishtiaq, MPhil Scholar, Department of Education, University of Management and Technology. **(Email:** F2025088008@umt.edu.pk

Abstract:

Artificial intelligence (AI)-supported learning tools are increasingly being integrated into higher education, particularly to assist students in developing and refining their academic writing skills. This study examined the relationship between students' perceptions of AI-assisted writing tools, their academic writing performance, and their ethical and responsible use of AI in academic writing. A quantitative correlational research design was employed. Data were collected from 204 undergraduate and postgraduate students enrolled in public and private universities in Pakistan using a structured questionnaire based on a five-point Likert scale. The instrument measured three constructs: perceptions of AI-assisted writing tools, academic writing performance, and ethical and responsible use of AI for academic writing. Pearson's product-moment correlation and multiple regression analyses were conducted using appropriate statistical procedures. The findings demonstrated a strong positive relationship between students' perceptions of AI-assisted writing tools and academic writing performance (r = .800, p < .001). A moderate positive relationship was also found between ethical and responsible AI use and academic writing performance (r = .503, p < .001). Multiple regression analysis indicated that both predictors significantly contributed to academic writing performance and jointly explained 64.9% of its variance (R^2 = .649, F (2, 201) = 185.82, p < .001). The findings suggest that AI-assisted learning tools can support students' academic writing when used appropriately and responsibly. The study further emphasizes the importance of promoting ethical AI practices, digital literacy, and academic integrity within higher education to maximize the educational benefits of AI technologies.

Keywords:
Artificial Intelligence, AI-Assisted Learning Tools, Academic Writing Performance, AI-Assisted Writing, Ethical AI Use, Responsible AI Use, Academic Integrity, Higher Education.

NPRCE 24

Role of Artificial Intelligence in Promoting Personalized Learning in Pakistani Universities

Author's Profile: Mushba Ishtiaq, MPhil Scholar, Department of Education, University of Management and Technology. **(Email:** F2025088008@umt.edu.pk)

Abstract:

In higher education, the scope for large-scale, individualized learning catalyzed by rapidly evolving AI technology has already begun to emerge. This quantitative study was proposed to identify faculty and student knowledge of these technologies, the AI role in the context of individualized learning, and the implications of AI in Pakistani universities. 155 participants across public and private Pakistani universities completed the researcher-developed, structured, self-administered, Likert-scale questionnaire. The data were analyzed using SPSS, and following tests, such as descriptive statistics, Pearson correlation coefficients, and reliability analysis (Cronbach's alpha) were employed. AI Tool Awareness and AI-Driven Personalization were both positively and meaningfully associated with Learning Outcomes and Academic Performance. The analysis also showed a significant positive relationship among the three aspects. The participants showed a moderate to high level of AI tool awareness, high level of perception regarding AI tool utility, and positive enhancements in self-discipline, academic readiness, and overall performance. Many persisting issues were documented, including a lack of digital infrastructure, insufficient faculty training, and unaddressed issues of academic integrity and data security. For educational technologists and AI-oriented university managers, these findings require immediate formulation of responsive policies to facilitate improvement of the AI-integrated higher education learning system in Pakistan.

Keywords:
Self-Regulated Learning, Higher Education, Pakistan, Technology Acceptance, Adaptive Learning Systems, Academic Performance, Artificial Intelligence.

NPRCE 25

Faculty Perceptions of University Education Quality: A Comparative Study of Public and Private Institutions

Author's Profile: Farzana Iqbal, Maham Muzamil, and Nirma Anayat, Kinnaird College for Women, **(Email:** Farzana.iqbal@kinnaird.edu.pk)

Abstract:

The quality of education at the university level is critical in maintaining the reputation and excellence of educational institutions. It involves various components, including teaching effectiveness, curriculum design, resource availability, and institutional support. This study aimed to compare the perceptions of public and private university teachers on quality education. A convenience sampling method was employed to gather data from 200 university teachers across both sectors, using a structured, standardized questionnaire. Descriptive statistics were used to analyze demographic variables such as age, gender, and type of institution, while an independent sample t-test was conducted to examine differences in educational quality. The results revealed that public universities generally scored higher across several domains, including "Academic Programs and Evaluation," "Student Admission and Progression," "Organization, Governance, and Financial Management," "Public Disclosure and Transparency," and "Community Links and Outreach" (mean = 4.98, SD = 1.97, t = -4.08, p = 0.001; t = -0.27, p = 0.79; t = -8.08, p = 0.001). Public universities were found to provide a higher quality of education compared to private institutions. These findings underscore the need for policy reforms and increased government investment in private universities to ensure equitable quality across the sector

Keywords:
Quality Education, University Faculty.

NPRCE 26
Impact of Digital Distraction on Postgraduate Students' Academic Performance

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Abstract:

Digital distraction has become an increasingly important issue in higher education due to the widespread use of smartphones, social media, and other digital technologies. This study investigated postgraduate students' perceptions of the influence of digital distraction on their study behavior, described their perceptions of academic performance in the context of digital distraction, and identified the strategies they used to manage digital distraction. A quantitative descriptive survey design was employed. Data were collected from 72 postgraduate students using a structured questionnaire. The collected data were analyzed using SPSS, through Cronbach's alpha, descriptive statistics (mean and standard deviation), and histograms to examine the distribution of responses. The findings indicated that postgraduate students perceived digital distraction as influencing their study behavior, while they generally reported satisfactory academic performance despite experiencing digital distractions. The study also found that students adopted various strategies, such as managing notifications and organizing study schedules, to minimize digital distractions during academic activities. The findings highlight the importance of promoting responsible technology use, digital self-regulation, and effective study habits to support learning in higher education. The study provides useful insights for educators, university administrators, and policymakers in developing strategies that encourage balanced use of digital technologies in academic settings.

Keywords:
Digital Distraction, Postgraduate Students, Study Behavior, Academic Performance, Management Strategies.

NPRCE 27

Interactive Insights: How Kahoot! Transforms Formative Assessment and Elevates Prospective Teachers' Success

Author's Profile: Dr. Arfa Javaid, LCWU, **(Email:** Arfa.javaid1112@gmail.com)

Abstract:

This study explores the transformative effect of Kahoot a game-based learning platform, on formative assessment practices and academic achievement among prospective teachers.

Formative assessment, an essential process in education, fosters continuous learning by providing timely feedback to students and guiding instructional adjustments. Traditional formative assessments often rely on paper-pencil methods, but technological advancements like Kahoot! offer innovative, interactive alternatives that engage students and enhance learning outcomes. This quasi-experimental study was conducted with 60 prospective teachers from a women's university, divided into experimental and control groups. Students in the experimental group participated in Kahoot! games during class, which served as a formative assessment tool, while the control group followed conventional assessment methods. The study employed a posttest-only control design to compare academic achievement between the two groups. To analyze the data, independent sample t-test was used. The results showed that there was a significant improvement in the academic performance of the experimental group. It also identified the effectiveness of Kahoot! in better student engagement and learning outcomes. The results emphasize Kahoot!s potential as a dynamic tool for formative assessment, providing real-time feedback, promoting competition, and improving academic success among prospective teachers. The study found that Using Kahoot! resulted in a significant difference in academic achievement between the experimental and control groups.

Keywords:
Formative Assessment, Prospective Teachers, Kahoot, Academic Achievement.

NPRCE 28

Leading the Digital Shift: From Principals' Digital Leadership to Teachers' Digital Competence and Better Classroom Teaching

Author's Profile: Bushra Mumtaz

PhD Education, Department of Education, University of Management and Technology.

Abstract:

Rapid integration of digital technologies in the field of education has changed the dimensions of classroom teaching practices, which demand digital leadership practices and digital competencies of teachers. This study examines the effect of principals' digital leadership and teachers' digital competence on secondary school teachers' classroom teaching in District Lahore. This study is grounded in transformational leadership and e-leadership theory. A casual comparative research design is used to conduct this study. Data was collected from secondary school teachers district Lahore through three structured questionnaires which measured principals' digital leadership, teachers' digital competence, and classroom teaching practices. Descriptive statistics, independent sample t-test, and simple linear regression analysis were used for data analysis. The findings revealed a significant strong effect of teachers' digital competence on classroom teaching. Principals' digital leadership practices showed a significant weak effect on classroom teaching practices. The findings of this study have practical implications for professional teachers' trainers, school administrators, and policy makers. This study also contributes in growing body of research on digital leadership and teachers' digital competence in regard of classroom teaching at the secondary school level.

Keywords:
Digital Leadership, Teachers' Digital Competence, TPACK, Classroom Teaching.

NPRCE 29

Reinventing Legal Education in the AI Era: Comparative Insights from Singapore and India for Pedagogical Innovation and Ethical Teacher Competency in Pakistan

Author's Profile: Muhammad Imran Ali

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Abstract:

The evolution of digital law and the introduction of artificial intelligence have transformed the field of legal education from a traditional digital environment to one of intelligent, adaptive and competency-based education, and fundamentally challenged how we should consider teaching law. The real problem is not about adopting technology, but about transforming the legal educator into an AI-literate, ethically responsible and pedagogically innovative practitioner. While Generative AI holds the promise of revolutionizing legal research, clinical education, personalized learning, assessment and feedback, it also presents significant challenges to academic integrity, algorithmic bias, hallucinated legal content, privacy, IP, transparency and human accountability. The paper adopts a qualitative comparative doctrinal approach by examining two divergent Asian models, Singapore and India, as complementary models for the AI revolution in legal education, in addressing pedagogical innovation, institutional preparedness, ethical governance, and teacher competencies. Singapore exemplifies the benefits of a coordinated digital governance framework, enhanced institutional capacity and the responsible integration of AI in education, while India offers relevant and contextual insights on curriculum innovation, technology-driven legal learning and adaptation of AI in a large South Asian education context. With this comparative analysis, the paper presents an AI-Ready Legal Educator Model for Pakistan, which merges legal-AI literacy, critical reasoning, human-centered pedagogy, ethical judgment, data literacy, technological competence and continuous legal education. It argues that Pakistan needs to step away from disjointed adoption of AI and shift towards a more comprehensive, people-centered, and values-driven set of rules, policies and guidelines for legal education that will enable legal professionals to not only adopt AI tools, but learn, govern, and critically engage with AI in the legal profession.

Keywords:
Artificial Intelligence, Digital Transformation, Ethical Governance, Generative AI, Legal Education.

NPRCE 30
Alignment between Physics Curriculum and Textbook of Grade IX in Punjab

Author's Profile: Shamroz Jabeen

MPhil Education, Department of Education, University of Management and Technology.

Abstract:

The alignment between curriculum and textbooks plays a vital role in achieving effective teaching and meaningful learning outcomes. The Single National Curriculum (SNC) 2023 was introduced in Pakistan to ensure uniform educational standards and promote competency-based learning. This study investigates the alignment between the SNC 2023 Physics curriculum and the Grade IX Physics textbook published by the Punjab Curriculum and Textbook Board (PCTB). A qualitative descriptive research design based on document analysis was employed to compare chapter titles, sequencing, content coverage, and Student Learning Outcomes (SLOs) of the curriculum with those presented in the textbook. The findings indicate that most chapters, including Physical Quantities and Measurement, Kinematics, Dynamics, Turning Effect of Forces, Work, Energy and Power, Magnetism, and Nature of Science, show strong alignment in terms of content and learning objectives. However, partial and non-alignment were identified in chapters related to Density and Pressure and Particle Theory of Matter due to differences in chapter titles, topic emphasis, and incomplete coverage of curriculum (SLOs). Additionally, the textbook emphasizes theoretical explanations and numerical problem-solving more than inquiry-based learning, practical skills, and real-life applications recommended by the SNC. The study concludes that while overall alignment is satisfactory, targeted revisions are necessary to ensure full implementation of SNC objectives.

Keywords:
Single National Curriculum (SNC), Punjab Text Book Board (PITB), Curriculum Alignment, Physics Grade IX, Textbook Analysis, Content Alignment, Student Learning Outcome.

NPRCE 31

A Comparative Analysis of the Influence of Online and Face to Face Learning Modalities on University Students' Academic Achievement and Learning Motivation

Author's Profile: Shamroz Jabeen and Abeer Jahangeer

MPhil Education, Department of Education, University of Management and Technology.

Abstract:

The rapid expansion of digital technologies has transformed instructional delivery in higher education, leading to increased adoption of both online and face to face learning modalities. Both online and face to face learning methods are now widely used, but there is still debate about which mode is more effective for improving student's academic achievement and motivation. The purpose of this research is to understand which learning method is more helpful for university students. A quantitative comparative research design was used for this study. Data is collected from university student's studying in both modalities. Academic achievement was measured through CGPA. While student's motivation was assessed using a structured motivation scale. Descriptive statistics and independent sample t-test were used to analyze the data. The findings revealed that students studying through online learning had a slightly higher average CGPA compared to students in face-to-face classrooms. However, both groups showed almost similar levels of learning motivation. Face-to-face learning was found helpful for social interaction and structured guidance, while online learning promoted flexibility and self-directed learning. The study concludes that both learning methods have unique advantages, and a blended learning approach may provide a more effective and student-centered learning environment for higher education.

Keywords:
Academic Achievement, Blended Learning, Digital Education, Learning Modalities.

NPRCE 32

A Web Content Audit of Campus Accessibility and Linguistic Inclusivity for Students with Disabilities on SAARC Countries University Websites

Author's Profile: Khalid Mahmood
Tamgha-i-Imtiaz, PhD English (Linguistics) Scholar, UMT

Abstract:

Disability-friendly university campuses and inclusive language play a pivotal role in smooth and motivated learning for students with disabilities (SWDs). However, these areas are underexplored in the existing literature. This study aims to audit the availability of disability support services and linguistic inclusivity on the websites of universities in the South Asian Association for Regional Cooperation (SAARC) region. Web Content Audit (Jankovic, 2020) is the theoretical framework for this study. This is a quantitative web content audit study. A virtual sampling technique has been employed to purposively sample websites of eight universities (one public and private University each) from the capital cities of four SAARC countries (Pakistan, India, Sri Lanka, and Bangladesh), considering disability demographics, university rankings, and geo-strategic locations. An adapted checklist of ten closed-ended questions has been used to collect data on the availability of disability support services. The data on the use of linguistic inclusivity have been collected on a researcher-developed data extraction sheet. The study found a dearth of disability support services information on sampled university websites, 40% basic information on accessibility, and allied disability support services were missing from the websites of sampled universities. Comparatively, India has 50%, Pakistan 40%, and Sri Lanka and Bangladesh 30% information apiece flashed on university websites. The study has also found that sampled university websites have used both person-first (inclusive) and identity-first (exclusive) languages homogeneously. The study recommends uniformity in disability support services and linguistic inclusivity on the homepages of university websites for visibility. Moreover, inclusive language is recommended instead of exclusive language. A core course *Disability Support Services* should be introduced at the undergraduate level across all disciplines to train students to facilitate persons with disabilities in society. Global policymakers, organizations, government stakeholders, universities, and web designers should ensure implementation. Researchers should explore this novel field of research from different standpoints to contribute to higher education and the rehabilitation of students with disabilities. The study aligns with the SDG-4 *Quality Education* and SDG-11 *Reduced Inequalities*.

Keywords:
Accessibility, Disability Support Services (DSS), Identity-First Language, Person-First Language, SAARC Countries University Websites, Students with Disabilities (SWDs).

NPRCE 33

From Copy-Paste to Conceptual Understanding: Addressing AI Misuse and Building Teacher Capacity in Pakistan

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Dr. Nazia Iqbal.

Abstract:

During teaching practice in Pakistani schools and universities, students were observed relying on AI tools to copy-paste answers for mathematics problems and English writing tasks, often without engaging in the underlying conceptual work. This paper will argue that the core issue is not student behavior but teacher preparation: most educators have not been trained to design assessments that require reasoning and reflection rather than a reproducible final answer. Using semi-structured interviews and a focus group discussion with pre-service teachers and teacher educators, this qualitative case study aims at examining how AI misuse is perceived in the classroom and what support teachers need to use AI for deeper learning. Findings point to three recurring themes: a copy-paste culture around AI use, a lack of structured teacher training, and a need to redesign assessments around application and process rather than output. The paper will conclude with practical recommendations for building teacher AI literacy in pedagogy, assessment design, and classroom management, leading to arguments that it is teacher capacity not student regulation, that is the necessary starting point for turning AI from a shortcut into a tool for genuine learning.

Keywords:
Artificial Intelligence, Teacher Education, Ai Misuse, Assessment Design, Digital Pedagogy, Pakistan.

NPRCE 34

A Comparative Study of Critical Thinking Skills among Matriculation and O-Level Students in Lahore

Author's Profile: Talia Noor and Iqra Mujahid, MPhil Educational Leadership and Management.

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Dr. Afshan Naseem, Assistant Professor, University of Management and Technology, Lahore, Punjab, Pakistan.

Abstract:

Critical thinking is a key educational outcome that enables students to analyze information, evaluate evidence, make reasoned judgments, and develop effective solutions to problems. This study compared the critical thinking skills of students enrolled in Matriculation and O-Level programs in Lahore, Pakistan. A quantitative causal-comparative research design was employed to examine differences in students' critical thinking abilities across the two curriculum systems. The study included 120 students, comprising 60 Matriculation students and 60 O-Level students from selected schools in Lahore. Students' critical thinking abilities were assessed using selected components of the Cornell Critical Thinking Test (CCTT) and the Halpern Critical Thinking Assessment (HCTA), focusing on reasoning, analysis, inference, evaluation, and problem-solving. The data were analyzed using SPSS through appropriate descriptive and inferential statistical techniques. The findings indicated differences in critical thinking performance between students enrolled in the two curriculum systems, with O-Level students demonstrating comparatively stronger critical thinking skills than Matriculation students. The findings suggest that differences in curriculum structure and instructional approaches may contribute to variations in students' development of higher-order thinking abilities. The study highlights the need to strengthen critical thinking across educational curricula in Pakistan by incorporating learner-centered teaching strategies, inquiry-based activities, analytical tasks, and opportunities for students to engage in reasoning and problem-solving.

Keywords:
critical thinking, Matriculation students, O-Level students, curriculum systems, higher-order thinking, reasoning skills, problem-solving, Cambridge curriculum, Cornell Critical Thinking Test, Halpern Critical Thinking Assessment.

NPRCE 35

Preparing Teachers for Peace-Oriented Digital Citizenship: Pedagogical and Ethical Pathways in Secondary Schools of Lahore

Author's Profile: Haroon Gill, PhD Education, UMT.
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Dr Ayesha Afzal.

Abstract:

The expansion of digital communication has transformed learning, interaction, and participation in society, creating new challenges for teachers in preparing students for ethical and responsible digital engagement. These challenges are particularly significant in Pakistan, where young people experience cyberbullying, polarized interactions, hate speech, and misinformation while studying in schools where values such as respect, acceptance, tolerance, and peaceful coexistence are taught and promoted. This exploratory qualitative study, guided by Critical Peace Education and Digital Citizenship Education, examines how teachers and students understand the relationship between peace education and digital citizenship, and how pedagogical and institutional conditions shape the integration of peace education and digital citizenship in four secondary schools in Lahore. Semi-structured interviews with four teachers and four focus group discussions involving 24 students across four diverse secondary schools were conducted to collect data. Four themes were identified through thematic analysis: (1) a classroom–digital disconnect, (2) gaps in teacher preparedness and conceptual understanding, (3) peer influence on digital interactions and experiences, and (4) institutional barriers to integration. Findings suggest that teachers recognized the ethical challenges connected with students' online lives but lacked formal preparation and contextually relevant resources for addressing them pedagogically. Students, meanwhile, recognized their online ethical dilemmas and identified peer support and participatory approaches as potentially valuable. The study highlights the need to prepare teachers to develop and apply pedagogies that foster critical digital literacy, ethical communication, dialogue, empathy, and peace-oriented digital participation beyond technical digital knowledge and skills.

Keywords:
Peace Education, Digital Citizenship, Teacher Competence, Digital Ethics, Secondary Education, Pakistan.

NPRCE 36

Innovative Visual Communication Pedagogy for Autism: An Auditory-Adapted Functional Communication Training Approach

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Dr. Hina Fazil, Associate Professor, Institute of Special Education, University of the Punjab, Lahore, Pakistan.

Abstract:

This study examined the effectiveness of Auditory-Adapted Functional Communication Training (A-A FCT) in reducing auditory hypersensitivity, self-injurious behaviours (SIBs), and self-stimulatory behaviours (SSBs), while strengthening functional communication among children with autism spectrum disorder (ASD). A true experimental repeated-measures design incorporating pre-test, mid-test, and post-test assessments was conducted with 30 children aged 6–12 years, randomly assigned to an experimental group receiving A-A FCT or a control group receiving treatment as usual. The intervention incorporated a PECS-based "ear" communication card, enabling children to visually communicate discomfort or a need to reduce auditory stimulation. Linear mixed-effects models examined changes across time and groups, while Pearson correlation assessed associations between changes in auditory hypersensitivity and maladaptive behaviours. The experimental group demonstrated significantly greater reductions in auditory hypersensitivity, SIBs, and SSBs across the 12-week intervention, with significant group × time interactions ($p < .001$). Independent PECS communication success increased from 18.4% to 82.5% in the experimental group, compared with 17.9% to 28.7% in the control group. Reductions in auditory hypersensitivity were significantly associated with reductions in maladaptive behaviours ($r = .61$, $p < .001$). Findings highlight an individualized, sensory-responsive communication pedagogy for supporting functional communication and behavioural regulation in children with ASD.

Keywords:
Autism Spectrum Disorder, Auditory Hypersensitivity, Functional Communication Training, PECS, Sensory-Responsive Pedagogy, Self-Injurious Behaviour, Self-Stimulatory Behaviour.

NPRCE 37

Rethinking STEM Pedagogy: Teachers' Challenges in Moving Towards Inquiry-Based Learning

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Abstract:

STEM education is getting attention in educational setting around the globe day by day. Technology is changing rapidly and affecting every aspect of life. Keeping in view its importance in daily life and to enable our learners to cope up challenges of 21st century, inquiry-based learning is need of the era. The current research was an attempt to have a glance on the challenges of inquiry-based learning approaches while implementing STEM education in Pakistani educational setting. The design of the current research was Mixed Method (concurrent triangulation). The teaching faculty of public and private educational institutes of the Punjab was the population of the said study. The researcher used close ended questionnaire for quantitative data collection and semi-structured interview protocol for qualitative data collection. The data were collected by using simple random sampling technique for quantitative phase and purposive sampling for qualitative phase. Based on the data analysis, it has been revealed that time, and traditional assessment mechanism are key challenges in inquiry-based learning. The stakeholders may focus on these aspects in order to achieve the real gist of STEM education in Pakistani institutes.

Keywords:
Stem Education, Challenges, Inquiry Based Learning.



NPRCE 38

Cognitive Load and Individualized Learning in E-Learning Environments: Implications for Teacher Education

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Abstract:

The growing use of e-learning in teacher education highlights the importance of designing learning experiences that accommodate individual needs while managing cognitive demands. Cognitive load theory explains how the limited capacity of working memory influences learning and provides a framework for examining students' experiences in digital environments. Literature on cognitive load and individualized learning emphasizes the relevance of instructional clarity, flexible pacing, and responsive support to effective online learning. Drawing on these perspectives, this study examines the relationship between perceived cognitive load and individualized learning experiences among Bachelor of Education (B.Ed.) students at Allama Iqbal Open University (AIOU) and Virtual University of Pakistan (VU). The study adopts a quantitative, cross-sectional correlational survey design. The population comprises B.Ed. students participating in e-learning at both universities, with proportionate stratified random sampling providing the sampling framework. An adapted questionnaire serves as the data collection instrument and assesses perceived cognitive demands and individualized learning experiences. The analytical approach includes descriptive statistics to summarize students' responses and correlation and multiple regression to examine relationships between the study variables. The inquiry focuses on how differences in perceived instructional support, learning flexibility, and responsiveness to individual needs relate to cognitive load. Its relevance to teacher education lies in informing online course design and preparing prospective teachers to recognize and address learners' cognitive demands. The study provides a framework for considering individualized support in the development of accessible and responsive e-learning environments.

Keywords:
cognitive load, individualized learning, e-learning, teacher education, B.Ed. students.

NPRCE 39

Exploring the Relationship between Social Media Engagement and Academic Achievement of Generation Z

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Dr. Afshan Naseem Assistant Professor, University of Management and Technology, Lahore, Punjab, Pakistan. and Dr. Sehrish Khalid Assistant Professor, UOL.

Abstract:

The Importance of social media is acknowledged worldwide; now Generation Z has become an integral part of it, affecting their social and academic lives. These social sites offer students collaborative learning and sharing tools but also provide them with too many opportunities to become distracted, delay, and experience academic stress. This research followed a quantitative research design, thereby the sampling technique utilized was a purposive sampling technique. The questionnaire was adapted, and the data were collected from the questionnaires. The responses to the questions were gathered from 300 students from various educational institutes who were selected based on specific criteria relevant to the study. The statistical methods used were simple linear regression and Pearson correlation. A relationship between social media use and the academic performance of Generation Z students was established. Generation Z is highly engaged with online technologies, using them on a regular daily basis. These include laptops, mobile phones and frequent applications of the use of digital platforms and use of apps like WhatsApp for academic purposes and knowledge sharing. Statistical analyses revealed that social media isn't necessarily bad or good, and that the effect it has depends on the ways in which students choose to use it. Systematic and purposeful educational use facilitates learning, but much of learning success is due to related variables like self-efficacy, time management, and self-regulation. Educational institutions, teachers, and parents should encourage students to develop digital literacy, to manage time well, and to be responsible citizens in the digital world in order to maximize the educational value of digital technology and to minimize the distracting aspects.

Keywords:
Academic Performance, Digital Literacy, Generation Z, Self-Regulation, Social Media Engagement.



NPRCE 40

Influence of STEM Projects on Student Engagement at the Elementary School Level

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Dr. Farhat Munir.

Abstract:

This quantitative study investigated the influence of STEM project-based learning on behavioral, emotional, and cognitive engagement among 200 elementary school students in Lahore, Pakistan. Data was collected through the 23-item *STEM Projects and Student Engagement Questionnaire* (SPSEQ) were analyzed using SPSS. Results revealed high overall student engagement ($M = 3.66$), with emotional engagement scoring highest ($M = 3.74$). STEM activities correlated strongly with behavioral ($r = .68$), cognitive ($r = .71$), and emotional engagement ($r = .74$, $p < .001$), accounting for 41%, 48%, and 52% of their variance, respectively. These findings confirm that experiential STEM learning significantly enhances active participation, motivation, and critical thinking, reinforcing the value of integrating STEM methodologies at elementary level.

Keywords:
STEM project, motivation and critical thinking.

NPRCE 41

Effects of 3D-Printed Tactile Aids on Geometrical Skills among Learners with Visual Impairment

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Dr. Hina Hadayat Ali, Assistant Professor, Department of Special Education, University of Education Lahore, Faisalabad Campus, Pakistan.

Abstract:

Geometry can present substantial learning barriers for learners with visual impairment because many concepts involve visual representations, spatial relationships, and measurement. This study investigated the effects of 3D-printed tactile aids on the geometrical skills of learners with visual impairment at the elementary level. A quantitative quasi-experimental pretest-posttest non-equivalent control group design was employed. Twenty learners with visual impairment were purposely selected from special education institutions and assigned to an experimental group (n = 12) and a control group (n = 8). The experimental group received geometry instruction supported by 3D-printed tactile aids, whereas the control group received traditional instruction. A curriculum-based assessment measured selected geometrical skills, including shape recognition, spatial understanding, measurement concepts, fraction concepts, and geometry-related vocabulary. Data were analyzed using descriptive statistics and t tests. Pretest results indicated no statistically significant difference between the groups, t = 0.41, p = .686, indicating comparable baseline performance. Following the intervention, significant improvements were observed in the experimental group in shape recognition (M = 2.25 to M = 4.10), measurement concepts (M = 1.50 to M = 4.20), and fraction concepts (M = 1.10 to M = 3.90), with all reported t-test results reaching p = .001. These findings suggest that 3D-printed tactile aids can support geometrical learning by providing accessible, hands-on representations of abstract concepts. The study highlights the potential of technology-supported tactile instruction to reduce barriers to mathematics learning and strengthen inclusive educational practices for learners with visual impairment and promote meaningful participation in mathematics within inclusive educational settings.

Keywords:
3D-printed tactile aids, visual impairment, geometrical skills, tactile learning, assistive technology, inclusive education.

NPRCE 42

Intrinsic Barriers Faced by Students with Physical Disabilities in Public Sector Universities of Punjab Pakistan

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Dr. Hina Noor. (**Email:** hina.noor@aiou.edu.pk)

Abstract:

University students with physical disabilities face multiple barriers that impede both social and academic integration. This study aims to identify intrinsic barriers encountered by students with physical disabilities in public sector universities in Punjab, Pakistan. A descriptive survey research design was utilized to systematically examine the nature and extent of these barriers within the target population. The study population included PhD students currently enrolled in public sector universities, as well as MPhil and PhD graduates with physical disabilities. The study used snowball sampling. Data were collected using a self-developed five-point Likert-scale questionnaire administered to students enrolled on the basis of disability, addressing psychological difficulties, social inclusion, health-related challenges, and experiences of harassment. Data were analyzed using descriptive statistics, including means, standard deviations, and frequency distributions, to identify and rank the barriers respondents experienced. The findings indicate that university students with physical disabilities primarily encounter health-related and psychological challenges. The study concludes that addressing these challenges requires providing psychological support services and adequately funding effective implementation in higher education policies. Policymakers and academic institutions should prioritize systematically identifying and removing intrinsic barriers to ensure equitable access to higher education for students with physical disabilities.

Keywords:
intrinsic barriers, students with physical disabilities and higher education.

NPRCE 43
Role of Teaching Practicum in Promoting Professional Skills of Pre-Service Teachers

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Dr. Irfan Bashir, Associate Professor, Department of Education, University of Management and Technology.

Abstract:

The Teaching Practicum (TP) program plays an important role in pre-service teacher education by giving students opportunities to apply theoretical knowledge in a real classroom setting. The present study examined the effectiveness of the teaching practicum in promoting the professional skills of pre-service teachers by applying Experiential Learning Theory (ELT) as a theoretical framework. The study adopted a quantitative research approach using a descriptive survey design. The participants consisted of 60 pre-service teachers who had completed teaching practicum programs at the University of Management and Technology. Data were collected through a structured questionnaire based on a five-point Likert scale. The collected data were analyzed using SPSS through descriptive and inferential statistical techniques. The findings showed that pre-service teachers had a positive perception of the effectiveness of teaching practicum in promoting professional skills. Overall, the study suggested that teaching practicum provided valuable opportunities for pre-service teachers to develop professional skills. This study is significant since it enables educational institutions to incorporate teaching practicum programs for pre-service teachers.

Keywords:
Teaching Practicum, Pre-Service Teachers, Professional Skills, Experiential Learning Theory (ELT).

NPRCE 44

The Impact of AI Writing Correction Tools on University Students' Self-Regulation and Academic Integrity Awareness

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Abstract:

The increasing reliance on AI writing correction tools has significantly transformed academic writing practices among college and university students, raising critical questions regarding self-regulated learning and academic integrity. Using a quantitative, cross-sectional survey design, this study examined the relationship between the use of AI writing correction tools (e.g., Grammarly, QuillBot) and both self-regulated writing behavior and academic integrity awareness among university students in Pakistan. Data were collected via a structured, validated questionnaire distributed using convenience sampling (N = 237). Linear regression and correlation analyses revealed that a positive attitude toward AI significantly predicted self-regulation. Furthermore, AI attitude demonstrated a strong positive correlation with self-regulated writing behavior, a moderate correlation with academic integrity awareness, and a slight positive correlation with actual AI usage behavior. Crucially, academic integrity awareness was significantly predicted by actual AI usage behavior rather than general attitude. Exploratory analyses indicated no significant differences across age groups or degree programs. However, female students reported slightly higher awareness of academic integrity, and private university students consistently outperformed their public university peers across both outcome variables. Overall, the findings suggest that AI writing correction tools support stronger self-regulated writing behavior without compromising academic integrity awareness, supporting their pedagogically framed integration into higher education institutions.

Keywords:
AI writing correction tools, self-regulated learning, academic integrity awareness, higher education, Pakistan.



NPRCE 45

The Enrollment-Retention Paradox in Schools: Evaluating the Asymmetric Impact of School Leadership on Student Persistence versus Initial Admission

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Abstract:

Literature on school management often assumes that superior administrative leadership naturally drives school growth by attracting higher student enrollment. However, in low-cost private elementary schools operating within economically vulnerable communities, the factors influencing new admissions differ fundamentally from those driving student retention. This paper investigates the differential impact of school heads' administrative behavior on student retention rates versus new student enrollment. Utilizing a quantitative regression design, survey data from 20 school heads and 200 teachers across 20 low-income private schools in Lahore were analyzed alongside five-year document records of enrollment and dropouts. Regression analysis revealed that administrative behavior is a powerful predictor of student retention ($R^2 = 0.620$, $p = 0.004$ for teacher evaluations; $R^2 = 0.588$, $p = 0.000$ for principal assessments). In sharp contrast, administrative behavior showed no statistically significant impact on new student enrollment ($R^2 = 0.031$, $p = 0.461$ for teacher evaluations; $R^2 = 0.071$, $p = 0.257$ for principal assessments). The study uncovers the 'Enrollment-Retention Paradox': internal administrative competence ensures student persistence once enrolled but cannot overcome external socioeconomic barriers such as household poverty, tuition costs, and geographic distance that initially led to parents' choice of school. Policy interventions, including public-private voucher partnerships, are recommended to alleviate external financial barriers to initial school access.

Keywords:
Enrollment-Retention Paradox, Administrative Behavior, Student Persistence, Low-Income Private Schools, Educational Policy.

NPRCE 46

Perception of Teachers about Inclusive Strategies and Equity in Co-Curricular Activities at Elementary Level in Lahore

Author's Profile: Dr Sadia Munawar

Abstract:

Inclusive education aims to provide equal opportunities for all learners, regardless of their abilities, backgrounds, gender, or individual differences. Co-curricular activities play an important role in the overall development of elementary-level students by promoting social interaction, confidence, creativity, teamwork, and leadership skills. This study focuses on teachers' perceptions regarding the use of inclusive strategies and the promotion of equity in co-curricular activities at the elementary level in the home environment. The study examines how teachers perceive the participation of children with diverse learning needs and whether equal opportunities are provided to all children in activities such as art, sports, storytelling, music, and other creative activities. A quantitative research approach may be used, with elementary-level teachers as the target population. Data can be collected through a structured questionnaire addressing teachers' perceptions of inclusion, equal participation, parental support, accessibility, and barriers to participation. The findings are expected to highlight teachers' understanding of inclusive practices and the extent to which equity is promoted in children's co-curricular activities. The study may contribute to improving collaboration between teachers and parents and developing practical strategies that encourage inclusive and equitable participation of all children in co-curricular activities.

Keywords:
Inclusive education, teachers' perception, equity, co-curricular activities, elementary level, home environment, equal participation.

NPRCE 47
Difficulties Faced by Students in Learning English as a Second Language

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Abstract:

The rapid advancement of digital technology has significantly transformed academic practices in higher education, particularly among post graduate students. The purpose of this study was to examine the effect of digital tool, Grammarly, on post graduate students. The research aims to investigate the effect of using Grammarly on post graduate students through quantitative research using validated questionnaires in order to examine the extent to which students save their time and the impact on their creativity. The findings of the study highlighted how digital tools contribute to academic efficiency and skills alongside the suggestion that educational institutes should encourage the balances and effective use of digital tools.

Keywords:
Grammarly, postgraduate students, academic efficiency, creativity, quantitative research.



NPRCE 48

Buffering Students' Resilience to Aggression: Mediation and Moderation of Teachers' Professionalism

Author's Profile: Muhammad Shokat Zaman. (**Email:** zamanshokat485@gmail.com); Dr. Muhammad Nadeem Iqbal.; Dr. Muhammad Kamran Kundi. and Shaukat Ali.

Abstract:

The study explored the complicated structural relationship between university students' internal psychological resilience and the display of aggressive behaviors in higher education ecosystems, including the dual mediation and moderation effect of teachers' professionalism, conducted with a specific emphasis on it. The quantitative empirical data collection was done by using a cross sectional survey with 235 post graduate (MPhil and PhD) students of public sector universities in Punjab, Pakistan. Validating instruments and integrity of structures was carried out with rigorous Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA). The results of advanced path analysis through the structural equation modeling (SEM) and Hayes process macro mediation and moderation estimation supported that university students' initial psychological resilience as an internal shield plays an important role in reducing the emergence of aggressive behavior. This protective pathway is optimized and reinforced when there is high teacher professionalism as an external institutional buffer. The conditional interaction term (USR\TP) was very significant, accounting for an additional 3.5% unique variance in aggressive behaviors suppression. Demographic analysis showed that male postgraduates scored significantly higher mean scores for manifest aggressive behavior than female postgraduates while advanced PhD research scholars had significantly higher mean score in psychological resilience and lower mean score of aggressive behavior than MPhil postgraduates. The results provide valuable, evidence-based knowledge to university administrations to incorporate structured stress management practices, specific guidance and counseling centers, and project-based learning approaches into university systems that will proactively foster safer, more harmonious university environments.

Keywords:
Aggressive Behaviour, Student Resilience, Teachers' Professionalism, Cross-Sectional Survey, Hayes Process Macro Mediation and Moderation Models, Institutional Buffers.

NPRCE 49

Learning Support Teachers' Experiences of Inclusive Pedagogy for Struggling Learners in Private Schools of Lahore

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Abstract:

Inclusive education aims to ensure participation, belonging and equal learning opportunities for all students in mainstream educational settings. However, limited qualitative research has been conducted in Pakistan to explore how learning support teachers (LSTs) implement inclusive teaching practices for struggling students, especially in private schools. This study investigated the lived experiences of learning support teachers implementing inclusive teaching practices for struggling learners in a private school in Lahore. A qualitative transcendental phenomenological design was used, based on the approach of Moustakas (1994). Six learning support teachers working in private schools in Lahore were selected through purposive sampling. Data were collected through semi-structured interviews conducted using text messages and voice notes via WhatsApp and LinkedIn and analyzed using phenomenological procedures such as horizontality, grouping of meaning units, creative variations, and development of textural and structural Descriptions. The findings revealed four interconnected phenomenological meaning structures. First, participants experienced the LST role as that of a bridge-builder, adapting learning environments and connecting curriculum demands with individual learner needs rather than attempting to "fix" the learner. Second, inclusive pedagogy was experienced as a deliberate daily practice, involving differentiation, scaffolding, multisensory strategies, flexible grouping, and adaptations to assessment and instruction. Third, participants described persistent structural and relational barriers, including large class sizes, limited planning time, insufficient teacher preparation, parental resistance, rigid institutional structures, and inconsistent collaboration. Finally, inclusion emerged as a personal belief closely linked to professional identity, with participants expressing strong beliefs in each student's ability to learn and participate.

Keywords:
Inclusive pedagogy, Learning Support Teachers, struggling learners, inclusive education, phenomenology.

NPRCE 50

A Phenomenological Study of Academic Resilience among Undergraduate Students in Online Learning

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Abstract:

Online learning in higher education increased due to the spread of the COVID-19 pandemic, and students faced challenges they had never experienced before, such as technological issues, increased academic pressure, and social isolation. A factor that played a crucial role in student success and persistence was academic resilience. Although a few phenomenological studies have investigated how undergraduate students perceive and implement resilience in an online learning environment. The purpose of this qualitative phenomenological study is to gain insights into the lived experiences of academic resilience in undergraduates in online learning environments, the challenges they faced, the coping mechanisms they utilized, and the support structures and the role of psychological attributes in their academic achievements. The study is founded on Colaizzi's (1978) seven-step method and utilizes a qualitative phenomenological approach. Semi-structured interviews were conducted with students from different universities in Pakistan using purposive sampling, including criterion and snowball sampling techniques. 15 students participated in this study through calls and audio notes on WhatsApp. Colaizzi's method was utilized, and six themes emerged, including navigating technological barriers, social support networks, emotional and psychological struggles, motivation and persistence, self-directed learning and adaptation, and personal growth and transformation. Findings revealed that participants faced a lot of troubles, such as poor internet connections, financial limitations, and power outages. Despite these obstacles, students developed self-directed learning techniques, established social support networks, maintained motivation, and experienced personal transformation. The study revealed that academic resilience is a multidimensional and dynamic process that is affected by the interaction of personal attributes, social support, and environmental elements. The research results have major implications for students, teachers, universities, and policymakers, pointing out the need for flexible policies, assistance with devices and data, investment in infrastructure, and institutional recognition of the social and emotional facets of online learning.

Keywords:
Resilience, Multidimensional, Social Support.

NPRCE 51

The Power of Peer Collaboration: Enhancing Middle School Students' Motivation, Engagement, and Performance in English Language Learning

Author's Profile: Omema Zaheer. MPhil ELM. Department of Education, University of Management and Technology, UMT Lahore, Pakistan.

Abstract:

Peer collaboration has emerged as an effective pedagogical approach to improving students' motivation, engagement, and academic performance in language learning. This study aims to explore the role of structured peer collaboration in enhancing middle school students' English language learning, with particular emphasis on its influence on learning motivation, classroom engagement, and academic performance in the Pakistani educational context. Drawing on Vygotsky's Sociocultural Theory, the study conceptualizes peer interaction as an important mechanism through which students develop language skills, construct knowledge, exchange ideas, and support one another's learning. Collaborative activities, including group discussions, peer feedback, shared problem-solving, and structured group tasks, provide opportunities for students to practice English, develop confidence, and actively participate in classroom activities. The study also considers contextual challenges within Pakistani schools, such as large class sizes, examination-oriented teaching practices, limited instructional resources, and varying levels of English language proficiency, which may influence the implementation and effectiveness of collaborative learning strategies. By examining the relationship between peer collaboration and students' learning outcomes, the study seeks to highlight the potential of collaborative classroom practices to create inclusive, interactive, and motivating English language learning environments. The study is expected to provide useful insights for English language teachers, curriculum planners, and educational stakeholders regarding the integration of structured peer collaboration into middle school classrooms to promote meaningful language learning and improved academic outcomes.

Keywords:
Peer Collaboration, English Language Learning, Learning Motivation, Student Engagement, Academic Performance.

NPRCE 52

Overdependence on AI Supported Learning and Critical Thinking: Investigating Opportunities and Risks in Modern Education at Higher Educational Level

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Abstract:

This research examines how AI-based learning resources can help learners develop a critical thinking skill in the context of higher education, both as an opportunity and a potential danger of overreliance. This research is aimed at evaluating the role of AI based learning on critical thinking skills in students concerning the proportions of potential disadvantages and the positive effects of AI tools. The participants were separated into two groups, including those who used AI-supported learning tools and those who did not. The sample of the study was extracted using multistage sampling approach in which 150 students were randomly selected at first stage. At second stage these participants were divided in to two groups (75 in each group) using convenient sampling technique to identify students using AI too and student who did not use. The data were collected using a specially developed critical thinking test in multiple choice as well as performance-based formats, based on Watson-Glaser Critical Thinking Appraisal (WGCTA). Descriptive statistics, paired t-tests, and independent t-tests were applied in order to compare the critical thinking scores of the two groups and determine the relationship between exploring AI tools and cognitive performance. These results showed that AI-tool users have improved critical thinking scores by a significant margin, 51.5 (SD = 6.3) to 68.0 (SD = 5.0) ($t = 8.72$, $p < 0.05$), and the control group did not significantly improve in critical thinking scores. Nevertheless, risks of being over dependent on AI tools were also noted in the study as it was observed that students had to engage into frequent use of AI tools which led to cognitive offloading where students had to rely less on free-thinking to solve their independent problems. The correlation test ($r = 0.56$, $p < 0.05$) indicated that the excessive use of AI tools could result in a lack of critical thinking and the use of superficial method of learning. This explains why it is necessary to combine the introduction of AI tools with the classic teaching method to encourage critical thinking and metacognition. Other ethical concerns like fair access to AI devices and possible bias within the AI algorithms were also addressed, and a reasonable and conscious approach towards the use of AI in learning was highlighted.

Keywords:
Overdependence, AI Supported Learning, Critical Thinking, Investigating Opportunities, Risks.



NPRCE 53

Relationship between Teachers' Use of AI Tools and Their Instructional Performance in Higher Educational Institution

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Abstract:

This research investigated the relationship between the use of artificial intelligence (AI) tools and teachers' instructional performance in higher education institutions, and more specifically how gender, years of teaching and qualifications affected instruction performance. A quantitative research approach was used to collect data from 364 university teachers in public sector universities of Punjab, Pakistan. The data was analyzed using SPSS with the help of various descriptive and inferential statistical methods such as one-sample t-test, independent sample t-test, Pearson correlation, linear regression and one-way ANOVA. The results showed that there was a significantly high usage of AI tools by teachers in their teaching. In addition, AI tool usage was found to significantly positively correlate with instructional performance, with teachers who used AI tools more frequently displaying better teaching performance. The regression analysis also showed that AI tool usage significantly predicted instructional performance. The study also revealed that gender did not significantly impact instructional performance, while teaching experience and qualification had significant effects, with highly experienced and highly qualified teachers having better instructional performance. These findings indicate that the adoption of AI tools by teachers plays a significant role in improving instructional performance in higher education. These results suggest that universities should encourage the usage of AI technologies, offer training programs, and establish policies that support the efficient usage of AI tools to improve teaching effectiveness.

Keywords:
Artificial Intelligence, AI Tools, Instructional Performance, Higher Education, Teaching Effectiveness.

NPRCE 54

The Relationship between Personality Traits and Transformational Leadership Style: Exploring the Moderating Role of Political Skill among College Leaders in an Era of Educational Transformation

Author's Profile: Arfa Munir, PhD Scholar, Department of Education, University of Management and Technology, Lahore. (**Email:** arfa.fcoe@gmail.com)

Abstract:

Educational leadership requires effective leadership to navigate ongoing transformation in contemporary educational settings. Transformational leadership is essential for promoting change. Personality envisages successful leadership. While relationship exists between Personality traits and Transformational leadership but limited research is found on the moderating role of political skill. The study investigated the relationship between Personality traits and Transformational leadership style among college leaders and examined the moderating effect of Political skill. The target population was the teachers of private colleges of Lahore district, Punjab. A sample of 300 was selected through convenience sampling from subordinates regarding their respective leader. Multifactor Leadership Questionnaire, The Big Five Inventory and Political Skill Inventory was used. To find relationship between TL and PT correlation was used and Process v.4.2 by Andrew F. Hayes was performed to find the moderator role of Political skill. The results indicated that there was positive significant relationship ($r = .563$, $p < .01$) between Transformational leadership style and Personality traits. Moderation analysis indicated that political skill significantly moderates the relationship between personality traits and transformational leadership ($\beta = 1.0809$, $p = .0136$). The study concludes that personality traits are associated with Transformational Leadership but their effectiveness is strengthened through political skill. The study contributes to leadership literature by showing establishing the role of Political skill and Personality traits in fostering Transformational leadership.

Keywords:
Transformational Leadership, Personality Traits, Political Skill, Educational Transformation.



NPRCE 55

Perceptions of Undergraduate Students about the Impact of ChatGPT (AI) on Their Academic Assignments

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Abstract:

As artificial intelligence (AI) continues to shape educational landscapes, understanding how students perceive and utilize AI tools becomes essential. This study delves into undergraduate students' perspectives on ChatGPT (AI) and its influence on their academic assignments. The objectives were twofold: (1) to explore students' perceptions regarding the use of ChatGPT (AI) and (2) to examine its impact on their academic assignments. Employing a quantitative research design with a cross-sectional approach, the study targeted undergraduate university students in Lahore City, Pakistan. Convenience sampling was used, resulting in a sample size of 535 students. Data were collected using a standardized five-point Likert scale. Descriptive statistics, including frequencies and percentages, were employed for data analysis. Additionally, the Chi-square test of independence was conducted to explore students' perceptions of ChatGPT (AI) on their academic assignments. Our study findings revealed that the majority of undergraduate students expressed positive perceptions of ChatGPT (AI). They found it amusing, effective, and helpful for completing assignments, projects, and presentations. However, many students feel motivated and optimistic about utilizing ChatGPT (AI) for academic tasks. They perceive it as superior to other search engines. Based on our findings, we recommend that educational institutions actively promote the integration of AI tools like ChatGPT. Faculty members can guide students on effective utilization, emphasizing its benefits while addressing any potential limitations. Additionally, ongoing research should explore the long-term impact of AI on student learning outcomes.

Keywords:
Perceptions, Undergraduate Students, ChatGPT (AI), Academic Assignments.



NPRCE 56

Redesigning Education for the Excluded Learners: Moving from Institution-Centered Provision to Learner-Centered Inclusive Ecosystem in Pakistan

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Abstract:

Inclusive education is understood as a process of identifying and removing barriers to participation, learning, retention, and progression rather than placing children with disabilities in mainstream schools. This study examines how inclusive education can be conceptualized through flexible, learner-centred pathways, with particular relevance to non-formal education (NFE) and excluded learners in Pakistan. Data were generated through five expert interviews representing perspectives in special education, clinical psychology and community-based rehabilitation, education policy and pedagogy, non-formal education, and teacher development. Inductive thematic analysis generated six themes concerning multidimensional exclusion, flexible access pathways, meaningful individualized learning, teacher and institutional readiness, retention and progression, and an inclusive education ecosystem. Findings indicate that exclusion is shaped by intersecting barriers including disability, poverty, child labour, age, documentation, geographic distance, weak educational provision, and institutional rigidity. Flexible pathways including NFE, home-based education, community-based rehabilitation, accelerated learning, and accessible learning centres can expand access to unreached learners. However, access alone does not constitute meaningful inclusion. Effective inclusion requires individualized learning goals, differentiated pedagogy, curriculum adaptation, continuous professional development, institutional ownership, equitable assessment, family and community participation, multidisciplinary support, and progression pathways. The study develops a five-stage conceptual framework comprising identification, access, participation and learning, retention and support, and progression, supported by enabling conditions related to policy, financing, teacher development, community ownership, multidisciplinary services, and monitoring. The study argues for a shift from institution-centred provision toward a learner-centred inclusive education ecosystem in which educational systems adapt to learner diversity and circumstances rather than treating difference as a basis for exclusion.

Keywords:
Inclusive Education, Non-Formal Education, Educational Exclusion.

NPRCE 57
Acquisition of Receptive Object Identification in a 4-Year-Old Autistic Child

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Abstract:

Background: Receptive identification of common objects is an important foundational skill for early learning and functional communication. For autistic children who have limited communication skills and engage in physical aggression to communicate needs and wants, developing receptive language may provide an important pathway toward more effective communication. This study examined the acquisition of receptive object identification in a 4-year-old autistic child. The intervention targeted the child's ability to receptively identify laminated photographs of everyday objects following a verbal instruction. Initially, the child was required to select one target photograph from an array of two and subsequently discriminate the target from an array of four. A most-to-least prompting procedure was used to facilitate accurate responding while promoting independent performance. Instruction was conducted across therapeutic and home environments to support skill generalization. One session was conducted daily, five days per week, with 10 instructional trials completed per session. Mastery was defined as successful identification of each targeted picture across 10 probe trials. Additional targets were introduced following successful mastery of existing targets. Following 30 intervention sessions, the child achieved the predetermined criterion for receptive identification of the targeted common-object photographs. The child successfully demonstrated the targeted discrimination skills across the instructional and probe conditions, allowing additional targets to be introduced. The findings indicate that systematic instruction using a most-to-least prompting procedure supported acquisition of receptive identification skills in this young autistic child. Developing foundational receptive-language skills may facilitate participation in educational activities and create opportunities for more functional communication. Further research using systematic experimental designs and direct measures of problem behavior is warranted to examine whether improvements in receptive identification are associated with reductions in communication-related physical aggression.

Keywords:
Autism, Receptive Language, Object Identification, Most-To-Least Prompting, Functional Communication, Early Intervention.

NPRCE 58
Online Examination Challenges, Issues/problems and Solutions

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Abstract:

Online examinations, commonly known as electronic examinations (e-exams), are becoming increasingly implemented in higher education institutions in Pakistan. However, learners' perspectives on these exams remain unexplored. This study therefore examines learners' perceptions of the online examination practices at Lahore. An online questionnaire survey of 200 undergraduate students elicited their perceptions of the relative advantages of online examinations. The results show that online exams were perceived to Have significant benefits over traditional, paper-based examinations. Conversely, participants identified. Many challenges facing the successful implementation of online exams. The findings also indicate that e-exams are particularly suitable for formative assessment, for Measuring learning rather than the summative assessment of learning. The successful implementation of Online exams depends on designing them.

Keywords:
Online Examinations, E-Exams, Higher Education, Learners' Perspectives, Formative Assessment.

NPRCE 59
Rethink and Redesign of Inclusive Education for All

Author's Profile: Ayesha Usman, PhD Special Education.
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Abstract:

The study has been conducted to find out the policies and their implementation status for ensuring inclusive education. Objective of the study was rethinking and redesign inclusive education as it ensure education for all. Qualitative study approach has been adopted. Five teachers working in special education and general education has been selected for data collection. Thematic analysis technique was used for data analysis. The study revealed that teachers of special education have clear idea about Inclusive Education but teachers working general education have no idea of Inclusive Education. In spite of being a part of education policy, Inclusive Education was not recognized in general education. Inclusive Education literature must include in training sessions. NGOs must engage in awareness campaigns among parents. It was suggested that the Inclusive Education can be promised if all policies must be shared among stakeholders in shape of booklet.

Keywords:
Inclusive Education.

NPRCE 60

Navigating Uncertainty: Student Teachers' Lived Experiences of Professional Identity Formation in a Liquid Modern Era of Initial Teacher Education in Punjab, Pakistan

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Dr. Yaar Muhammad, Associate Professor, Department of Education, GC Women University, Sialkot.

Abstract:

Initial teacher education (ITE) takes place in a rapidly changing landscape of changing curricular demands and challenged professional norms in Pakistan. The current study draws on the concepts of Bauman's liquid modernity to understand how student teachers experience and build themselves while on ITE in the region of Punjab in Pakistan. The method used in the study is Interpretative Phenomenological Analysis (IPA) and semi-structured interviews (via Zoom with 22 participants), allowing to analyze identity formation related to the subjective and intersubjective aspects in the context of conditions of institutional uncertainty. Four themes of groups as experience emerged, such as the uncertainty about stable role models in teaching, the tension between being "compliant" and being the "real teacher," lifelong learning experiences as anxiety management experiences, and the negotiation of critical agency in a fixed curricular setting. The results of this study point towards the idea that student teachers do not just adopt or inherit the identity of teacher but rather actively construct, negotiate and reform the teacher identity by "liquid modernity" as a form of representation for them. The design of the ITE programme, training of mentors and policy in Punjab are discussed.

Keywords:
Professional Identity, Liquid Modernity, Initial Teacher Education, Punjab, Pakistan, Interpretative Phenomenological Analysis, Uncertainty, Lifelong Learning.

NPRCE 61
Professional Development of Early Childhood Teachers through Reflective Practices

Author's Profile: Hina Rashid, PhD UMT. (**Email:** s2025095005@umt.edu.pk)

Abstract:

Reflective practices in early childhood education (ECE) are critical for enhancing children's learning outcomes and supporting teachers' professional development. This study employed an explanatory sequential mixed-methods design to examine the relationship between teachers' reflective practices and their professional development in ECE settings. The quantitative phase involved 196 private-sector ECE teachers who completed an adapted survey questionnaire. The subsequent qualitative phase explored teachers' lived experiences through semi-structured interviews with six early childhood teachers to further explain the quantitative findings. Quantitative results indicated a significant positive relationship between teachers' reflective practices and their professional development. Specifically, self-assessment, documentation, and parental interaction were identified as key reflective practices that promote professional growth among ECE teachers. Qualitative findings supported these results, revealing that the consistent use of reflective practices enhances teachers' professional competencies and reflective awareness. The study recommends the systematic integration of reflective practices in early childhood education, as they contribute to improved teaching quality and sustained professional development.

Keywords:
Early Childhood Teachers, Professional Development, Reflective Practices in ECE, Parental Interaction, Documentation of Learning, Self-Assessment, Lived Experiences, Critical Reflectivity, Evidence-Based Practice, Collaborative Partnership.



NPRCE 62

Teacher Preparation in Pakistan's AI Policy Landscape: A Document Analysis Using a Pedagogy–Ethics–Competence Lens, with Reference to Lahore

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Abstract:

Pakistan's National AI Policy 2025 and the Higher Education Commission's (HEC) draft framework on generative AI signal a national commitment to AI readiness, yet it is unclear how far these documents prepare teachers and teacher educators, who must mediate AI for the next generation of learners. This study asks how current Pakistani AI policy documents address pedagogy, ethics, and competence in teacher preparation, and what this implies for teacher education in Lahore. Using qualitative document analysis, the full text of the National AI Policy 2025 and the HEC draft framework (as summarised in press coverage) were examined through directed content analysis. The coding frame combined the three concerns of the conference theme (pedagogy, ethics, teacher competence) with the five aspects of UNESCO's AI competency framework for teachers. Six findings emerged. First, teachers and teacher education institutions are not named as target groups in the national policy's measures. Second, ethics is the best-covered dimension but is framed mainly as governance and academic integrity rather than professional practice. Third, pedagogy receives only aspirational treatment. Fourth, competence provisions target the technical workforce rather than teachers' professional learning. Fifth, equity, gender, and regional-language commitments are explicit but delivered through parallel programmes rather than within teacher education. Sixth, Lahore's designation as a primary Centre of Excellence in AI site, together with HEC's institutional requirements, creates a practical opening for partnership. The paper recommends naming teacher educators as a target group, a Lahore-based teacher education–CoE-AI partnership, teacher-education-specific guidance within HEC's framework, assessment redesign support, and teacher-education indicators in policy monitoring.

Keywords:
AI In Education, Teacher Education, AI Policy, Document Analysis, Teacher Competence, AI Ethics, Pakistan, Lahore.

NPRCE 63

Effectiveness and Technical Barriers of Online Learning at the University Level: Students' Perspective

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Abstract:

The COVID-19 pandemic has affected many countries and has had a serious impact on education around the world. Pakistan has followed strict nationwide procedures to stop the spread of the virus, and the transition to online education was a prominent measure. This study aimed to investigate the students' perspectives on the effectiveness and technical barriers of online learning faced by university students. A quantitative research approach was used, and data were collected through a structured survey questionnaire. A convenience sampling method was used, and data were collected from 273 students at the Institute of Education and Research. Descriptive analysis was carried out. The results indicate that most of the respondents preferred face-to-face learning over distance learning and perceived it as an ineffective learning environment. Students faced challenges like unstable Internet connections, slow-response learning platforms, lack of skills related to the use of information and communication technology, poor time management skills, and poor assessment and evaluation. The findings emphasize the importance of providing awareness to the students about e-learning and providing training and technical support to improve their online learning experiences. These findings encourage the Internet Service Provider to enhance the coverage of the Internet in Pakistan, especially in rural areas.

Keywords:
Online Learning, Technical Barriers, Effectiveness of Online Learning.

NPRCE 64

Preparing AI-Ready Science Teachers in Pakistan: Competencies for AI-Assisted Pedagogy and Curriculum Design

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Abstract:

Artificial intelligence (AI) is creating new possibilities for science teaching, from developing interactive learning activities to designing assessments and explaining complex scientific concepts. However, effective integration requires more than just being familiar with digital tools. Science teachers should be able to evaluate AI-generated information, make pedagogical decisions, and address ethical concerns about accuracy, privacy, and equitable access. These concerns raise important questions about how teacher education programmes can prepare teachers to use AI responsibly and meaningfully. This conceptual paper aims to examine the competencies required for AI-ready science teachers in Pakistan and proposes a framework for integrating AI-assisted pedagogy and curriculum design into teacher's professional development. The paper advocates to draw on an integrative review of scholarly literature, international AI competency frameworks, and relevant educational policy documents. The literature will be synthesized to identify recurring competency requirements, science-specific pedagogical considerations, and institutional factors influencing AI integration. Particular attention will be given to AI literacy, pedagogical competence, scientific verification, ethical practice, and lifelong professional learning. The proposed framework places AI competence as an interconnected set of technological, pedagogical, ethical, and professional capabilities rather than a technical skill. It also highlights the roles of teacher education curricula, institutional guidance, mentoring, and continuing professional development in supporting responsible AI integration. By connecting international competency frameworks with the needs of science teacher education in Pakistan, the paper aims to offer a context-sensitive contribution to discussions of future-ready teaching. The framework may inform curriculum development, professional learning initiatives, and resulting empirical investigations into science teachers' AI readiness.

Keywords:
Artificial Intelligence, Science Teacher Education, Teacher Competence, AI-Assisted Pedagogy, Professional Development.

NPRCE 65

Transforming Early Childhood Educators' Professional Dispositions for Ethical Value Inculcation: An Action Research Study

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Abstract:

This study examined the transformative aspects of the professional dispositions of early childhood education teachers who were required to instill moral principles in young learners. An action research intervention preceding phenomenological interviews involved ten ECE educators in Pakistani private educational settings. Pre-intervention, it was found that the teachers were using role modelling and storytelling extensively but had not used systematic methods of ensuring ethical education. In a post-intervention analysis, the study showed that there was a deep-seated change in the professional identity of teachers, pedagogical and reflective practices among teachers. Teachers changed their teaching orientations from more academic to more holistic, adopted systematic documentation practices, and internalized action research methodologies of constant improvement. The environment in the classroom was also observed to change in the sense of better student behaviour, better prosocial interaction, and better positive feedback by parents on the ethical behaviour of the children in their homes. The results are enlightening regarding the transformative nature of guided professional growth in terms of redefining teachers' dispositional inclinations towards moral education in early childhood situations.

Keywords:
Early Childhood Education, Professional Dispositions, Ethical Values, Interpretative Phenomenological Analysis, Teacher Transformation.



NPRCE 66

Towards Inclusive Education: Identification of Teachers Teaching Style, Creating a Learning Environment and Teachers' Attitude and Emotional Well-Being

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Abstract:

Inclusive education is an important part of creating an education system in which every child has the opportunity to learn and participate regardless of their abilities, disabilities or individual differences. In Pakistan inclusive education is receiving an increasing attention but several challenges still affect its implementation in school. This article explores four important aspects of inclusive education: identifying teachers' teaching styles, creating supportive environment, understanding teachers' attitude toward students with diverse needs, and promoting teachers' emotional wellbeing. Teachers play a significant role in making an inclusive education successful because their teaching style, attitude, classroom practices, and emotional well-being influence students learning experiences. In this study, qualitative research method is used. Data is collected by survey questionnaire. The instrument is developed according to the aspects of the article. The questionnaire shared to the inclusive schools and shadow teachers than data is analyzed by SPSS. The government and private sectors need to strengthen their education. They need to identify teaching styles through supportive observation.

Keywords:
Inclusive Education, Teaching Styles, Learning Environment, Teachers' Attitude, Emotional Wellbeing.



NPRCE 67a

Responsible Use of Generative AI among University Students: Perceived Benefits, Academic Integrity, and Learning Practices

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Abstract:

Generative artificial intelligence (AI) is increasingly being used by university students to support academic tasks, including writing, research, brainstorming, and understanding complex concepts. Although these tools offer educational opportunities, their use also raises concerns regarding academic integrity, independent learning, and the reliability of AI-generated information. This study aims to examine students' use of generative AI, their perceptions of its educational benefits, and their practices concerning responsible and ethical use. A quantitative, cross-sectional survey design will be employed. The target population will consist of university students in Lahore, Pakistan, who have experience using generative AI tools for academic purposes. A proposed sample of 200–250 students will be recruited through convenience sampling, subject to participant access and institutional approval. Data will be collected using a structured questionnaire covering frequency and purposes of AI use, perceived usefulness, verification of AI-generated information, academic integrity, and self-reported learning practices. Data will be analysed using descriptive statistics and, where appropriate, correlation or group-comparison tests. Participation will be voluntary, with informed consent and appropriate confidentiality safeguards. The study is expected to provide insights into students' AI-use practices and inform recommendations for responsible AI integration in higher education. Its findings may help educators develop guidance that encourages ethical AI use while supporting critical thinking, independent learning, and academic responsibility.

Keywords:
Generative Artificial Intelligence, Higher Education, Academic Integrity, Responsible AI Use, Student Learning.

NPRCE 67b

Ethical Dilemmas and Pedagogical Adaptations: A Qualitative Study of University Faculty and Students' Perspectives on AI Integration in Higher Education

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Abstract:

The rapid expansion of Artificial Intelligence (AI) in higher education has reshaped instructional strategies and student learning behaviors, raising pressing ethical and pedagogical questions. This qualitative study explores how university faculty and students experience and navigate the ethical dilemmas and practical adaptations associated with AI integration in academic settings. Grounded in a phenomenological framework, the research examines perceived challenges such as academic integrity, critical thinking erosion, algorithmic bias, and the redefinition of assessment practices. Data will be collected through semi-structured interviews with university faculty members and focus group discussions (FGDs) with undergraduate and postgraduate students from a higher education institution in Pakistan. Using reflexive thematic analysis, the study aims to uncover the nuanced tensions between leveraging AI for enhanced productivity and preserving academic rigor Preliminary expectations suggest that while students view AI as an essential learning aid, faculty express heightened concerns regarding evaluation authenticity and institutional policy gaps. The findings will provide actionable insights for higher education administrators, curriculum developers, and policymakers striving to establish balanced, ethical, and practical guidelines for responsible AI adoption in higher education.

Keywords:
Artificial Intelligence in Education, Ethical Dilemmas, Higher Education, Teacher Competencies, Qualitative Inquiry, Academic Integrity.

NPRCE 68

Strengthening the Wellbeing of Special Education Teachers through Intentional Social Support: A Phenomenological Study in Lahore, Pakistan

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Abstract:

Special education teachers frequently encounter substantial emotional and professional demands due to the diverse and complex needs of their students. Although international scholarship increasingly recognizes the importance of teacher wellbeing, research in Pakistan has rarely examined strength-based approaches that emphasize the intentional provision of social support. This phenomenological study explored the experiences of three special education teachers at the Government Special Education Center – Nishtar Town Campus, Lahore. Guided by the PERMA wellbeing framework, data was collected through semi-structured interviews. Findings indicate improvements in relational wellbeing and reductions in loneliness among participants. Thematic analysis revealed three central themes: eudaimonia and altruism, collegial friendship, and enhanced pedagogical confidence and practice. Teachers described feeling more connected, valued, and professionally assured. The study demonstrates the potential of simple, intentional relational practices to strengthen teacher wellbeing in Pakistani special education settings and highlights implications for leadership, professional learning, and policy development.

Keywords:
Special Education Teachers, Wellbeing, Social Support, Phenomenology, PERMA, Pakistan.

NPRCE 69

Exploring Higher-Education Teachers' Strategies for Assessing Students' Conceptual Understanding and Fostering Critical Thinking When Students Use Generative AI: A Qualitative Study

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Abstract:

Generative AI tools such as ChatGPT, DeepSeek, and Claude have provided students with quick access to large amounts of information. However, growing concerns have emerged regarding the potential implications of students' overreliance on these tools for their critical thinking and conceptual understanding. The primary objective of this study was to explore the instructional and assessment strategies higher-education teachers used to assess students' conceptual understanding and foster critical thinking when students used generative AI for academic work. The study addressed the following research question: How did higher-education teachers assess students' conceptual understanding and foster critical thinking when students used generative AI for academic work? This study employed an exploratory qualitative design and included five higher-education teachers selected through purposive sampling. Data were collected through semi-structured interviews using an interview protocol guide developed by the researchers based on previous literature and were analysed using thematic analysis. The findings revealed that teachers used interactive, process-based approaches to assess students' understanding and encourage critical thinking. These approaches included collaborative argumentation, structured classroom debates, peer-review activities, individual oral explanations, reference verification, and in-class tasks designed to examine students' application of knowledge. Overall, the findings suggested that teachers viewed these strategies as useful for assessing students' conceptual understanding and encouraging critical thinking when students used generative AI.

Keywords:
Generative Artificial Intelligence, Higher Education, Conceptual Understanding, Critical Thinking, Assessment Strategies, Thematic Analysis.

NPRCE 70

Teachers' Perspectives on Students Use of AI: Fairness, Academic Integrity, and Ethical Decision-Making in Educational Settings

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Abstract:

Generative AI tools have changed how students complete written assignments and academic tasks. Most discussions focus on plagiarism and detection software, while teachers 'own reasoning about acceptable AI use receives less attention. This qualitative exploratory study examines how in-service teachers perceive students' use of AI in relation to fairness, academic integrity, and ethical decision-making. Using purposive sampling, in-depth semi-structured interviews were conducted with teachers experienced in teaching and assessment, and the data were analysed thematically. Findings indicate that teachers distinguish between using AI as a learning aid and submitting AI-generated work as one's own, rather than treating all AI use as cheating. Participants expressed concern about unequal advantages among students, difficulty judging the originality of submitted work, and uncertainty about where acceptable use ends. Teachers reported relying largely on their own professional judgement because institutional guidance was unclear or absent. These findings point to the need for clear institutional policies and AI literacy support that protect fairness and academic integrity while allowing responsible use of AI.

Keywords:
Generative Ai, Academic Integrity, Fairness, Ethical Decision-Making, Teacher Perspectives.



NPRCE 71

Teacher Stress in Inclusive and Special Education Settings in Pakistan: Implications for Teacher Preparation and Support

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Abstract:

Teachers play a critical role in ensuring equitable and meaningful learning opportunities for students with diverse educational needs. However, the occupational demands associated with inclusive and special education may affect teachers' psychological well-being and their capacity to respond effectively to learners' needs. This study examined perceived stress levels and occupational stressors among teachers working in inclusive and special education settings in Pakistan. A quantitative comparative research design was employed, involving 70 teachers selected through purposive sampling. Data were collected using the Perceived Stress Scale (PSS-10), the short Teacher Stress Scale (TSS), and a demographic questionnaire. Descriptive statistics, independent-samples t-tests, Pearson correlation, and regression analysis were used to examine stress levels, differences between teaching settings, and associations between occupational stressors and perceived stress. Findings indicated moderate perceived stress and occupational stressor scores among participants. Teachers in inclusive education settings reported significantly higher perceived stress than those in special education settings ($p = .016$). Occupational stressors were positively associated with perceived stress ($r = .58$, $p < .001$) and emerged as its strongest predictor in the reported regression model. These findings highlight the importance of strengthening institutional support, clarifying professional roles, and providing relevant professional development opportunities for teachers. The study contributes context-specific evidence from Pakistan to discussions of teacher well-being and inclusive education. It also underscores the importance of preparing and supporting teachers to manage diverse classroom demands, an essential consideration in developing responsive, equitable, and sustainable educational environments.

Keywords:
Teacher Stress, Inclusive Education, Special Education, Teacher Preparation, Occupational Stressors, Teacher Well-Being.

NPRCE 72

Teacher Stress in Inclusive and Special Education Settings in Pakistan: Implications for Teacher Preparation and Support

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Abstract:

Inclusive education is often evaluated through students' enrollment and access to mainstream schools; however, physical presence in a classroom does not necessarily ensure meaningful participation, social belonging, or equitable learning opportunities. Students with disabilities may continue to experience barriers related to inaccessible learning environments, limited teacher support, negative peer attitudes, and teaching practices that do not accommodate diverse learning needs. This proposed qualitative study aims to explore how students with disabilities experience inclusion in mainstream classrooms in Pakistan, with particular attention to classroom participation, peer relationships, teacher support, accessibility, and feelings of belonging. Guided by an inclusive and equity-oriented perspective, the study will adopt a qualitative phenomenological approach to understand students' lived experiences in their educational settings. Purposive sampling will be used to recruit students with disabilities who have experience studying in mainstream classrooms. Data will be collected through semi-structured interviews using accessible communication methods according to participants' needs. The data will be analyzed thematically to identify patterns in students' experiences, the barriers they encounter, and the forms of support they perceive as meaningful. Appropriate ethical procedures, including informed consent, confidentiality, and accessible participation, will be followed. Rather than treating enrollment as the sole indicator of inclusion, the study seeks to highlight students' own perspectives on what makes classroom participation meaningful and equitable. The anticipated contribution is to inform teacher preparation, classroom practices, and institutional support systems that move inclusive education beyond physical access toward genuine participation, belonging, and dignity for students with disabilities in Pakistan.

Keywords:
Disabilities, Communication, Learning Environments.

NPRCE 73

Effect of Calm Down Corner on Emotional Regulation of Children with ASD of Age 4 - 12 Years

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Abstract:

Children with Autism Spectrum Disorder (ASD) often struggle with emotional regulation because of sensory processing differences, limited emotional awareness, rigid thinking, and communication difficulties. These struggles show up as meltdowns, anxiety, and problem behaviors that disrupt learning, yet conventional classrooms rarely provide a space or structured strategy to support self-regulation. This study examined the effect of a calm down corner, a quiet, predictable space with sensory tools, visual supports, and calming materials, on the emotional regulation of children with ASD aged 4 to 12 years. The study tested the null hypothesis that there would be no significant change in emotional regulation scores across the intervention period, against the alternative hypothesis that access to a calm down corner would produce a significant improvement. Secondary hypotheses examined whether regulation differed between younger (4 to 7 years) and older (8 to 12 years) children and whether age was related to baseline regulation difficulty. A quasi-experimental one-group pre-test and post-test design was used. Five children with a medical and DSM-5 diagnosis of ASD were selected through purposive sampling from a special education school, four of whom were verbal and one non-verbal. Children were included if they were aged 4 to 12, enrolled in a special education program, and able to physically access the corner. Children with severe physical disabilities or irregular attendance were excluded. The intervention took place in a separate classroom for students with ASD, where a standardized corner was placed in a quiet, low-traffic area. After an orientation using visual supports and modeling, children had continuous access to the corner for one month and could use it independently or be guided there by trained teachers when signs of distress appeared. Emotional regulation was measured with the teacher-reported Emotion Regulation Checklist (ERC), a 24-item scale with emotion regulation and lability/negativity subscales, administered at five time points, where lower scores indicate better regulation. Observational records tracked frequency and duration of corner use, behavioral changes, and triggers. Because of the small sample, non-parametric tests were applied: the Friedman test, Mann-Whitney U test, Wilcoxon Signed-Rank test, and Spearman's rank correlation. Mean ERC scores fell from 66.20 at baseline to 58.40 at the third time point, suggesting improved regulation, then rose to 63.00 and 65.40 at the fourth and fifth time points. The Friedman test showed no significant change across time points (chi-square = 4.612, df = 4, p = .329), and the Wilcoxon test found no significant difference between baseline and final scores (Z = -0.135, p = .893), with three children improving and two worsening. The null hypothesis was therefore retained at the group level. The age group comparison was marginal (U = .000, p = .076). A significant strong negative correlation emerged between age and baseline ERC scores (rho = -.889, p = .044), indicating that younger children had greater initial regulation difficulties. Observations showed that all five children used the corner, that verbal children could communicate their need for it while the non-verbal child needed prompting, and

that younger children favored sensory tools such as weighted blankets while older children engaged more with emotion charts and coping cards. The findings are preliminary and should be interpreted cautiously. The very small sample limits statistical power and generalizability, and the lack of significant results may reflect this rather than a true absence of effect. The absence of a control group prevents attributing changes to the intervention alone, and maturation, concurrent therapies, and classroom changes remain possible influences. The one-month duration, reliance on unblinded teacher ratings, uncontrolled differences in ASD severity and prior interventions, and a single-site setting further constrain the conclusions. Even so, the early improvement, the regression toward baseline, and the individual variation suggest that calm down corners may be a useful, non-punitive support when individualized to each child's sensory preferences and reinforced over time. Future research should use larger samples, control groups, longer durations, and multiple raters, and should identify which components of the corner work best for different ages.

Keywords:
Autism Spectrum Disorder, Calm Down Corner, Emotional Regulation, Sensory Supports, Special Education, Non-Parametric Analysis.

NPRCE 74

Bridging the Gap: An Analysis of IEP Implementation and Challenges in Special Education Settings

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Abstract:

Inclusive education is now a very significant concept globally with the aim of providing equal access to quality education for all children including those with a disability and special educational needs. In this context, the Individualized Education Program (IEP) is a basic document that identifies clearly the education goals, strategies, accommodations, and assessment of students' individual learning needs. However, the effectiveness of an IEP is not just determined by how it is written, but also by how it is implemented, which is determined by the professional competence of teachers, institutional support, administration of the institution, parental involvement and the availability of educational resources. IEP implementation may vary between public and private schools due to a variety of factors such as organizational structure and regulations, as well as the support provided in both settings. Although individualized educational plans are acknowledged as important, there is a need for comparative research to look at implementation and challenges faced by individual teachers in both these educational contexts. Therefore, the present study, titled "Bridging the Gap: An Analysis of IEP Implementation and Challenges in Special Education Settings (Public and Private Schools)," aimed to examine the level of IEP implementation in public and private schools, identify the challenges faced by teachers, compare implementation practices between the two school types, and analyze the factors predicting effective IEP implementation. This study was a quantitative comparative research study with a cross-sectional approach. A total of 70 teachers (35 public and 35 private school teachers) represented in special education or inclusive classroom settings participated in the study. Participants were selected via purposive sampling, because they had experience teaching students with special educational needs and making or implementing IEPs. This information was gathered through the use of a structured questionnaire that was created by the researcher after reviewing the literature. This questionnaire included three parts: Demographic data, a 20-item IEP Implementation scale, and a 10-item Challenges in IEP Implementation scale. A five-point Likert scale was used for recording responses. The reported internal consistency for the instrument was .87 for the IEP Implementation Scale and .85 for the Challenges Scale. The data was analyzed with the aid of Statistical Package for Social Sciences (SPSS) Version 26. For the research questions, descriptive statistics was used, the independent samples t-test was used, and multiple regression analysis was used with a significance level of .05. The results showed that there were differences among public school teachers and private school teachers in implementing IEPs. The mean score for the implementation was higher for public school teachers ($M = 4.05$, $SD = 0.52$) than for private school teachers ($M = 3.41$, $SD = 0.65$). This difference was statistically significant ($t(68) = 3.45$, $p = .001$) with the independent samples t-test, indicating differences in reported IEP implementation by school type. Lack of professional training was the most frequent challenge to implementation ($M = 4.32$), followed by time constraints ($M = 4.10$), limited resources ($M = 3.91$), and limited parental involvement ($M = 3.55$). The results here

suggest practical and institutional challenges that could hinder the effective and successful implementation of individual education plans by teachers. In addition, school type (β = .42, p = .002) and teacher training (β = .22, p = .01) were significant predictors of IEP implementation, with the strongest reported predictive association for school type. The study finds that the process of implementing IEPs is not the same in public and private school settings, and that teacher preparedness and institutional factors play a role in the successful provision of individualized educational support. The results highlight the need for continuing professional development, consistency of IEP development and implementation, planning time, access to instructional resources, and better collaboration between teachers, parents, school administrators, and appropriate specialists. Improving these aspects could lead to a decrease in the lack of consistency and inequity in IEPs and ensure a more consistent, individualized, and equal educational opportunity for students with disabilities. The study makes its contribution to how teachers report their implementation of IEP in their classrooms and can help guide future research on institutional practices and supports in special education.

Keywords:
Individualized Education Program (IEP), IEP Implementation, Special Education, Public Schools, Private Schools, Teacher Training, Institutional Support, Inclusive Education, Implementation Challenges.



NPRCE 75

The Relationship between Teachers' Self-Reported Technology Integration and Students' Academic Achievement: A Study at Zaka Public School, Sialkot

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Abstract:

In the current digital era, educational technology, particularly Google Workspace, has gained importance due to its potential to improve teaching and learning processes. This quantitative correlational study investigated the relationship between teachers' self-reported technology integration and students' academic achievement. The study aimed to determine whether teachers' perceptions, beliefs, and practices regarding technology integration were associated with students' academic achievement. Data were collected from 34 teachers at Zaka Public School, Sialkot, through a structured questionnaire adapted from the Teacher Technology Integration Survey (TTIS). Students' academic achievement was measured using the average examination scores obtained across three academic terms for the classes taught by each participating teacher. Pearson correlation analysis was performed using SPSS to examine the relationships between teachers' self-reported technology integration variables and students' academic achievement. The findings revealed no statistically significant relationships between students' academic achievement and the five originally examined dimensions: risk comfort, perceived benefits, beliefs and behavior, technical support, and administrative and instructional use ($p > .05$). These findings suggest that teachers' self-reported technology integration was not significantly associated with students' academic achievement in the context of this study. Further research is needed to explore the pedagogical and institutional factors that may influence this relationship.

Keywords:
Google Workspace for Education, Educational Technology, Academic Achievement, Teacher Technology Integration, Digital Transformation.

NPRCE 76

Collaborative Synergy between General and Special Educators: A Comparative Study of Inclusive Practices in Pakistani Schools

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Abstract:

The goal of the research is to record the distinct perspectives of teachers negotiating the inclusive environment in Lahore's private education system. The study investigates how a teacher's gender and professional background affect their willingness to accept a diverse student body by bridging the gap between special education and general education opinions. To ensure an equitable proportion of the teaching community, the study used a randomized survey approach with a sample of 60 committed professionals, including 15 special education specialists and 45 general educators. Interestingly, the results disproved established beliefs: neither the teachers' gender nor their specialized training significantly altered their perceptions of inclusion. The results of the null hypothesis were accepted because both groups had similar perspectives. These findings ultimately act as a crucial "pulse check" for Pakistani policymakers, indicating that since educators already share similar views, the emphasis should now shift to offering the resources and structural support required to make these positive attitudes a reality in the classroom.

NPRCE 77

Barriers Encountered by Teachers in Utilizing Assistive Technologies

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Abstract:

The integration of assistive technology in the education of students with hearing impairment has the potential to significantly enhance communication, learning outcomes, and classroom participation. However, teachers often face numerous challenges in its effective implementation. This study investigates the barriers encountered by teachers in utilizing assistive technologies such as hearing aids, speech-to-text software, visual alert systems, and interactive learning tools. Data was collected through questionnaires particularly focusing on the context of Pakistan. Findings reveal that major challenges include insufficient training, lack of institutional support, limited availability of resources, technical difficulties, and the high cost of advanced assistive devices. Additionally, societal attitudes and inadequate awareness among stakeholders further hinder effective implementation. The study concludes that addressing these challenges requires targeted professional development programs, government and institutional funding, and awareness campaigns to promote inclusive education. Recommendations are provided to bridge the gap between the potential of assistive technology and its practical use in classrooms for students with hearing impairment.

Keywords:
Assistive Technology, Hearing Impairment, Teachers' Challenges, Inclusive Education, Pakistan.

NPRCE 78

The Impact of Artificial Intelligence (AI) Tools on Students' Academic Performance and Critical Thinking Skills in Higher Education Institutions of Pakistan

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Abstract:

Artificial Intelligence (AI) has become a revolutionary force in higher education, transforming the ways students learn, educators teach, and researchers conduct academic work. The growing use of AI-driven applications, including ChatGPT, Grammarly, Microsoft Copilot, Google Gemini, Perplexity AI, and other intelligent educational platforms, has significantly changed the academic environment in universities across the globe. In Pakistan, the integration of digital technologies into higher education has accelerated considerably in the post-COVID-19 era, resulting in the widespread adoption of AI tools for learning, research, academic writing, and classroom engagement. Although these technologies offer substantial benefits by enhancing learning outcomes, research efficiency, personalized instruction, and access to educational resources, they have also raised concerns about their possible influence on students' critical thinking abilities, originality, academic honesty, and capacity for independent learning. This research aims to examine the influence of AI-powered educational tools on students' academic performance and critical thinking skills in higher education institutions in Pakistan. The study adopts a quantitative research methodology and utilizes a structured survey questionnaire administered to undergraduate and postgraduate students studying in both public and private universities. It explores students' patterns of AI usage, their perceptions of AI-assisted learning, and the extent to which AI adoption affects academic achievement and critical thinking development. To analyse the proposed relationships among the study variables, statistical techniques such as descriptive statistics, correlation analysis, multiple regression analysis, and Structural Equation Modeling (SEM) will be employed. The anticipated findings suggest that the responsible use of AI technologies can enhance students' academic performance by increasing learning effectiveness, improving writing quality, facilitating quicker access to relevant information, and strengthening problem-solving abilities. Nevertheless, an excessive reliance on AI-generated content may negatively affect students' analytical reasoning, creativity, and independent decision-making if appropriate educational guidelines and institutional policies are not established. The outcomes of this study are expected to provide valuable empirical evidence for policymakers, university administrators, and educators, supporting the development of AI governance frameworks, curriculum enhancement strategies, and responsible AI integration practices within Pakistan's higher education sector.

Keywords:
Artificial Intelligence, Chatgpt, Higher Education, Academic Performance, Critical Thinking, Pakistan, Digital Learning, Educational Technology.



NPRCE 79

Development and Validation of a Contextually Responsive Inclusive Education Framework for Learners with Down Syndrome in Public Schools of Punjab

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Abstract:

Inclusive education is essential for ensuring equitable access to quality education for learners with disabilities. Despite national policies and international commitments to inclusive education, learners with Down syndrome in public schools of Punjab continue to encounter barriers related to teacher preparedness, limited resources, inadequate support services, and the lack of contextually appropriate inclusive practices. This study aims to develop and validate a contextually responsive inclusive education framework for learners with Down syndrome in public schools across Punjab. A mixed-methods research design will be employed to obtain both measurable evidence and in-depth contextual understanding of the challenges and support needs of these learners. The quantitative component will examine the prevalence and patterns of perceived barriers, teacher preparedness, available school resources, and inclusive practices through structured questionnaires administered to relevant stakeholders. The qualitative component will explore the experiences, perspectives, and support needs of teachers, parents, school leaders, special educators, and disability-sector professionals through semi-structured interviews and consultations. Relevant national and international literature, policies, and inclusive education frameworks will also be reviewed to inform framework development. Quantitative data will be analyzed using appropriate descriptive and inferential statistical techniques, while qualitative data will be analyzed thematically. Findings from both strands will be integrated to identify key areas of convergence and contextual priorities, which will inform the development of the proposed framework. The framework will subsequently be validated through expert and stakeholder review and refined based on their feedback regarding its relevance, feasibility, clarity, and applicability within Punjab's public-school context. The study is expected to produce a validated, evidence-based, and locally relevant Inclusive Education Framework that provides practical guidance for teachers, schools, education authorities, and development partners. The framework will contribute to strengthening teacher capacity, improving inclusive classroom practices, enhancing school-level support, and promoting meaningful educational participation and learning opportunities for learners with Down syndrome in Punjab's public schools.

NPRCE 80

From Experimentation to Institutionalisation: Transformational Leadership for Sustainable Virtual Reality Integration in STEM Schools

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Abstract:

Virtual reality (VR) can support visualization, inquiry and embodied learning in science, technology, engineering and mathematics (STEM), yet school-level implementation frequently remains episodic. This extended qualitative multiple-case study examines how transformational leadership differentiates schools where VR is routinely integrated from schools where adoption remains peripheral. Ten English-medium schools in Lahore, Pakistan, were purposively selected as five high-VR-adoption and five low-VR-adoption cases. From each school, one principal and two STEM teachers teaching Grades 7–8 were selected, producing 30 participants: 10 principals and 20 teachers. Data were generated through semi-structured interviews, document analysis and classroom observations, then analysed through open coding, axial category development and cross-case comparison. High-adoption schools displayed five mutually reinforcing practices: a pedagogically explicit digital vision, strategically aligned resource mobilisation, teacher agency and safe experimentation, sustained practice-linked professional learning, and curriculum-embedded continuity planning. Low-adoption schools more often demonstrated symbolic vision, hardware-led decisions, one-off training and dependence on individual enthusiasts. The extended analysis introduces a leadership-mediated institutionalisation framework in which transformational behaviours create enabling conditions that convert access into pedagogical fit, integration depth and continuity. It also identifies equity, technical reliability, learner safety and data governance as boundary conditions. The study reframes immersive innovation as an organisational learning process rather than a procurement event and offers an implementation rubric for resource-constrained school systems.

Keywords:
Transformational Leadership, Virtual Reality, STEM Education, Immersive Learning, School Technology Leadership, Institutionalisation.

NPRCE 81

Perceived Impact of Privatization on Quality Education: Educator's Perspectives in Punjab

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Abstract:

Privatization of public education is a debatable topic that has been widely discussed, but the evidence on its relationship with perceived educational quality is not clear, especially in South Asian contexts. This research explored the linkages between privatization and perceived quality of education among all educational professionals from public and private sectors in Lahore division and explored if such perceptions varied by profession. Data was collected from the participants (government teachers, private teachers and education officers) in four districts of Lahore division using a validated questionnaire instrument and with the help of survey design. Exploratory factor analysis, Pearson correlation, simple linear regression and one-way analysis of variance were used for data analysis. The results indicated that privatization was significantly and negatively related to perceived quality of education, and significantly predicted lower scores on perceived quality of education. Professional role had a significant influence on attitudes toward privatization and perceptions of the quality of education, with significant variations between private teachers and certain others with government roles. The results suggest that support for privatization may be a sign of unhappiness with public school systems rather than confidence that privatization will actually benefit students, and that policy makers need to hear from stakeholders with various professional roles individually, and not lump them together when formulating policies on privatization.

Keywords:
Educator's Perception, Privatization, Public Schools, Quality Education.



NPRCE 82

Relationship between Perceived Stress and Academic Achievement among Undergraduate University Students

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Abstract:

Stress is a common problem among university students and may affect their academic performance. University life includes academic pressure, social adjustment, and future career concerns, which can increase stress levels. When stress becomes high, it may reduce students' concentration, motivation, and ability to learn effectively. This research proposal aims to examine the relationship between perceived stress and academic achievement among undergraduate university students. The study will use a quantitative cross-sectional correlational design. Data will be collected from undergraduate students using a structured questionnaire. Perceived stress will be measured using the Perceived Stress Scale (PSS-10), while academic achievement will be measured through students' self-reported cumulative Grade Point Average (GPA). Descriptive statistics will be used to describe stress levels and academic achievement, and correlation analysis will be conducted to examine the relationship between the two variables. Gender and year of study will also be considered as control variables. The findings of this study are expected to provide useful information about how stress affects academic achievement. The results may help university teachers, administrators, and policymakers design effective strategies to reduce student stress and improve academic performance. This study will also contribute to existing research by providing local evidence on stress and academic achievement among university students.

Keywords: Stress, Academic Achievement

NPRCE 83

Investigation of Intervention Strategies Used for Children with Autism in Lahore

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Abstract:

This study was about the investigation of those intervention strategies which were applying for the social skill communication, behavior and social skill development of children with autism. For this purpose, the researchers collected data from 40 teachers and six schools of Lahore city through the convenient sampling. It was descriptive study and was conducted with the help of self-development tool. The main objectives of the study were to investigate teachers about the behavior, communication and social skills problem in children with autism and explore different kind of strategies used for social, behavior and communication training for children with autism. The data of tool tabulated and analyzed through SPSS. The results were conducted that the teachers are used strategies for improving the social, communication and behavior of children with ASD. The relationship between demographic variables and strategies of communication, behavior and social skills of children with autism was also analyzed. Cronbach's Alpha value .807 which means that the instrument was reliable.

Keywords:
Autism Spectrum Disorder, Intervention Strategies, Communication Skills, Social Skills, Behaviour Management.

NPRCE 84

Value Priorities among Deaf and Hearing Adolescents in Pakistan: A Comparative Study

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Abstract:

Values play an important role in shaping adolescents' attitudes, motivations, and social behaviour. Understanding value priorities among deaf and hearing adolescents is essential for promoting inclusive education and supporting their social and personal development. This presentation examines the differences in value priorities between deaf and hearing adolescents in Pakistan, with particular attention to gender differences. The study by Parveen and Batool employed a quantitative, cross-sectional survey design involving 187 adolescents, including 80 deaf adolescents and 107 hearing adolescents. Data were collected using Schwartz's Portrait Value Questionnaire (PVQ), which assesses ten basic human value dimensions. The researchers used statistical analyses to compare value priorities according to hearing status and gender. The findings indicated differences in the value priorities of deaf and hearing adolescents. Deaf adolescents placed greater importance on self-direction, achievement, and power, whereas hearing adolescents assigned greater importance to security. Gender-related differences were also identified, with females generally placing greater importance on achievement and males assigning greater importance to universalism. These findings highlight the importance of recognizing individual differences in adolescents' value orientations. The study underscores the relevance of understanding value priorities in educational contexts and suggests that inclusive educational practices should consider the diverse social, psychological, and developmental needs of deaf and hearing adolescents. The findings may inform educators and special education professionals seeking to strengthen inclusive practices and support adolescent development in Pakistan.

Keywords:
Deaf Adolescents, Hearing Adolescents, Value Priorities, Quantitative Research, Special Education, Inclusive Education.

NPRCE 85

Beyond Internal Reflection: External Environmental Antecedents of Triple-Loop Learning in Higher Education Institutions

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Abstract:

Organizational learning in universities has traditionally been studied as an internally generated process, driven by leadership reflection, professional development and cultural renewal. This article argues that such an internal focus is incomplete, and that deeper forms of institutional learning are frequently activated by conditions originating outside the university. Drawing on triple-loop learning theory, open-systems thinking and the Burke–Litwin model of organizational performance and change, the study develops and tests a conceptual framework in which the external environment functions as an antecedent of triple-loop learning and its transformational, transactional and individual/personal dimensions. Using a cross-sectional, positivist survey design, data were collected from a stratified random sample of 168 university stakeholders (from a population of 1,683) using the 48-item Burke–Litwin Survey. Descriptive, correlational and regression analyses were used to examine the proposed relationships. The findings are discussed in relation to triple-loop learning theory, open-systems thinking and prior empirical research on organizational change in higher education. The article contributes a theoretically integrated account of triple-loop learning as an environmentally embedded, rather than purely internal, organizational process, and offers practical implications for how universities might use environmental scanning as a deliberate trigger for deeper institutional reflection.

Keywords:
Triple-Loop Learning, Open-Systems Theory, Burke–Litwin Model, External Environment, Higher Education, Organizational Learning, Organizational Change.

NPRCE 86

Hands-On Activity Books for Inclusive Early Childhood Education: Supporting Experiential Learning among Children with and without Disabilities

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Abstract:

Early childhood is an important stage for developing basic concepts and learning skills. However, traditional teaching methods may not meet the different learning needs of all children. This study focused on developing and using hands-on activity books to make learning more interactive, meaningful, and inclusive for children with and without disabilities. The main objectives were to develop practical learning materials, improve children's interest and participation, support concept understanding, and explore the usefulness of activity-based learning in early childhood education. The study involved children from Playgroup to Grade 3, including children with different disabilities. Participants were taken from the existing classroom groups, and activities were also conducted with children with diverse disabilities. An availability-based sampling approach was followed, as children from the classes available during the study were included. The study used a descriptive, observation-based methodology. Data were collected through direct classroom observations while children participated in activities approximately once or twice a week in each class. Observations focused on children's interest, active participation, responses, and understanding of concepts. The collected information was analysed descriptively by reviewing children's responses and comparing observed learning experiences with conventional teaching methods. The findings showed that children demonstrated greater interest and active participation while using the activity books. They also showed encouraging improvement in concept recognition and understanding. Classroom observations suggested that some concepts, which generally took about one week to teach through conventional methods, were understood after one or two exposures to the hands-on activities. Following the thesis project, different schools also placed orders for customized activity books, which are now used in everyday learning. The study highlights the value of hands-on activity books as practical resources for promoting experiential learning and supporting inclusive early childhood education.

NPRCE 87

Gender Differences in Generation Z Students' Perceptions of Effective Teaching: Exploring Interpersonal, Pedagogical and Professional Attributes of Effective Teaching

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Abstract:

The concept of effective teaching has evolved considerably in response to globalization, changing educational expectations, student needs and contemporary pedagogical practices. Generation Z students, who are living in an increasingly digital and rapidly changing environment, may hold differentiated expectations regarding teachers' roles, competencies and classroom practices. Understanding these expectations is important for developing student-centered teaching approaches and improving the overall quality of educational experiences for generation z learners. Moreover, students' perceptions of teacher effectiveness may vary according to gender, reflecting differences in expectations, learning experiences and preferences of contemporary learners. The study will be conducted to explore gender differences in generation z students' perceptions of effective teaching. The objective of the study will be to find out what will be generation z male and female student's concept of effective teaching and which inter personal, professional and pedagogical attributes shape their perceptions of teacher effectiveness. The quantitative, cross sectional comparative study will be conducted through a structured online questionnaire. The data will be collected from 100 male and 100 female students of ages 16-19 years, enrolled in a selected Cambridge stream school. The questionnaire will be included questions related to personal, pedagogical and professional attributes of an effective teacher. Students will rate the importance of each attribute according to their own perception of effective teaching on a five-point Likert scale. The collected data will be analyzed using descriptive and comparative statistical techniques to identify the attributes most strongly associated with effective teaching and compare male and female students' perceptions. The study aims to contribute to a clearer understanding of students' expectations of teacher effectiveness and the possible role of gender in shaping these perceptions. The findings of this study may offer useful insights for educators, school leaders and teacher-training professionals in designing inclusive and student-centered teaching practices that address the expectations of generation z learners.

Keywords:
Generation Z, Gender Differences, Effective Teaching, Teacher Effectiveness, Student Perceptions, Differentiated Expectation, Pedagogical.

NPRCE 88

A Comparative Analysis of the Influence of Online and Face to Face Learning Modalities on University Students' Academic Achievement and Learning Motivation

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Abstract:

The rapid expansion of digital technologies has transformed instructional delivery in higher education, leading to increased adoption of both online and face to face learning modalities. Both online and face to face learning methods are now widely used, but there is still debate about which mode is more effective for improving student's academic achievement and motivation. The purpose of this research is to understand which learning method is more helpful for university students. A quantitative comparative research design was used for this study. Data is collected from university student's studying in both modalities. Academic achievement was measured through CGPA. While student's motivation was assessed using a structured motivation scale. Descriptive statistics and independent sample t-test were used to analyse the data. The findings revealed that students studying through online learning had a slightly higher average CGPA compared to students in face-to-face classrooms. However, both groups showed almost similar levels of learning motivation. Face-to-face learning was found helpful for social interaction and structured guidance, while online learning promoted flexibility and self-directed learning. The study concludes that both learning methods have unique advantages, and a blended learning approach may provide a more effective and student-centred learning environment for higher education.

Keywords:
Academic Achievement, Blended Learning, Digital Education, Learning Modalities.

NPRCE 89

Negotiating AI Confidence: A Grounded Theory of Artificial Intelligence Integration among Pre-Service Teachers in Punjab, Pakistan

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Abstract:

This study employs a constructive perspective on the construction of confidence in the use of AI tools by pre-service teachers in the context of variable guidance in teacher preparation institutions and variable access to digital tools in the region of Punjab in Pakistan. This is one of several initiatives to explore AI in teacher education. To understand pre-service teachers' perspectives on AI tools in three teacher education institutions, the study used 23 semi-structured interviews analysed using Strauss and Corbin's grounded theory methodology. Data were transcribed using TurboScribe and analysed in NVivo 15 through the process of AI-assisted coding around the praxis cycle as well as manual constant comparisons. The analysis resulted in a core category, negotiating AI confidence, through open, axial, and selective coding, to account for how pre-service teachers transition from cautious scepticism to purposeful and ethical engagement with AI. There are four categories that align with this core category: institutional AI conditions, pedagogical repositioning, ethical navigation in the use of AI, and collaborative AI literacy building. In combination, these categories result in an emergent capacity to integrate AI. The theory reflects that AI confidence is not the automatic result of a rigid technical competency but instead can be thought of as a process that is negotiated and socially constructed through mentoring, policy ambivalence, and peer knowledge sharing. The findings can serve as a practical scaffolding for teacher educators to incorporate AI literacy in pre-service curricula in resource-variable settings.

Keywords:
Grounded Theory, Artificial Intelligence, Pre-Service Teachers, Teacher Education, Pakistan, AI Literacy, Theoretical Sampling.

NPRCE 90

Living Christian Identity in Muslim-Majority Classrooms: A Transcendental Phenomenological Study of Missionary School Teachers in Punjab

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Abstract:

This transcendental phenomenological study entailed the exploration of the lived experience of Christian teachers who taught in interfaith classes in missionary schools in Punjab, Pakistan. Under this study, the researcher explored how Christian teachers, who teach heterogeneous student populations, that is, Christian and Muslim students, develop professional identities, negotiate religious pluralism, and engage in pedagogical practises in the thorny environment of educational institutions using semi-structured interviews with 27 Christian educators. Using the phenomenological approach of Moustakas, the analysis of data identified four umbrella textual-structural themes, which are negotiating dual identity tension, pedagogical adaptation in religiously plural settings, spiritual authenticity and professional concealment, and transformative interfaith experiences. It was found that the experiences of Christian teachers are characterised by a never-ending negotiation between religious orientation and pedagogical inclusion, whereby the teachers' become users of complex forms of boundary-management and engage in extreme tensions between the manifestation of faith and the demands of their practitioner roles. The results offer theoretical benefits on how identity is formed among minority educators working in religiously diverse schools, as well as applied effects to teacher education programmes focusing on religious pluralism.

Keywords:
Christian Teachers, Multi-Faith Classrooms, Transcendental Phenomenology, Religious Identity, Teacher Pedagogy, Punjab, Pakistan, Lived Experience.

NPRCE 91
Exam Anxiety and Students' Coping Strategies

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Abstract:

Examination anxiety is a common problem among university students. Academic pressure, fear of failure, high expectations from parents and teachers, competition for grades, and lack of preparation are some of the major causes of exam anxiety. This anxiety can negatively affect students' academic performance, concentration, memory, and overall mental and physical health. Students may experience sleep problems, headaches, stress, frustration, and low self-confidence during examination periods. The purpose of this study is to identify the major causes and effects of exam anxiety among university students and explore the coping strategies they use to manage examination-related stress. The study also aims to understand how exam anxiety affects students' academic performance and how study habits are related to anxiety levels. Furthermore, it considers the differences in exam anxiety and coping strategies among male and female students. This research highlights the importance of effective coping strategies, including proper time management, adequate preparation, relaxation techniques, deep breathing, positive thinking, physical activity, and healthy study habits. Understanding these strategies can help students manage examination stress more effectively. The study may also provide useful insights for teachers, parents, and educational institutions to create supportive learning environments that promote students' psychological well-being and academic success.

Keywords:
Exam Anxiety, University Students, Academic Performance, Stress Management, Coping Strategies.

NPRCE 92

Digital Citizenship as Curriculum Gap: A Case-Based Inquiry into Teacher Educators' Practices and Perceptions in Punjab, Pakistan

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Abstract:

This study focuses on the concept of digital citizenship as a gap in the curriculum in teacher education in Punjab, Pakistan. The centre of this inquiry is the quintain of digital citizenship being enacted by or not enacted by individual teacher educators in a variety of institutional settings. Five teacher educators were selected as bounded cases from a population of twenty-three (23) by using Stake's Multiple Case Study technique. Interviews were transcribed with the assistance of AI tools and analysed in NVivo 15 with the support of AI Coding. One teacher educator is one case; each embedded in his or her institutional context and professional and biographical contexts. Results indicate that these teachers acknowledge the importance of digital citizenship but feel stymied by curricular pressures, lack of institutional support, and their own lack of readiness. Their responses were not solely dependent on the institution type but also depended on institutional resourcing, professional history, and their individual feel for technology. The study provides situated insights about how the policy intentions in relation to digital literacy get translated unevenly in individual practice and its implications for curriculum reform and teacher educator development in Pakistan.

Keywords:
Digital Citizenship, Teacher Educators, Curriculum Gap, Punjab, Pakistan, Multiple Case Study, Teacher Professional Identity, Situatedness of Profession.

NPRCE 93

Effect of Exam Anxiety among University Students and Its Coping Strategies

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Abstract:

Examination anxiety is a common problem among university students. Academic pressure, fear of failure, high expectations from parents and teachers, competition for grades, and lack of preparation are some of the major causes of exam anxiety. This anxiety can negatively affect students' academic performance, concentration, memory, and overall mental and physical health. Students may experience sleep problems, headaches, stress, frustration, and low self-confidence during examination periods. The purpose of this study is to identify the major causes and effects of exam anxiety among university students and explore the coping strategies they use to manage examination-related stress. The study also aims to understand how exam anxiety affects students' academic performance and how study habits are related to anxiety levels. Furthermore, it considers the differences in exam anxiety and coping strategies among male and female students. This research highlights the importance of effective coping strategies, including proper time management, adequate preparation, relaxation techniques, deep breathing, positive thinking, physical activity, and healthy study habits. Understanding these strategies can help students manage examination stress more effectively. The study may also provide useful insights for teachers, parents, and educational institutions to create supportive learning environments that promote students' psychological well-being and academic success.

Keywords:
Exam Anxiety, University Students, Academic Performance, Stress Management, Coping Strategies.

NPRCE 94

Psychosocial Experiences of Children with Physical Disabilities in Lahore

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Abstract:

Children with physical disabilities may experience barriers that affect their educational participation, social relationships, and psychosocial well-being. This study examines the psychosocial experiences of children with physical disabilities in Lahore, Pakistan, and considers their implications for equity and inclusion in education. A quantitative research design was used to collect data from 102 children attending the Pakistan Society for the Rehabilitation of the Disabled (PSRD) and Home for Special Persons (NASHEMAN), Lahore. Data were gathered through a structured interview schedule and analyzed using descriptive statistics, including frequencies and percentages. The findings indicate that family support was an important strength: 86% of respondents described their family atmosphere as caring and 87% described family behaviour as cooperative. At the same time, 44% reported experiencing stress. Study-related pressure (46%) and disability-related challenges (42%) were the most frequently reported sources of stress. Barriers to participation were also evident: 33% sometimes found visiting public places difficult, while 12% reported never having visited a public place. When asked about improvements, 37% prioritized ending discriminatory behaviour and 28% called for a more inclusive education system. The findings suggest that educational equity requires more than school enrolment; it requires accessible environments, supportive teaching, respectful relationships, and meaningful participation. The study recommends strengthening teacher preparation in disability inclusion, providing flexible academic support, improving physical accessibility, and involving children and families in decisions. The original study did not establish gender differences; further research should examine how disability and gender may intersect in educational experiences.

Keywords: Physical Disability; Psychosocial Well-Being; Educational Inclusion; Equity; Accessibility; Discrimination; Lahore